The character education and social conflict phenomenon that leads to student collective violent behavior

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Abstract- **This study aims to analyze the causes of collective violence in the scientific community (students). One of the few findings of the cause of collective violence in the scientific community is the lack of application of character education. The type of research is qualitative with phenomenology approach. Research data obtained through observation techniques, in-depth interviews, FGD, and documentation for further analysis with descriptive analytical interpretative techniques. The results showed that the lack of understanding, appreciation, and application of the meaning and focus of character education development that is good life / good deeds toward the other (God Almighty, human, and universe) and to self, human tend to forget the virtuous life, including self-oriented virtuous, self-control and moderation, other-oriented virtuousness, such as sharing and feeling generosity and compassion became one of the factors causing the occurrence of collective violence on the scientific community, so it can be concluded that the lack of understanding, appreciation, and the implementation of character education became one of the causes of the occurrence of acts of collective violence in the scientific community.**

Keywords- Character Education, Student Violence Behavior

I. INTRODUCTION

The background of research related to character education and social conflict phenomenon that lead to collective violence act interesting to be examined because the two main issues of character education and social conflict phenomenon, in fact very contradictory and become social phenomenon in Indonesian society which have been going on long. Various studies have been done both regarding the cause of the phenomenon of social fights between students and between students as well as related to how to shape the character of the educated so that gave birth to a young generation of good character.

Various impacts have been triggered by the rise of fights between students and students. Data BINMAS POLRI 2011 in Jakarta there are 339 cases of student brawl that killed 82 people and the year 2013 January-October period 229 cases of student brawl that killed 19 people. Guswani & Kawuryen there are 10 brawls of students in the campus that occurred in various campuses in Indonesia [1]. The social phenomenon of violent acts committed collectively is deeply felt in the social life of Indonesian society. The social phenomenon of violence or violent conflict, even to the loss of a person's life, in addition to heavy and light injuries to the destruction of various building facilities. This social phenomenon, of course, need to find the root cause and between causes so it can help to solve the social phenomenon.

On the one hand with character education, it is hoped that a good generation / virtuous life, self-control and patience, willingness to share and feel good, but on the other hand phenomenon of educated conflict, in the form of violent actions or behavior of late this has increased, such as bullying, fights between students, among students, among youth groups, and some other social conflicts that led to violent acts, whereas recent character education in schools and colleges has been rife, but the phenomenon of social conflict which led to violent acts also increased, one of the things suspected to be the cause of the conflict that led to the act of social violence that is done collectively because of lack of appreciation and practice of the nature of character education.

II. METHOD

The main problem in this research is to analyze the cause of the emergence of social conflict phenomenon that leads to collective acts of violence committed by the educated, focusing on the relationship between the phenomenon of social conflict with character education. The research location is Makassar City. This study uses a phenomenological approach by attempting to capture the nomenclature behind the phenomenon of social conflict of the learned, resulting in collective acts of violence. The social phenomena studied is a social phenomenon that leads to violence by referring to [2], [3] views of conflict as a situation of incompatibility, but on the other hand they are taught about the importance of education and character formation. This research belongs to qualitative research with data collecting technique through observation, in-depth interview, focus group discussion (FGD), and documentation for further analysis with descriptive analytical interpretative technique.

III. RESULTS

A. Social phenomena Violence between students and students

Pewara Dinamika Universitas Negeri Yogyakarta on the cover, writing "Tawuran Kok Bangga?" The phenomenon of student brawls lately enough to seize the public's attention, however this culture is not worth imitating let alone be proud of [4]. A preliminary study to look at the phenomenon of inter-pupil fights was conducted by Hasballah M. Saad as stated in the book "Student Fighting: Portrait of High School Students in DKI Jakarta". In the early part of the study described as the behavior of our children is increasingly

worrying where an 18-year-old student was killed by about 50 students (Kompas, March 24, 2002) and mass fights between students in front of Sutan Syarif Abdurahman stadium (Kompas, 9 April 2002) [5] Field experience shows that cases of fights between learners are increasingly showing an increase in the scale of intercultural fights and the use of tools in interpolitic fights that can injure, injure, and even kill a person. Fights between students and students are increasingly open, ways of raiding, intercepting, fighting, using equipment has indeed caused unrest to fear for the surrounding community who saw the incident, but has no power to intervene or help resolve the issue.

Subsequent research relating to the phenomenon of social violence among learners was done by Imam Anshori Saleh. The study focuses on the "Student Clash" The Unfailing Social Facts in Jakarta "(2004). This research explores why students are so brutal that social insecurity is prevalent. Twelve people were killed, 18 were seriously injured, and 122 were lightly wounded by student fights in DKI Jakarta during January to November 1993, causing 63 broken buses and school buildings to ruin. According to Kompas, April 15, 1993, Jakarta Police records, between 1989 and 1992 were 700 cases of fights between students who killed 28 students [6]. The causes of fights between students are suspected due to family life that is not harmonious, social environment, togetherness in frustration. Associated with deliberation theory is influenced by situational deliberation, because of situations that "require" them to fight as a result to solve problems quickly and systematically deliberate, students engaged in fighting because they are in certain organisations (gangs) that have a number of rules, norms, or habits to be followed by its members.

The third research was conducted by Jumadi, about the student student fights in Makassar from 1990 - 2008. A total of 35 student fights occurred in Makassar City involving various universities in Makassar. In general, the cause of the fight is the condition or situation of the social phenomenon and the social dynamics of students that lead to destructive actions. The condition of social phenomena that produces the reality of actors either individually or groups together with his group responds to the actors and other groups [7].

Based on the three cases, both fights between students and fights between students are seen from the causes and between causes, in fact the main cause is social conditions or social phenomena of students and students contribute to the birth of fights between students and between students. Situational deliverance is the main driver of violence. The social phenomenon of violence between students and students occurs because students and students are faced with situations that "require" them to fight, as a result of both personal and group desire to solve problems quickly. It is apparent in the various sequences of fights that have relatively similar relation, motif, and form. In addition, systemic deliberation is also a contributing factor to fights between students and students. They are trapped in a certain gang that has rules, norms, or habits to follow by its members, to the lack of a good academic atmosphere.

The cause of violent behavior perpetrated by educated people due to the formation of solidarity of faculty groups, courses and ethnic groups (social identity) is more on the effort to fight for values, social status, power from various resources, as well as the emergence of value transformation in forms of dogmatism, differences of views and ideology of students, cultural differences, interests and values, deprivation and domination. Violent conduct by educated

people is done collectively and individually such as attacks with hit and killing. Jack D. Douglas and F.C. Waksler states that violence can be done either collectively or individually, such as assault and battery attacks, homicide, and rape. The act of violent behavior of the learned is a "misguided" solidarity [8]. Boudun and Elster relate the contradiction to the undesirable consequences of action, a "deterrent effect" that can be derived from the deliberate actions of well-knit individuals [9]. Two contradictory variations that can be understood involve "counterfeality" involving "sub-optimality". Contractility is defined as a misconception of the composition. The second type of contradictory relationship of sub optimality is defined by game theory, in which participants in a game-theoretical situation may choose a strategy of settlement by realizing that other participants will also do so. This violent behavior of educated people is an unrealistic form of violent conflict, [10] mentions that unrealistic conflict is an attempt to channel frustration and depression.

Nevertheless, findings on the causes of the social phenomenon of violence among the educated people, it cannot be denied that family factors (family harmony) and social environment, are also factors causing fights between students and students, so one of the things that becomes important, even on lately is directly proportional between the increasing fights between students and students who end up violent acts as a social phenomenon with the rise of efforts to improve the young generation through education and character formation, so it is assumed that there is a failure in the implementation of character education while built.

B. Educational Character of Learned Students

Taman Siswa I Congress of 1930, Ki Hadjar Dewantoro stated that national teaching should be in harmony with the nation's livelihood (maatschappelijk) and nation life (kulturil). Education in general means an effort to promote the growth of minds (inner strength, character) of the mind (intellect) and the body of the child, the whole cannot be separated and is a perfection of life that is in harmony with the world of learners [11] . Ki Hadjar Dewantoro is one of the initiators of character education. Taman Siswa has made a milestone in character education through Among System (method of asih, asah, and asuh) even its principles are always associated with the term "Tut Wuri Handayani, In Madya Mangun Karsa, Ing Ngarso Sun Tuladha".

The Among system of Ki Hadjar Dewantara teachings includes the conceptual nature, practical operational instructions, fatwas, advice, and so on that are found in the predicated teaching areas. The best known conception is "Education Center" which is national education effort covering education in three environment, family environment, college, and society [12].

Character education is very important to form a society of character, especially in the face of the global era which according to [11] there are 10 (ten) trends from the extreme future that will change human life, namely: (1) energy problems that begin to experience (2) innovative economies that are dominated by free markets, technology, democracy, employment, new markets, globalization, competition, security and peace, (3) changes in the structure of labor that will be multicultural, more women (4) treatment to prolong life, (5) the development of a strange science that will change the ways of human life, culture, and economy, (6) the challenge of the freedom of human life, (7) the future (8) climate change, (9) the future of the individual threatened

by technological advances that threaten independence, human rights, and (10) the future of power-to the great power of change from capitalism to democracy, toward innovation and security. The main factors affecting these ten global changes are the speed, complexity, risks, radical changes in life and work, and the ever-increasing presence of life and challenges in the everyday life of 21st century people.

The global era is a challenge that must be traversed, it takes the human 'tough' in the sense that one of them has a strong character also to face the challenges of the 21st century. Especially when it is associated with Lickona's view of the principle to manifest the character becomes important because according to [13] there are 10 (ten) characteristics of the times that cause a nation towards destruction: (1) increasing violence among adolescents, (2) (3) strong peer group influence in acts of violence, (4) increased self-destructive behavior, such as drug use, alcohol, and free sex, (5) increasingly blurred good and bad moral guidelines, (6) the decline of the work ethic, (7) the lower respect for parents and teachers, (8) the lower the responsibility of individuals and citizens, (9) to defuse dishonesty, and (10) mutual suspicion and hatred among others.

The ten traits of the destruction of an era as Lickona's view becomes a social phenomenon that appears to the Indonesian people. By that, various efforts are made to make the nation of Indonesia to be more dignified and to realize the ideals of the nation that is educating the life of nation and state as the function of education, then one of the efforts made is through education and character formation. In 2010 a reference to character education is a shared responsibility that must be built in the family environment, educational unit, and environment.

Character Education Quality Standards recommends 11 principles for realizing effective character education: (1) promoting basic ethical values as the basis of character, (2) identifying characters in a conclusive way so that thoughts, feelings and behaviors, (3) using a sharp, proactive, and effective approach to building character, , (4) creating a caring school community, (5) giving students opportunities to demonstrate good behavior, (6) having a meaningful and challenging curriculum that values all students, building character (7) enabling the growth of self-motivation and students, (8) functioning all school staff as moral communities who share responsibility for character education and loyalty to the same basic values, (9) the division of moral leadership and support broadly in building character education initiatives, (10) family functioning and da n members of the community as partners in character building efforts, and (11) evaluating school character, function of school staff as character teachers, and manifesting positive characters in student life [14].

To lead to character formation at both primary, secondary and higher education levels, [15] in Sofyan Sauri (without years: 10) gives formulas of effective and intact character formation, it must use 3 (three) (1) the design of school-based character education, (2) the design of character education based on school culture, and (3) the design of community-based character education. The design of character-based classroom education is a design based on teacher relationships as educators and students as learners in the classroom, so character education in its context is the relational process of the class community in the context of learning. Learning is formed is a dialogue with many directions so as to create a comfortable learning atmosphere. The design of character education based on the school culture is the creation of a culture or school culture that is able to form the character of the students with the help of social institutions for the value "membatin" in students, for example that the cultivation of honesty values is not only enough to give moral messages to children educated, but reinforced by the creation of a culture of honesty in school and the design of community-based educational education that is educational, the school community does not struggle alone, but people outside educational institutions such as families, the general public, and the State have a moral responsibility to integrate character building in the context of life social.

The true learning process begins with seeing, observing, and feeling the social environment faced by teachers and students and then empathizing into an integral part of social reality and the universe and from which science is built to help solve humanitarian problems. Science was originally a product of anxiety of reason and conscience to ease the burden of human life.

Character education has differences in concept and methodology with moral education. Character education is to engrave morals through the process of knowing the good, loving the good, and acting the good, which is the education process that involves cognitive, emotional, and physical aspects, so that noble character can be etched into the habit of the mind, heart, and hands. While moral education, usually only involves cognitive aspects, without appreciation (emotions), and practice, so do not be surprised if many Indonesian people who memorized the contents of Pancasila, but do not know throwing the correct waste, apply and behave honestly, high work ethos, harmonious relationship with others [16].

In addition, approaches in character education can also be through practical approaches and essential approaches. The practical approach trains the expected traits into learners' attitudes and essence approaches preparing the personality as the character's home [16]. Character building through education process has become a function of national education, as Law Number 20 Year 2003 states that national education serves to develop and form the character of a dignified nation civilization to realize the ideals of the nation that is to educate the life of the nation and seeks to develop the potential and the ability of learners and make them into human beings who believe, have a noble character, knowledgeable skilful, creative, independent and become citizens of democratic and responsibility.

The question is why human life is sometimes meaningless? because in fact the essence of education is a systematic effort lovingly to build the civilization of the nation. Yet many communities fail to maintain their humanitarian commitment after material success, as John Naisbit termed high-tech, low-touch, a lifestyle that always pursues material success, but is not accompanied by deep meaning of life. As a result, people then entrust their pride to the position, power, and material that sticks, but his personality is porous. A person feels himself great and precious not because of his personal qualities, position and wealth, despite being grasped in dishonorable ways and breaking the rules. Such a person by Erich Fromm is called having oriented, not being oriented, an obsessive person to pursue wealth and status, but does not care about moral quality, when the actualization of human values requires a life struggle so that one will feel more valuable when able to achieve non-material happiness namely intellectual happiness, aesthetical happiness, moral happiness, and spiritual happiness [16].

IV. CONCLUSION

Lack of understanding, appreciation, and application of the meaning and focus of the development of character education that is well-behaved / benevolent life towards the other (God Almighty, human, and universe) and to self, human beings tend to forget the life that virtuous life, including self-oriented virtuousness, self-control and moderation, other-oriented virtuousness, such as the willingness to share and feel the goodness (generosity and compassion) became one of the factors causing the occurrence of acts of collective violence in the scientific community, so it can be concluded that the lack of understanding, appreciation, and the implementation of character education became one of the causes of collective violence in the scientific community.

Cause and the relationship between the causes of the emergence of social phenomenon of violence of the educated is the social condition of the student and the student member contributes to the birth of the social phenomenon of violence. Situational deliverance is the main driver of violence. The social phenomenon of violence between students and students occurs because students and students are faced with situations that "require" them to commit acts of violence. In addition, systemic deliberation, where students 'trapped' in gangs or organizations that have certain rules, norms, or habits to follow its members, until the lack of running academic atmosphere well.

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