

# Deindividuation Tendency: Conflict Management among College Students

Fitra Marsela<sup>1</sup>, Evi Rahmiyati<sup>2</sup>, Shalliha Nurul Putri<sup>3</sup>, Martunis<sup>4</sup>

<sup>1</sup> Universitas Syiah Kuala, Banda Aceh, Indonesia; fitramarsela.fm@usk.ac.id

<sup>2</sup> Universitas Syiah Kuala, Banda Aceh, Indonesia; evi.rahmiyati@usk.ac.id

<sup>3</sup> Universitas Syiah Kuala, Banda Aceh, Indonesia; shalliha.nurul2001@gmail.com

<sup>4</sup> Universitas Syiah Kuala, Banda Aceh, Indonesia; martunis\_yahya@usk.ac.id

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## ARTICLE INFO

### *Keywords:*

Deindividuation;  
Conflict Management;  
College

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### *Article history:*

Received 2024-01-12

Revised 2024-06-25

Accepted 2024-06-30

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## ABSTRACT

The phenomenon of demonstrations and conflicts between student groups that occur often ends in riots. In this situation, it is suspected that many individuals in their psychological state experience deindividuation. Deindividuation tendency is the loss of individual self-identity because it has merged into the group which results in a lack of self-awareness and self-control in individuals so that sometimes it can result in the individual behaving deviantly from social norms. This study aims to describe the description of deindividuation tendency in students at Syiah Kuala University and to describe how conflict management can be done in students. This study uses mixed method with explanatory sequential design. The population in this study were undergraduate students in the even semester of the 2022/2023 academic year from 5 faculties at Universitas Syiah Kuala. The sample was taken with simple random sampling technique with the Slovin formula as many as 390 students. Data collection on quantitative methods uses a deindividuation scale which is arranged based on 3 aspects, namely Group Immersion, Anonymity and Reduced Identifiability. Data collection in qualitative methods use interview guidelines were prepared based on the three dimensions of democratic conflict governance. The results showed that most of the deindividuation in Syiah Kuala University students were classified in the moderate category, namely 197 (51%) students. Deindividuation in this moderate category means that students tend to experience deindividuation in certain situations such as when facing conflicts between groups and carrying out demonstrations.

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## Corresponding Author:

Fitra Marsela

Universitas Syiah Kuala, Banda Aceh, Indonesia; fitramarsela.fm@usk.ac.id

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## 1. INTRODUCTION

Students are undergo higher education at a university or college. When studying at university, students will also face various problems, one of which is the conflicts between students. Conflict can be interpreted as a dispute that occurs between individuals and between groups. Student social

conflicts that often occur in the university are usually clashes or mass acts of violence among students occurred between student groups, one of which was reported by Kompas.com on Wednesday, October 12, 2022. There was a brawl between two groups of students from different faculties at Universitas Syiah Kuala. This incident started due to a misunderstanding between the two faculties which led to a brawl which resulted in building facilities being damaged and several students becoming the victims. Nowadays, in addition to the phenomenon of conflict between student groups that occurred, students often demonstrations. Demonstrations or rallies are a protest movement in public carried out by a group of people who disagree and have different perceptions government policies or other groups of policyholders (Setyaningsih & Wibowo, 2021). Sometimes thousands of students gather to carry out demonstrations aimed at conveying an opinion or idea to improve social life that is considered not as expected. However, in reality, the demonstrations that are carried out often end in anarchism or violence and are out of control (Andrizal, 2016). There are examples of student actions involving violence in demonstrations such as destroying public facilities and physical fights against security officers.

Demonstrations that ended in anarchy and conflicts that occurred in student groups can certainly cause various things, starting from the destruction of facilities, the emergence of personality changes, and what is worse, resulting in casualties. Demonstrations and conflicts between student groups will definitely occur in the university. However, sometimes there are students who when they are not in a group or crowd tend to be quiet, do not seek cases, and will avoid attitudes that lead to violence. This will change when students are gather with a large group or crowd. These students will turn into individuals who are more daring and not afraid to face anything, students who at first do not join in will eventually participate. The impact of mass groups that influence individual behavior like this in social psychology is known as deindividuation (Kusumo, 2018).

Deindividuation is a behavioral phenomenon developed or based on Gustave Lebon's thoughts regarding his work entitled "The Crowd" (Spears, 2017). Furthermore, Festinger, Pepitone, and Newcomb (in Li, 2010) decided to try and test Le Bon's theory of crowds and coined the term deindividuation to describe the Le Bon concept and as a refinement of Le Bon's concept of thought. In the research conducted by Festinger and colleagues, they put forward the hypothesis that individuals will experience deindividuation if a behavior that is different from their daily behavior appears. This different behavior can arise when individuals join a group or crowd where the individual joins. Thus, the definition of deindividuation according to Festinger (in, Li 2010) is a state when individuals lose self-awareness and lose evaluative understanding in group situations that allow them to be anonymous and divert attention from themselves.

Myers (2014) states that can influence deindividuation. One of the factors that influence the occurrence of deindividuation is group size since when someone gathers in a group and cannot be known personally, this will increase individual courage in taking actions that are not according to standard rules. In addition, when individuals are in large groups, individuals will feel that their responsibility is the responsibility of the group, resulting in the potential for impulsive behavior in individuals. The next factor is physical anonymity, that is, when an individual is in a large group, the individual will consider himself invisible to others. The last factor is the stimulation and transfer of activities, namely group actions that arise from small things then turn into big things. Based on the phenomenon of demonstrations and conflicts between student groups which were found to lead to anarchism and violence, it could have been caused by individuals having experienced deindividuation. Some of the negative impacts that arise from student group conflicts involving acts of mass violence are such as damage to facilities, causing casualties. Conflicts between groups that occur in students if left unchecked will certainly harm several parties such as the negative impacts that have been mentioned. Therefore, conflict management or conflict governance between student groups is considered important and necessary in preventing and avoiding the risk of harmful things happening and conflicts that occur.

Building on this foundation, the present study, titled "Deindividuation Tendency: Conflict Management among College Students," aims to delve deeper into the phenomenon of deindividuation. By exploring its impact on conflict management among college students, this research aspires to offer valuable insights into the mechanisms and consequences of deindividuation. The study seeks to inform readers about deindividuation and its implications, particularly in the context of conflict management in academic settings. Furthermore, the findings are expected to provide practical guidance on mitigating behaviors that may be detrimental to individuals and their peers. Ultimately, this research strives to contribute to the broader understanding of deindividuation and foster healthier, more constructive interactions among college students.

## 2. METHODS

The approach used in this research is a mixed method. This approach is carried out in combination a better understanding of the problems and research questions than if done separately or individually. Furthermore, Sugiyono (2015, p. 40) research design is a procedure for collecting, analyzing, and "mixing" quantitative and qualitative methods in a study or series of studies to understand the problems in the research (Creswell & Plano Clark, 2015, p. 1088).

The design used in this study is an explanatory sequential design which is a way of collecting data that begins with quantitative data collection and then continues with qualitative data collection to help analyze the data obtained quantitatively so that the results of research with this design explain an overview (generalization).



**Figure 1.** Overview of Research Creswell and Plano in Fraenkel

In the first research stage, the method of this study was a quantitative method with a descriptive test. A descriptive test is used to describe or give an overview of the variables studied through existing sample data. Descriptive research in this study includes the presentation of conclusions through the presentation of statistics to describe the data that has been collected as it is. The population in this study were undergraduate students in the even semester of the 2022/2023 academic year from several faculties at Universitas Syiah Kuala, a total of 16,436 students. Furthermore, samples were taken by simple random sampling technique with the slovin formula of 390 students.

Data collection was carried out by giving the subject of deindividuation scale. The deindividuation instrument was modified from Kusumo's research (2018). This scale was compiled based on aspects of deindividuation developed by Reicher and Postmes (in Li, 2010) which consists of Group Immersion, namely the melting of individuals into groups, that is when the individual no longer sees himself as a self-identity but turns into a social identity. Anonymity is a condition when a person's personal identity information cannot be known and identified. Meanwhile, Reduced Identifiability is the loss of self-awareness and self-control in individuals.

The descriptive statistical analysis technique in this research was the data obtained from the tabulated variables and then looking for the calculation of the average (Mean), minimum value, maximum value, and standard deviation (SD). Furthermore, the results of calculating the average value (Mean) and standard deviation (SD) are grouped into categories the hypothetical norm. The following is a categorization guideline based on the norms put forward by Azwar (2015).

**Table 1.** Categorization Guideline

| Formula  | Category  |
|--|-----------|
| $X \leq (\mu - 1,5 \sigma)$                      | Very low  |
| $(\mu - 1,5 \sigma) < X \leq (\mu - 0,5 \sigma)$ | Low       |
| $(\mu - 0,5 \sigma) < X \leq (\mu + 0,5 \sigma)$ | Moderate  |
| $(\mu + 0,5 \sigma) < X \leq (\mu + 1 \sigma)$   | High      |
| $X > (\mu + 1,5 \sigma)$                         | Very High |

After the data was categorized then the category results were interpreted using the value category guidelines. Value guidelines used in research are as follows.

**Table 2.** Score Categorization Guideline

| Total Score | Category        |
|-------------|-----------------|
| 0%          | None            |
| 1% - 30%    | Fraction        |
| 31% - 49%   | Almost half     |
| 50%         | Half            |
| 51% - 80%   | Mostly          |
| 81% - 99%   | Almost Entirely |
| 100%        | All             |

In the second stage, the research was conducted using qualitative methods which aimed to describe how conflict management can be done in students. Data collection was carried out by conducting interviews with 2 Guidance and Counseling experts. The interview guidelines were prepared based on the three dimensions of democratic conflict governance (in Susan, 2009), which consist of the security dimension, the resolution dimension, and the reconciliation dimension.

To analyze qualitative data, several stages are used as stated by Miles & Huberman (Gunawan, 2013), which suggests three stages that must be carried out in analyzing qualitative research data, namely data reduction, data presentation, and conclusion drawing/verification.

### 3. FINDINGS AND DISCUSSION

#### 3.1. Findings

##### 3.1.1 Descriptive Analysis of Student Deindividuation in General

The results of the descriptive analysis of the research data on the deindividuation variable are as follows:

**Table 3.** Deindividuation Variable Descriptive Test

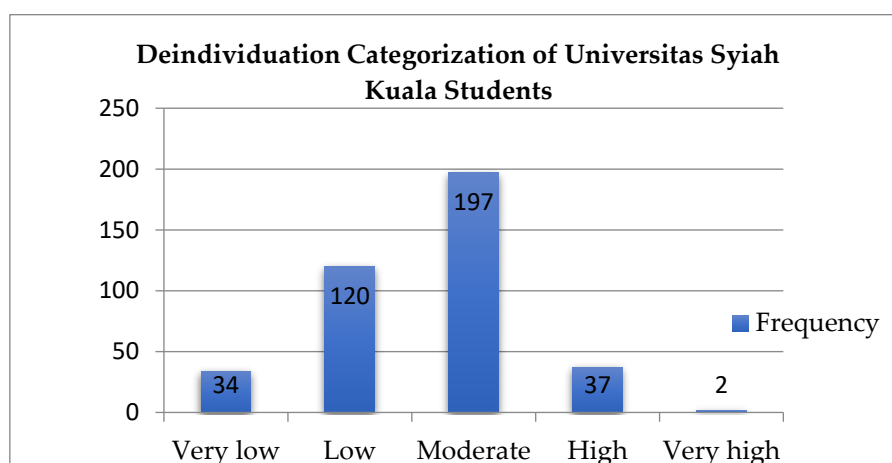
| Variable        | N   | Xmin | Xmax | Mean | SD |
|-----------------|-----|------|------|------|----|
| Deindividuation | 390 | 37   | 185  | 111  | 25 |

Based on Table 3 above, it can be seen that the deindividuation variable has a maximum score of 185, a minimum score of 37, an average (mean) value of 111, and a standard deviation of 25. Furthermore, from the results of the descriptive statistics that have been obtained, the next step is to group the research data into five categories which include very low, low, moderate, high, and very high. Hypothetical data is used as a reference in categorizing deindividuation in students at the Universitas Syiah Kuala. The following is a deindividuation variable categorization table.

**Table 4.** Deindividuation Categorization of Universitas Syiah Kuala Students

| Category     | Interval           | Frequency  | Percentage  |
|--------------|--------------------|------------|-------------|
| Very low     | $X < 74$           | 34         | 8%          |
| Low          | $74 < X \leq 99$   | 120        | 31%         |
| Moderate     | $99 < X \leq 123$  | 197        | 51%         |
| High         | $123 < X \leq 149$ | 37         | 9%          |
| Very high    | $X > 149$          | 2          | 1%          |
| <b>Total</b> |                    | <b>390</b> | <b>100%</b> |

Based on Table 4 above, it can be seen that the majority of Universitas Syiah Kuala students have a moderate level of deindividuation, namely as many as 197 (51%) students, there are 37 (9%) students who have a high level of deindividuation, 2 (1%) students who have a very high level of deindividuation, 120 (31%) students have a low level of deindividuation, and finally, there are 34 (8%) students who have a very low level of deindividuation. Therefore, it can be concluded that the level of deindividuation in Universitas Syiah Kuala students is dominant in the moderate category. The deindividuation profile of Universitas Syiah Kuala Students can be seen in Figure 2 below.

**Figure 2.** Student Deindividuation Profile

### 3.1.2 Descriptive Analysis Based on Deindividuation Aspects

The description of deindividuation in Universitas Syiah Kuala students is also seen through aspects of deindividuation consisting of group immersion, anonymity, and reduced identifiability. Descriptive analysis on these aspects aims to see a deeper picture regarding the high and low levels of each aspect of the deindividuation variable in students at Universitas Syiah Kuala in a factual and accurate manner.

**Table 5.** Deindividuation Profile Based on Aspect

| Deindividuation Aspect  | Min | Max | Mean | Standard Deviation |
|-------------------------|-----|-----|------|--------------------|
| Group Immersion         | 16  | 80  | 48   | 11                 |
| Anonymity               | 9   | 45  | 27   | 6                  |
| Reduced Identifiability | 12  | 60  | 36   | 8                  |

Based on table 5 above, it can be seen that the three aspects of the deindividuation variable have various scores. In the Group Immersion aspect, it has an average value (mean) of 48 and a standard deviation of 11. In the anonymity aspect, it has an average value (mean) of 27, and a standard deviation

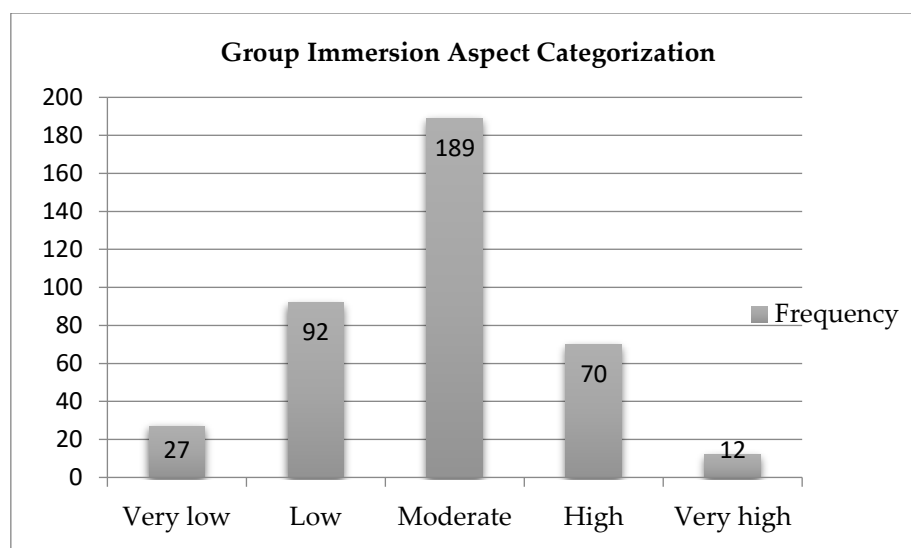
of 6. Furthermore, in the reduced identifiability aspect, it has an average value the mean (mean) is 36, and the standard deviation is 8. Based on the results of the descriptive test on the deindividuation aspect that has been obtained, the three deindividuation aspects are grouped into five categories.

### 3.1.3 Deindividuation Profile Based on Group Immersion Aspect

**Table 6.** Deindividuation Profile Based on Group Immersion Aspect

| Group Immersion Aspect |                  |            |             |
|------------------------|------------------|------------|-------------|
| Category               | Interval         | Frequency  | Percentage  |
| Very low               | $X < 32$         | 27         | 7%          |
| Low                    | $32 < X \leq 43$ | 92         | 24%         |
| Moderate               | $43 < X \leq 53$ | 189        | 48%         |
| High                   | $53 < X \leq 60$ | 70         | 18%         |
| Very high              | $X > 60$         | 12         | 3%          |
| <b>Total</b>           |                  | <b>390</b> | <b>100%</b> |

Based on table 6 above, it can be seen that in the Group Immersion aspect, almost half of the students who have merged into groups are in the moderate category, namely 189 (48%) students, in the high category, namely 70 (18%) students, and in the very high category, namely 12 (3%) students, the low category is 92 (24%) students, and the very low category is 27 (7%) students. Thus, it can be concluded that the level of the group immersion aspect of Universitas Syiah Kuala students is dominant in the moderate category. In more detail, the deindividuation profile of students based on the group immersion aspect can be seen in Figure 3 below.



**Figure 3.** Deindividuation Profile Based on Group Immersion Aspect

### 3.1.4 Deindividuation Profile Based on Anonymity Aspect

**Table 7.** Deindividuation Profile Based on Anonymity Aspect

| Anonymity Aspect |                  |            |             |
|------------------|------------------|------------|-------------|
| Category         | Interval         | Frequency  | Percentage  |
| Very low         | $X < 17$         | 33         | 8%          |
| Low              | $17 < X \leq 24$ | 66         | 17%         |
| Moderate         | $24 < X \leq 30$ | 181        | 46%         |
| High             | $30 < X \leq 37$ | 89         | 23%         |
| Very high        | $X > 37$         | 21         | 5%          |
| <b>Total</b>     |                  | <b>390</b> | <b>100%</b> |

Based on table 7 above, it can be seen that in the aspect of anonymity, almost half of the students are in the moderate category, namely 181 (46%) students, the high category, namely 89 (23%) students, the very high category, namely 21 (5%) students, the category low category, namely 66 (17%) students, and very low category, namely 33 (8%) students. Thus, it can be concluded that the level of anonymity aspect of Universitas Syiah Kuala students is dominant in the moderate category. In more detail, the deindividuation profile of students based on the anonymity aspect can be seen in Figure 4 below.

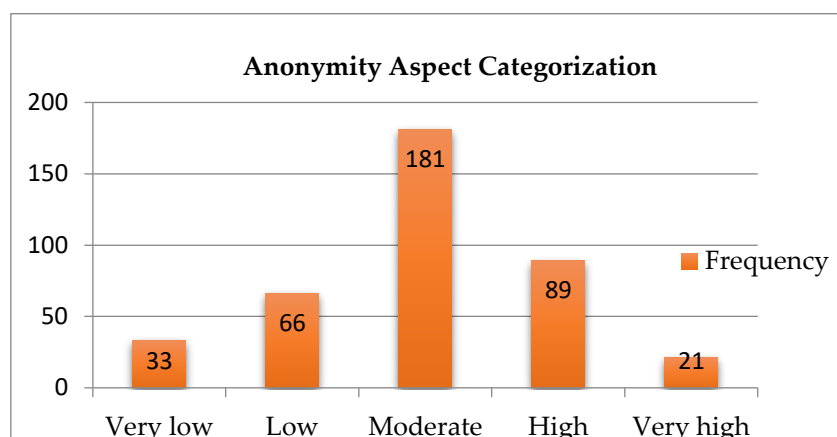


Figure 4. Deindividuation Profile Based on Anonymity Aspect

### 3.1.5 Deindividuation Profile based on Reduced Identifiability Aspect

Table 8. Deindividuation Profile based on Reduced Identifiability Aspect

| <i>Reduced Identifiability Aspect</i> |                  |            |             |
|---------------------------------------|------------------|------------|-------------|
| Category                              | Interval         | Frequency  | Percentage  |
| Very low                              | $X < 24$         | 102        | 26%         |
| Low                                   | $24 < X \leq 32$ | 159        | 41%         |
| Moderate                              | $32 < X \leq 40$ | 110        | 28%         |
| High                                  | $40 < X \leq 48$ | 19         | 5%          |
| Very high                             | $X > 48$         | 0          | 0%          |
| <b>Total</b>                          |                  | <b>390</b> | <b>100%</b> |

Based on table 8 above, it can be seen that in the last aspect, namely the reduced identifiability aspect, almost half of the students are in low category, namely 159 (41%) students, the moderate category, namely 110 (28%) students, the very low category, namely 102 (26%) students, the high category is as many as 19 (5%) students, and none of the students are in the very high category. Therefore, it can be concluded that the level of the Reduced Identifiability aspect of Universitas Syiah Kuala students is dominant in the low category. In more detail, the deindividuation profile of students based on the reduced identifiability aspect can be seen in Figure 5 below.

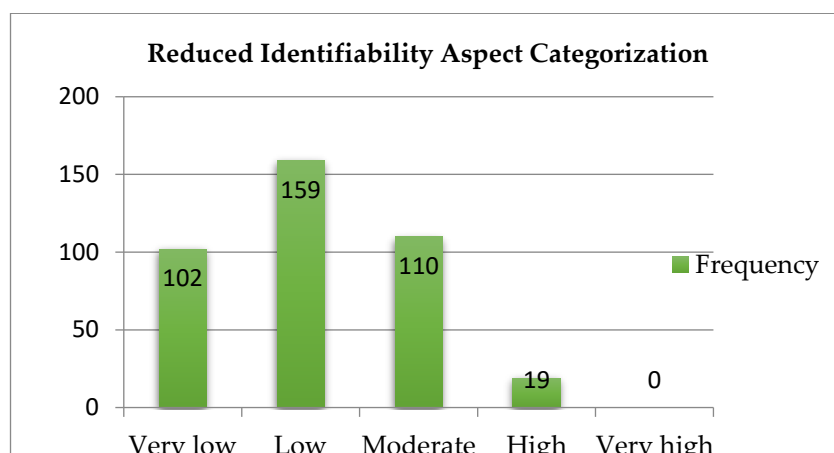


Figure 5. Deindividuation Profile Based on Reduced Identifiability Aspect

### 3. 2. Discussion

#### 3.2.1 Deindividuation Tendency In Syiah Kuala University Students

This research was conducted describe the deindividuation tendency of Syiah Kuala University. Based on the results of the data analysis that has been carried out, showed various levels of categories. The researcher divided the level of categorization into five categories which included very low, low, moderate, high, and very high categories. Most students at Universitas Syiah Kuala have a moderate level of deindividuation, namely 197 (51%) students. The characteristics of deindividuation behavior can be described based on the forming aspects of deindividuation used in this study.

Students who have a moderate level of deindividuation can be interpreted as tending to have deindividuation. The characteristics of students who have a moderate level of deindividuation are marked by certain situations such as when carrying out demonstrations and conflicts between groups of students will see themselves as a group identity no longer as their own identity, this is because students have united and merged into groups and support norms rule in groups, this is in line with Reicher's opinion (in Madhavi, 2017) which says when individual identity has disappeared or has sunk into a group, then no personal views and actions will follow. The results of the analysis on the deindividuation aspect, it is known that the category level of the group immersion aspect (melting into a group) is in the moderate category. Furthermore, the characteristics of students based on the group immersion aspect in this moderate category are like when students carry out demonstrations and compete between groups, most students feel united with their groups, students will also follow whatever the group does, then when facing conflict situations between groups and student demonstrations will follow all the rules set by the group, students also consider themselves part of the group. This is in line with the deindividuation theory The Social Identity Model of Deindividuation Effects which asserts that individuals will identify themselves as part of a group so that group norms related to their identity function as a set of behavioral standards to regulate their actions (Huang & Kang Li, 2016). Furthermore, Chang (2008) also argues that the theory of deindividuation The Social Identity Model of Deindividuation Effects better explains how conformity occurs in prominent group norms.

The description of students who have deindividuation in this moderate category can also be seen by its characteristics such as the emergence of anonymous conditions in students when facing situations of conflict between groups and demonstrations, according to the categorization results on the anonymity aspect it is known that the anonymity aspect is in the moderate category. The characteristics of students who are in an anonymous condition can be seen based on the results of analysis of frequency

and percentage values, that is, almost half when experiencing conflicts between groups, students are more confident when they are in a larger group, and students feel safer when they are in a large group. when students' identities are not recognized, they can do anything with confidence, and when they are in large groups or a crowd, students feel more courageous in conducting competitions or demonstrations. This is in line with research conducted by Tatik Mukhoyyaroh (2020) the results of this study show that there is a positive correlation between anonymity and deindividuation, which means that when anonymity is high, deindividuation behavior will also be high. Research conducted by Diener (in Chairunnisa, 2018) also supports this idea, namely, Diener said that anonymity is the main factor that causes deindividuation in individuals and causes other negative impacts. In addition, group size is also one of the factors that causes deindividuation, this is by the opinion stated by Zimbardo (in Tarigan, 2020) that one of the triggers for deindividuation behavior is anonymity and group size. Therefore, the larger the group size, the more individual courage appears to do deviant things because individuals will not be detected.

Lack of self-awareness and self-control is also one of the characteristics of individuals who experience deindividuation. However, based on the results of data analysis on the reduced identifiability aspect, it can be seen that the level of the reduced identifiability aspect of the dominant Universitas Syiah Kuala students is in the low category. This shows that students of Universitas Syiah Kuala still have good self-awareness and self-control. Awareness and good self-control are characterized by the fact that when facing demonstrations or conflicts between groups, most students still think about the consequences of their actions, besides that students are still able to control themselves even though the demonstration or conflict situation is heating up. However, even though students' self-awareness tends to be good, it does not rule out the possibility that students do not have deindividuation behavior when experiencing inter-group conflicts or carrying out demonstrations because in certain situations such as when experiencing inter-group conflicts or demonstrations students will consider themselves part of the group and follow whatever actions are taken. by group. This is in line with the opinion of Johnson & Downing (Sihaloho, 2019) which emphasizes that situational norms are a determining factor in the occurrence of deindividuation in individuals. However, based on the results of data analysis, it was also found that almost half of the students would take any action agreed upon by the group when they were experiencing inter-group conflict, in this case, it can be seen that some students were still unable to control themselves in deciding their actions.

According to Myers (Sitorus, 2015), one of the factors for the occurrence of deindividuation is Arousing and Distracting Activities or activities that cause and divert attention, namely in the sense that aggressiveness carried out by large groups is usually triggered by the actions of someone who distracts the group. The individual's attention will be drawn by the impulsive actions carried out by the group. Based on this idea, it can be seen that when someone acts aggressively towards other people, they do it not to defend themselves but because of the influence of the situation and the group. This idea is also in line with David Cameron's expression (in Rachmayanthi, 2021) in his research. David revealed that when individuals are in a group, they will be influenced and unconsciously do things that are contrary to personal norms; in this case, the emotions of the group leader will dominate.

Student age is an age that belongs to the early adulthood stage. At this stage, individuals are required to be able to manage their emotions well, in line with the developmental tasks according to Chickering & Raiser (in Hayani & Wulandari, 2017) which states one of the developmental tasks in the early adulthood phase is being able to control emotions, namely by understanding, recognizing, and accepting the emotions felt, so that individuals be able to control these emotions and deal with them properly. Although this stage is a stage that requires individuals to be better able to control and express emotions well, acts of violence or aggressiveness still often occur among students as the phenomenon

found. Sometimes when facing a conflict, they tend to choose a resolution strategy in unhealthy ways such as through violence, or invite brawls and attacking each other. Therefore, the deindividuation experienced by individuals can be an individual reason for committing violent and impulsive behavior (Said, 2021).

In addition, students in each faculty certainly have a sense of solidarity, namely a sense of togetherness, a sense of unity of interest, and a sense of belonging to fellow students as members of the same group. Solidarity in these students can be one of the reasons students experience deindividuation when gathering to deal with a situation. This is in line with Zimbardo's opinion (in Wicaksono & Irwansyah, 2017), which emphasizes that one of the factors that influence deindividuation is the sense of belonging between individuals in the group or when individuals feel that the group is part of them, and the euphoria that arises from the group they follow. A sense of togetherness as a group member can create a very strong bond with group members. This bond makes it easier for group members to influence the behavior of other members to take the same actions as the group. When in a group, individuals will feel confident that their actions will not be noticed as individual actions, but as group actions. As a person, individuals feel that they will not be particularly noticed by others. In group behavior, people are bound to pay more attention to the behavior of the community or group, not the behavior of each individual. Therefore, under these circumstances, individuals do not feel the need to take responsibility for their actions. It is as if the individual has thrown the responsibility to the group. This is what often makes individuals act very boldly when they are in a group. However, individuals may not necessarily dare to do the same thing when alone (Hidayat & Bashori, 2016).

Furthermore, one of the main factors that influence deindividuation is the reduction of self awareness in individuals (Myers, 2014). According to Williams (in Sarwono, 2011) women and men have different self awareness, Williams emphasized that the picture of life in society shows that there are still many women who can compete with men in terms of social responsibility. So it can be seen that women tend to have higher self awareness than men.

Based on the explanation above, it can be seen that most students at the Universitas Syiah Kuala have a moderate level of deindividuation. This means that students tend to deindividuate in certain situations, such as when facing conflicts between groups of students and during demonstrations. Although based on data analysis it is also known that students still have good self-awareness and self-control, they still need to prevent the emergence of deindividuation. Therefore, this helps prevent acts of violence and impulsive behavior in students.

### 3.2.2 University Conflict Management Strategy

Conflict management aims to prevent or avoid conflict and reduce the impact of risks caused by conflict. In addition, conflict management or conflict governance in conflict and peace studies also aims to prevent various forms of violence during the conflict process (Susan, 2011). Considering that student demonstrations that sometimes end in anarchism, which is also a form of conflict, conflict governance is the main way to find out how the process of preventing conflicts between student groups and the resolution process can be done in dealing with conflicts that occur in student groups. This research focuses on interviews conducted with the vice dean III of the Faculty of Teacher Training and Education, Syiah Kuala University, and the head of UPT Guidance and Counseling, Syiah Kuala University. The following is a description of the approach or conflict management efforts that can be done in preventing handling conflicts between student groups and demonstrations that end in students.

The security dimension is an effort to contain violence in the event of crowd mobilization that carries signs of violence. The approach to security in conflicts between student groups and student

demonstrations is more before students carry out demonstrations, namely by directing students to carry out demonstrations in a healthy way and criticizing academically so that when students carry out demonstrations it does not end in anarchism or riots. Furthermore, when a demonstration occurs, the security that should be provided is by having a dialog or communication carried out by the police and continued with the government or through officials with students who are in a crowd of action rather than providing security in a repressive manner because if it is associated with the concept of deindividuation when individuals are in a crowd, these individuals will be more sensitive, aggressive, and if there is a trigger, aggressive, and if there is a trigger that will arouse their emotions it can make anarchism arise, in line with the opinion of Wahyono (2016) who explains that individual personality traits can melt into mass traits in mass situations because the mass has a different soul from individuals. The properties of this crowd include irrational, impulsive, aggressive, then suggestible, namely individuals are easily influenced by certain groups and destructive, that is, they tend to do damage. Likewise, the conflict between student groups that occurs when there is a potential for conflict between student groups to be monitored, immediately requires communication or dialogue between the two parties to avoid a major conflict and end in a riot, the idea by Siregar & Usriyah (2021) which emphasizes that communication has an important role in managing conflicts that occur, communication can be used as a tool in carrying out conflict resolution and management strategies.

The second dimension is the resolution dimension, namely how solutions are carried out in solving problems such as conflicts between student groups. According to Godong (Nugroho, 2021) mediation is a special form of negotiation in which a neutral third party has a role in conflicting parties to reach a naturally acceptable settlement. Mediation can be carried out in student groups experiencing conflict by bringing together the two parties and examining the respective interests of the two parties until a final agreement is decided that does not harm either party and this mediation is carried out with the help of a third party. The next step that can be taken in the resolution dimension is to resolve conflicts through a local wisdom approach. Local wisdom is the identity or cultural personality of a nation that makes the nation able to absorb and even process culture that comes from outside into its character (Wibowo, 2015). So, conflict resolution through local wisdom is considered to be able to resolve conflicts quickly and materialize, and can be accepted by all groups. This is the opinion of Astri (2011) who says local wisdom is considered an alternative problem solving in conflict resolution, local policies that are considered sacred can make the implementation of conflict resolution more efficient and effective because they are easily accepted by the community. In addition, local wisdom is considered as the most powerful medium to find solutions in conflict resolution by inviting groups involved in conflict to discuss their respective desires. So, mediation and local wisdom approaches are steps that can be taken to resolve conflicts between student groups.

Then the last dimension, namely the reconciliation dimension, is a mechanism that encourages the social process of peace related to the formation of harmony across mass groups. Viewed from the view of guidance and counseling in realizing peace between student groups involved in conflict, namely by implementing peace guidance. Peace guidance is a form of service in counseling guidance whose main purpose is to create a culture of peace in a certain environment such as in a lecture environment, in this case, the counselor seeks to teach and develop peaceful thoughts in individuals through the implementation of peace education (Saputra et al., 2019). The peace guidance given to students seeks to apply the values of peace which will be a preventive effort to prevent conflicts involving riots. In addition, the role of the Guidance and Counseling Technical Implementation Unit is needed to provide effective tutoring services for students by providing material related to the values of peace and harmony for students. At the beginning of students entering lectures, a new student academic and character development program has been implemented, which aims to prepare student characters to

be ready to enter the world of lectures and develop positive characters for students. So, this can anticipate and break down conflicts and instill a harmonious and peaceful attitude among fellow students.

#### 4. CONCLUSION

Based on the data collection and analysis, it can be concluded that the majority of students at Universitas Syiah Kuala exhibited moderate levels of deindividuation behavior, with 197 students (51%) falling into this category. High levels of deindividuation were observed in 37 students (9%), very high levels in 2 students (1%), low levels in 120 students (31%), and very low levels in 34 students (8%). These findings indicate that the average deindividuation behavior among Universitas Syiah Kuala students is moderate, manifesting particularly in conflict situations and demonstrations. The qualitative descriptive analysis suggests that peace guidance, which promotes peaceful thoughts and behaviors, should be incorporated into the university's conflict management strategies. This approach, taught to higher education counselors, can help students avoid deindividuation and improve their conflict management skills. However, the study is limited by its focus on a single institution and its descriptive nature. Future research should explore specific interventions to reduce deindividuation among students to prevent prolonged conflicts, potentially expanding the scope to include multiple universities for broader applicability.

**Acknowledgments:** We are going to deliver our sincere gratitude to the undergraduate students of Universitas Syiah Kuala who have participated as research subjects. The research team also expresses its gratitude and highest appreciation to the research sponsor, Universitas Syiah Kuala, who has funded this research through the Institute for Research and Community Service (LPPM) of Universitas Syiah Kuala.

**Conflicts of Interest:** The authors declare no conflict of interest.

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