

## Factors Causing Fighting Behavior in Teenagers in Magelang

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### ABSTRACT

This research was conducted with the aim of examining the factors that cause the emergence of adolescent behavior in Magelang. The research method used was descriptive qualitative, in which interviews were conducted with three teenagers who had the criteria of having been involved in fights. The results of the study state that the factors that cause fight behavior among adolescents in Magelang can be divided into two, namely internal factors and external factors. Internal factors consist of an identity crisis, weak self-control, and emotional instability. While external factors consist of the influence of the environment and conformity. The existence of this research is expected to provide an overview of the causes of the emergence of fighting behavior among adolescents in Magelang so that preventive measures can be developed against the emergence of fight behavior among adolescents.

**Keyword:** adolescent behavior, environment, conformity, Fighting

### INTRODUCTION

The incidence of teenage delinquency is increasingly prevalent among society. Many negative actions or deviant behaviors are frequently carried out by teenagers in order to boost their self-esteem. They often refer to these negative behaviors as symbols of their courage, but such negative teenage behavior is regarded by many as a worrisome trend among teenagers in Indonesia (Unayah & Sabarisman, 2015). One form of teenage delinquency is gang fighting. The phenomenon of gang fights involves acts of violence that often result in casualties and property damage. Gang fighting behavior tends to occur among teenagers in densely populated urban areas (Ichwanul, 2022).

Gang fighting is a physical conflict involving two or more groups of people in open or public places. Gang fights can also be categorized as communal violence carried out by a specific group. The causes of these teenage gang fights vary, ranging from seeking revenge to demonstrating the group's existence. This is often due to the fact that adolescence is a stage of seeking personal identity, and these attempts are sometimes made by engaging in deviant behavior such as joining delinquent groups or gangs in their surroundings (Mustofa, in Ichwanul, 2022). Based on the research conducted by Ichwanul (2022), it is shown that the victims of gang fights cannot be purely regarded as victims because they have the same level of involvement as the perpetrators. The perpetrators of gang fights also cannot be fully considered as perpetrators because they are victims of the social structure within teenage groups, where there is coercion from senior members in engaging in gang fights.

The impact of teenage gang fights is experienced by both the victims and the perpetrators. The victims suffer from injuries and even loss of life due to the use of sharp weapons in gang fights. On the other hand, the perpetrators face legal consequences and tend to experience structural victimization within the justice system. The research conducted by Najib, (2021) indicates that one of the causes of gang fights is also due to misunderstandings.

Teenagers are susceptible to displaying aggressive behaviors towards others, both in foreign countries and in Indonesia. (Mustafaraj, 2015 in Alfianur et al., 2020). According to the Chairman of the National Commission for Child Protection (Komnas PA), there were 229 reported cases of teenage gang fights throughout the year 2013. This data shows an increase of 44% compared to the previous year (Alfianur et al., 2020). In the year 2019, 202 children were reported to have faced legal consequences due to their involvement in gang fights within the past two years. (Hendrian, 2018). The incidence of student gang fights in Indonesia experienced fluctuations between the years 2014 to 2017. In 2014, there was a reported rate of 24% of gang fights, which decreased to 17.9% in 2015. In 2016 and 2017, the rates further declined to 12.9% each. However, in 2018, the number of student gang fights significantly rose to 14%, according to the explanation provided by KPAI (Indonesian Child Protection Commission) (Hayati, 2018; Firmansyah, 2018 dalam Delvira et al., 2021). According to the data from the Indonesian Child Protection Commission (KPAI) cited in Suri et al., (2022), in the year 2019, there were 321 recorded cases of

student gang fights, violence in schools, and cases of sexual activity within the educational environment. However, in the year 2020, there was a significant increase to 1451 cases with the same average of student gang fights, violence in schools, and cases of sexual activity.

Teenagers themselves are in a transitional phase between childhood and adulthood. A teenager is no longer considered a child, but they are also not yet mature enough to be regarded as adults. The mistakes they make often cause concern and unpleasant feelings for their environment, especially their parents. The mistakes made by teenagers may only bring joy to their peers. This is because they are all in the process of searching for their identity. These mistakes that cause frustration in their environment are often referred to as teenage delinquency. (Dadan Sumara, 2017). Teenagers also desire to be the center of attention and have a high sense of prestige, which makes them easily influenced by the trends of their peers. Consequently, some teenagers may lose focus on their studies and choose to prioritize having fun through their delinquent behavior (Wahyuni & Nurmala, 2020:70 in Firdaus, 2021).

Based on the preliminary study conducted through interviews with two individuals who have been involved in gang fights, it was revealed that they had participated in gang fights two to three times. During these fights, they often carried sharp weapons such as machetes, cleavers, and small rocks to use against their opponents. They engaged in gang fights due to peer pressure and influence from their friends who invited them to join. Furthermore, they expressed a sense of satisfaction after completing a gang fight..

The occurrence of gang fights can be influenced by both internal and external factors. Internal factors include difficulties in emotional control among teenagers and the influence of less adaptive parenting styles. On the other hand, external factors are influenced by peer influence and social environment (F. D. Sari et al., 2015). This aligns with research indicating that gang fights among teenagers can be influenced by identity crises and weak self-control. External factors include the lack of parental attention, limited understanding, and influences from the surrounding environment and educational institutions (Sumara et al., 2021)

Gang fight behavior can have physical, psychological, and legal consequences. The physical impact includes injuries or disabilities resulting from gang fights. The psychological impact may manifest as fear and trauma. The legal impact involves the possibility of both perpetrators and victims facing legal consequences or becoming involved with the law (Jatnika, in Salsabilla et al., 2021). The other impacts caused by such behavior include damage to surrounding objects, disruption of activities in the vicinity, the occurrence of injured victims, and even loss of life. Psychologically, gang fight

behavior can result in trauma and mental health disorders such as stress, depression, and anxiety. Individuals involved may also experience behavioral issues such as aggression and violence. Additionally, it can lead to legal violations and have an impact on academic performance decline. It can also contribute to social disturbances. (Khair & Aviani, 2019; Shiddiq, 2021; Zulkhairi et al., 2019)

The emergence of gang fight behavior can also be rooted in aggressiveness, which can arise due to genetic and biological influences, as well as environmental factors and the learning process. Aggressiveness is also influenced by gender. It is commonly observed that males tend to be more aggressive than females, as evidenced by numerous studies with consistent indicators. Experimental research conducted by Bandura has shown that males exhibit higher levels of aggression compared to females. Male children are more likely to display aggression in the form of physical or verbal acts. This indicates that there is strong evidence distinguishing aggressive behavior between males and females, in terms of intensity, direction, and forms of aggression displayed. Male teenagers are more likely to demonstrate physical aggression, while females tend to express their aggression more emotionally. This is also consistent with the cases of student gang fights, which are predominantly carried out by male individuals (Aprilia & Indrijati, 2014).

According to Sarwono, as cited in Aprilia & Indrijati, (2014), there are several common behaviors that often occur during a gang fight, including: physical fights, threats or intimidation towards others, damaging public facilities, such as attacking other schools, disrupting the activities of others, causing disturbances that affect the community or people in the vicinity, such as hijacking buses or public vehicles, violating school rules, violating the laws of the country, and disregarding parental rules.

Aprilia & Indrijati, (2014) argue that gang fighting behavior is categorized as a criminal act because it not only poses a danger to oneself but also victimizes others, including individuals in the surrounding community who are not directly involved in the fighting. These acts of gang fighting fall under the category of juvenile delinquency. The behavior of gang fighting among adolescents has numerous negative impacts on both themselves and their immediate environment. Efforts are needed to prevent or reduce gang fighting behavior among adolescents, necessitating a study on the factors that contribute to the emergence of such behavior. Based on the aforementioned discussion, the researcher is interested in conducting a study on the factors that cause gang fighting behavior among adolescents.

This research aims to examine the factors that contribute to the emergence of gang fighting behavior among adolescents in Magelang. This study is important because previous research has mostly focused on juvenile delinquency in general and has not specifically addressed

gang fighting behavior. Additionally, there has been an increasing trend in gang fighting cases in the Magelang area, warranting an analysis of the contributing factors. Through this analysis, it is hoped that preventive measures can be developed to effectively prevent gang fighting behavior among adolescents in Magelang in the future.

#### **METHOD**

The research design used in this study is qualitative. Qualitative research is a method used to study naturalistic phenomena, where the researcher is the key instrument. Data collection techniques are conducted through triangulation, and data analysis is inductive in nature. The findings of qualitative research emphasize meaning rather than generalization (Abdussamad, 2021). In this study, the main focus will be given to the phenomenon of criminal behavior among adolescents in the form of gang fights. The qualitative approach used in this research is based on phenomenological and humanistic philosophy. This approach differs from the quantitative approach, which is based on the positivist tradition of thought. In qualitative approach, the researcher seeks to understand the experiences and perspectives of individuals in-depth, and emphasizes the context, meaning, and complexity of the phenomenon being studied. Qualitative research is a method that focuses on involving an interpretative approach to each research subject. It seeks to understand and interpret phenomena based on the meanings given by individuals (Gumilang, 2016). The qualitative research method involves written or spoken words from individuals and can also include observed behaviors. This approach typically aims to understand individuals in their entirety, without isolating them into variables or hypotheses, but rather views individuals as part of a whole. Qualitative research is one of the traditions in social science that fundamentally relies on observing humans in their natural settings and interacting with people (Nugrahani, 2011).

The participants in this study are teenagers who have engaged in fighting behavior. The data collection was conducted on July 8, 2022. There are three interviewees in this research with the following criteria: 1) teenagers aged between 17-20 years old; 2) have engaged in tawuran at least once; 3) residing in Magelang. In searching for interviewees, the researcher utilized the purposive sampling technique. Purposive sampling is a non-random sampling method used by researchers to select individuals who meet specific criteria relevant to the research objective. This ensures that the chosen participants can provide insights and responses related to the research topic (Lenaini, 2021). In qualitative research, the number of participants does not significantly impact the findings. Qualitative research emphasizes the descriptive data process, where events are described based on what is heard, felt, and expressed through narrative or descriptive statements. This type of research

aims to portray the natural and authentic characteristics of phenomena occurring in the field, with an emphasis on quality (Gumilang, 2016). Indeed, qualitative research focuses on aspects that cannot be measured in black and white terms of truth. Therefore, the quality of qualitative research is not primarily determined by the number of participants involved, but rather by the depth to which the researcher explores specific information from the selected participants. The emphasis is on understanding the perspectives, experiences, and meanings individuals attribute to a particular phenomenon. The richness and depth of the data collected from selected participants contribute to the overall quality of the qualitative research (Abdussamad, 2021).

The data collection technique used in this research is in-depth interviews. According to Rachmawati, (2007), interviews are one of the methods used to gather data, especially in qualitative research. There are various types of interviews that need to be understood before deciding which one to use, depending on the research questions to be answered. The types of questions also determine the information that will be obtained. Interviews are conducted to gather information through face-to-face interaction, aiming to obtain comprehensive and in-depth data. The interviews are conducted through direct meetings with the participants and, in some cases, through telephone interviews for shorter discussions. The interviews are not only conducted with the participants themselves but also with individuals close to them. This is done to triangulate the data and ensure a more comprehensive understanding. The interviews are conducted using an interview guide consisting of questions based on the factors that contribute to the occurrence of the participants' behavior among adolescents.

The data obtained through qualitative approach will be processed and analyzed using the descriptive analysis method to provide a more specific and in-depth description of the field conditions. The data analysis process includes analyzing the interview results using analysis techniques developed by Miles and Huberman, such as interactive model analysis. This approach involves systematically organizing, categorizing, and interpreting the data to identify patterns, themes, and relationships within the collected information. The interactive model analysis allows for a comprehensive exploration of the data and facilitates the generation of meaningful insights and interpretations based on the participants' responses and perspectives (Rohmah Adi & Idris, 2021). The interactive model analysis involves data collection, data reduction, data presentation, and conclusion drawing. Data collection is done through observation and interviews, which are organized without any comments from the researcher (Rohmah Adi & Idris, 2021). Data reduction is the simplification and



transformation of field data. In this stage, it is done to focus on raw data and extract important information, so that the data can be summarized in a simple and meaningful way (Hafni Sahir, 2021). Data presentation is also done descriptively. Conclusions are derived by examining explanations and seeking cause-and-effect relationships related to the research focus. The initial conclusions drawn are still provisional, and they are further verified with additional data and supporting evidence to strengthen their validity. This is done to ensure the credibility of the obtained data.

## RESULT

Based on the conducted interviews, the author is able to describe the factors influencing the involvement in fighting behaviors experienced by V, N, and R, who are the participants of our research. V, N, and R are teenagers who have been involved in fighting incidents, and the following are the results of the interviews:

| Narasumber V                      |   |
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| Theme                             | Findings  |
| 1. Motives for engaging in fights | a. Provocation and bullying<br>The first instance of V's involvement in a fight occurred when V's friend became a target of provocation and bullying from the opposing group. V's friends felt upset about this mistreatment, and their emotions were triggered, leading them to decide to engage in a fight as a response to the provocation and bullying.<br>b. Conformity or peer pressure<br>In the second fight, initially, V refused to get involved because they were unaware of the underlying issues that led to the fight. However, V was pressured by their friend to participate in the fight, which ultimately led V to join in. |
| 2. Identity crisis factor         | a. Damaged self-esteem<br>V feels that their self-esteem is tarnished when their group or friends are harmed by others. This may make V feel angry and want to protect or defend the group's self-esteem. In response, V chooses to engage in fights as a form of revenge or to demonstrate the courage and strength of their group.<br>b. Inability to refuse peer pressure<br>V mentioned that they cannot refuse their friend's invitation to participate in fights anymore. This  |

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|                           | may be due to a sense of attachment and solidarity with their friends, as well as a fear of being perceived as weak or ignored if they refuse the invitation. Social pressure and the desire to be seen as part of the group can influence V's decision to get involved in fights.<br>c. Discomfort when refusing a friend's invitation<br>V also feels uncomfortable when refusing their friends' invitations to engage in fights. There may be concerns that refusing the invitation could affect their social relationship with their friends, making V feel isolated or perceived as disloyal to their group.   |
| 3. Self-control           | a. Difficulty in refusing friends' invitations.<br>V states that they cannot refuse their friends' invitations to participate in fights. This indicates a lack of ability for V to assert themselves and make better choices. There may be concerns about social impact or potential negative consequences if they reject the invitation.<br>b. Difficulty in controlling emotions<br>V mentions that they are unable to control their emotions when there is provocation involving their friend being harmed by others. This indicates a lack of ability for V to manage emotions such as anger or disappointment in a healthy and constructive manner. This can lead to impulsive actions such as getting involved in fights..<br>c. Restlessness in decision-making<br>V expresses a sense of restlessness between wanting to participate or not participate in fights. This indicates internal conflict and uncertainty in decision-making. Difficulty in controlling emotions and impulsive decision-making may leave V feeling confused and indecisive. |
| 4. Environmental factors. | a. Peer influence<br>V mentioned that they joined the brawl because of their friends' invitation. Social pressure and   |



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|   | <p>influence from peers in the peer environment can be significant factors that influence an individual's decision to engage in aggressive behavior such as brawling.</p> <p>b. Emotion triggered by friends<br/>V also mentioned that their friends who easily get provoked can influence their own emotions. The highly emotional environment surrounding V, with friends who easily get angry or offended, can affect and amplify V's emotions, making them more susceptible to getting involved in fighting.</p> <p>c. Peer group<br/>This factor highlights the role of the peer group in shaping individual actions like V's. V stated that playing with friends who easily get angry or offended makes it easier for them to get involved in brawls. In this context, V's peer group has its own norms and dynamics that influence V's decision-making, making it easier for V to be influenced.</p>                          |  | <p>into the emotional experiences of individuals involved in brawling and can serve as a basis for developing appropriate interventions aimed at reducing violence and promoting peaceful conflict resolution..</p>   |
| 5. Feelings while participating in fighting | <p>a. Restlessness, torn between wanting to join or not<br/>This factor indicates a feeling of restlessness and confusion within V. V feels ambivalent about whether they should participate in the brawl or not. This may reflect an internal conflict between V's personal values and the social or environmental pressures that influence them to engage in the fighting.</p> <p>b. Fear<br/>V mentioned feeling afraid while participating in the fighting. This indicates a sense of worry and fear within V regarding the potential dangers or negative consequences that may arise during the brawl. The feeling of fear may reflect V's awareness of the risks and potential losses associated with brawling. The restless and fearful feelings experienced by V during the brawl reflect internal conflicts, concerns about risks, and worries about personal safety. Understanding these feelings can provide insights</p> | 6. The psychological and social impacts after the fighting | <p>a. Psychological impact</p> <ol style="list-style-type: none"> <li>1. Anxiety: V mentioned experiencing feelings of anxiety that arose after the brawl. This anxiety is related to worries about the possibility of their actions during the brawl being exposed, as well as the potential consequences that may arise from it.</li> <li>2. Teringat dan Takut Ketahuan: Narasumber V selalu teringat akan peristiwa tawuran tersebut dan merasa takut ketahuan oleh orang lain. Perasaan takut ini mungkin disebabkan oleh kekhawatiran akan dampak sosial, hukuman, atau reaksi negatif dari orang tua, teman, atau otoritas yang dapat terjadi jika tindakannya terbongka.</li> </ol> <p>Remembrance and Fear of Being Caught: V constantly remembers the brawl incident and feels afraid of being caught by others. This fear may stem from concerns about social repercussions, punishment, or negative reactions from parents, friends, or authorities that could occur if their actions are revealed.</p> <p>b. Social impact</p> <ol style="list-style-type: none"> <li>1. Reduced Communication with Parents: V did not talk to their parents for 2 days after the brawl. This indicates a social impact in the form of reduced interaction and communication with parents. V may feel ashamed, fearful, or unwilling for their parents to find out about the fighting.</li> <li>2. Becoming Withdrawn: V became withdrawn after the fighting. This can indicate a</li> </ol> |



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|                                   | change in social behavior, where V may feel uncomfortable or reluctant to interact with others. This could be due to feelings of shame, guilt, or concerns about others' judgment of their actions.  |                           | opposing team's players, which then triggered a brawl among supporters. Narasumber R got emotionally provoked and involved in the brawl as a response to the situation.   |
| Narasumber R                      |  |                           |   |
| Theme                             | Findings   |                           |   |
| 1. Motives for engaging in fights | a. Provocation and Revenge<br>Narasumber R was provoked by their friend, who informed them that their group was being mocked by another group. This triggered Narasumber R's emotions and made them want to retaliate against the mistreatment. Narasumber R felt provoked and desired to give a response to the taunts experienced by their group.  | 2. Identity crisis factor | a. Pride and the Search for Recognition<br>Narasumber N mentions that they feel a great sense of pride in engaging in group brawls. This indicates that brawling serves as a source of pride for Narasumber N. Perhaps Narasumber N is seeking recognition from others and attempting to gain a certain reputation or status among their peers through these violent actions. |
|                                   | b. Easily Provoked Peer Group<br>Narasumber R mentioned that their peer group is easily provoked. This indicates that Narasumber R's group of friends tends to have a high sensitivity to mockery or negative treatment from other groups. This can be a factor influencing Narasumber R's decision to engage in a brawl.  |                           | b. Joy and Bonding with Friends<br>Narasumber N mentions that before the brawl, they could gather with their friends. This suggests that brawling serves as a means of social bonding with peers. Narasumber N might feel happy because they feel acknowledged and accepted by their group through their participation in brawls.   |
|                                   | c. Misunderstanding and Defeat in a Soccer Event<br>Narasumber R explained that the second brawl occurred due to a misunderstanding during a soccer event. Narasumber R's friends were not happy with the defeat suffered by their soccer team. They vented their frustration by hitting the opposing team's players, which then triggered a brawl among supporters. Narasumber R got emotionally provoked and involved in the brawl as a response to the situation. | 3. Self-control           | a. Easily Provoked by Provocation :<br>Narasumber R mentions that they are easily provoked by instigators. This indicates that Narasumber R tends to have low self-control in facing situations that trigger negative emotions. When confronted with provocation, they might respond with anger or aggression without effectively managing their emotions.                    |
|                                   | c. Misunderstanding and Defeat in a Event<br>Narasumber R explained that the second brawl occurred due to a misunderstanding during a soccer event. Narasumber R's friends were not happy with the defeat suffered by their soccer team. They vented their frustration by hitting the  |                           | b. Aware of the Wrongfulness but Still Doing It: Narasumber R acknowledges that what they do in brawls is wrong, yet they still engage in them. This suggests that Narasumber R may have a moral awareness of the negative consequences of their actions but still struggles to control themselves and refrain from participating in brawls.                                  |
|                                   |  | 4. Environmental factors. | a. Peer group<br>Narasumber R mentions that the group environment has a significant influence on the act of engaging in brawls. Narasumber  |



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|  | R's friends have a tendency to engage in anarchic actions, which can influence Narasumber R to participate in brawls. This indicates that the norms and behaviors within the group environment can impact an individual's decision to engage in violence..  |                                   | involvement in the fights. Narasumber R felt the need to maintain distance from their close ones because of concerns about their reactions and potential inquiries.  |
| <b>Narasumber N</b>  |   |                                   |  |
|  |   | <b>Theme</b>                      | <b>Findings</b>  |
| 5. Feelings while participating in fighting                | <p>a. Feelings of Excitement<br/>Narasumber R feels excited when participating in brawls. Their adrenaline is triggered, and they feel challenged by the situation. This indicates that being involved in brawls provides emotional satisfaction for Narasumber R, possibly due to a sense of power, dominance, or bravery.</p> <p>b. Feelings of Anxiety<br/>Narasumber R also feels anxious when someone brings a sharp weapon to the brawl. The presence of sharp weapons increases the risk of serious injury or even death, causing Narasumber R to feel anxious and worried about their own safety or the safety of others involved in the brawl.</p>   | 1. Motives for engaging in fights | <p>a. Learning from Peers: Narasumber N was initially taught by their friends to create disturbances during events like dangdut or other gatherings. They were taught ways to provoke conflicts, such as bumping into others or verbally insulting opponents. This motive indicates that the influence of Narasumber N's friends played a role in initiating and encouraging their involvement in fights.</p> <p>b. Desire for Recognition and Acknowledgment: Narasumber N mentioned that their group engaged in fights to gain recognition from others. This motive suggests that Narasumber N and their group sought acknowledgment and popularity through acts of violence. They may have believed that involvement in fights would give them a sense of satisfaction, pleasure, and excitement.</p> |
| 6. The psychological and social impacts after the fighting | <p>a. psychological impact:</p> <ol style="list-style-type: none"> <li>1. anxious and afraid Anxiety and Fear: Narasumber R felt anxious and afraid after the fights. This may be due to concerns about legal consequences or the disclosure of their actions to parents or authorities. Narasumber R felt burdened by these recurring thoughts that arise after the fights</li> <li>2. Guilt: Narasumber R also experienced feelings of guilt after the fights. They may have realized that the violent actions were wrong and violated moral values. This guilt can lead to emotional burden and feelings of regret.</li> </ol> <p>b. Social impact</p> <ol style="list-style-type: none"> <li>1. Avoiding Friends and Parents: Narasumber R started avoiding their friends and parents after the fights. This could be due to feelings of shame or fear of being questioned about their</li> </ol> | 2. Identity crisis factor         | <p>a. Sense of Pride and Search for Recognition:<br/>Narasumber N stated that they felt a strong sense of pride when engaging in group fights. This indicates that acts of violence became part of their identity, and they may seek recognition from others through these actions. The sense of pride experienced by Narasumber N could stem from being acknowledged by their group as someone brave and strong.</p> <p>b. Need for Togetherness and Friendship<br/>Narasumber N also mentioned feeling happy because they could gather with their friends before the fight. This indicates that the need for togetherness and friendship plays a significant role in Narasumber N's motivation to engage in fights. They may feel</p>  |



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|                           | that through fights, their bond of friendship with their peers becomes stronger.  |  | the group, taught and provoked them to engage in fights. The role of adult models and influences can shape Narasumber N's views and behavior regarding violence.  |
| 3. Self-control           | a. Limitations in Emotion Regulation: Narasumber N expressed feeling excited and challenged when hearing about their group's plan for a fight. This indicates that they may have limitations in controlling their emotions, especially when involved in situations that trigger excitement or a sense of challenge. These emotional intensities can hinder Narasumber N's ability to rationally evaluate the consequences of their actions. |  | c. Age factor<br>Narasumber N revealed that age also plays a role in their involvement in fights. Older adults teach teenagers, including Narasumber N, to provoke opponents and participate in fights. This suggests that Narasumber N's environment perceives age as a determining factor in participating in fights.   |
|                           | b. Normalization of Violent Behavior: Narasumber N stated that they perceive fights as something ordinary for them. This suggests that they may have developed a misguided understanding or have become accustomed to violent behavior, perceiving it as part of their routine or group norm. The normalization of violent behavior can lead to a lack of appreciation for the potential negative consequences arising from such actions.   | 5. Feelings while participating in fighting                | a. The feelings experienced by Narasumber N during their participation in fights are a sense of joy and high excitement. Narasumber N sees fights as a form of pleasure and entertainment done with their friends. They feel satisfied and proud when they successfully win a fight against their opponents, and they believe that this will make them known by many as someone strong or skilled.  |
|                           | c. Repeated Involvement in Fights: Narasumber N mentioned having engaged in fights multiple times when invited by their friends. This indicates that they may struggle with refusing invitations or reconsidering their decision to participate in fights. The inability to exercise self-control and avoid repeated involvement in violent behavior demonstrates a lack of effective self-regulation.                                      | 6. The psychological and social impacts after the fighting | a. The psychological impact experienced by Narasumber N after fights includes feelings of worry and fear because they are aware that such actions violate the law and can have consequences such as being arrested by the police. However, Narasumber N also expresses a sense of joy after fights because it makes their group known to others. Additionally, Narasumber N feels guilty when their parents become aware of their participation in fights.<br>b. The social impact of Narasumber N's involvement in fights includes social isolation or avoiding questions from friends and parents regarding their involvement in such activities. |
| 4. Environmental factors. | a. Involvement in a Violence-Prone Group: Narasumber N noted that they became involved in fights due to joining a group that frequently engages in violence. The social pressure and group norms within their circle of friends, who are actively involved in fights, influenced Narasumber N to participate.   |  |   |
|                           | b. The Influence of Adults<br>Narasumber N mentioned that adults, including older members of  | 7. Psychical impact  | a. The physical impact experienced by Narasumber N after fights includes bruises on the body and head injuries resulting in bleeding. Narasumber N reveals that during fights, there is a mutual exchange of punches between the involved groups, leading to injuries such as   |



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|  | bruises from blows and head wounds causing bleeding. |
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## DISCUSSION

Based on the findings of this research, there are two factors contributing to the occurrence of brawling behavior among teenagers in Magelang, namely internal factors and external factors. Internal factors include identity crisis, lack of self-control, and emotional instability. These factors are related to the conditions and characteristics of individuals that influence their likelihood of engaging in brawling. On the other hand, external factors consist of the influence of the environment and conformity. An environment that promotes violence or peer pressure can increase the risk of involvement in brawling. Additionally, conformity among peer groups can also influence the decision to engage in brawling behavior. Apart from the causal factors, there are also consequences that occur after engaging in brawling, both in terms of psychological, social, and physical impacts. Psychological impacts include feelings of anxiety and fear due to the awareness of legal violations and potential consequences such as being arrested by the police. Social impacts include avoidance of socializing and becoming withdrawn after being involved in brawling. Physically, the resulting impacts can include bruises, serious injuries, and even fatalities. Furthermore, brawling can also cause damage to public facilities used as the location of the conflicts. This research provides an understanding of the causal factors and impacts associated with brawling behavior among teenagers.

Brawling has become a cultural phenomenon in Indonesia, passed down through generations among Indonesian teenagers (Basri, 2016). These brawling groups start as dynamic, neutral, and enjoyable playgroups, but eventually transform into dangerous groups that engage in criminal activities when aggression arises within the group (Yuliati, 2018). Student brawls refer to a condition where two groups fight each other accompanied by verbal insults and demeaning behavior towards the opposing group (Kurniawan et al., 2009). It is unfortunate that students participate in brawling, considering that schools should be a platform for preparing the next generation of the nation (Efianingrum, 2016).

Based on the research results that have been conducted, several factors have been identified as reasons for brawls. Both internal and external factors contribute to the occurrence of brawls. There are various underlying factors behind juvenile delinquency (Sumara et al., 2021a). The reasons for their participation in brawls vary, as some join due to peer influence, while others do it to protect their self-esteem. They also mentioned

experiencing feelings of worry and considering it as a test of their mental resilience and courage. The background of brawling incidents can be attributed to identity crisis, as stated by Hurlock (1980) in (Rizqi & Apsari, 2021). Adolescence is a transitional phase characterized by identity crisis, which is often manifested through delinquent behavior. Identity crisis is a stage where adolescents make decisions regarding questions and issues about their own identity (Huriati, 2016). When adolescents experience identity crisis, they tend to engage in destructive actions, leading to juvenile delinquency (Huriati, 2016). When adolescents experience identity crisis, they tend to engage in destructive actions, leading to juvenile delinquency (Huriati, 2016). This aligns with the statements made by the informant that they often find it difficult to resist peer pressure and tend to take pride in engaging in negative behaviors in front of their friends.

As for the external factors contributing to brawls, they are also diverse. Among the external causes of brawls are, first, the lack of attention from parents, as well as a lack of family affection, and a limited understanding of religious values. Second, the environment, which includes the influence of the surrounding environment, particularly educational institutions or schools. It cannot be denied that environmental factors are the most significant contributors to brawling behavior. Adolescents with similar characteristics (such as a propensity to fight with peers) gather in the same environment and form negative groups that can lead to brawls (Haryono, 2023), in line with the research findings of Sari et al., (2019) that a positive environment shapes better character in children.

Second, a lack of spirituality, which involves internalizing religious teachings as a guide for behavior. It can be assumed that adolescents engaging in delinquent behavior have low levels of spirituality (Palupi, 2013; Putra & Apsari, 2021). This is in line with the statement made by Sudarsono (2018) in Putra & Apsari, (2021) that delinquent adolescents often have a limited understanding of religious norms. They frequently neglect religious duties and a lack of application of religious knowledge can lead to a decline in moral ethics and self-control among adolescents (Huriati, 2016).

Regarding the internal factors causing brawls, one of them is low self-control. Adolescents with low self-control often do not dare to refuse invitations from their peers, leading them to follow their friends and not consider the future consequences. Dwi Cuyunda et al., (2020), revealed that low self-control and environmental factors are strong contributors to brawling behavior. Strong ambitions and curiosity often make teenagers struggle with self-control, especially when they are in an environment that encourages such behavior and situations that force them to participate. Mockery or ridicule, such as being labeled as uncool, unpopular, or unmanly if they refuse to join, is one of the reasons their self-control weakens, causing their emotions to become turbulent.

These emotional changes lead to physiological and psychological changes in their behavior. Emotions themselves serve as motivators for human behavior (Yulianto, 2014), aligning with Goleman's statement (2002) in Putra & Apsari, (2021) that emotions are individuals' responses to stimuli. During adolescence, emotions tend to be explosive, difficult to control, and unstable (Nugrahaini, 2017). Therefore, the ability to control emotions is needed to maintain emotional boundaries and understand one's emotions to channel them into positive activities (Binti Muawanah, 2012).

Another factor influencing brawling behavior is conduct disorder. Andina, (2012) states that this disorder is caused by several factors, including neglect and rejection by parents, difficult temperaments during infancy, inconsistent discipline, physical or sexual violence, low supervision, living in institutions at a very young age, frequent changes in caregiving, large family size, maternal smoking during pregnancy, peer rejection, association with delinquent groups, exposure to violence in the environment, and various other forms of psychopathology. Conduct disorder itself has been increasingly observed in recent decades, especially in urban areas. Those who are still young tend to be susceptible to this behavioral disorder, as mentioned by the informant who reported that they have been involved in brawls more than once.

Secondly, emotional immaturity. Adolescents often lack mature emotional management skills. They may easily become angry, frustrated, or upset, and brawling can be a way to vent negative emotions, as stated by all three informants who often find themselves easily provoked emotionally. Setiawati & Endrastuty, (2020), research results indicate that emotional maturity in students involved in brawl cases at Vocational School Students 1 Trowulan is very low. Many aspects of emotional maturity are lacking in the subjects, such as emotional control, self-understanding, and the use of critical mental functions, which are among the triggers for brawls. The emotional maturity of the subjects varies and is influenced by internal and external factors.

Aprilia & Indrijati, (2014) argue that Brawling behavior is categorized as a form of criminal activity because it not only endangers oneself but also makes others victims, and even the surrounding community, who are not involved in the brawl, may suffer physical and material losses. This form of brawling behavior falls under the category of juvenile delinquency. The research did not find any informants who had been involved in brawls leading to death, but minor and severe injuries are certainly unavoidable.

This research provides an understanding of the causal factors and impacts associated with brawling behavior among teenagers. This information can serve as a basis

for developing intervention strategies aimed at reducing violence and promoting peaceful conflict resolution in society.

## CONCLUSION AND RECOMMENDATION

The behavior of gang fighting among teenagers in Magelang is influenced by two factors, namely internal and external factors. Internal factors include identity crisis, weak self-control, and emotional instability. Meanwhile, external factors are influenced by the social environment and conformity. The limitation of this study is the restricted number of subjects interviewed, as not all teenagers involved were willing to be interviewed due to the sensitivity of their behaviors. For future researchers, it is recommended to expand and include a larger sample size in order to generalize the findings.

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