

# Prevention of Anarchist Demonstrations through Character Education in University

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## Abstract

*The phenomenon of demonstrations carried out by students is no longer an unusual thing but has become a habit. Social problems in the name of society make students the vanguard to protect, but not a few of them carry out anarchist actions. This requires prevention by means of an educational approach that not only emphasizes the teaching dimension alone, but also on the human and educational dimensions that have character. This study aims to analyze the causes of student anarchism during demonstrations and to analyze character-based education applied at UIN Walisongo in preventing anarchism during demonstrations. The case study in this research is the prevention of anarchist demonstrations at UIN Walisongo Semarang based on character education. This study used a descriptive qualitative method with several informants including the head of the Central Java Police Mobile Brigade Unit, Lecturer at UIN Walisongo State Islamic University and the Community. The results of this study prove that the main cause of demonstrations turning into anarchy according to the interview results is because the masses are provoked. Another factor was due to the unsatisfactory handling and not being allowed to enter for discussions so that it could be said to have violated the demonstrators' human rights. Character-based education that must be implemented includes concepts in introducing and explaining to students about values issues, making judgments on facts, social behavior approaches to assessing; measuring good character, cognitive approach and affective approach. The research implication lies in minimizing the factors that cause student anarchism and including character education as a university subject, for example in civics education courses.*

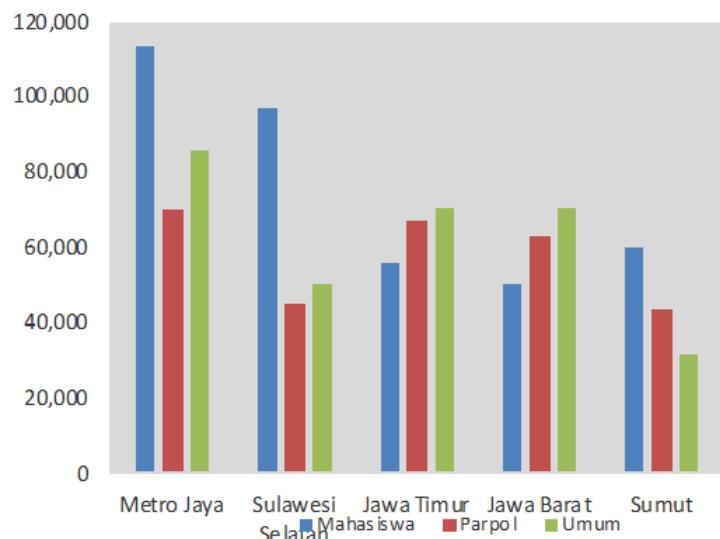
**Keywords:** Demonstration, Prevention of Anarchy, Character Education.

## 1. Introduction

The implementation of independence or freedom of expression in public is regulated in Article 9 Paragraph (1) of Law No. 9 of 1998 can be carried out by means, such as rallies, demonstrations, rallies, general meetings, and or free speeches. However, these ways often do not go well because they turn to anarchy where victims fall and public facilities are destroyed. In this regard, everyone needs protection, and the police are the institution that should provide that protection. As a law enforcement agency, the police are not only a party that protects the public from violence or threats of violence, but also community servants.

Demonstrations are activities protected by law. They are a means for the people to express their opinions in public and have become the human rights. The phenomenon that becomes a legal issue in this manuscript is that demonstrations should ideally be carried out in an orderly and responsible manner. However, in reality, demonstrations often end in anarchic behavior which leads to criminal acts, such as violence, damage to the government's and public facilities. Not only in Indonesia, demonstrations also take place in the neighboring countries, such as Singapore, Vietnam and Malaysia.

Demonstrations are related to foreign investment that threatens the fate of workers. Demonstrations by various society elements voice demands with mass numbers that are often unpredictable. Even though a demonstration generally notifies the police regarding the number of potential demonstrators, in reality, the number far exceeds the amount. The data below show the mass of demonstrations from several groups of people, including students, the general public and political parties:



Source: Data of Baintelkam Polri

**Figure 1. Demonstration Mass Frequency 2019-2021**

Figure 1 shows that the largest number of demonstrators are students. Therefore, it is necessary to teach the importance of nationalism and good civic behavior in expressing opinions in public. These can be done at colleges or universities so that there will be no violations and poor ethics displayed in a demonstration. A demonstration that ends in anarchy is an indicator of the failure in character education in Indonesia. As a result, students become objects of exploitation. They tend to not fully understand the problem, but they still take part in the demonstration or anarchy because of solidarity or provocation. Anarchist actions are violations of public rights that threaten security and peace. This is contrary to the actions of a number of students at the demonstration. Students who are well-educated tend to not do anarchy. If that turns out to be the case, then the real problem is that the education does not sufficiently provide them with human values.

Character education within the scope of the higher education unit is carried out through the *tridharma* of character-based higher education. Student character education is in accordance with: (1) The Ministry of Education's National Education Strategic Plan – the implementation of character education for all levels of education in Indonesia starts from early childhood (PAUD) to tertiary institutions (PT) in the education system of Indonesia (Wahyuni, 2014); (2) the national character development policy is to realize the values of Pancasila and prevent shifts in national values (Alawiyah, 2012); (3) proclaiming the national character revolution as one of the strategic education programs in higher education that is in accordance with the nation's culture (Ta'dib, 2016). The Ministry of National Education has formulated character values that will be developed for Indonesia's young generation. These character values are: religious, honest, tolerance, discipline, hardworking, creative, independent, democratic, curiosity, national spirit, patriotic, respectful for achievement, friendly, peaceful, literate/well-informed, caring

for the environment, social, and responsible. Character education deals with various aspects of moral education, civic education, and character development. There are various activities in enlivening values education, starting from practice, productivity, and meaning. Meaning is one way to internalize values in concepts that need to be built in children (Arnold et al., 2007). Education helps a person develop a good character, and there are three components of good character, namely moral knowing or knowledge about morals, moral feeling, and moral actions, so that children can understand, feel, and at the same time do good values. This clergy believes that students are can be easily provoked into committing acts of vandalism when they see or are involved in a major event. Demonstration often provokes their anger; however, the police should reciprocate their anger with violence.

Vandalism occurring in the previous demonstration in which a number of STM and SMK students were arrested delivers such a very important message to the Minister of Education to improve the current education system. Education should produce social transformations that can improve our youth's ability to tell the good from the bad. A big impact of education will also result in a growing awareness of the people. First, there must be an innovation because students these days are millennials; they also need updated explanations that attract their attention. Slowly but surely, get them familiar with the law. So that they know that if they act anarchically, they can be charged with an article in the law. In addition, the role of schools and parents is also needed so that they can supervise children more strictly. Second, strengthening character is the main value that is a priority (Komara, 2018) in higher education is religious by reflecting faith in God Almighty, Nationalist, Independent. Mutual Cooperation, Integrity. The five main values of strengthening character education are integrated with one another in a unified value unit for strengthening character education.

## 2. Method

This study used a descriptive qualitative method. Data were collected through interviews with the Mobile Brigade Anti-Anarchy Unit of the Central Java Police, Lecturers of Citizenship Course and some students involved in demonstrations. In the data collection process, several informants were involved in-depth interviews. Policy analysis and documentation were used as supporting data (Sugiyono, 2016). The study has a uniqueness in which includes several expert opinions who understand the dynamics of expressing opinions in public.

There are six steps in qualitative data analysis, such as processing and preparing data, Reading the entire data, analyzing in more detail with coding data, Implementing the data coding process, connecting themes and descriptions of research findings, interpreting field finding data (Creswell, 2009). Testing the validity of the qualitative data was carried out based on three data validity strategies (Cresswell, 2009), namely: 1) Triangulation of various data sources, carried out by examining data and evidence originating from informants; 2) The use of a relatively long time based on the experience and involvement of the researchers; 3) Researchers conduct questions and answers with colleagues who have knowledge of the themes raised by researchers, in addition to regular discussions with experts or academic experts who have scientific economic backgrounds.

## 3. Results and Discussions

### 3.1. Factors Causing Student Anarchism in Demonstrations

Indonesia is a country based on law, as regulated in the 1945 Constitution of the Republic of Indonesia article 1 paragraph (3) that states, "Indonesia is a country of law".

One of the characteristics of a rule of law is the freedom of expression, freedom of association, and the protection of every human rights (HAM) of every citizen. Every country that claims to be a legal country must recognize and protect the rights and safety of its citizens. The importance of freedom of opinion makes the State must guarantee and protect this right.

Demonstrations are an effective way for the community, especially students, as a form of expressing opinions and being heard. In addition, students are an important part of Indonesian political world. From the historical dimension, students have a strategic position, whereas from the perspective of contemporary life, students have a strategic role. Analysis of the driving factors for demonstrations is a method or step in classifying and grouping the driving factors in fostering student participation in a movement, so that by knowing these driving factors one can identify and overcome the problems that arise. The existence and dynamics of students can be used as a benchmark for the political situation in a country. Students especially in third world countries in the context of a student movement have an important role as a socio-political force, because they are very responsive to political conditions. Especially when associated with the optimal functioning of political infrastructure and superstructure when crucial issues occur.

There are two functions in student demonstrations in the process of change, namely fostering social change and encouraging political change. This is supported by the opinion of the commander of the Anti-Anarchy Mobile Brigade Unit, Kombes Pol Farid Bachtiar, who was previously confirmed by the Central Java Police Chief, that basically the study of movement is the study of the dynamic aspects of political life. As is well known, all political events always imply the interaction of social segments, mobility and social organization which will ultimately affect a system for handling demonstrations. Most of these demonstrations were shown against government officials, both civilian and military. Meanwhile, the majority of those participating in this demonstration were members of the public and especially students, both from state and private universities. However, it cannot be denied, according to Atika Dyah Perwita as a Citizenship Lecturer at UIN Walisongo that students have a vital role as agents of change, agents of modernization, and agents of development in all fields of political, social, economic and cultural life. The causes of anarchism are First, individual dissatisfaction which influences participation in demonstrations. Cumulative deprivation, especially related to an individual's increasing sense of economic insecurity, will lead to his participation in demonstrations.

Protests or demonstrations carried out by students because of a sense of frustration with their position as young intellectuals, who should be able to overcome the inequalities that exist in a system, but they are unable to overcome them. In the end, it was because of the frustration that was based on the feeling of dissatisfaction that led them to carry out demonstration activities. It cannot be doubted anymore that the social tensions that occurred in Indonesia and other countries such as South Korea, the Philippines, the PRC, which originated from individual dissatisfaction with various matters relating to their social life. In general, it can be indicated that there was dissatisfaction among students, both those with the status of activists and non-demonstration activists. If this is allowed to continue, it will trigger various kinds of constructive social movements, as well as those that are destructive or radical in nature. However, if individual or community satisfaction has been achieved, it will lead to the cessation of demonstrations on the topic of the problem.

Ironically, the condition of a stable political system cannot last long, because there must be things that cause dissatisfaction among members of the public with the existing conditions, so that the demonstrations never just stop, but various forms of social movements or demonstrations from year to year do not stop, ever finished. Individual self-esteem affects participation in rallies. Individuals who have high self-esteem tend to

respect and respect themselves more, and have an equal view of others. If the existence of these characteristics makes the individual feel confident in his abilities, and see himself as competent with the world he perceives. Because of these characteristics, individuals will be better able to participate in all activities in their social environment, including participating in demonstration organizations. So, armed with high self-esteem they will have more desire to participate in demonstration activities. There is no relationship between the ability to play a role in the political system and participation in demonstration movements. In addition, it is obvious that individuals who are assumed to be more capable of playing a role in the political system are bureaucrats, entrepreneurs who have governmental accessibility, in fact tend not to participate in social movement activities. This is in contrast to individuals or groups who do not have an adequate role in the political system, in fact they show more activity participating in demonstration activities.

Another assumption regarding the occurrence of anarchist demonstrations is that there is no relationship between belief in the existing political system and participation in the demonstration movement. Most experts support the theory which states that the more distrust an individual has in a system, be it a government, organization, or group, it will lead to an urge to participate in social movements. However, based on observations, sometimes individuals who carry out social movements are not based on whether or not individuals believe in the existing system. This means that it is not detectable in real terms whether or not individuals believe in the existing political system, on the one hand they believe in several components of the political system. While on the other hand they do not believe in other components of the political system.

### **3.2. Character-based education implemented at UIN Walisongo in preventing anarchism during demonstrations.**

Dissatisfaction with various things or conditions that exist in an individual's social environment, has a very important influence in the formation of social movements, both destructive and constructive. Moreover, dissatisfaction also affects trust in the existing political system (the more dissatisfied, the more distrustful of the political system). Ability to play a role in the political system (the more dissatisfied, the less able to play a role in the political system), self-esteem (dissatisfaction is closely related to high individual self-esteem), identification with the protesting group (the more dissatisfied, the more identify themselves with groups that follow social movements), and unstructured lecture routines (dissatisfaction is closely related to busy schedules). Character education is a systematically designed way to help students understand values in human behavior (Ministry of National Education, 2010). Character education emphasizes exemplary, creating an environment, and habituation, through various scientific assignments and conducive activities. Thus, what students see, hear, feel, and do can shape their character. In addition to making exemplary and habituation the main educational method, creating a climate and culture, as well as a conducive environment also helps shape student character (Mulyasa, 2013).

Value-based character education is widely understood to include cognitive, affective, and moral or psychomotor behavioral aspects. Value-based good character consists of "knowing what is good and bad", "wanting good", and "doing good". Someone who has good knowledge is not necessarily able to act or act according to his knowledge. Character is not limited to knowledge, but goes deeper into the realm of emotions and self habits. Thus, three components of good character are needed, namely: knowledge of morals, feelings about morals, and moral actions. This is necessary so that students are able to understand, feel, and work on good values (Kilpatrick, 1992). The three components of good character must be analyzed with several approaches. First, the cognitive moral approach as an approach that has been tested, especially by developmental psychologists.

Judging from the purpose of this approach, the cognitive-moral approach aims to guide a person in developing his moral judgments based on a pattern called a rating. This approach is carried out by referring to a situation that contains a conflict of values and requires someone who is able to make choices based on their awareness. Second, the value analysis approach. The main focus in the value analysis approach is to guide students so they can think logically and systematically in solving problems that contain values. This approach requires students to be able to deduce the facts of relevant issues. Therefore, measures that can be taken by lecturers in carrying out the value analysis approach are as follows:

- Introducing and explaining to students about issues. The more comprehensive the explanations, the deeper the students' understanding will be.
- Making an assessment of the facts, then make a joint decision as an attitude to the problem. This approach must involve students actively, especially in the process of analyzing values objectively based on relevant facts.
- Social behavior approach to assess and measure good character. This approach is a response to a stimulus. In simple terms, this approach can be described by modeling the relationship between stimulus and response. In order to carry out character education, it is very important for lecturers to always involve students in various activities that can provoke responses to these activities (Wibowo, 2012).
- Cognitive approach. This approach emphasizes that behavior is a mental process indicating that behavior is a mental process that individuals are active in capturing, assessing, comparing, and responding to stimuli before reacting. According to Kohlberg (1984), cognitive ability is a person's ability to represent the world based on the reality that is seen and perceived.
- Affective approach. This approach assumes that character education has a concept that explains that learning is seen as an individual's conscious effort to obtain changes in overall behavior, both changes in cognitive, affective, and psychomotor aspects.

Based on the explanation above, it can be concluded that character education seeks to influence student character through the environment. In principle, the environment provides a stimulus to the individual, and the individual responds to the environment. The interaction process can produce changes in the individual, namely in the form of changes in behavior and changes in the environment, both positive and negative. Character education has an influence on the learning process including in the prevention of violent extremism. Violent extremism can include theorism and other forms, such as communal violence or identity-based violence. Even hate speech that is intended to incite and encourage acts of violence whether committed by a person or group against another person or group can be included in acts of violent extremism (Taufik, 2019).

Acts of violent extremism have now spread to students, including university students. This requires an approach and strengthening character education in overcoming these actions. The methods and skills in building group dynamics as well as a touch of value towards individuals are very impressive. So as to create an active and dynamic learning process. To strengthen character education, an academic in carrying out value-based activities, such as through conflict resolution, must apply positive values to help face challenges. Get used to discipline that is continuously carried out so that it becomes a habit. Establish the most important rules and their consequences in order to get used to the principles and values. An academic must also avoid words that reproach, because it can give the impression that the nickname is true (Jones, 2003).

Strengthening character education in educational institutions can be pursued through four strategies. First, integrating character education content that has been formulated into all courses. Character education is not a separate subject in the education curriculum, but is

integrated in the form of developing the values of cultural education and national character in every subject in all courses. Second, integrating character education into daily activities on campus. In daily activities on campus, character education is manifested through exemplary and habituation. All elements of the campus should be role models through good attitudes and behavior to be role models. In addition, the campus also carries out routine habituation as a campus culture to shape student character. For example, by jointly maintaining cleanliness, getting used to discipline, getting used to discipline, polite, honest, fair and responsible behavior. Third, integrating character education into the lecture program. Character education is manifested in planned or unplanned lecture activities. For example, through commemoration of religious holidays and national holidays. Fourth, build communication and cooperation between other tertiary institutions and the community. Good communication and cooperation between universities and the community is carried out to create a conducive environment and atmosphere and support the character education process.

#### 4. Conclusions

Based on the conclusion regarding the causes of student anarchy behavior and character-based education to prevent anarchist demonstrations from occurring, there is provocation from other parties. Another factor was due to the unsatisfactory handling and not being allowed to enter for discussions so that it could be said to have violated the demonstrators' human rights. Character-based education that must be implemented includes concepts in introducing and explaining to students about value issues, making judgments about facts, social behavior approaches to assessments; measuring good character, cognitive approach and affective approach.

The research implication lies in minimizing the factors that cause student anarchism and incorporating character education as a subject, for example in the Citizenship Education course. In practice, character education cannot be fully borne by educational institutions. According to the Expert Staff of the Ministry of Education and Culture in the Field of Character Building of the Ministry of Education and Culture, there are many aspects in the environment that shape individual character, such as the family and community environment.

The role of the family in education, socialization, and instilling values in individuals is very large. The family is the first vehicle for character education, if the family fails to carry out character education on individuals, then it is difficult for other institutions outside the family to improve it. Family is the first institution to form individual character. Therefore, every family must realize that the formation of character in individuals is closely related to the formation of national character.

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