

UTILIZATION OF SOCIAL COHESION THROUGH MULTICULTURAL COUNSELING IN RESOLVING SOCIAL CONFLICTS (STUDENT FIGHTS)

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Abstract

The research was conducted using a systematic literature study approach on various literatures regarding the use of social cohesion through multicultural counseling in the resolution of social conflicts (brawls between students). Brawls between students are considered a trend for some students to show strength, even if it is only caused by personal or trivial problems. This is motivated by the low understanding of students about diversity and togetherness. Therefore, multicultural counseling services are one way that can be done so that students can live together in a multicultural society and can foster cultural awareness and create closer social cohesion between students. So as to avoid teenage social conflicts or brawls between students.

Keywords– Social Cohesion, Multicultural Counseling, Resolving Social Conflicts (Student Fights)

1. Introduction

Conflicts that occur in society are something that cannot be avoided, even ordinary things due to factors of social, religious, economic, and political relations. Amin (2017), reveal that conflicts that arise in society are caused by the accumulation of "pressure" mentally, spiritually, politically, socially, culturally and economically as well as the inability of the government to overcome the causes of conflict. This conflict occurs when individuals or groups have a high desire to achieve prosperity, power, prestige, social support to easy access to various resources (Palupi et al. 2021). While social conflict is understood as the effect of social interaction to achieve cooperation or the efforts of the group to re-strengthen identity and solidarity among its members (Dipua et al. 2020) or it can occur because of conflicts between parties regarding equality or position (horizontal conflict). and conflicts involving parties whose positions are unequal (vertical conflicts) (Lebo et al. 2021).

This social conflict can also affect the social development of adolescents such as adolescent interactions with other people, ranging from parents, siblings, playmates, neighbors, to the wider community (Lating 2016). Examples of social conflicts that occur in adolescents are brawls between groups of students (Madrohim, Prakoso, and Yudho 2021). This brawl is also carried out by underage teenagers who also have to deal with the law (Unayah and Sabarisman 2015). Even brawls between students are considered a black stain in the world of Indonesian education (Ingtyas 2017). Based on data released by the Indonesian Child Protection Commission (KPAI) it was revealed that throughout 2018 there was an increase in the number of brawls by 1.1%, where in 2017 the number of brawls was 12.9% while in 2018 it was 14%, even student brawls are still tall. in Indonesia even in the midst of a pandemic like the current situation (Putra 2021). So it can be concluded that the brawl between students is one of the social conflicts that can occur in the world of education without age restrictions, anytime and in any situation.

Brawls have become a culture or habit and even a trend carried out by some teenagers after school who still wear school uniforms (Basri 2015). Similar

to what became Setiawan (2015), brawls between students have become a tradition or even culture, these brawls between students increasingly create gangs of a group of young people, even if it is only a very trivial problem such as mocking each other or the problem of a woman. Another trigger for brawls between students is the feeling of revenge that is motivated by high solidarity, so when one student has a problem with another school even if it is only a personal problem, the other students take revenge in order to maintain the good name of the school. In line with the results of research (Rozi 2019) that brawls between students are vulnerable to occur due to solidarity and a sense of togetherness between unhealthy teenagers. Even brawls between students which are sometimes just silly actions in the name of searching for identity can result in death (Setyoningsih 2019). So it can be said that brawls between students are entrenched by some students who build unhealthy togetherness that is not covered by death.

Furthermore, student brawl cases in Indonesia continue to occur and increase, one of which is in the city of Padang, brawls that occurred in Nagari Surantih and Rawang Gunung Malelo by gangs of teenagers at a crowd event (single organ) on June 2 2018, brawls were equipped with weapons. in the form of wood, stone and glass bottles. As for the impact of the incident, the destruction of motorbikes and the breaking of glass in residents' houses due to throwing stones during a brawl and immaterial losses in the form of physical injuries such as bruises and torn wounds (Jasman and Dewi 2018). Another brawl action in Padang City was very surprising where the brawlers used sharp weapons such as samurai, gear, swords and spears. The brawlers perform anarchic actions such as breaking the windows of the traders and internet cafes they pass through. Even the brawlers brought a large python with a length of three meters as a brawl weapon (Khair and Aviani 2019). This brawl between students even still occurs in Covid conditions, as the results of research conducted by Putra (2021) revealed that a brawl occurred in Depok on October 1, 2020 at 16.50 WIB, killing one young man who was left behind by his group as a result of being hacked with a sharp object in the neck. So it can be concluded that brawls between students

have unwittingly disrupted public order and security and took one of the members of the brawlers.

Several efforts can be made to prevent brawls between students, such as the results of research conducted (Boehari 2021),, to prevent brawls between students, there are two things that can be done, namely (1) by optimizing extracurricular activities at school, namely scouts, PASKIBRA, WAPALAPA as a means of filling students' free time, and (2) conducting supervision or social control, which is controlling and supervising students both in the school environment and outside the school during teaching and learning activities (KBM) taking place, namely teacher personnel in the student field. Meanwhile, those who play a role in maintaining and maintaining security are the police. Other efforts that can be made to minimize brawls between students are inserting a moral message during the delivery of material in class, the teacher provides direction and guidance regarding knowledge about the dangers of brawls, the impact of brawls and school regulations if students are found involved in brawls between schools and provide extracurricular activities by inviting the police to come to school (Pratama 2021) or through activities to intensify the counseling and guidance section in schools (Rinaldi 2021). So it can be said, as for one thing that can be done to minimize the interaction between students, namely by streamlining the guidance and counseling services in schools.

2. Method

This research uses a literature study approach on various literatures regarding the use of social cohesion through multicultural counseling for the resolution of social conflicts. This literature review is an objective study through a summary and analysis of the literature. The main purpose of using this approach is to provide the use of social cohesion through multicultural counseling for the resolution of social conflicts. write various journal articles related to the topic of discussion, then describe the relevant discussions of each of these literatures.

3. Result and Discussion

a. Social Conflict (Battle between Students)

Social conflict is a dispute between communities where one party tries to get rid of the other party by destroying (Aisyah BM 2014). In line with Yahya (2014), social conflicts are squabbles, or those that occur in society that threaten each other, suppress and destroy each other. So the key is that social conflict is an act of violence between two individuals who want to beat each other.

Social conflicts can be in the form of violence between adolescents, namely where two teenagers insult each other, beat or fight between friends (Raturahmi, Febrina, and Dewi SY 2021). Brawl between students is a form of social conflict that occurs in adolescents. Brawls between students are fights between groups of students and between schools caused by school traditions, revenge between schools (Delvira, Husen, and Casmana 2021). Therefore, brawls between students are one of the juvenile delinquencies that require special handling.

b. Multicultural Counseling

Multicultural counseling is a process of providing assistance that both uses and defines modalities consistent with the client's life experiences and cultural values, recognizes the client's identity as individual, group, and universal dimensions, supports the use of universal and specific strategies and roles in the healing process, and balances the importance of individualism and collectivism assessment, diagnosis, and treatment of clients and client systems. The conclusion from the statement above is that multicultural counseling and therapy is a process of providing counselee assistance by paying attention to the life experiences and cultural values of the counselee, recognizing the counselee's identity as an individual, group, and universal dimension (Sue and Sue 2008). The multicultural counseling process can be carried out when clients who come have a different culture from the counselor in terms of age, gender, sexual orientation, socioeconomic and others (Miskanik 2018).

Multicultural counseling competence has three characteristics, namely (1) the counselor's awareness of his assumptions, values and biases, (2) understanding of the counselee's view of life from different cultures, (3)

developing appropriate intervention strategy techniques. Each of these characteristics has dimensions of beliefs and attitudes, knowledge and skills (Hajjar, Indrawaty, and Herdi 2014).

c. Social Cohesion

Social cohesion is a group that is built because of the desire to stay in the group. Another definition that social cohesion is the result of support created from equal values, challenges and opportunities that are equal to expectations and trust between group members. Social cohesion consists of the forces that apply to members of a society or group to live in it, and by actively contributing to the group in a cohesive group, members want to be part of the group, they usually like each other and live united and united and loyal in pursuit of goals.

Social cohesion between communities is formed from cross-community social meetings, namely the existence of mutual need and social attitudes to help each other. Social cohesion between communities can be created by the spirit of neighbourhood and deepening of etiquette regarding the ethics of coexistence and equality of God's creatures taken from religious texts. In addition, through the mechanism of social interaction which is based on kinship awareness.

d. Utilizing Social Cohesion through Multicultural Counseling to resolve social conflicts (brawls between students)

Conflict is a dynamic in society's social interactions. sometimes a conflict occurs when the goals of a person or group of people are not in accordance with the boundaries they face or in other words different opinions and conflicts are not resolved by violence. Social problems usually occur when expectations do not match the reality that occurs. Conflict has a positive impact and a negative impact, the positive impact of social conflict is that the conflict facilitates the achievement of reconciliation of various interests. however, some conflicts actually have a negative impact, resulting in damage, creating instability, disharmony, and insecurity and even causing fatalities. Brawls between students are a form of adolescent social conflict, brawls between students are an anarchic act carried out by groups of teenagers in the form of fights which result in an increase in the sense of fighting around the scene of the brawl. Brawls between

students are usually motivated by the actions of teenagers who want to seek attention and a place to admire their strength to be judged by great people. This brawl between students is identically carried out by teenagers who feel less attention from their parents and the local environment. Even brawls seem to have become a culture among students.

The triggers for brawls between students are often motivated by trivial things such as the act of interacting with each other via SMS, social media, friendship networking sites, friendship doodles, school walls, conflicts between different students, as well as incitement from third parties who experience conflict, hurt and revenge. Therefore, fights between students are a matter of concern from various parties related to adolescents such as teachers, parents, and also the government and of course this condition becomes a challenge.

Several efforts can be made to prevent brawls between students, such as the results of research conducted (Boehari 2021), to prevent brawls between students, there are two things that can be done, namely (1) by optimizing extracurricular activities at school, namely scouts, PASKIBRA, WAPALAPA as a means of filling students' free time, and (2) conducting supervision or social control, which is controlling and supervising students both in the school environment and outside the school during teaching and learning activities (KBM) taking place, namely teacher personnel in the student field. Meanwhile, those who play a role in maintaining and maintaining security are the police. Other efforts that can be made to minimize brawls between students are inserting a moral message during the delivery of material in class, the teacher provides direction and guidance regarding knowledge about the dangers of brawls, the impact of brawls and school regulations if students are found involved in brawls between schools and provide extracurricular activities by inviting the police to come to school (Pratama 2021) or through activities to intensify the counseling and guidance section in schools (Rinaldi 2021). So it can be said, as for one thing that can be done to minimize the interaction between students, namely by streamlining the guidance and counseling services in schools.

Guidance and counseling is one of the learning processes in schools that is focused on student development. One of the effective service processes in guidance and counseling is multicultural counseling, this is because students come from different cultures (Elizar 2018). The objectives of multicultural counseling are (1) to help students develop their potential optimally, (2) to help students to be multicultural to solve the problems they face, adapt, and feel the happiness of living according to their culture, (3) helping students to live together in a multicultural society, and (4) introducing, learning to clients the values of other cultures to be used as revisions in making better plans, choices, future life decisions (Nuzliah 2016).

The results of research by Annajih et al., (2017) reveal that through multicultural counseling students are able to grow civilized attitudes and understand diversity and even the beauty of togetherness in differences. Meanwhile, the results of research conducted by Aisah & Ruswandi (2020) reveal that multicultural counseling services are effective for dealing with conflict. Therefore, multicultural counseling services can influence various cultures to be able to behave as learning and avoid various conflicts. Therefore, to deal with adolescent social conflicts, one of which is brawls between students, it is necessary to empower effectively and efficiently multicultural counseling services.

Furthermore, this multicultural counseling service can foster cultural awareness and create closer social cohesion between students (Safitri 2018). Likewise, as stated by Keddie (2014), multiculturalism can produce social cohesion. Social cohesion is one unit of another, social cohesion can minimize conflict and help individuals to participate in diversity (Shuayb 2016) or effective social cohesion to foster a sense of togetherness (Kaur, Awang-Hashim, and Noman 2017). Social cohesion can be weakened when they do not talk to each other, do not share with each other, and do not open up ('Ulya, Firman, and Sukmawati 2017). So to strengthen students' social cohesion, teachers need to increase their role in managing diversity (Sutjipto, Wibowo, and Hastutiningsih 2017). So it can be said to resolve social conflicts, it is necessary to use social

cohesion through multicultural counseling. In this paper, the social conflict in question is social conflict between students or brawls between students.

4. Conclusion

The research was conducted using a systematic study approach on various literatures regarding the use of social cohesion through multicultural counseling in the resolution of social conflicts (brawls between students). Fights between students are considered a trend for some students to overcome their strengths even if it is only caused by trivial problems. This is motivated by the low understanding of students about diversity and togetherness. Therefore, multicultural counseling services are one way that can be done so that students can live together in a multicultural society and can foster cultural awareness and create closer social cohesion between students. So as to avoid teenage social conflicts or brawls between students.

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