

DEVELOPING A RELATIONSHIP MODEL BETWEEN PARENTS AND SCHOOLS IN HANDLING STUDENT BRAWLS IN YOGYAKARTA

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A B S T R A C T

Student brawls that lead to criminal activities called klithih (a Javanese term for violence among teenage students) is currently rampant in Yogyakarta Special Region (DIY). This condition cannot be separated from the weakening role of families and schools in nurturing the students. In general, teenagers need their existence to be acknowledged in their struggle for identity. Their self and group existence needs to be shown, so that other teenagers or groups will not look down on them. The teenagers' failure in the process of their identity search is what plunges them in deviant behaviors such as engaging in brawls. The rapid social change through information technology and the cultural change from agrarian to industrial society are suspected to be the causes of the waning parenting and relations among family members. The parenting style that initially focused on families when society was agrarian has shifted to a style that delegates the parenting role to the formal education in the current industrial society. In light of this situation, this research aimed to develop a model of relationships between students' parents and schools in order to handle student brawls. This research utilized a qualitative and a quantitative approach with descriptive analysis technique. The result showed that 65.6% of the community of Yogyakarta stated or agreed that group violence especially klithih had increased in the last year, and the main cause was the weakening role of parents (65.5%) and schools (39.6% %). The negative action, klithih, is a manifestation of improper identity searching because it demonstrates a lack of self-control. The process of searching for self-identity among teenagers requires assistance from the closest people, especially family. However, some informants whose children were involved in klithih stated that they did not need to accompany and guide their teenage children in searching their identity because they believed that

their children should be independent. Therefore, efforts must be made to create a good synergy between the school and parents in handling student brawls. One example is improving good communication between the two parties in coaching and supervising teenage students, especially through a model of personal communication involving information technology.

KEYWORDS : Student brawl, Parenting style, Character education, Search for identity.

INTRODUCTION

Background of the Subject

The phenomenon of juvenile delinquency which leads to criminality done by students in Yogyakarta has gone apprehensive. One that is referred in this paper is student brawls or well known as *klithih* (a Javanese term for violence among teenage students). According to the data from POLDA DIY, in 2016 there were 43 cases of student brawls whose actors were between 14-18 years old (detiknews; December 28th 2016).

Student brawls is actually not a new phenomenon, almost in all places especially in urban areas, cases as such always exist. Society still sees this phenomenon as something normal because the aggressiveness is initially a natural behavior and since teenage characters are still unstable, selfish, and tends to put forward fun (Unayah and Muslim, 2015:136). However, since student brawls has caused someone to die, society then just realizes its dangerous impact.

Brawls is considered as pride for the actors, they often call their action as symbol of bravery. Their self and group existence needs to be shown, so that other teenagers or groups will not look down on them. Student brawls or *klithih* in Yogyakarta can be caused by several factors. First is the parenting style in family. The disharmony in family causes the teenagers to find no comforts, and parents who are supposed to be a model for their children is none in family. Therefore, their attitude is easily influenced by their surroundings. Teenagers' characters which are signed by low self-control unable them to learn and classify actions which are acceptable or unacceptable by society. The inability in self-control is due to their search of identity especially in finding the role they will form. The failure in their search for identity is what often causes the society to call them delinquent.

Second is a cultural change. The change from agrarian to industrial society is suspected to be the causes of the waning parenting and relations among family members. In agrarian society, the parenting style emphasizes more to family, because the role of education has not fully transferred to formal education. Unlike agrarian society, industrial society is always charged

to fulfill material needs. Parents have been kept up with work routine which causes the relationship in family to loose. The parenting style which should be the responsibility of parents is transferred to formal education instead. That becomes quite unsurprising when in industrial society there can be found many daycares, preschool education for kids, and so on. Parents would feel that they have no more responsibility in the case of forming the characters of their children after putting them in formal institution.

Problems that show up next is that the strong role of school is not supported by the spirit of the teachers in educating their students. The relationship between school and students' parents are often very formalistic. Most schools invite parents at students' orientation and at the distribution of report cards or students' diploma only. And schools would only deliver things which are correlated with academic scores. The distant relationship between parents and schools are also caused by some cases such as parents' inability to accept teacher's punishment towards their children because their children are considered as delinquent. Even some of them involve police.

Third is the improper use of technology by the teenagers. In this millennial era, any kinds of information can be easily accessed. Teenagers now tend to involve more in social media compared to direct communication with family or their circumstances. The impact of this condition is the existence of gap in family which leads the teenagers to seek for figures outside whom they think as ideal.

According to problems that have been mentioned above, the research questions in this paper are how the ideal parenting style in family and school is and how the ideal model of relationship between them in facing children who are involved in student brawls in Yogyakarta should be.

Research Methods

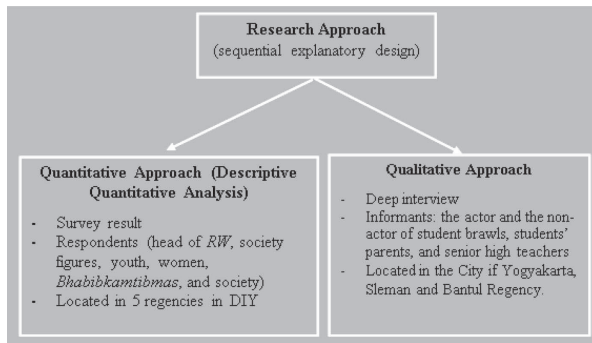
This research utilizes mixed methods approach, which combines qualitative and quantitative methods all together with descriptive data analysis. Qualitative data was obtained by interviewing some students who used to be involved in brawls klithih as well as some students who never involved in brawls. Besides, interview was also done to their parents and teachers from several Senior High Schools in Yogyakarta as well as the society. Meanwhile quantitative data was obtained based on the research data in "Social Changes and Potential Conflict in Yogyakarta Special Region" which was conducted by PSKK UGM together with Bakesbangpol DIY in 2017 with 7.744 total respondents.

The survey took the samples from all sub districts, villages, and RW in five regencies in DIY. There were six respondents taken from villages which consist of Babinkamtibmas, women figure, youth, BPD, and LPMD (or other figures), as well as from the society. Through those criteria, it is expected that

various information are obtainable. Those are from the perspective of police as the society's peace protectors, women, youth, and other figures in society. Meanwhile, one respondent was taken from RW, which is the leader.

The analysis of this quantitative data is aimed to view the perspective of Yogyakarta Special Region's society regarding to the impact that is caused by rampant student brawls. It also aims to overview Yogyakarta Special Region society's opinion about what should be done by the government in handling these brawls. The design is displayed as follows:

Table 1. Research Method and Design



While the total informants and topics which were dug out during the interviews are described as follows:

Table 2. Total participants and asked topics

Interviewee	Topic
Students	<ul style="list-style-type: none"> • Perception, description, and responds to student brawls in Yogyakarta • Communication pattern in family
Students' parents	<ul style="list-style-type: none"> • The role of family in parenting style
Counseling teacher	<ul style="list-style-type: none"> • The role of school in handling problematic students • Parents' responds if their children are involved in student brawls • Relationship between parents and school in handling student brawls
Society	

RESULT OF THE RESEARCH

Klithih across the History of Social Changes

Student brawls in Yogyakarta is well known as klithih. At first, the term is used amongst the society of Yogyakarta to portray chilling activity with undefined time. According to Suprpto (2017), a lecturer in UGM and a criminologist, in

2002-2003 the term that comes from Javanese was adopted by Junior-Senior High School students to refer to chilling activity at night. The meaning of klithih shifted in 2006 with the existence of youth rider mocking each other and finally triggering brawls which causes victims. Therefore, in the following years, klithih has negative connotation, even though it is not popular.

Society started to get used to mention klithih with negative stigma in 2011-2012 when teenagers gashing often happened (Tribunnews, 2012) with series of student brawls in Yogyakarta during 2011-2012. Those who were involved are SMU Gama with students from SMU Bopkri 2 (Friday, April 22nd 2011), SMK Piri I with SMK Muhammadiyah 3 (Saturday, October 1st 2011), SMA 6 with SMA Muhammadiyah 2 (Saturday, October 29th 2011), two students from SMA 11 were secured in Tegalrejo Police Office for involving in brawls around SMA 2 Yogyakarta (Wednesday, December 14th). Media then started to frequently use the term in their publications in around 2014 (Gatra news, 2017). Up to now, the term klithih becomes a trend which is used by both media and society in Yogyakarta to portray the phenomena of student brawls.

Klithih is majorly embedded in one gang which is inherent in the school. According to an informant who leads a student gang in Jogokaryan, the reorganization process of student gang in Senior High School is conducted by their seniors and their same age friends by inviting them to eat, hang out, tour, and etc. Even so, there are also some klithih which is purely done individually and not in gang. However, a case as such is rarely found.

“Every school has a gang, I move to SMA X because I know that there is a big gang in it. Life is already hard, thus I join a gang, so that I can survive through these difficulties. I feel trained... and no longer shocked to see anything—including blood in an accident, being cheated on—,that is why I think that joining a gang is one thing that someone is not supposed to be skipped during high school but also not supposed to be repeated after high school.

The embryo of teenage gang in Yogyakarta was initiated in 1970s by mini-cross club, which is a kind of modified mini bike or larger bike (Jatmiko, 2010: 50-59), their activity are about modifying bikes, showing off their cycling skill, pelah cross (a race of pushing bike's inner wheel whose bars have been put off by using block of woods), and bike race. The members are those who wear neat clothes and are educated (Jatmiko, 2010:59). To be the members of this club, the candidates must be tested by jumping as high as two meters, then the status is as a student and they must register to get a member card (Jatmiko, 2010: 50-51). Their complicated requirements turn this club into an elite or a borjouis looking club.

Mini-cross club is formed with aim to do sport, as a symbol of teenagers' unity and bravery with student status, and as a social expression of middle class teenagers in showing their existence. At that time, the club

does not direct to a particular political parties affiliation which we could find in 1980s.

There were approximately 66 clubs during the late 1970s until the beginning of 1980s, those are: MARABUNTA (Manusia Raja Bunderan Yogyakarta), CEPETHE (Cepet Pegun Themon), DEREK (Depan Regol Xauman), KPX (Keproex), GAPLAY FOX (Gabungan Anak Play Boy Fersi Orang Xolot) and etc (Jatmiko, 2010: 54-56). The many names of this mini-cross club show that almost in every villages in Yogyakarta has their own club, and to show up their existence they make full splat action on the wall by using chalks, charcoal, or cheap equipment which can be used to write (Wicandra, 2016:52).

Then in the beginning of 1980s, a kind of bike such as BMX was emerging, and half of its members came from lower class society and not students. As a result, club that was initially content of sympathetic sense, slowly directs to thug-related activities: violence and brawls (Jatmiko, 2010:71). This is what causes term “club” to undergo a shift of meaning into “gang”. However, during 1982-1985 (Sudjatmoko, 2016:331), there was a tragedy called Petrus (Penembak Misterius), literally meaning mysterious shooters, in Indonesia, which made gang members frightened to show off their skills because if they were revealed, they would be shot on sight without going to court.

The tragedy of Petrus caused other phenomena to emerge (Jatmiko, 2010:70-74). The first one was that gangs started to get stronger, seen from existence of many teenage motor gangs in Yogyakarta, half of whom were the alumni of mini-cross club or BMX, and the other half came from legendary motor gangs which had been well known since the beginning of 1980s. They were Joxzin (JoxoZ inthing) and Qizruh (Q-ta Zuka Ribut untuk Hiburan).

Second, in 1980s era, a shifting brawls pattern also occurred, in which previously it happened between villages or between college students with fair motives to measure teenagers’ gentleness. It was usually one on one, and after finished they would shake their hands and hug each other, yet it turned to be a pattern called “ndingkik”, which means backstabbing, ganging up on another, and intercepting those who are considered as their enemy. Third, from a matter of where they come from or where they usually gather, teenagers’ gang undergoes changes. If previously the number of gang were rare, now there are many gang emerging under the name of their high school. Fourth, club or teenagers gang which are previously non-political turn into one particular political parties.

In 1990s, Joxzin and Qizruh widened their influential area to high school level. From this expansion, new gang names were emerging, such as: OESTAD, RANGER, MORENZA, RESPECT, LBD, HIPPIES, PASTOER, GNB and etc (Jatmiko, 2010:89). The routine activity in this era is hanging out, drawing graffiti by using spray colors, and in 2000s, playing internet became an additional activity.

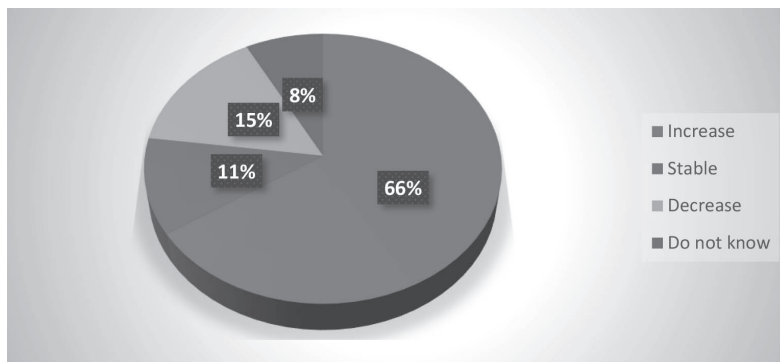
Entering 2000s, two main gangs in Yogyakarta conducted a huge expansion whose targets were not only senior high school students but also junior high school students. These junior high gangs are: ZNC, Ezphero, Dekrizo, ZKD, Spenyk, BTV, ZARETA, LIBAZ, Pedes, and etc. Additionally, girls gangs were also coming out, such as: CeMazint, Bricex, B7NGAN 4YO3, CeQizhmCeRiezt, and etc (Jatmiko, 2010:100-101). In 2000s these gangs did not only committed klithih against their rivals, but also against people they did not know. They dared to harm people they meet with a celurit (a kind of sickle) or blade on the street to show that they were worthy of being a gang member.

The shifting of meaning and terms of klithih and “club-gang” turns to be more complex in line with the social changes. According to Sari Murti, the head of the Institution of Child Protection in Yogyakarta, in the last 5 years klithih has lessened in number but turned wilder in quality. Klithih which was initiated as an activity of chilling and refreshing has transformed into an activity that can cost lives. This is also true for a group of students that initially gathered to channel their cycling hobby. This group has shifted into a teenage gang that commits thuggery.

The rise of Student Brawl as a Sign of the Level of Development of an Area.

Based on the illustrations on the formation of these student gangs as well as the their criminal records, one of the issue that came to our concern is that these student brawls have not decreased in intensity but instead has developed into criminal acts that led to the loss of life. Based on the data from Social Change and Potential Conflict Survey in 2017, 66% of people in Yogyakarta stated that gang violence, especially klithih, has risen, 11% asserts that these violence have stagnated, 15% stated that these acts have decreased, and the remaining 8% have stated that they do not know the levels of gang violence in Yogyakarta.

Graph 1. Community Opinion on Violent Acts in Yogyakarta

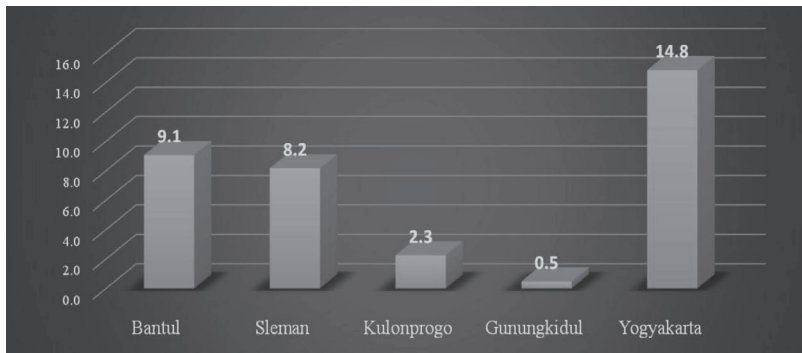


Source : PSKK UGM, 2017

Public perception on the increasing gang violence is due to the widespread publication through social media. The massive influx of news was due to Yogyakarta's predicate as a city for students, cultural city, and the city of tourism. This comes hand in hand with courtesy, gentleness and hospitality, even though the reality has proven otherwise. Hence our duty is to break the chain of student violence, one which has tarnished the image of Yogyakarta.

Student brawls cannot be separated from the level of development of its area. These cases generally occur in urban or suburban settings. The claim is also supported by the data from the survey. The researcher obtained data by asking the public on the whereabouts of brawl-risk schools in their area. The data shows that 14.8% of people from Yogyakarta City stated that the schools in their area (in one rural area/village) are involved in student brawls, followed by Bantul District (9.1%), Sleman District (8.2%), Kulonprogo (2.3%) and Gunungkidul (0.5%).

Graph 2. Schools with Students Who Often Conduct Brawls by Regency / City.



Source: PSKK UGM, 2017

The data above show that student brawls generally occur in urban and suburban areas, while rural areas such as the Gunungkidul District and Kulonprogo experience less student violence. R.A. Cloward and L.E. Ohlin in their theory of Differential Opportunity System (Sawirini, 2011: 247-248) stated that the violations are functions for the contrasting opportunities that these students have to achieve their goals, be it legal or illegal. However when legal means are obstructed, the students tend to engage in narcotics and violence. According to Cloward and Ohlin, the subcultures that may occur are grouped into 3 (three) forms: 1. criminal subculture, gang behaviour aimed at the interests of the fulfilment of money or property; 2. Conflict subcultures, gang behaviour that seeks status by utilising force; 3. Reatreatist subculture, with characteristics such as withdrawal from conventional roles and seeking an escape by abusing drugs or narcotics.

Cases of school 'gang' violence are also influenced by the role of peers and its alumni. The results of in-depth interviews with one of the former

members of a private school gang in Yogyakarta mentioned that his induction into the ‘gang’ was because of encouragement from his friends. Following the ‘gang’ becomes a necessity as a form of self-actualization. Upperclassmen and alumni are also key factors in encouraging gang members to commit violence (Anjari, 2012: 35). The violence is done in the hope of making their gang more popular and respected, despite having to hurt even to kill others in the process. The doctrines from their upperclassmen and alumni cause students to believe that these acts are justified.

High social status in school gangs are given to the daring and sadistic gang members. It is not uncommon for them to engage in other forms of brawl or other acts, they consciously record it with video or at least stream/post it to the social media (especially in their whatapp group).

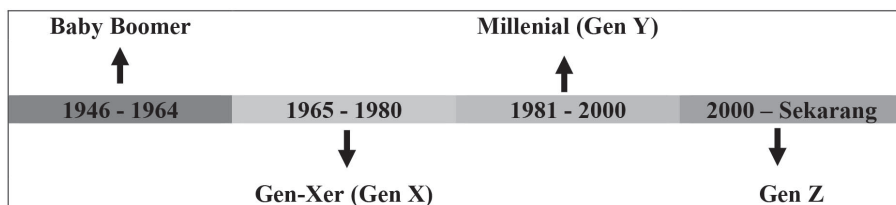
Based on interviews with one of the informants who had been a student gang leader in the 1990s (gang Joxzin) and now a student gang councillor, the motive of these so called gang members has shifted to status seeking in the group or “golek alem”. In the digital era, the role of social media especially facebook, youtube, whatapp, or the like are very important. He even stated “their acts are often recorded via video for later to distribute to friends or the gang”.

The rise of the use of social media cannot be seperated from the shifting culture, a direct result of the development of the information technology. The current generation, especially high school students, are now much attached to the mobile internet to the point of dependence. Their attachment to mobile internet is suspected as one of the causes of the massive acts of “klithih” in Yogyakarta.

“I’ve seen it myself, my students were caught watching a video of a brawl. They are somehow motivated by the brawl in the video, especially the tools used in it”--- Said the student gang councillor informant in Yogyakarta.

According to demographer Cohort, the generation born in 1981 - 2000 or those with an age of 16 - 36 years are categorized as the millennial generation (Ali, et al., 2016: 13-15). The main feature of the millennial generation is their exposure to social media, widespread internet, and the emergence of smartphones. These three greatly affect the mindset, values and behaviors adopted.

Tabel 1. Cohort’s Theory on the Phase of Demographic Group



We must pay special attention to how the information technology should give out much more positive values than its negative impact. In order to avoid its destructive impact, a strong foundation that must be invested in the family, especially in parenting. We often observe that though physically

the parents are close with their child, in reality they are distanced due to the lack of mutual affection. They are content with their own smartphones. These characteristics have become the reality in our daily lives. Likewise in social relationships the community has begun to lose its influence due to the dependence of smartphones.

Social relations within the society is felt less when compared with our digital connections. The real impact is the loss of the role of the community in controlling members in said community. In the past, we can still see our neighbors rebuking their neighbors (his son's neighbors who behave inappropriately) but now it has become a rare sight.

Tabel 2. Cultural Shifts in Social Interactions

Cultural Shift	Farming	Industry	Millennial
Familial interaction	Strong	Weak	Very weak
social relations	Strong	fading	Very weak (as compared to the close relations in the internet)

Role of Parents (Family) in Parenting the Millennial Generation.

Familial education is the first education a child receives. The nature and behavior of a child is determined by the learning process in their family. Therefore, families, especially parents, have a major role in the mental formation of a child. Parents in the family take the role of motivator; parents should always give encouragement to children to do well, and to pursue knowledge. They also act as facilitators, who must always provide facilities for their children's needs in the form of clothing, food, and housing, which includes supporting their education. Parents should then act as mediators in the family and community, and especially school affiliations (Makmun and Abin, 1999: 40-43).

The role of parents should come first in their children's education, for it is the parents who best understand the characteristics of their child, including their likes and dislikes. Based on the results of in-depth interviews with one of the parents of a student enrolled in a favorite high school in Yogyakarta, when the child has reached the age of adolescence, the role of parents in giving directions and supervision should be intensified. Parents also must always monitor the development of their child's personality, which includes the attitude, morale, and behavior of in the school environment by always communicating with the homeroom teacher. Adolescence is a transition period from a child to an adult where emotions are very unstable. Visible changes comes in the way in which a teenager will try to show who they are, which in turn will drive them to tend to be selfish and strive to look "better" in their environment. When a child has begun to want to show their existence, their parents must point

them to the right path, one of which is to the academic realm where a child will be better known for their achievement.

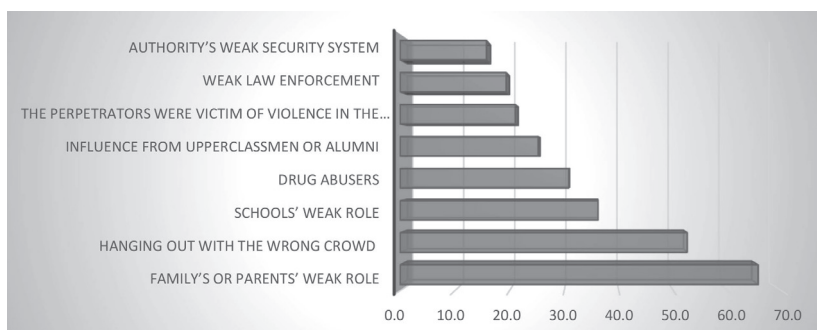
Teens who are not properly directed by their parents will turn out of control and tend to do as they please. The results of interviews with several parents of vocational students in Yogyakarta showed that the weak control from parents influence heavily in their children. One of the brawlers' parents stated that they gave their children the freedom to attend school or work instead. When the child chose to go to school, the parents also gave their children freedom in choosing the institution. Parents also do not know where and with whom their children hang out everyday. Some other parents do not even know anything about their children's activities at school, as long they can provide their children with funds and that they go to school. This is due to parents demanding independence from their children. Lack of parental control during teenage self-discovery resulted in an adolescent behavior that is very easily influenced by the outside environment, which of course comes with risks of negative impacts.

The process of self-discovery that did not involve parental direction will cause a teenager's inability to control themselves and failure in choosing a way to present themselves. The teenage instability and volatility make them feel insecure and embarrassed if they do not follow current trends and development, and will become the object of bullying for their peers. Therefore, to prove themselves, adolescents will take the initiative to try things that are considered in line with the development of the trends regardless of its impact. The teenagers of today live a modern and global life, with an easy access to virtually everything. This can lead teenagers to easily fall into modern comminglings which lead to negative acts (Basri, 1996: 57).

The statement is in line with the data findings which state that the negative acts conducted by students in the form of brawls are strongly influenced by the weak role of parents (65.7%), misconduct (52.5%), lack of the school's role (36.2%) and drugs (30.8%), as depicted in graph 3.

The weak roles of parenting in the millennial generation are due to the dissolution of communication patterns between children and parents. Based on the theory of Cohort, parents who have high school age children today generally come from the Gen-Xer era or generation X. They are a generation that has a conservative mindset even though they has begun to enter the transition era of information technology (Ali, 2016: 15). Disconnection between the communication patterns is what causes the presence of parents less perceived by the child. Social relationships within the family in the digital age are highly dependent on smartphone usage. Oftentimes communication between parent and child is not done face to face but instead replaced with their smartphones (indirect communication). This pattern of communication clearly has severe differences in its interactions because it is more individualistic. The impact of this interaction pattern is the low emotional intimacy between parents their children.

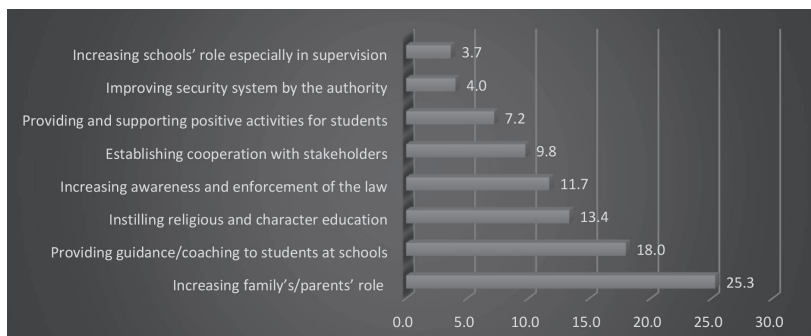
Graph 3. Public Opinion on the Rise of Student Brawls in Yogyakarta.



Source : PSKK UGM, 2017

The role of the parent is, without question, necessary in giving guidance and attention. Parents must accompany, monitor, and direct teenagers to get through a period of instability and to avoid negative influences. This is in accordance with the data from the survey which shows 25.3% of the public stated that the handling of student brawls is by increasing the role of the family, especially the parents, while 18% of the people think it can be solved by providing guidance to students through the school and community. Another solution is by instilling religious and character education (13.4%), awareness raising and strict application of law (11.7%).

Graph 4. Public Opinion on Handling the Problem of Student Brawls in Yogyakarta



Source: PSKK UGM, 2017

Increasing the role of the family in the digital era can be done in several ways. Amongst them the parents must be technologically literate, especially with internet. What happens today is parents are considered outdated or “kolot” by their children because they do not know the internet. More often than not, parents learn the internet from their children. The impact of parental ignorance on information technology causes parents to not know what is accessible by their children and with whom their children interact in the cyberspace. Children now tend to complain through the social media instead of talking directly to their parents.

Efforts to Build a Digital Relation Between Students, Parents and Schools.

One of the supporting components of a school's success is teachers who carry out the role of education and can communicate with students, including dealing with student problems (Hidayat, 2013: 92). Teachers as principal actors in schools are required to implement effective communication in teaching, student encouragement, their changing attitudes and beliefs, as well as redirecting the negative behavior of students. Interpersonal communication which exists between teachers and students, both in and out of school activities, can be used to control the attitude and behavior of students (Chairani, 2009: 143).

An interview with one of the public senior high school teachers in Yogyakarta mentions that troubled student will be more likely to listen if the teacher can position themselves as a good listener. This particular teacher uses personal approach and gives more information on the impact of violent behavior. The troubled student should not feel cornered and blamed. When students feel blamed or cornered, their attitudes are going to be so. This narrative is in line with research conducted at SMA Kolombo, Yogyakarta. Some students revealed that they are less able to communicate with teachers because the teachers are very rigid. Teacher communication with students runs smoothly on certain teachers only, such as teacher favored by students and also teachers of the same sex. Teachers who are loved by these students are teachers with a kind character, are friendly, do not quickly convict students' mistakes, and can control their anger when students make mistakes. The culture of discrediting students will only make them distance themselves from teachers and loose their belief in their teachers (Chairani, 2009: 148). This discomfort of sharing with their teachers will make the students feel more comfortable sharing with their peers. This condition will cause peer influence to play a major role in shaping their attitudes, including student violence.

On average, student involved with violence do not receive moral support from their school. The school only wants to return problematic students to their parents, without any concerted effort to help. In-depth interviews with one of the perpetrators of student violence mentioned that his school is a favorite public school in Yogyakarta. However, the school expelled him because he was troublesome. This tendency to expel students is also justified by the student councilors of one a MAN (Islamic boarding school) in Yogyakarta. The teacher stated that one way to discipline students is to provide a point limit to the students. Different forms rules violations will have their own points, and if when the student has reached a negative point 100, the student will be expelled from school. This tendency of schools to return students to parents and remove them from school will only make matters worse. One informant stated that after he was expelled from his favorite school, he was transferred to one of the private schools in Yogyakarta. Moreso, according to

the informant's narrative, his violence acts have actually increased with his move to the new school.

Other factors which affect the success of prevention and handling of student violence is the communication between teachers and parents. Teachers, as parents at school, only communicate with parents at the beginning of the new school year and during the distribution of student reports. This is unfortunate because is very important for teachers and parents to communicate regularly in their joint efforts of monitoring the development of students, either in person, via telephone, or online group, as already applied by a private high school and a public school in Jogjakarta (through an in-depth interview with parents of students). The school communicate regularly and also invite parents/guardians on a regular basis to provide the importance of the family's role on child development through POMG (Parent and Teacher Parents Meeting).

Meetings are held so that parents understand their obligations as parents and to not only leave the responsibility for student development to the school. In the meetings were delivered directions on how to treat their teenagers in a way so there is no misunderstanding between the parents and children. The school can also provide information related to the development of the students at school. Likewise, the parents can also provide information related to the condition of the children at home. This two-way communication is one way to overcome the phenomenon of violence/ brawl in high school students (Basri, 2015: 22).

The results of this study also mentions that parent-teacher communication and school visits is one program that can be used to handle cases of student violence. Schools can visit and discuss with parents or other family members. This visit can be done at the beginning of the school year. When a good relationship are established between parents-school, parents will not hesitate to be involved in the education process at school.

School as a partner of the parents in handling the problem of student violence can also participate in strengthening the role of the family. Schools and parents can work together to develop parenting programs. This program is expected to become one of the programs to handle cases of violence in schools. Parents who understand parenting (parents who understand the style of communication with children and how to properly support children) will make the child an emotionally stable person. In addition, the school can educate parents on things that can affect a child's emotion, such as television / internet / games and even the violent culture that children receive from their own families (parents who often quarrel, are hotheaded, etc.). Therefore, parents' involvement in school, good parent and school communication, school support to create a cooperative relationship between parents, school, and the community are the factors that influence the prevention of violence (Boulter, 2004: 17).

Personal communication between teachers (school) with students and parents in the digital era today can be done with the use of information

technology. For example: utilizing social media to conduct the process of education. This will be very effective in avoiding rigidity in the communication process between the parties.

The positive impact of the digital world in education is the ease of accessing information in obtaining educational information at a low cost. Based on a study conducted by the United Nations International Children’s Emergency Fund (UNICEF) in 2014, the National Citizenship Safety between Children and Adolescents in Indonesia found that from 30 million children and adolescents of internet users in Indonesia, there are 3 (three) main motivations to access the internet, namely: to find information, to connect with friends (old and new), and for entertainment. Searches are often driven by school tasks, while the use of social media and entertainment content is driven by personal needs. Research on communication patterns of children and adolescents through the internet reveals that the majority of their communication is done with peers, followed by communication with teachers, while communication with family members is also significant (kominfo.go.id, 2014).

This fact shows that internet use by children and adolescents relatively correlates with home and school education. This is social capital that must be optimized to build a digital collaboration between parents and teachers in educating children (Fatimah, 2016). To create such digital collaboration between the parent (family) and school (teacher), there are several strategies that are implemented. Among them is utilizing digital technology to optimize communication patterns, relationships, and interactions between parents and teachers. In this digital age, the relationship has a potential to decrease in intensity, if not supported by communication systems, relationships, and digital-based interactions. A digital based system should be built in response to those needs.

We can see the examples of the application of digital information technology in one of the public senior high schools in Yogyakarta that implements fingerprint attendance system, one which is connected with the application on the parents’ smartphones. In return, the parents can know whether their child attended school or not in a particular day. If digital applications such as these are developed in such a way, it can also be able to provide any information on the students’ development. With this, the researcher hopes that cases of student brawl can be handled with an intense communication patterns between students, parents, and schools, along with the help of digital information technology.

Table 3. Differences in Personal and Digital Communication Patterns

Difference	Personal	digital
Communication model	Formal	Personal
Time of meeting	Determined beforehand	Any time
Cost	Costly	cheap
Observation of student development	Regular	Any time

CONCLUSION

From the results of the research described in the previous chapter, then at the end of this study can be summed up as follows:

1. The rise of student brawl that occurred in Yogyakarta is not a new phenomenon.
2. The main cause of student brawls is the weak role of the family, especially that of parents in the care of the child, which resulted in the child's negative social comminglings.
3. The role of schools, especially the student councillor or the homeroom teacher, is expected to apply effective communication in teaching, encouraging, changing attitudes and beliefs, and change the negative behavior of students.
4. The establishment of a good relationship between the parents and the school is very important in order to fully understand the development of the students, especially in handling student violence.
5. In the present digital era, the most effective communication pattern is to utilize digital information technology in building relationships between students, parents, and schools in supervising and ensuring the education of children.

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