

The Social Construction of Reality: Junior High School Students Brawl in Balaraja Tangerang

Konstruksi atas Realitas Sosial Tawuran Antar-Pelajar Sekolah Menengah Atas di Balarajakabupaten Tangerang

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ABSTRACT

This study aims to explore the condition of education caused by brawls at the high school level. The research uses qualitative methods with data collection techniques: observation, interviews, and document studies. The results of the study show that students who engage in brawls can be caused by environmental factors, school, and social friends. Student brawls carried out together with peers are in the form of influences from outside the environment (externalization). Indirectly school is a factor in the occurrence of brawls. Schools are places where children with the same characteristics as "peer brawls" (objectivation) gather. In this case the socialization carried out by the child of the student brawl is with social friends which greatly influences one's personality (internalization). By using Peter L. Berger's conception of prevention that can be done, among others, socializing the dangers and negative effects of brawls by formal institutions. As well as countermeasures by giving strict sanctions or punishments that can provide a deterrent effect based on the country's positive law.

Keyword: student, brawls, social construction

ABSTRAK

Penelitian ini bertujuan untuk menggambarkan kondisi pendidikan yang diakibatkan tawuran di tingkat sekolah menengah atas (SMA). Penelitian menggunakan metode kualitatif dengan teknik pengumpulan data observasi, wawancara, dan studi dokumen. Hasil penelitian menunjukkan bahwa pelajar yang melakukan tawuran dapat disebabkan oleh faktor lingkungan, sekolah, dan teman pergaulan. Tawuran pelajar yang dilakukan bersama-sama dengan peer berbentuk pengaruh dari luar lingkungan (eksternalisasi). Secara tidak langsung sekolah elemen faktor terjadinya tawuran. Sekolah menjadi wadah berkumpulnya anak-anak dengan karakteristik sama "peer tawuran" (objektivasi). Dalam hal ini sosialisasi yang dilakukan oleh anak pelaku tawuran pelajar adalah dengan teman pergaulan yang sangat memengaruhi kepribadian seseorang (internalisasi). Dengan menggunakan konsepsi dari Peter L. Berger pencegahan yang dapat dilakukan di antaranya, mensosialisasikan bahaya dan dampak negatif dari tawuran oleh institusi formal. Serta penanggulangan dengan memberi sanksi tegas atau hukuman yang dapat memberikan efek jera berdasarkan hukum positif negara.

Kata Kunci: Pelajar, Tawuran, Konstruksi Sosial

INTRODUCTION

Forming individuals who have good personality and behavior is a shared responsibility between schools, parents and society. Individual personality is not a talent that is obtained from birth, but is formed through the educational process through interaction and socialization. The process of interaction and socialization begins with a person with his parents, siblings, and other families in one house. Parents have the main role in shaping the personality and behavior of their children. Santrock, (2003) says "Inadequate parental supervision of children's existence and the application of ineffective and inappropriate discipline determine the emergence of juvenile delinquency".

Schools must comprehensively develop the potential of learners which includes spiritual, social, intellectual and emotional intelligence and skills as stipulated in Law No. 20/2003 on the National Education System. Lack of attention to other aspects has led to a real moral decadence in Indonesian education. Today, students are becoming more uncontrollable, grouping-oriented and violent in carrying out their activities. In solving their problems, students tend to resort to violence and brawls.

School as a formal institution, of course, there are many forms of interaction and socialization that greatly affect the formation of personality in children through the supervision and guidance of a teacher. Teachers have a role not only transferring knowledge, but more than that teachers are responsible for shaping the personality and behavior of students so that they become a generation that is smart, skilled and characterized. The role of society, especially playmates, will affect the development of children's personality and behavior. The process of socialization and interaction between playmates occurs the process of influencing each other. The influence of playmates will become part of him which will change the personality and behavior of the child. Therefore, playmates have a considerable role in shaping children's character.

Student brawls are often found on the road, this action is not just a brawl, but has led to a crime, considering that it often takes victims both injured and even lost their lives. Student brawls in Indonesia generally have an increasing trend. It can be seen from various cases of complaints to KPAI (Indonesian Child Protection Commission). Data on child complaint cases based on the KPAI Education Cluster in 2011-2018 states that 498 children were victims of brawls. Data on child complaint cases based on the KPAI child protection cluster in 2011 there were 20 cases of child victims of student brawls, in 2012 there were 49 cases, in 2013 there were 52 cases, in 2014 there were 113 cases, in 2015 there were 96 cases, in 2016 there were 55 cases, in 2017 there were 57 cases, and in 2018 there were 56 cases (KPAI 2018).

While the cases of children who committed student brawls in 2011 were 64 cases, in 2012 there were 82 cases, in 2013 there were 71 cases, in 2014 there were 46 cases, in 2015 there were 126 cases, and in 2016 there were 76 cases, in 2017 there were 74 cases, and in 2018 there were 88 cases. This means that in 2011-2018 there were 627 cases of children who committed student brawls. The two data obtained above are data on students who are still studying at SMA / SMK Seder (KPAI 2018). The number of student brawls is quite high in Tangerang district. Brawls carried out by high school students have become something that is commonplace for every school community. Tangerang district has a total of 430 public/private high schools.

In general, one of the deviant behaviors that often occurs among adolescents is fighting between students or brawls. Brawls are basically initiated by conflicts that occur between students within one school or between schools. The feeling of solidarity between friends leads to fights between students from different schools. Excessive solidarity makes teenagers do everything to achieve their goal, which is to win against students from different schools. Brawls between students are related to a moral crisis because they ignore religious and social norms. Usually, students involved in brawls do not think about the risks caused by their actions in the future (Sutarto 2008: 162). Even students involved in brawls do not know the effects can damage themselves and disturb the surrounding community.

RESEARCH METHODS

This type of qualitative research is used in the study of this article. Qualitative methods are carried out to understand the phenomena experienced by research subjects, such as behavior,

perceptions, motivations, actions, and others holistically, and descriptive analysis in the form of words, language, aimed at a special natural context and supported by utilizing various scientific methods (Moleong 2011: 6). In addition, research procedures are taken to produce descriptive data from actors and observed behavior (Bogdan and Taylor in S. Margono 2013: 36).

The data collection techniques in this study are through observation, interviews and documentation. Observation is done by systematically observing and recording the symptoms that appear on the object of research (Margono 2013: 158). Meanwhile, interviews are conducted by means of purposeful conversations. Conversations conducted by two parties lead to research topics (Moleong 2011: 186). In contrast to documentation which is a record of events that have passed. The documents are in the form of writings, pictures, or monumental works. The technique of checking the validity of research data consists of criteria that are checked with one or more specific inspection techniques. 1) Extension of Participation, 2) Observation Diligence, 3) Triangulation, 4) Peer Examination Through Discussion, 5) Negative Case Analysis, 6) Member Checking, 7) Detailed Description, and 8) Auditing.

The research data analysis technique in the process of organizing and sorting data into patterns, categories, and basic description units so that themes can be found and working hypotheses can be formulated as suggested by the data. Then, the instrument as a data collection tool is designed and made in such a way as to produce empirical data as it is about the phenomenon of brawls between high school students in Tangerang district (Margono 2013: 155). Data, one of which does not describe empirical data, can mislead researchers, so that the research conclusions drawn / made by researchers can be wrong. This is what the researcher avoided.

Primary and secondary data sources were used in this study (Suharsimi Arikunto in Johni Dimiyati 2013: 39). Primary data sources from the subject or object of research are direct data taken, such as first information from students who commit brawls. Second, information from teachers in schools where brawls often occur. Third, information from the general secretary of the Balaraja police station in the jurisdiction of the Tangerang police station. Fourth, places and events where educational activities take place in two schools where brawls often occur. Meanwhile, secondary data sources were taken from various parties who could provide additional data to complete the shortcomings of the data obtained through primary data sources.

The criteria for selecting research data were carried out purposively (Satori and Komariah (2010: 50). Purposive sampling is aimed at subjects or objects in accordance with the objectives. In this study, the researcher's consideration in accordance with the research topic is used to select the subject or object as the unit of analysis. Based on the unit of analysis, the researcher determines the criteria for data or research informants as follows: School students, school teachers, and the general secretary of the Balaraja police station.

RESULTS AND DISCUSSION

Berger and Luckmann's (1991) social construction theory is used in analyzing inter-student brawls. This theory explains the social process through actions and interactions in which individuals or groups of individuals, create continuously a reality that is subjectively experienced and shared. The root of this theory is the constructivist paradigm that sees social reality as a social construction created by individuals as free human beings. Individuals as determinants in the social world are constructed based on the will of individuals who in many ways have the freedom to act outside the control of their social structures and institutions. In the social process, humans are seen as relatively free creators of social reality in their social world.

Berger and Luckmann argue that the institutions of society are created and maintained or changed through human actions and interactions, although society and social institutions look objectively real, in reality they are formed in subjective definitions through a process of interaction. Objectivity can occur through repeated affirmations given by others, who share the same subjective definition. At the highest level of generality, humans create the world in universal symbolic meaning, an overarching worldview that legitimizes and organizes social forms, and gives meaning to various spheres of life.

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Externalization, objectification and internalization are dialectics that run simultaneously, meaning that there is a process of pulling out (externalization) so that it seems to be outside (objective) and then there is a process of pulling back in (internalization) so that something that is outside seems to be inside or subjective reality. An understanding of reality that is considered objective is formed, through the process of externalization and objectification, individuals are formed as social products. So that it can be said, each individual has social knowledge and identity in accordance with the institutional roles that are formed or played.

Externalization in Student Brawls

Externalization as an effort to pour or express human self into the world, either in mental or physical activities. This process is a form of self-expression to strengthen the existence of individuals in society. At this stage, society is seen as a human product (*Society is a human product*). Externalization is explained by Berger as an attempt to pour oneself into the world in a mental or physical state. It is human nature and an anthropological imperative that humans always pour themselves into the world where they are. Humans cannot be understood as isolated from the outside world.

The social process of externalization is a moment in which a person adapts himself to his social environment. The social world, although it is the result of human activity, presents itself as something external to humans, something that is outside of humans. This process is a form of self-expression to strengthen the existence of individuals in society. When a social product has become an important part of society that is needed by individuals at any time, it becomes an important part of a person's life to see the outside world.

As with student brawls as a form of expression, existence and identity of the young soul in students and the formation of youth solidarity, it is assumed that as a form of self-actualization in this modern era. In some interviews with students, they brawl at the invitation of friends and maintain the existence of their school over the opponent's school. Solidarity with friends and institutions is internalized that student brawls become something of pride for students, where they can build solidarity and build their identity as students.

The solidarity formed in groups can lead to brawls between students, especially when there is a threat from another group against their group. Brawls also occur when there is a conflict involving their group and groups of students from different schools. Conflicts between different school groups will always exist because conflicts are maintained by groups from one generation to another. Solidarity within the group with the ethnocentrism of the school alma mater will force students to do everything, even actions that go beyond the norm. When students are in a group, individual personalities merge into the collective personality of that group (Mahlihah, 2014).

Student brawls carried out together with other friends are not only carried out on the basis of their own desires but of course there is encouragement from outside themselves such as external influences, namely the environment or it can also be called seeing previous seniors who also did the same thing which seems to have become a hereditary habit, namely student brawls.

Objectivation in Student Brawls

Objectivation as a result that has been achieved (both mental and physical from human externalization activities), in the form of an objective reality that may face the individual himself as a facticity that is outside and different from humans who produce it (present in a real form). At this stage, society is seen as an objective reality. (*society is an objective reality*) or the process of social interaction in an intersubjective world that is institutionalized or undergoes a process of institutionalization.

At this stage, a social product is in the process of institutionalization, while the individual manifests itself in the products of human activity that are available, both to its producers and to others as elements of the shared world. This objectivation lasts long beyond the face-to-face boundaries where they can be directly understood. Objectivation can occur through the dissemination of opinions of a social product that develops in society through the discourse of public opinion about social products, and without having to occur face-to-face between the individual and the creator of the social product.

Berger and Luckmann (1991) view objectivation as the result that has been achieved mentally and physically from human externalization activities. The objectivation of society includes several elements such as institutions, roles, and identities. In this case, the school is an institution that is objectively real "there" can impose certain patterns on individuals who live in its environment.

The social process of objectivation moments when the interaction between two realities that are separated from each other, humans on the one hand and socio-cultural reality on the other. these two seemingly separate entities then form a network of intersubjective interactions. Schools today still function more as "listening schools" rather than providing ample opportunities to build children's activity, creativity and inventiveness. Thus, schools do not build children's dynamism and do not stimulate children's learning activities. Furthermore, for hours every day children have to do depressing activities, sit and passively listen, so they become bored, irritated and apathetic. In the classroom, children, especially teenagers, often experience frustration and inner pressure, as if they are being punished or shackled by "unfair" rules. On the one hand, children have an instinctive urge to be active, dynamic, move and do. On the other hand, children are tightly constrained by the deadly discipline of school and the regimentation and listening school system.

There are also teachers who are less sympathetic, have little dedication to the profession and do not master the didactics of teaching. It is not uncommon for the profession of teacher or lecturer to be commercialized to teachers who are only concerned with passing teaching material. The development of children's personalities is completely ignored by teachers, because they are more concerned with the problem of teaching or passing information (Wulandari 2019: 20).

Indirectly, schools are also a factor in the occurrence of brawls. Children or students who go to schools that often carry out brawls between students certainly know the image of the school. So that students who have the same nature and perhaps the same motivation are gathered, namely meeting friends who have the desire to fight between these students. And it can also be seen that the brawls that are carried out are usually inter-school brawls carried out with school friends.

Internalization in Student Brawls

Internalization as the re-absorption of the objective world into consciousness in such a way that the subjective individual is influenced by the structure of the social world. Various elements of the objectified world will be captured as symptoms of reality outside of consciousness, as well as internal symptoms for consciousness. Through internalization, humans become the product of society (man is a social product). Because internalization is a process experienced by humans to 'take over' the world that is being inhabited by others.

Proses internalisasi ini menyangkut proses penyerapan realitas objektif menjadi realitas subjektif yang ada pada individu. Dengan bahasa lain, proses internalisasi adalah proses penerimaan definisi situasi institusional. Waktu proses internalisasi adalah sejak lahir sampai tumbuh menjadi individu yang matang dalam masyarakat. Proses sosial momen internalisasi berlangsung seumur hidup seorang individu dengan melakukan sosialisasi. Pada proses

internalisasi, setiap individu berbeda-beda dalam dimensi penyerapan. Ada yang lebih menyerap aspek eksternal, ada juga yang lebih menyerap bagian internal.

In this case, bad peers can influence a person to behave deviantly. Because it is still in adolescence, a period of "social thirst" characterized by a desire to get along and be accepted in the peer group environment. Rejection from the peer group can cause frustration and make him feel inferior and isolated. On the contrary, if a teenager can be accepted by his peers and even become an idol, of course he will feel proud and have honor in himself.

In line with the growth of reproductive organs, social relationships developed in adolescence are also characterized by a desire to establish special relationships with other sexes and if not guided can lead to deviant acts of social behavior and sexual behavior. Adolescence is also characterized by a desire to try out and test the establishment of existing norms, if not guided, it may develop into a conflict of values within themselves and with their environment. Likewise, poor peer selection will make teenagers fall into deviant behaviors. In the end, it will make teenagers do things that can harm themselves, their families, and the community. Selectivity in finding friends also plays a very important role. However, the perfection or imperfection of adolescents in socializing is greatly influenced by a friend. The good and bad of a teenager's friends is what makes the teenager who they are. Teenagers must be truly selective in choosing who will be a peer (Wulandari 2019: 18).

Student groups experience growth and development through several phases, namely: the performing phase, the norm formation phase, the storming phase, and the forming phase. Each student in the group makes various observations and judgments about other students and tries certain actions to get reactions from other members. Each student displays different behaviors. Gradually students begin to create a pattern of relationships between group members that is considered the basic pattern of group behavior.

In this case, the socialization carried out by the perpetrators of student brawls is with friends who greatly influence a person's personality. In this case, friendship is often used as a reason for someone to commit student brawls. With the reason for high solidarity (solidarity) someone will not have the heart to see his friend fighting alone and a sense of solidarity arises by helping or participating in the fight on the grounds of maintaining school pride.

Brawl between High School Students in Balaraja Subdistrict, Tangerang Regency

Given its complexity, the term violence is very difficult to define satisfactorily. Often violence is understood as an aggressive form of behavior. But the two have different scopes. Aggressive behavior is often connoted with everything that is physical, for example: hitting, destroying property or houses, burning, strangling, starting with bare hands or with tools or weapons, causing physical pain, injury, temporary or permanent damage, even causing death.

Unlike violence, it is not only physical, but also psychological. For example, when the physical body is attacked, the psychological state is also affected. When violence is perpetrated, the perpetrator also controls the victim's consciousness, and an attack on the urban poor who are organizing for justice is likely to make those attacked afraid to get involved in the movement again.

It's not just them, even other people who are watching, or even just know about the events from the media, will feel afraid to engage in conflict with the authorities. So, when the body is attacked, human psychology is also attacked, trying to destroy their courage and will. So it is not only physical but mental as well. That is the true meaning of violence. It is broader than aggressive actions. It means that every aggressive act is definitely a part of violence. Conversely, every act of violence is a representation of someone's aggressive attitude. Self-control is needed in addressing both aggressive and violent acts. One of the most common forms of violence among teenagers is fighting between students or commonly called brawls. Brawls are generally preceded by conflicts that occur between students within a school or between schools. It is the feeling of solidarity between friends that leads to fights between students from different schools. Excessive solidarity makes teenagers do everything to achieve their goal, which is to win against students from different schools. Inter-student brawls are related to a moral crisis because they ignore religious and social norms.

Based on observations and research, the perpetrators of brawls are caused by a supportive school environment that indirectly becomes a "headquarters" for those who are not too serious in the academic field and have an interest in relationships that can lead them into deviant behavior. In addition to the school environment, the friendship environment is the main factor driving the perpetrators to commit brawls because brawls are student fights that are carried out together and create a strong sense of solidarity between them. Apart from that, the role of teachers in schools to make preventive efforts (prevention) against children who commit brawls is very important to socialize the dangers and negative impacts that will be caused in the brawl. The role of the police also outside the school to make repressive efforts (follow-up) against children who are perpetrators of brawls is very important to be able to maintain order in areas where brawls often occur and can provide a deterrent effect on the perpetrators, of course the punishment given is adjusted to their age which is still classified as adolescents.

Based on Peter Ludwig Berger's dialectic, after the externalization process takes place where externalization is an effort to pour oneself into the world, both mental and physical activities, in this case the surrounding environment which is not always good and beneficial for the education and development of children can stimulate bad emotional reactions for teenagers who are still unstable in their souls, bad emotional reactions here can be a sense of wanting to fight or hurt other people who are not liked. Then the objectivation process is the result that has been achieved both mentally and physically from human externalization activities. The objectivation of society includes several elements such as institutions, roles, and identities. In this case, the objectivity is the school.

Unfavorable school environment such as poor conditions, including school buildings that do not meet the requirements. Lack of opportunities for free expression, both physical and psychological. The development of the child's personality is completely ignored by teachers because they are more concerned with teaching or passing on information, without paying attention to the personality of their students who have problems such as fighting between students.

Then the last process, namely internalization. The internalization process is the re-absorption of the objective world into consciousness in such a way that the individual's subjective is influenced by the structure of the social world. Through internalization humans become the result of society. Internalization in the form of socialization in this case is a social factor. With the frequency of a child befriending other children who are naughty in personality, it certainly has a negative impact on him. With the reason of solidarity, students can fight with friends from other schools to defend their school and their pride.

Based on the results of data analysis and discussion about brawls between high school students (SMA) in Balaraja sub-district, Tangerang district, the following conclusions are obtained: First, Externalization is explained by Berger as an attempt to pour oneself into the reality of the world. Anthropologically, humans always pour themselves into the world where they are, including in the context of inter-student brawls. The milieu factor or the surrounding environment (externalization) is not always good and beneficial for the education and development of children. The environment is sometimes inhabited by adults and criminal and anti-social young people, which can stimulate bad emotional reactions in children in puberty who are still mentally unstable. Second, Berger views objectivation as the result that has been achieved from human externalization activities. Then, schools become objectively real institutions that can impose certain patterns on individuals who live in their environment. The unfavorable school environment (objectivation) such as bad conditions, among others, in the form of school buildings that do not meet the requirements, the lack of opportunities provided by the school to carry out free expression, so it is necessary to arrange the way of working with the workload of educators in schools. Third, the internalization process involves the process of absorbing objective reality into the subjective reality that exists in the individual. The degree of interaction with people who behave deviantly can result in a higher possibility of learning deviant behavior. This is something that needs serious attention by the school and outside of it. At some level the security apparatus needs to be involved.

The recommendations given include: First, for the perpetrators of student brawls, directed to choose the right environment in supporting education and character cultivation. Choose a decent school that can support all the potential they have and can express themselves well. Selective in determining peer groups. Second, for school teachers, focus on paying attention to students who are purposively involved in student brawls. The role of teaching and educating is implemented hand in hand. In addition, the socialization of the dangers and impacts of brawls for students and others is routinely and planned. Then firm action can be taken against the perpetrators of student brawls by creating intense communication with parents to avoid juvenile delinquency that might occur anytime and anywhere. Third, Law Enforcement Officials can impose sanctions on perpetrators of student brawls that can provide a deterrent effect without public humiliation, provide counseling to schools where brawls often occur, cooperate with schools that often occur brawls to supervise children who often repeat. However, in certain conditions, such as the high severity level of brawls, it is necessary to enforce positive state legal sanctions.

CONCLUSSION

In society, there are rules or laws that serve as guidelines for various social institutions. The rules are actually human products to preserve social order, so even though the rules in the social structure are restrictive, it does not rule out the possibility of "violations" committed by individuals. The violation of the rules is caused by the changing externalization process of the individual or in other words, the inability of the individual to adjust to the rules used to maintain social order. Therefore, the problem of change is in this externalization process. So in societies that prioritize "social order" individuals try as hard as possible to conform to institutionalized social roles, while for societies that like "social chaos" there will be more dislike to conform to institutionalized social roles.

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