

**RESISTANCE TO *KLITIH* BEHAVIOR BASED  
ON CHARACTER EDUCATION**

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**Abstract**

*This article examines the role of character education in addressing the issue of klitih behavior, which has recently become a trending topic on various social media platforms and has caused concern within the community. A descriptive qualitative approach is employed in this study, using a literature review as the research method, with data collection conducted through the 3M method: recording, analyzing, and integrating findings from previous studies that are relevant to the research theme. The results of this article's research indicate that klitih, as one form of delinquency among adolescents that has caused concern within the community, is influenced by several factors, including: lack of parental attention, family problems, negative environments and associations, the desire for recognition within a group/gang, insufficient knowledge of moral and religious values, and an already formed aggressive character in the child. Character education plays a crucial role in preventing and addressing this klitih behavior by shaping and instilling positive character values in children. Therefore, character education is considered a potential solution to address moral issues among teenagers/students.*

*Keywords: Character Education, Klitih Behavior, Student*

**INTRODUCTION**

Education is an incredibly important aspect closely related to human life. It is a conscious and structured effort to create an environment and learning process aimed at enabling learners to actively develop their abilities and potentials to possess spiritual and religious values, noble

character, intelligence, and skills needed by themselves and society.<sup>1</sup> According to Hasan Langgulung, the definition of education can be viewed from two perspectives: the individual perspective and the societal perspective. From an individual perspective, education is an effort to develop a person's potential. Thus, in this perspective, education is a facilitative effort to enable learners to develop their potential in accordance with the needs of the era. On the other hand, from a societal perspective, education is an effort to pass down cultural values from the older generation to the younger generation, ensuring that these cultural values continue to exist in society's life.<sup>2</sup>

Character education is a form of educational activity that focuses on instilling good values in learners. The goal of character education is to shape learners who possess good character and are responsible in community life. Additionally, character education aims to develop learners' social skills, such as empathy and tolerance. This enables learners to better understand the conditions of others and avoid actions that harm themselves or others. Character education can be implemented through various means, including school-based learning, family involvement, and community engagement. Parents and teachers play a crucial role in shaping learners' character.

*Klitih* is a social problem that frequently occurs in Indonesia, particularly in the Yogyakarta region and its surrounding areas. According to an explanation by the Criminal Sociology lecturer at Gadjah Mada University, Drs. Soeprapto, the term *Klitih* actually originates from the Javanese language, "klitah-klitih," which means "filling leisure time" and initially had positive connotations, such as engaging in activities like sewing, reading, and others. However, recently the term *Klitih* has acquired a negative connotation as it is often used by a group of teenagers, particularly in the Yogyakarta region, to carry out acts of violence on the streets.<sup>3</sup> The phenomenon of *Klitih* has caused unrest and a sense of insecurity among the local community, especially with the emergence of recent news about *Klitih* incidents that have led to fatalities and gained public attention. The target of *Klitih* perpetrators is still unclear, meaning that anyone can potentially become a victim of these incidents. This further adds to the concerns of the community regarding the *Klitih* phenomenon.<sup>4</sup> The community's concerns about the *Klitih* phenomenon can be seen through the widespread discussions and its status as a trending topic on various social media platforms, such as Instagram, TikTok, Twitter, and others. Throughout 2021, the Deputy

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<sup>1</sup> Djuwairiyah Djuwairiyah and Irsyadul Ibad, "Pengembangan Metodologi Pembelajaran Pendidikan Agama Islam: Karakteristik, Prinsip Dan Dimensinya," *Edupedia: Jurnal Studi Pendidikan Dan Pedagogi Islam* 6, no. 2 (2022).

<sup>2</sup> Hamruni, *Konsep Edutainment Dalam Pendidikan Islam* (Yogyakarta: Bidang Akademik UIN Sunan Kalijaga, 2008), h.51–52.

<sup>3</sup> Reza Pahlevi, "Jumlah Kasus Dan Pelaku Klitih Di Jogja Meningkat Pada 2021," accessed March 24, 2023.

<sup>4</sup> L. M. Psikologi UGM, "Fenomena Klitih Di Yogyakarta: Mengapa Bisa Terjadi?," accessed March 24, 2023.

Chief of the Yogyakarta Regional Police, Brig. Gen. Pol R. Slamet Santoso, reported a total of 58 *Klitih* crime cases involving 102 perpetrators. What is particularly disheartening is that among the 102 *Klitih* criminals, Brig. Gen. Pol R. Slamet explained that 80 of them were still students.<sup>5</sup>

Character education can be a solution to prevent and address the increasing cases of *Klitih* crimes among teenagers, especially students. In character education, learners are taught to embrace positive values such as honesty, caring, and responsibility. By instilling these positive values, it helps build good character in learners, enabling them to control their behavior and refrain from engaging in criminal activities, including the prevalent *Klitih* incidents that have been occurring recently. Based on the background provided, the author formulates the research problem focus in this article as follows: (1) What is character education?, (2) Why does the phenomenon of *Klitih* occur, and why does it involve students as perpetrators?, (3) What are the implications of implementing character education in addressing the resistance to the *Klitih* phenomenon? These research problem focuses will guide the article in exploring the concept of character education, examining the factors contributing to the occurrence of *Klitih* and its involvement of students, and discussing the potential effects and implications of implementing character education in addressing and reducing the resistance to the *Klitih* phenomenon.

## RESEARCH METHODS

This article utilizes a descriptive qualitative research approach. The type of research used is literature research, which is a research method conducted by reading, understanding, and studying the content of various literature sources such as books, journal articles, and previous relevant research findings as the data sources required by the researcher. This literature research is primarily based on the research article titled "Determining Factors of *Klitih* Behavior" by Ahmad Fuadi, Titik Muti'ah, and Hartosujono, as well as the research article titled "The Influence of Character Education on the Behavior of MI Students" by Firda Halawati and Dicky Fauzi Firdaus, along with several other journals that are relevant to the research theme, serving as secondary references. The data collection technique in this research involves (1) documenting all findings from both primary and secondary references, (2) analyzing the obtained results, and (3) critiquing the ideas and outcomes of the research.

## RESULT AND DISCUSSION

Character education is a process of teaching students good character values so that they can behave appropriately in society. Character education is focused on the formation of students'

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<sup>5</sup> Yeni Mulati, "Peran Orang Tua Dalam Pendidikan Karakter Untuk Mencegah Perilaku Menyimpang Pada Remaja," *Jurnal Penelitian Kebijakan Pendidikan* 15, no. 2 (2022).

moral character. Therefore, character education is also referred to as moral education or education of virtues, aiming to cultivate goodness in everyday life, enhance personal character development, foster a sense of responsibility, and train individuals to strive for a better life. In line with the views of KH. Ahmad Dahlan regarding character education, it is an educational system aimed at shaping a Muslim individual with noble character and broad insights.<sup>6</sup>

The concept of character education embraced by the Indonesian education system is known as absolute morality, which means that the values of character education are derived from the values stated in Pancasila (the Indonesian state ideology) and the National Education Goals. The implementation of character education is not limited to the school environment but can also take place in the social and cultural environments of the students. This means that not only schools play a crucial role in implementing character education, but the social and cultural environment of the students also contribute to the implementation of character education. The implementation of character education primarily focuses on moral knowing (knowledge of moral values), moral feeling (emotional understanding of morality), and moral action (practicing moral behavior).<sup>7</sup>

*Klitih* is a phenomenon that has been widely discussed by social media users as it is considered disturbing, particularly for the communities residing in the Yogyakarta area and its surroundings. *Klitih* refers to acts of violence carried out at night by a group of teenagers using sharp weapons. *Klitih* incidents occur rapidly and unexpectedly, as the selection of victims as targets of violence is done randomly without specific criteria.<sup>8</sup> Based on several cases that have occurred, the police have identified that the majority of *klitih* perpetrators are children who are still attending junior high school and high school. The perpetrators of *Klitih* incidents are predominantly teenagers, many of whom are students. This can be attributed to the lack of stability in their thinking patterns and emotional states when making decisions to engage in such actions. In addition, there are several other factors that influence the involvement of students in *Klitih* cases, including:

1. Lack of parental attention: Parents not providing sufficient attention to their children.
2. Lack of parental supervision: Parents failing to monitor their children's social interactions, leading them to be involved in negative social circles.
3. Family issues: Presence of family problems that hinder the child's growth and development.
4. Parental violence: Parents engaging in violence towards their children.

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<sup>6</sup> Fandi Akhmad, "Implementasi Pendidikan Karakter Dalam Konsep Pendidikan Muhammadiyah," *Al-Misbah (Jurnal Islamic Studies)* 8, no. 2 (2020).

<sup>7</sup> Nurdin Karim, "Pendidikan Karakter," *Shautut Tarbiyah* 16, no. 1 (2010).

<sup>8</sup> Ahmad Putra and Sartika Suryadinata, "Menelaah Fenomena *Klitih* Di Yogyakarta Dalam Perspektif Tindakan Sosial Dan Perubahan Sosial Max Weber," *Askettik: Jurnal Agama Dan Perubahan Sosial* 4, no. 1 (2020).

5. Negative environment and lack of religious education: Growing up in a negative environment with a lack of religious education and knowledge provided to the child.
6. Desire for peer recognition: Children seeking recognition from their peers, leading them to engage in actions that lean towards negative behaviors.
7. Formed character: The character traits that have been developed within the child.

Based on those factors, it can be understood that the family plays a crucial role in influencing a child to engage in *Klitih* criminal behavior. This is due to the lack of parental involvement in shaping the child's character positively, failing to provide proper supervision and guidance in the child's growth and social interactions. The family's role in instilling values, morals, and discipline is essential in preventing and addressing such negative behaviors. When parents are actively involved in their children's lives, providing guidance, setting boundaries, and fostering a supportive environment, it can significantly reduce the likelihood of their involvement in *Klitih* or any other criminal activities. Therefore, it is crucial for parents to recognize their responsibility in shaping their children's character and ensuring a positive upbringing that emphasizes moral values, empathy, and responsible behavior.

Character education has a significant influence on shaping children's behavior. It teaches and instills positive character values in children, making character education an alternative solution to address the moral crisis. Since children spend a significant amount of their time at school engaging in various activities, it is important to incorporate character education into the curriculum to foster the development of good morals. By integrating character education into the learning process, schools can contribute to the formation of positive moral values in students. With the establishment of good moral values, children are more likely to avoid engaging in negative behaviors such as the prevalent *Klitih* behavior. Character education provides students with the knowledge, skills, and attitudes necessary to make responsible decisions, empathize with others, and contribute positively to society. Therefore, by prioritizing character education in schools, we can create a nurturing environment that promotes moral development and helps prevent children from engaging in harmful behaviors like *Klitih*.

Character education serves as an effort to enhance cognitive abilities and self-control among students regarding behaviors that may provoke them to engage in deviant acts. The involvement of students in *Klitih* cases can be attributed to their relatively weak cognitive abilities.<sup>9</sup> Students involved in *Klitih* behavior are also observed to have weak self-control, making them susceptible to being easily provoked into engaging in negative actions. In preventing and addressing student misconduct, schools can implement character education through internal

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<sup>9</sup> Mukhammad Miftakhlhuda Fatkhurrokhim and Vivi Sylviani Biafri, "Analisis Kebutuhan Program Pembinaan Bagi Anak Tindak Pidana Klitih Di Lembaga Pembinaan Khusus Anak Kelas II Yogyakarta," *Jurnal Pendidikan Dan Konseling (JPDK)* 4, no. 6 (2022).

school-based activities led by the school administration or teachers. External parties such as military or police personnel can also be invited to provide guidance and education to students, helping them avoid inappropriate behaviors. By integrating character education into various aspects of school life, students can develop essential cognitive and self-control skills. They can learn to make informed decisions, manage conflicts peacefully, and resist negative peer pressure. Through collaborative efforts involving the school, parents, and external stakeholders, character education can play a crucial role in guiding students towards responsible and morally upright behavior. The objectives of National Character Education include:

1. Developing the affective potential of learners as individuals and citizens who possess cultural values and national character.
2. Cultivating habits and behaviors in students that are commendable and aligned with universal values, cultural traditions, and national character.
3. Fostering the ability of learners to become independent, creative, and nationally aware individuals.
4. Establishing the school environment as a safe, honest, creative, and highly nationalistic learning environment.<sup>10</sup>

These objectives aim to instill positive values, moral character, and a strong sense of national identity in students. By nurturing these qualities, character education contributes to the holistic development of learners and prepares them to become responsible and active members of society.

Character education plays a crucial role in shaping and instilling positive character traits in students. Firda and Dicky Fauzi explain that the implementation of character education significantly influences students' behavior. The more positive character education is implemented, the more positive the behavior of students formed in schools.<sup>11</sup> These positive character traits will help students avoid deviant behaviors that can disturb society, such as the trending phenomenon of "klitih" on various social media platforms. "Klitih" is a violent behavior that usually occurs at night by a group of teenagers using sharp weapons, often in secluded places or streets. The occurrence of klitih is usually influenced by negative social interactions. As mentioned in a research article, factors such as alcohol consumption and inter-group/gang revenge contribute to teenagers engaging in klitih. However, it is not uncommon for a group of teenagers to engage in

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<sup>10</sup> Nopan Omeri, "Pentingnya Pendidikan Karakter Dalam Dunia Pendidikan," *Manajer Pendidikan: Jurnal Ilmiah Manajemen Pendidikan Program Pascasarjana* 9, no. 3 (2015).

<sup>11</sup> Firda Halawati, "Pengaruh Pendidikan Karakter Terhadap Perilaku Siswa," *Education And Human Development Journal* 5, no. 2 (2020).

klitih simply for fun.<sup>12</sup> Essentially, klitih differs from street crimes like robbery, where the intention is to target the victim's belongings. In klitih, the crime is not aimed at seizing the victim's possessions, as the perpetrators primarily seek pleasure or have a desire for revenge against specific groups/gangs.

The involvement of teenagers or students as perpetrators in the crime of klitih is closely related to the parenting mistakes made by their parents. As mentioned by Ahmad Riyadi et al. in their article, the parenting style applied by the parents of klitih perpetrators often lacks attention to their children's behavior and social interactions,<sup>13</sup> allowing them to explore negative things without proper guidance. Furthermore, negative social influences and the lack of education and religious knowledge are also contributing factors to the involvement of some students in the crime of klitih. This is because, in general, these student perpetrators seek recognition and a sense of belonging within their respective groups or gangs, and adolescence is a period where individuals explore their identities. Therefore, it is crucial for parents to pay attention to and guide their children to prevent them from getting involved in negative behaviors. The factors mentioned align with the findings of a research conducted by Ahmad Fuadi et al. on the determinants of klitih behavior, where several factors influencing teenagers/students to engage in klitih include parental background, family issues, interactions with groups/gangs and the environment, and the individual's own character. The family plays a crucial role as it is the most important environment for an individual's growth and development. If a teenager/student grows up in a family with disharmony and lacks attention and affection from parents, they are more likely to develop aggressive behavior.<sup>14</sup>

As previously explained, character education plays a crucial role in shaping children's behavior and character. In character education, children are taught and instilled with positive character values that they can apply in their community life. Therefore, character education is considered a solution to prevent and address issues related to children's morality. It helps children, especially teenagers/students, to avoid deviant behaviors, such as klitih behavior, which causes distress in society. This aligns with the findings of Sahronih, who suggests that implementing character education can be an alternative to address moral issues and minimize moral degradation.<sup>15</sup> The process of character education in shaping the character of teenagers/students

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<sup>12</sup> Irna Dwi Septiani and Mukhtar Zuhdy, "Penegakan Hukum Pidana Terhadap Perbuatan Klitih Yang Disertai Kekerasan Di Wilayah Hukum Kabupaten Bantul," *Indonesian Journal of Criminal Law and Criminology (IJCLC)* 1, no. 2 (2020).

<sup>13</sup> Dedi Eko Riyadi, "Pola Kepemimpinan Kepala Sekolah Dalam Pembentukan Karakter Kasih Sayang Siswa SMAN 1 Batu," *Mudir : Jurnal Manajemen Pendidikan* 4, no. 1 (2022).

<sup>14</sup> Ahmad Fuadi, Titik Muti'ah, and Hartosujono Hartosujono, "Faktor-Faktor Determinasi Perilaku Klitih," *Jurnal Spirits* 9, no. 2 (2019).

<sup>15</sup> Siti Sahronih, "Implementasi Nilai-Nilai Pendidikan Karakter Dalam Mengatasi Degradasi Moral Anak Sekolah Dasar Di Era Digital," *Posiding Seminar Dan Diskusi Pendidikan Dasar*, 2018.

can be done through understanding and knowledge impartation, habit formation, and providing good role models.<sup>16</sup> The implementation of character education with appropriate methods of delivery will undoubtedly have a positive impact, leading to the achievement of one of the main goals of education, which is to produce and shape a morally upright and high-quality generation in building a morally grounded human resource.

The current issue of rampant *klitih* behavior among a group of teenagers who are still students can indeed be prevented and addressed through the proper implementation of character education. This is because the underlying factors influencing teenagers/students to engage in *klitih* behavior are the instability of their mindset and their low cognitive abilities. In a study, it was mentioned that to address the instability of mindset and low cognitive abilities, a specialized institution for child rehabilitation that deals with *klitih* offenders carries out various developmental activities, including personality development, skills development, and character education. This indicates that character education plays a role in addressing *klitih* behavior by restoring the morality of the students.<sup>17</sup>

By providing character education, students can develop positive values and behaviors, such as empathy, respect, and conflict resolution skills. They can also learn the importance of self-control, decision-making, and responsible actions. Through character education, students can gain the necessary tools to resist negative influences, make ethical choices, and contribute positively to society. It is a holistic approach that aims to nurture not only their academic development but also their moral and ethical growth. By implementing character education effectively, schools and other educational institutions can create a positive and supportive environment that promotes character development and helps prevent deviant behaviors like *klitih*. It is crucial for parents, teachers, and the community to work together to provide guidance, support, and consistent role modeling to instill and reinforce positive character traits in students.

## CONCLUSION

*Klitih* is a violent behavior that typically occurs at night by a group of teenagers using weapons and usually takes place in secluded areas or streets. Essentially, *klitih* differs from street crimes like robbery, where the focus is on targeting the victim's belongings. In contrast, *klitih* is a crime that does not involve targeting the victim's belongings; rather, the perpetrators engage in it primarily for pleasure or as an act of revenge against specific groups or gangs. Several factors contribute to the occurrence of *klitih* behavior, including (1) parenting mistakes and family issues,

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<sup>16</sup> Eka Pratiwi, "Penanaman Nilai Dalam Penguatan Pendidikan Karakter Di SMP Negeri 8 Yogyakarta," *Spektrum Analisis Kebijakan Pendidikan* 10, no. 1 (2021).

<sup>17</sup> Fatkhurrokhim and Biafri, "Analisis Kebutuhan Program Pembinaan Bagi Anak Tindak Pidana *Klitih* Di Lembaga Pembinaan Khusus Anak Kelas II Yogyakarta."



(2) negative environment and associations, (3) the desire for recognition within a group or gang, (4) lack of moral and religious education, and (5) the individual's character formation.

Character education plays a crucial role in preventing and addressing *klitih* behavior by shaping and instilling positive character values in children. Through character education, children can develop positive values and apply them in their community life. Therefore, character education is considered a solution to address moral issues among teenagers/students. It aims to foster the development of positive character traits such as empathy, responsibility, respect, and self-control, which can help prevent deviant behaviors and promote a harmonious and responsible society. By implementing character education programs, schools and communities can create a supportive environment that reinforces positive character development. Parents, educators, and the community should collaborate to provide guidance and support, addressing the underlying factors that contribute to *klitih* behavior. Emphasizing moral and religious education, promoting positive role models, and fostering a sense of belonging and acceptance can help steer students away from negative influences and towards a path of responsible and ethical behavior.

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