

EMPATHY OF STUDENTS WHO PERPETRATORS BRAWL AND KLITHIH AND THE FACTORS CAUSING INVOLVEMENT IN BRAWL AND *KLITHIH* IN STUDENT YOGYAKARTA

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Page
1-6

ABSTRACT

This study aims to determine the empathy of students involved in brawls and klithih and to determine the causal factors that make students involved in both actions. The research method used is a descriptive research type by combining qualitative and quantitative data. The subjects in this study were seven students in private schools with a purposive sampling technique, namely taking children who were indeed involved in brawls and klithih in the city of Yogyakarta. The data collection technique used in this study was an interview to explore the causal factors of student involvement in brawls and klithih, while to determine student empathy, it was revealed using an empathy scale. Data analysis used in this study with two types, namely qualitative data analyzed with data reduction stages, data presentation and conclusion model Milles Huberman, while the results of the scale were analyzed using descriptive statistical analysis. The result shows that most students involved in brawls and klithih are in the low empathy category. The results of this study can be used as a basis for developing counseling service strategies aimed at increasing student empathy. By empathizing, it is assumed that students will give up their intention to fight in brawls and klithih. So that it can be an alternative counseling strategy to reduce cases of brawls and klithih in high schools in the city of Yogyakarta.

Keywords: empathy, brawl, counseling

INTRODUCTION

Empathy is an important element in human life to create social harmony in every era of development, including the industrial era 5.0. The success of a nation in welcoming the industrial revolution 5.0 is closely related to

innovation created by quality resources, so the role of education in Indonesia must be able to answer the challenges of facing technological advances and a smart society. An important component for education to be able to turn challenges into opportunities is to

equip students to develop themselves and develop skills that are in accordance with the needs of the nation.

Empathy is an important foundation in social relationships that can build healthy relationships, resolve conflicts, and create an inclusive environment. For adolescents, understanding and applying empathy can improve the quality of their social interactions and contribute positively to society. However, various problems of lack of empathy in adolescents often occur in Indonesia. Such as cases of bullying, brawls, klithih and various cases of adolescents that show that adolescent empathy in Indonesia still needs to be improved.

Rapid technological developments do not always have a positive impact on the development of adolescent empathy abilities. A study conducted by Reed, Tolman, & Ward, (2017) showed that internet social media can be a medium for teenagers to carry out threats, harassment, bullying, and other aggressive actions. In addition, online games have been shown to reduce mental health and emotional intelligence in teenagers, including empathy (Wartberg, et al., 2019). In line with these findings, teenagers who often play violent video games can become violent and aggressive and tend to have poor academic performance (Milani, et al., 2015; Muzammil, Nassir & Hassan, 2019)

Lack of empathy behavior in the form of bullying and aggressive actions is also widely carried out by teenagers in the city of Yogyakarta. The results of a study conducted by Fitriyanti & Waliyanti (2018) on cyberbullying research actions carried out by private high school and junior high school students in Yogyakarta on Instagram social media include; giving rude comments when updating instastory, uploading photos and commenting on photos.

Another problem that often occurs in the city of Yogyakarta is brawls between students and klithih behavior. During 2020, there were 40 cases of klithih in the Special Region of Yogyakarta (DIY). This figure is based on data from the Yogyakarta Special Region Police. From this data, 81 people became klithih

perpetrators consisting of 57 students and 24 unemployed (Darmajati, 2020).

From the various results of the studies above, it shows that adolescent empathy still needs to be developed. Self-centeredness appears in adolescence and a strong desire to be the center of attention by others (Santrock, 2010). The inability of adolescents to resolve conflicts will cause feelings of failure that lead to frustration. The form of reaction that occurs due to frustration experienced can be a form of violence to hurt oneself and others, which is often referred to as aggression (Monks in Baron & Byrne, 2012).

Adolescents are developing individuals whose developmental tasks include achieving responsible social behavior and obtaining a set of values and ethical systems as a guide for behavior (Santrock, 2010). One of the important abilities in social life is empathy. The importance of the role of empathy in all areas of human life throughout the ages is the basis for the need for research on efforts to develop empathy. In the last ten years, research on empathy in adolescents has been widely conducted using various approaches. Empathy research has shifted from quantitative descriptive, correlational research, comparison, then moving on to experimental research and empathy development strategies to date. Various studies on empathy development strategies have been carried out in various ways that focus on the development of cognitive empathy and affective empathy from various age levels, from early childhood to adulthood (Daltry, et al, 2018; Galvána, Shejett & Rebollar, 2015; Goodhew & Edwards, 2022; Groep et al, 2020; Harlynking, 2019; Kuhnley et al, 2021; Morelli, et al, 2015; O'Brien, et al, 2012; Riess, 2017; Santo, et al, 2014); Yildiz & Dui (2013). Although empathy research has been widely conducted in various fields in the last ten years, empathy is a fundamental part of various human social lives that is always needed throughout the span of human life (Einseinberg, 2000; Howe, 2015; Riess, 2017; Santrock, 2011), which is a contextual concept influenced by the social and cultural environment (Wang, 2003; Park, 2019).

Thus, this study aims to determine the empathy of students involved in brawls and klithih and to determine the causal factors that make students involved in both actions. The results of this study can be used as a basis for developing counseling service strategies aimed at increasing student empathy. By empathizing, it is assumed that students will give up their intention to fight in brawls and klithih. So that it can be an alternative counseling strategy to reduce cases of brawls and klithih in high schools in the city of Yogyakarta.

METHOD

This study aims to determine the empathy of students involved in brawls and klithih and to determine the causal factors that make students involved in both actions. The research method used is a descriptive research type by combining qualitative and quantitative data. The subjects in this study were seven students in private schools with a purposive sampling technique, namely taking children who were indeed involved in brawls and klithih in the city of Yogyakarta. The data collection technique used in this study was an interview to explore the causal factors of student involvement in brawls and klithih, while to determine student empathy, it was revealed using an empathy scale. Data analysis used in this study with two types, namely qualitative data analyzed with data reduction stages, data presentation and conclusion model Milles Huberman, while the results of the scale were analyzed using descriptive statistical analysis.

RESULT AND DISCUSSION

Empathy in seven students involved in brawls and klithih is categorized into five categories; namely very high empathy, high empathy, moderate empathy, low empathy and very low empathy. Based on the analysis of descriptive statistical data, it shows that there are three students (42.86%) in moderate empathy and there are 4 students (57.14%) in the low empathy category. The data shows that most students involved in brawls and klithih are in the low empathy category. Data collection on student empathy is based on the

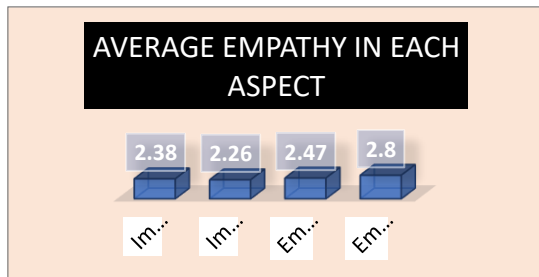
components of cognitive empathy and affective empathy (Bason & Ahmad, 2009). The cognitive aspect is related to perspective taking and the affective aspect is related to emotional response. Perspective taking consists of two forms, namely how a person would think and feel if he were in someone else's situation (imagine self perspective), and imagining how other people think and feel about the situation he is experiencing (imagine other perspective). Furthermore, the form of emotional response is feeling like what others feel (emotion matching) and feeling what others need which is closely related to sensitivity and concern for others (empathic concern). Based on the results of the empathy data analysis of students who are perpetrators of brawls and klithih, if viewed from each aspect, it is shown in table 1.

table 1.
Average Empathy of Students Who Perpetrated Brawls in Each Aspect

No	Aspect	Mean Aspect
1	Imagine self perspektif	2,38
2	Imagine other perspektif	2,26
3	Emotion Matching	2,47
4	Empathic Concern	2,80

Based on the results of the study, it shows that the lowest empathy aspect in students involved in brawls and klithih is in the empathy aspect of imagine other perspective and the highest empathy aspect is in the empathic concern aspect. To get a clearer picture, it can be seen in the following graph 1.

Graph 1.



Furthermore, based on the results of interviews with seven students involved in brawls and klithih at a private high school in Yogyakarta, after being analyzed using the Milles Huberman model (Sugiyono, 2019), the following data description was obtained:

Subject Nou: The subject said that he could no longer count the number of brawls and klithih that he had participated in. The origin of joining this gang began with following his close friends at school. At first, Nou only intended to hang out with his close friends, but then he became interested in joining the gang because he often felt lonely at home and was motivated by his close friends who had joined the gang earlier. Nou felt lonely because his father, who was a police officer, was often busy working and his mother, who was a civil servant, had to work outside the island. Nou spent most of his days with his grandmother in Yogyakarta. At first, NOU only thought that gang activities were limited to hanging out together, but it turned out that the gang was organized with strict rules. Namely, if you have joined a gang, you are not allowed to leave, you are not allowed to reveal gang secrets and you must be ready to be supervised (orientation). Because Nou felt challenged, NOU became more curious to join the gang. The first gang orientation that Nou experienced was being sworn in by the gang leader to obey the gang rules. The gang rules are that if you have joined the gang, you are not allowed to leave, you are not allowed to leak gang secrets and you must participate in Rese activities (causing chaos) with klithih on special days (Sundays and holidays). If you do not participate in the activities, you will be beaten by other members. You must have sharp weapons and must dare to use them to

injure your opponent, you must progress in getting the results of the brawl in the form of school uniforms from the enemy. You must be able to recruit new members. From the results of the first klithih activity orientation that Nou participated in, Nou showed courage in fighting opponents by slashing and injuring his opponents with sharp weapons so that finally Nou was appointed as the successor to the gang leader (gang coordinator). The gang coordinator is the person who has the number one power in the gang. **Subject Rey:** Subject Rey tells the origin of joining the gang because he felt lonely when at home. Rey's parents who often quarreled made Rey feel uncomfortable at home and wanted to vent his anger by fighting. Rey said that he felt that his voice was never heard by his parents so he felt he had no friends to talk to, and felt very tired. To vent his fatigue and anger, Rey joined a gang at his school and often did brawls together.

Subject Var: Subject Var initially joined the brawl gang because he often felt lonely in his free time. Then he was invited by his friend to join a soccer supporter group, until finally Var, who really liked soccer, was very happy to be a soccer supporter when there was a soccer competition. Var's love for his idol soccer group became fanatic and very sensitive so that Var was often involved in brawls between soccer supporters.

Subject Asf: Subject Asf told the origin of joining the gang because he was challenged by his close friends at school. According to Asf's perception, teenagers who dare to fight are an achievement for teenagers. Because Asf gets enough freedom from his parents, Asf easily leaves the house and sometimes doesn't come home and chooses to hang out and do klithih with his gang.

Subject Bag: Subject Bag tells the story of the origin of joining the gang because he often feels annoyed when at home. Bag said that his father often scolds him harshly and has restrictive rules according to Bab. This makes Bag even more annoyed. Bag's father gave a rule that Bag was not allowed to leave the house at night, but Bag was even more

challenged to secretly go out at night and join his gang.

Subject Kev: Subject Kev tells the story of the origin of joining the gang because he often feels angry when at home. Kev's parents, who according to Kev love his older brother more, make him uncomfortable at home and more comfortable joining his friends. Until then Kev met his senior to be invited to join the football group. Initially Kev thought it was a pure football group but it turned out that the group was a gang. Kev's mind was influenced by his senior that joining a gang would have many exciting activities that would make it more challenging and exciting. Until then Kev was pitted against other gang members to determine his position in the gang. The result of the duel was that Kev defeated his opponent and then he got the position of someone who was quite trusted by the gang leader or gang coordinator.

Subject Rif: Subject Rif told the origin of his joining a gang because he was traumatized by being a victim of bullying in junior high school. Rif, who took his own initiative to find out about gang movements at school and wanted to join a gang. Rif's assumption was that when he joined a gang, he would have the opportunity to learn to fight against enemies and get protection from the gang so that no one would bully him anymore. After participating in several klithih activities, Rif felt that he was not easily afraid and was getting braver.

Based on the presentation of the data, it shows that the factors that form the basis for children's involvement in brawls and klithih mostly come from the family, and then peers

CONCLUSION

The results of this research show that the factors that form the basis for children's involvement in brawls and klithih mostly come from the family, and then peers. The data shows that most students involved in brawls and klithih are in the low empathy category. The results of this study can be used as a basis for developing counseling service strategies aimed at increasing student empathy. By empathizing, it is assumed that students will give up their intention to fight in

brawls and klithih. So that it can be an alternative counseling strategy to reduce cases of brawls and klithih in high schools in the city of Yogyakarta.

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