

The Gang Phenomenon in Elementary School

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Abstract. This research is about the gang phenomenon in elementary school. This research aims to find out the factors that cause the students to form gangs, the pattern of gangs forming, and the effects of gang phenomenon. The data are obtained from class teachers, students' parents, and students involved in gangs. Researcher conducted a phenomenological research method by analyzing Smith's data model, namely Interpretative Phenomenological Analysis (IPA). The data are collected through observation, interviews, and documentation. The results showed that the emergence of gang phenomena at SD Negeri Cibiru 10 was caused by internal factors; deviant behavior of students, and external factors; (1) the frequent of gathering together in various situations; (2) coercion; (3) and lack of supervision. The gangs are formed through seven stages; (1) the frequent of gathering together in various situations; (2) one of the students wanted to form a gang; (3) inviting and forcing other friends to join the gang; (4) there are students who feel compelled and some feel safe in the gang; (5) forming a management structure; (6) creating a gang identity; (7) showing its existence by carrying out negative actions. The arising effects of the gang formation are divided into two, which are positive impacts and negative impacts. The positif impacts are (1) students understand the meaning of solidarity; (2) enthusiasm for learning when in their gang. The negatif impacts are; (1) students are often reprimanded by teachers; (2) shunned by other friends; (3) get a threat or mental pressure; (4) often quarrel; (5) interferes with the learning process; (6) being bossy; (7) lack of mingling; (8) triggering deviant actions such as bullying, hitting, kicking, and push ups.

Keywords: Gang phenomenon, Influencing Factors, Formation Patterns, And The Impacts Of The Gang Phenomenon.

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INTRODUCTION ~ Education today has lost its true soul to be able to humanize humans who live in a space of life full of longing. Maunah (2015) revealed that there was a lot of moral degradation which became a black record in the world of education today. This expression illustrates that humans must be able to use their minds well to create noble character and practice them in humanistic life. The impact caused by education must be able to create people who think, which is a provision to develop reason, think critically and build a better life in society. This will have an impact on the birth of education that is based on the concept of a life that is full of tolerance,

humanism, democracy, equality, the formation of justice, and has implications for the growth of love, human rights, the benefit of many people, and environmental preservation in a frame of harmony. Herlambang, 2018).

One of the stages of school education that a child goes through as a student is Elementary School. Elementary school is the most basic level in formal education. The formation of basic character in children who are not good will affect the child until he grows up. Therefore, a good education is very necessary for children to have good personality and character. In addition to education, the process of child

development requires good social interaction skills. These social interaction abilities will later help a person to blend in with his environment. Through good social interaction skills, every child is able to interact or get along with the surrounding environment, for example friends at school. If every child can interact well with the people around him, the process of developing children's social interaction abilities can be increasingly honed, so that children are not isolated in the surrounding social environment.

Child development does not always run optimally. There are many things that hinder the child's development process. This indeed looks trivial, even teachers and parents often think that it is just a joke, but if it is not noticed, then this form of abuse can escalate into terror, even it can cause a person to become depressed. Gang cases that were initially only verbal can also lead to the emergence of more dangerous treatments, such as physical abuse, which also affects the social life of every child, especially the victims. The phenomenon of gangs makes children unable to interact properly with the surrounding social environment, so that it can hinder the process of children's self-development. For victims caused by gangs, if left alone, the child will feel isolated, depressed, and even feel worthless to him. Therefore, good social interaction skills are needed by every child so that children are able to socialize and get along well in their environment.

In general, the factors that cause the formation of gangs are school environment factors and the surrounding environment. School environmental factors include the characteristics of children who are different from others,

resulting in differences between students, cognitive differences between students who are smart and not smart, and the existence of play groups that make students less able to blend in with each other. This makes the victims of gangs increasingly limited, so they cannot interact with their social environment and cause students not to get along well with their environment. This happens because students' social interaction skills are still low. This illustrates that the phenomenon of gangs in elementary schools cannot be underestimated because it has a fairly bad impact on students.

Another serious problem can be seen from the results of research conducted at the high school level by Subarkah (2017) which states that the emergence of student gangs in Yogyakarta is caused by two factors, namely the psychological perceived by students such as appreciation and recognition as well as social factors where there is a classification of groups that in-group and out-group. In activities that are built by student gangs, they are dominated by negative activities and harm themselves and the surrounding environment.

Reinforced by the results of research by Astuti and Yuniasih (2017) which states that the success of students in completing developmental tasks is the first step to completing tasks in the next phase. Likewise, when what students get is failure to complete developmental tasks, it will make them feel disappointed and belittled by others. This will hinder students from being able to complete the developmental tasks of the phase or stage that they will go through. As a result, students fall into various negative things, such as moral issues in teenagers that we

often hear about, namely the emergence of the phenomenon of gangs at the junior high school level.

Researchers believe that gang activity formed at the junior high school and high school levels cannot be separated from the influence formed at the previous level, namely elementary school.

METHOD

This study uses the phenomenological method. Phenomenology Etymologically comes from the word science (logos) about something that appears (phenomenon). Phenomenological studies are studies that seek to find the essence of the meaning of a phenomenon experienced by several individuals. Phenomenological studies are described as general meanings of a number of individuals regarding their various life experiences related to a phenomenon (Creswell, 2015). The researcher then collects data from individuals who have experienced the phenomenon, and develops a composite description of the essence of the experience for all individuals. This description consists of "what" they experienced and "how" they experienced it (Creswell, 2014: 105). In connection with the above, phenomenology is a philosophical approach centered on the analysis of symptoms or ways of understanding an object or event that overwhelms human consciousness. As Burrell & Morgan (in Fikri, Sudarma, Sukoharsono, and Purnomusidhi, 2010) explained, consideration of understanding the meaning of life experienced by humans in daily life in order to uncover social problems that arise and interpret how people act in everyday life.

Based on this concept, researchers observe everyday phenomena at school using the phenomenological method to see the phenomenon of gangs in elementary school. This study focuses on a concept or phenomenon of gangs in elementary school, such as the psychological meaning of caring interactions. The form of this research seeks an understanding of the meaning of students' experiences regarding the phenomenon of gangs in elementary school. Furthermore, this study aims to explore two dimensions, namely the phenomenon of gangs in elementary schools and how the phenomenon of gangs in elementary schools can occur by interviewing related parties. As Manab (2015) argues, the researcher includes a philosophical discussion about how to explore the meaning of experiences experienced by individuals and how the meanings that constitute a picture can be summarized into specifics.

This study uses qualitative data analysis Interpretative Phenomenological Analysis (IPA). There are several stages of Interpretative Phenomenological Analysis (IPA) according to Smith (in Hajaroh, 2010, pp. 13-19) as follows; The stages of Interpretative Phenomenological Analysis are carried out as follows: 1) Reading and re-reading; 2) Initial noting; 3) Developing Emergent themes; 4) Searching for connections across emergent themes; 5) Moving the next cases; and 6) Looking for patterns across cases.

In this study the researchers chose 8 students who were involved in gangs, 3 teachers and 3 parents so that a total of 14 people as participants as stated by Polkinghorne (in Creswell, 2015) who suggested that researchers interview 5 to

25 individuals who have experienced the phenomenon.

The instruments used are:

1) Interview

According to Moleong (2013) an interview is a conversation that has a specific purpose. The conversation will be carried out by two parties, namely the interviewer who asks the question and the interviewee who provides the answer to the question.

2) Observation

Observation can be defined as attention focused on events, symptoms, or something else (Emzir, 2016).

3) Documentation

Documents can be shaped like pictures, for example photos, live pictures, sketches and so on (Sugiyono, 2013). With the documents in data collection techniques it will help data collection.

RESULTS

This research was conducted based on the problems that occur in the school environment. The problems found in schools that researchers found after conducting a preliminary study were in the form of gang phenomena in elementary schools.

Once the problem is recognized and well defined, then the next step is to analyze and discuss various problem formulations that have been determined.

1) The Background of Students Forming Gangs in Elementary School

Based on the results of observations, interviews and documentation conducted in this study, it can be discussed about the existence of gangs

in Class V at SD Negeri Cibiru 10. Based on the research findings, the factors behind students to form gangs in elementary schools, one of which is based on students' internal factors, namely the existence of deviant behavior from the students themselves who feel themselves the most powerful. This is in line with the results of research from Novianti, Purwanti, and Busri (2018) which is only based on internal factors as follows: (a) students feel suitable and comfortable when they are around their gangmates. (b) In the gang, they are free to express themselves according to what they want. (c) Looking for friends to confide in, because in fact they are less attentive and do not know where to complain when there is a problem. (d) Lack of communication with the environment, because they think their group friends are enough in giving attention. However, based on the findings in the field, it is not only caused by internal factors, but there are external factors behind students to form gangs, namely the habits of students at school who often gather together in various situations at school, coercion accompanied by threats, family factors, and the lack of strict supervision by teachers and parents regarding the gang phenomenon itself. As also stated by Sudarsono (2012), the factors that influence the gang phenomenon are; a. Family factors that are less harmonious or broken home; b. Unfavorable circumstances of the child; c. School environmental factors; d. Community environmental factors.

Social changes that occur in children cannot be separated from interactions

with peers, teachers, and parents. Children's social changes are also often influenced by the interactions they have with their peers. Children begin to unite in their peer group to achieve the development of their independence. At this time the role models for children are not only teachers or parents but also peers. The gang phenomenon that occurs in Class V at SD Negeri Cibiru 10 is caused by one factor, namely peers who have the same age and hobbies and always show their solidity by trying to invite them to be willing to join the gang, whether it's just an invitation or a coercive one. in order to achieve the expected goals.

Based on the data on the findings of the gang phenomenon that occurs, there is indeed an influence caused by peer association. This is in accordance with what was conveyed by Septiyuni, Budimansyah, & Wilodati (2015) that peer groups are one of the factors that cause students' negative behavior at school.

This is in accordance with the facts in the field that there is one student who has deviant behavior by prioritizing his own ego in order to successfully form a student gang at school regardless of other friends who do not like the existence of the gang, which in the end the gang can survive and be formed. Whereas according to Desmita (in Maharani: 2018) it is explained that the developmental tasks of children at elementary school age should include: mastering the physical skills needed in games and physical activities, learning to get along and work in groups, learning to play social roles according to gender, learning to read, write and

count in order to be able to participate in society, instead of forming a gang that is more dominant and has a negative impact.

Another thing conveyed by the informant regarding the background of students having a desire to form gangs can be caused by family factors, especially parents who set bad examples such as yelling, cursing, etc., so that children feel pressured and vent it when they are at school by forming a forum. called a gang. As Asdiqoh (2017) said that children always imitate what their parents do. They absorb the behavior of their parents just by looking. In fact, according to Jamiah (2010), the family is a place for children in the context of their learning process to develop and shape their identity and social functions.

The next factor is the teacher's delay in dealing with this gang phenomenon so that the gang phenomenon in schools. Indeed, schools also contribute and are responsible for the deviant behavior of students in schools that form gangs. Teachers need to foster student behavior. One of them is through a hidden curriculum, which means fostering students to have good morals. Teachers must always be able to control all activities carried out by students at school and provide directions that can prevent the gang phenomenon from forming, so that students will get used to good attitudes at school. Even though the school does not have a program specifically related to moral education, it must still provide moral education through a curriculum that is hidden or integrated with each subject. The

teacher also tries to instill good behavior so that students are able to distinguish good and bad deeds to do, and get students used to good behavior according to norms. This is as stated by Su'dadah (2014) that character education is an enriching part of education that aims to develop student values, attitudes and behaviors that exude noble character. In addition, students must be able to consider the consequences of their own behavior and anticipate the behavior of others (Agustin, 2021).

2) The Pattern of Gangs Forming in Class V at SD Negeri Cibiru 10

The phenomenon of gangs at SD Negeri Cibiru 10 certainly does not happen suddenly. Based on the results of the study there was a pattern that was passed by them in forming gangs, both consciously and unconsciously. Each individual in essence does have various traits, characters, and behaviors that are not the same as the initial pattern in the formation of gangs in class V at SD Negeri Cibiru 10. Starting from a student who has deviant behavior by trying to form a gang in school based on thoughts and his own ego because from the data obtained, commonly student who joins the gang is caused by coercion from the gang leader not from collective thinking. The characteristics of the students themselves according to Marsudi (in Kurniawan, 2019: 2) can be obtained from innate factors as well as environmental factors. Based on the results of interviews with all informants, the researcher managed to get other supporting information about how the pattern of the formation of the "Naga Biru" gang in Class V at SD Negeri Cibiru 10 was revealed.

situation at school, doing activities together, then one of the children in the group who feels he is the most courageous and powerful, finally uses his group of friends to become a gang with added coercion or threats so that his peer group can comply and be given a sense of security. safe, then form their own identity, and in the end the gang that he wants can be formed and begins to show its existence by often making trouble and breaking the rules at school.

Based on the expression above, in line with that conveyed by Ikapi Members (2016), gangs can be described as a peer association formed by themselves, consisting of two or three people or even more who commit criminal activities or violations of rules and regulations. So that the research findings sometimes cause conflicts in the internal gang because there are some students who feel reluctant to take actions that violate the rules and norms that apply.

3) The Impact of the Gang Phenomenon in Elementary Schools

The conclusions obtained by all informants agreed by stating that the gang phenomenon that had occurred was a negative phenomenon because it had a bad impact on the students themselves and others around them. Based on the data found above, Anggie (in Banotama, 2021: 21) reveals that the definition of a gang is almost the same as an organization, namely an association consisting of several people who have the same thoughts and are willing to work together in achieving a goal, but these activities are more negative and detrimental to others.

The expression regarding the views of the informants above regarding the gang phenomenon that has occurred in Class V at SD Negeri Cibiru 10 tend to have a negative view. This is not without basis, one of the factors behind all informants giving a negative view because it is based on the impact of the gang phenomenon.

The impacts caused based on the findings of researchers in the field are divided into positive impacts and negative impacts. The positive impacts are: students understand the meaning of solidarity, and are enthusiastic about learning when in a gang. While the negatives impacts are: students are often reprimanded by teachers, shunned by other friends, get threats or mental pressure, often fight, interfere with learning, like to order orders, do not mix well, and trigger deviant actions such as bullying, hitting, kicking, and push ups. The data findings above are in accordance with that conveyed by Santoso (in Novianti, 2018: 8) stating that the influence of gang development on individuals and groups has positive and negative impacts, namely; (1) its positive impacts: (a) when individuals in their lives have gangs then they will be better prepared for the life to come; (b) individuals can understand a sense of solidarity; (c) if the individual joins a gang, then each member will be able to form a culture that they think is good because they have learned to select the culture of several of their friends; (d) each member can practice acquiring knowledge and skills. (e); encourage self-reliance; (f) channeling opinions that can be useful for the progress of the group; (2) the negative

impacts: (a) it is difficult to accept someone who is considered to have nothing in common; (b) being closed to other individuals who are not members; (c) may cause envy among members who do not have anything in common; (d) create competition among members of the group; (e) the emergence of gaps between peer groups, such as between the rich and the poor.

CONCLUSION

The conclusions of the study obtained based on the findings and discussion of the research described in the previous chapter showed that the emergence of the gang phenomenon at SD Negeri Cibiru 10 students was caused by internal factors, namely; student deviant behavior and external factors; (1) often gather in various situations; (2) there is coercion; (3) and lack of supervision. The pattern of gang formation goes through seven stages; (1) often gather in various situations; (2) one of the students wants to form a gang; (3) invite and force other friends to join gangs; (4) there are students who feel forced and some feel safe in the gang; (5) establish a management structure; (6) create a gang identity; (7) showing the existence of the gang by taking negative actions. The impacts are divided into positive impacts and negative impacts. The positive impacts are: (1) students understand the meaning of solidarity; (2) enthusiasm and enthusiasm for learning when in a gang. The negative impacts are: (1) students are often reprimanded by the teacher; (2) shunned by other friends; (3) getting threats or mental pressure; (4) often fight; (5) interfere with learning; (6) likes to order; (7) less blending; (8) triggering

deviant actions such as bullying, hitting, kicking, and push ups.

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