








Group Behavior in Educational Institutions

Indra Devi^{1*}, Darul Ilmi², Aisyah Syafitri³, Syamsurizal⁴, Ali Mustopa Yakub Simbolon⁵

¹²³⁴⁵Islamic Education Management Study Programme, Sjech M. Djamil Djambek State Islamic University, Bukittinggi, Indonesia.

Abstract. Group behavior in educational institutions is an important aspect in the formation of an effective and harmonious learning environment. The study of group behavior aims to understand how individuals interact, influence each other, and work together in an educational context. This study aims to analyze group behavior in educational institutions, including the factors that influence it and the consequences it has on students' academic achievement and social development. In carrying out this research, qualitative methods and literature studies or Library Research were used. Reviewing literature books in accordance with the theories discussed especially in the scope of Human Resource Management (HRM). The results of the study show that group behavior in educational institutions is influenced by factors such as social norms, group identity, group structure, and the role of individuals in groups. Positive group behaviors, such as collaboration, mutual support, and effective communication, have a positive impact on students' academic achievement and the development of their social skills, whereas negative group behaviors, such as bullying, unfair competition, and social exclusion, can interfere learning environment and student welfare. In an effort to improve group behavior in educational institutions, several practical implications can be drawn. It is necessary to develop educational programs that focus on building social skills, conflict resolution, and effective group management. In addition, it is also important to involve teachers and school staff in creating an inclusive environment and supporting positive group behavior. In conclusion, group behavior in educational institutions has an important role in forming an effective and harmonious learning environment. A good understanding of the factors influencing group behavior can assist in designing effective educational strategies to enhance students' academic achievement and social development.

Keywords: management; studentship, education

1. Introduction

In the context of educational institutions, groups are an important element in learning activities and interactions between individuals. A group is a collection of individuals who interact, work together, and have the same goals. Group behavior in educational institutions has a significant role in creating an effective learning environment and influencing student learning outcomes (Sondakh et al. 2022). To create an educational institution quality madrasas need to be done quality improvement on all aspects, either the quality of human resources such as teachers, quality of infrastructure, as well as quality process (Mumtahanah 2014).

Basically, humans are social creatures who cannot survive alone without the help of others. Therefore, in life humans live in their respective groups. These human groups will be the beginning of the formation of human behavior in an organization. As time goes by, human problems are increasingly developing and complicated, so that various kinds of

individual and group problems arise and develop into organizational problems or educational institutions in particular. Group behavior is essentially based on the science of behavior itself which was developed with a focus on human behavior in an organization. The basic framework of this field of knowledge is supported by at least two components, namely the individuals who behave and the formal organization as a place for this behavior. The characteristics of human civilization in society are always marked by their involvement in a particular organization. This means that humans cannot escape from being involved in organizational activities (Arsyadana 2019b).

According to several expert opinions, Indonesian society is a society that lives in groups or organizations. Because humans live and are born in organizations, grow up and are educated in organizations, and most humans spend time living and working for their organizations. Every individual definitely needs other people. In the creation of the Prophet Adam, Allah then created Eve as his companion. As in the letter Al-Baqorah verse 35 which means and we say "O Adam, stay with you and your wife in heaven and eat deliciously (various foods) that are there as you like .." Regarding groups, in essence humans are always dealing with other people, humans need other people and communicate with others. Allah also explained in the letter al Hujurat verse 13 which means "O people, in fact We created you from male and female and made you nations and tribes to know each other .." From the verse above it is very clear that humans as creatures social in the course of his life will certainly interact with other human beings, need the help of others. Because not all work can be done alone. This also shows that humans are aware or not that there will be interactions between one another, working together, working together, communicating with other humans. For this reason, humans definitely need groups that are part of life as social beings (Fahrozy et al. 2022).

Educational institutions are institutions or places where the educational process takes place the goal of changing individual behavior in a better direction through interaction with surrounding environment (Fiandi and Ilmi 2022). Group behavior in educational institutions involves various aspects, including communication, coordination, division of tasks, and joint problem solving. Groups can be formed in various educational contexts, such as study groups, project groups, discussion groups, or extracurricular groups. Through collaboration in groups, students can develop social skills, collaboration skills, and critical and creative thinking skills. (Yudiarso 2022). Education is a conscious and planned effort, carried out by the family, community and government through guidance, teaching or training activities takes place in school and outside school throughout life to prepare students in order to be able to play roles in various environments appropriately in the future come (Asmarni and Zakir 2023).

However, group behavior can also be a challenge in educational institutions. Conflict between group members, imbalance of contributions, or the dominance of an individual can hinder group goals and undermine cooperative dynamics. Therefore, it is important for educational institutions to understand and manage group behavior well in order to achieve learning effectiveness.

Research on group behavior in educational institutions has provided important insights for educators and policy makers. Through a deep understanding of group dynamics, educational institutions can design learning strategies that facilitate active participation, positive interaction, and the attainment of shared goals. In addition, a good understanding of group behavior can also help support students in overcoming social

challenges, develop empathy, and build good relationships between fellow students.(Mufron 2019)

In a constantly changing context, such as technological developments and new educational trends, it is important for educational institutions to continuously assess and adapt effective group behavior. By understanding and using positive group behavior, educational institutions can create an inclusive environment, encourage active learning, and help students reach their full potential.(Sulistiyorini 2021)

In this paper, we will discuss further about group behavior in educational institutions, including the factors that influence it, its benefits, and effective management strategies. It is hoped that this information can provide useful insights for educators, students, and parties involved in education to create an optimal learning environment.

2. Methods

The method of writing scientific articles is by using qualitative methods and literature studies or Library Research. Review literature books in accordance with the theories discussed, especially in the scope of Human Resource Management (MSDM). Besides that, analyzing reputable scientific articles as well as scientific articles from journals that are not yet reputable. All cited scientific articles are sourced from Mendeley and Google Scholar.

In qualitative research, literature review must be used consistently with methodological assumptions. This means that it must be used inductively so that it does not direct the questions posed by the researcher. One of the main reasons for conducting qualitative research is that it is exploratory in nature (Surahman, Satrio, and Sofyan 2020).

Furthermore, it is discussed in depth in the section entitled "Related Literature" or "Review of Literature"), as the basis for formulating hypotheses and will then become the basis for making comparisons with the results or findings revealed in the research.

3. Results and Discussion

3.1 Understanding behavior and educational groups

Behavior is all actions, reactions, or responses carried out by individuals in interacting with their environment. Behavior includes various aspects such as speech, body movements, decisions, habits, and attitudes that can be observed and measured. Behavior can be influenced by factors such as the physical environment, social norms, culture, values, personal experiences, and biological factors (Abidin and Suryani 2020).

Educational groups refer to a group of individuals who are members of a unit or entity that has a common educational goal. Educational groups can mean various types of groups that exist in an educational context, such as classes, schools, universities, student organizations, or study groups.

Educational groups have an important role in the learning process and individual development. In educational groups, individuals can interact with each other, share knowledge, gain experience, and build social relationships. Educational groups can also help individuals develop social skills, cooperative abilities, and a deeper understanding of a particular subject or topic (Rahim 2012).

In the context of formal education, educational groups are often used to support the learning process in the classroom. Group discussions, group projects, and group work activities are some of the methods commonly used to increase active participation and collaboration between students. In educational groups, individuals can also provide mutual

support, strengthen motivation, and develop better understanding through interactions with classmates or study partners (Meng 2017).

3.2 Forms of group behavior in educational institutions

Islamic education is an important instrument in shaping the behavior of individual Muslims. In the context of Islamic educational institutions, individual behavior plays a very important role in determining the quality and effectiveness of education. Individual behavior includes attitudes, actions and individual responses to the educational environment. Therefore, a deep understanding of individual behavior in Islamic educational institutions is the key to achieving holistic and sustainable educational goals. (Rahmatullah et al. 2022)

In educational institutions, there are several forms of group behavior that generally occur. Here are some examples of forms of group behavior in educational institutions: (a) Collaboration: Groups of students work together to achieve common goals. They share ideas, thoughts, and tasks to achieve better results than working alone. (b) Competition: Groups of students compete against each other to achieve the best results. Competition can motivate students to learn and perform better, but it can also cause stress and imbalance. (c) Conformity: Group members tend to conform to the norms and rules that exist within the group. They follow what other members are doing without much personal consideration. (d) Conflict: Student groups may experience conflict between members because of differences in opinions, goals, or values. Conflict can interfere with the learning process and require problem solving efforts. (e) Leadership: In groups, there may be members who take leadership roles to direct and coordinate group activities. Leadership can play an important role in maintaining the smooth working of the group. (f) Neglect: Some group members may not participate actively in group assignments. They may not make a significant contribution or avoid their responsibilities. (g) Solidarity: Groups of students can develop strong social ties and mutual support. They may feel they have a strong group identity and work together to achieve a common goal. (h) Polarity: Groups may experience the formation of subgroups or factions that have different views or goals. This can lead to separation and conflict within the group. (i) It is important to remember that group behavior within educational institutions can vary depending on factors such as group goals, group member dynamics, and the existing learning environment (Scanlon, Del Toro, and Wang 2020).

3.3 Fundamentals of group behavior in educational institutions

Group behavior in educational institutions includes a set of principles and norms that govern how group members interact and work together. The following are some of the basics of group behavior commonly found in educational institutions: (a) Effective Communication: Good communication is an important foundation in groups. Group members must be able to listen well, speak clearly, and respect the opinions and ideas of others. Effective communication helps in sharing information, solving problems, and strengthening relationships within the group. (b) Cooperation and Collaboration: Groups within educational institutions aim to achieve common goals. Therefore, cooperation and collaboration between group members is very important. Each group member needs to make their contribution, divide up the task, and work together to achieve the desired result. (c) Openness and Honesty: Group members should feel comfortable sharing their ideas,

problems and opinions. Openness and honesty create an inclusive environment and build trust among group members. It is important to ensure that all group members feel valued and have a voice in decision making. (d) Individual Responsibilities: Each member of the group must be responsible for their respective duties and responsibilities. They need to respect deadlines, attend group meetings, and contribute actively. Individual responsibility helps maintain group productivity and efficiency. (e) Respect and Honor: Groups within educational institutions consist of individuals with different backgrounds, beliefs and values. It is important for group members to respect these differences and treat each other with courtesy and respect. Appreciation for the efforts and contributions of group members can also increase morale and motivation. (f) Conflict Management: Conflict is a natural part of group interaction. It is important for group members to develop healthy conflict management skills. This includes listening empathetically, seeking appropriate solutions, and communicating constructively. Good conflict resolution helps strengthen relationships within the group. (g) Flexibility and Adoption of Change: Groups in educational institutions often face challenges and changes that can affect group dynamics. Group members need to be flexible, open to change, and ready to adapt to new situations (Arsyadana 2019a).

Applying these fundamentals of group behavior in educational institutions can help create a cooperative, inclusive and productive learning environment.

3.4 Stages of Group Development in Educational Institutions

The stages of group development within educational institutions can vary depending on the context and goals of the group. However, in general, there are several stages that are often observed in the development of groups in educational institutions. The following are some of the stages that generally occur: (a) Forming: This stage occurs at the beginning of group formation. Group members get to know each other, establish initial relationships, and try to understand each member's purpose and role in the group. (b) Struggle (Storming): At this stage, group members begin to compete to find the appropriate position and role in the group. Sometimes there is conflict or tension due to differences in opinion or personality. This stage of struggle usually tests the group's patience, openness, and ability to resolve differences and reach consensus. (c) Norming: After going through the struggle stage, the group begins to develop norms or rules that are followed by members. They come to a mutual agreement on how to communicate, make decisions, and interact. These norms help improve teamwork and effectiveness of the group. (d) Performance: This stage is characterized by groups working effectively and productively. Group members already know each other's strengths and weaknesses, and they can leverage individual expertise to achieve group goals efficiently. Cooperation, mutual support, and mutual trust between group members are key in this stage. (e) Disbandment (Adjourning): This stage occurs when the group achieves the goals set or when the allotted time for the group ends. Group members experience feelings of nostalgia or sadness over separation, especially if they have developed a close relationship. This stage can also be an opportunity to celebrate the group's accomplishments and evaluate past experiences (Yudiarso 2022).

It should be remembered that these stages are not always linear and may repeat or occur differently in different groups. In addition, group mentors or facilitators can also influence group development with the strategies and interventions they carry out.

3.5 Factors influencing group behavior in education

There are several factors that influence group behavior in the educational context. Here are some factors that can influence group behavior in education: (a) Social Interaction: The interaction between group members can affect the behavior of the group as a whole. The way group members communicate, interact, and influence one another will shape group dynamics. (b) Norms and Values: The norms and values that exist in the group will affect the behavior of group members. Groups have rules and expectations about how group members should act, and these will influence their behavior. (c) Common Goals: Common goals faced by groups in education can influence group behavior. If the group has clear and mutually agreed upon goals, then group members tend to work together and collaborate to achieve these goals. (d) Leadership: Leadership in groups can influence group behavior. The leader's leadership style, communication skills, and influence ability will impact the behavior of group members. (e) Social Influence: External factors such as social influences from the surrounding environment can also influence group behavior in education. For example, peer pressure, culture, or societal norms can influence group behavior. (f) Motivation: The level of motivation of the group members can also affect the behavior of the group in education. If group members have high motivation to learn and achieve educational goals, they tend to be actively involved in the group learning process. (g) Resources and Physical Environment: The availability of educational resources and the conditions of the physical environment in which groups interact can also influence group behavior. Adequate facilities, technological support, and comfortable environmental conditions can encourage the active participation of group members. (h) Perceptions and Attitudes: Perceptions and attitudes of group members towards tasks, subject matter, or fellow group members can also influence group behavior. If group members have positive perceptions and supportive attitudes, they tend to be more involved and contribute to the group. Group behavior in education is influenced by complex and interrelated factors. These factors can interact and influence each other, thereby influencing group dynamics in the educational context.

4. Conclusions

In the context of educational institutions, groups are important elements that play a significant role in learning activities and interactions between individuals. Group behavior in educational institutions has a major impact on effective learning environments and student learning outcomes.

Humans as social beings naturally live in groups and have the need to interact and cooperate with others. Groups within educational institutions allow individuals to interact with each other, share knowledge, and build social and cooperative skills. In educational groups, individuals can develop social skills, cooperative abilities, and critical and creative thinking skills.

However, group behavior can also be a challenge in educational institutions. Conflict between group members, imbalance of contributions, or the dominance of an individual can hinder group goals and undermine cooperative dynamics. Therefore, it is important for educational institutions to understand and manage group behavior well in order to achieve learning effectiveness.

Research on group behavior in educational institutions provides important insights for educators and policy makers. With a deep understanding of group dynamics, educational institutions can design learning strategies that facilitate active participation, positive

interaction, and achievement of shared goals. A good understanding of group behavior also helps students overcome social challenges, develop empathy, and build good relationships among students.

In the ever-changing educational context, educational institutions need to study and adapt effective group behavior. By understanding and using positive group behavior, educational institutions can create an inclusive environment, encourage active learning, and help students reach their full potential.

The method of writing this article is to use a qualitative approach and study of the literature. Literature study is carried out by reviewing literature books, scientific articles, and relevant journals. This qualitative research is exploratory in nature and aims to gain in-depth insight into group behavior in educational institutions.

In the results and discussion, the understanding of behavior and educational groups is explained, forms of group behavior in educational institutions, the basics of group behavior in educational institutions, as well as the benefits and challenges associated with group behavior in the educational context

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