

Problem Learning Repatriation Students In The Lampung Province

Suroto
Economic Education
University Of Lampung
suroto.1993@fkip.unila.ac.id

I Komang Winatha
Economic Education
University Of Lampung
ikomang.winatha@fkip.unila.ac.id

Fanni Rahmawati
Economic Education
University Of Lampung
fanni.rahmawati93@fkip.unila.ac.id

Albet Maydiantoro
Economic Education
University Of Lampung
albet.maydiantoro@fkip.unila.ac.id

ABSTRACT

This study points out to analyze the learning problems faced by repatriation students in Lampung Province. Repatriation students are children of Indonesian Workers (TKI) who come from Malaysia. They have the same rights as other Indonesian children. In general, due to differences in learning places, they face many obstacles in the learning process. Therefore, further research is needed regarding the problems faced by repatriation students, especially in Lampung Province. A Qualitative descriptive approach was employed in this research. Related to data collection techniques, observation, interviews, literature study, and documentation were conducted. Data were analyzed through data reduction, data presentation, and concluding. The validity of the data analysis technique performed source triangulation. This study shows that repatriated students experience several learning constraints including language, customs, culture, food, relationships, and ways of learning. Therefore, educators are expected to provide special treatment so that learning objectives can be achieved optimally.

CCS CONCEPTS

• General and reference~Document types~General conference proceedings

KEYWORDS

Learning Problems, Repatriation Students

1. Introduction

Understanding education briefly can be formulated as a guide to human growth from birth until physical and spiritual maturity is achieved, in interaction with nature and the environment of society. Education has a strategic role as a means of human resources and human investment [1] which in essence is "... an effort to help the subjects students that thrive in normative, much better in the dimensions of intellectual, moral and psychological[2] ". Learning success is determined by three factors: " material raw, instruments, and the environment " [3]. Problems learn that faced by the students one by the other is different. It is because students have the personality, experience, objectives, and conditions were varied. In learning, it is faced with various problems.

In the process of learning in school, every teacher always expects their students to achieve the result of learning the best. Many students who have not reached the outcomes of learning as well as the expected[4]. Some students still show the value of the low although has cultivated with the best. In other words, students experience learning problems[5]. This was also felt by repatriation students. They experience many obstacles in the learning process[6].

The repatriated student is a graduate of the Kinabalu City Indonesian School (SIKK) and the Sabah-Malaysia Community Learning Center (CLC) [7]. Lampung Province is one of the provinces that accept repatriation students. This province is known to have diversity in terms of culture. However, Lampung's native culture also varies from regional languages, clothing, regional dances, and customs that must be preserved and upheld such as the "Piil Pesenggiri". With many immigrants living in Lampung province makes a lot of cases of repatriation students are experiencing difficulty learning because of differences in customs and culture of the local.

This situation causes differences in the situation starting from the education system, culture, and also language which causes its obstacles for students. Efforts to help the problems of learning can only be done by the teacher if the causes of the difficulties can be identified with either [8]. An understanding of the factors that cause student learning problems is very

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important to know. This study is focused on knowing the factors that cause learning problems in repatriated students in Lampung Province so that student learning outcomes can be optimal.

2. Research Method

The method applied in this study is a qualitative method, with a descriptive approach that is by describing the results and research variables accurately. "Qualitative research methods are powerful methods for gaining meaning, holistic understanding of the relationship between culture and communication from the perspective of people in a society or ethnic group"[9]

This study aims to analyze and reveal the phenomenon of repatriated student learning problems. This research was conducted on 10 repatriated students in Lampung province in 2020. The stages of this research are the pre-field stage, the fieldwork stage, and the data analysis stage. Data analysis, namely data reduction, data presentation, and concluding, as well as checking the validity of the data by using persistence of observation and triangulation, in seeing and knowing how and what are the learning difficulties of repatriation students in Lampung Province.

3. Discussion

Malaysia, which is one of the countries with the largest number of migrant workers, receives serious attention from the Indonesian government[10], especially in the problem of difficulties in accessing education for the children of migrant workers[11]. Based on the Ministry of Education and Culture[12] that:

" Fulfillment of education for the children of Indonesia in the region of Sabah, Malaysia when it was still experiencing several obstacles. At the policy level, there are prohibitions for children of foreign workers to attend learning activities at the Malaysian National School. Consequently, schools Private become an alternative last with the cost of education that is increasingly not affordable for the Indonesian Worker (TKI) who want to educate their children. For this reason, the establishment of CLC in oil palm fields is an effort of the Indonesian government to maximize education services in Tawau, Sabah, Malaysia. However, the fulfillment of education through CLC 's only supply up to the level of School Secondary First (SMP), to continue to level the next, students at CLC must take education in Indonesia. "

3.1. Learning problems of repatriated students in Lampung Province

According to Sriyanti[13], the difficulty of learning is a matter of learning that is experienced by students and hamper efforts to achieve the goal of learning. Barriers that could come in the environment can also in the own. More advanced Sukmadinata & Syaodih [14] stated factors cause difficulty learning: divided

into two, namely factors *internal* and *external* At the level of certain children's children can overcome the difficulties of learning, without the need to involve other people. In the cases of certain, because children students are not able to overcome the difficulties of learning, then the help of teachers, and others are very necessary. Based on the interviews with 10 students repatriation that exist in the province of Lampung No 8 students who admitted to experiencing difficulty in learning.

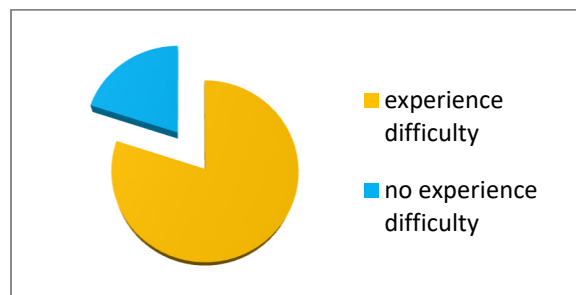


Figure 1. Students in the learning process

3.2. Internal Problems of Repatriation Students

Problems internal question is about the obstacles that come from self- students. Two internal aspects must be known including: (1) Physical. This aspect covers the condition and physical health of the child, the physical condition that is the sense of sight, hearing, smell, touch, and taste. However, once in observe its problems have not become a problem that is meant for students' repatriation. Students repatriation of the study in the province of Lampung is some students who have qualifications health physical that good. (2)Spiritual. This aspect includes deep mental stress, disturbance of feelings, frustration, psychological conflicts. However, once in observe it the problem is also not a problem that is meant for students repatriation. That is because repatriated students' who place their studies in Lampung province are some students who have good health qualifications.

3.3. Problems external Students Repatriation

Sukmadinata & Syaodih[14] stated that the causes of learning difficulties originating from students included the family environment, school environment, and community environment. Indirectly this is due to the environment around students. Based on the results of interviews with several repatriated students in Lampung province as for some of the problems they face. The following are the results of interviews with repatriated teachers and students.

Generally, it is said that the language factor is the main cause of difficulties in following the learning process[15] because repatriated students were born and raised in Malaysia who use Malay, so they are not good at mastering Indonesian. Moreover, some teachers when teaching are often mixed with local languages that are not understood by the student. Of the 10

repatriation students, 9 of them claimed to have difficulty understanding language.

Meanwhile, another problem that is very dominant in coloring the existence of repatriated students is the norm and culture inherent to those who are different from the norms and culture of Lampung. Repatriated students are the children of migrant workers who were born and raised in Sabah Malaysia[7], so they lack knowledge of the language, culture, and even concepts in Lampung Province. When they first entered as repatriation students, they seemed to be confused about their identity[15] as Indonesian citizens. This is certainly not surprising because they have never been to Indonesia, and their parents are busy working on oil palm plantations can not have enough space to provide family education and an informal understanding of the norms and culture of Lampung. These different conditions make it difficult for them to adapt to school and a new environment[6].

The food factor is also a particular obstacle for repatriation students. Students who go to school far from their homes feel less suited to cooking in a new environment[16]. It is this food factor that causes some repatriated students to experience health problems due to stomachs that cannot accept the types of food that exist, poorly controlled eating patterns. However, food factors can usually be resolved over time, where after one month in a new environment you are already familiar with the types of dishes available.

Meanwhile, the difficulty of adapting to culture in schools and new environments is also a quite complex problem. The morality of some repatriated students who are related to ethics, religion, and culture is less controlled and incompatible with culture in Indonesia. Ethics in socializing, disciplining, and various kinds of skills that they bring from the old environment makes it difficult for them to adapt to the culture in the new environment[17].

The school background of repatriated students from various CLCs who do not have adequate facilities and infrastructure[18], especially about the existence of laboratories, libraries, and other learning support infrastructure. This problem will certainly make it difficult for them to take advantage of the learning infrastructure at the new school. This way of learning becomes a problem in itself for students. Repatriated students experience difficulties in using school infrastructure. The most difficulty experienced by students is in the use of computer laboratories, even some students have not mastered basic computer operations.

4. Conclusion

Based on a series of discussions on the above it can be concluded that students repatriation experiencing problems learning which is caused by several aspects. The problem is more dominated by external factors repatriated students who are in Lampung Province. Aspects of External that such is the language barrier, customs, culture, food, relationships, and how

to learn the students differ from where they are used. Therefore, educators are expected to provide special treatment so that learning objectives can be achieved optimally.

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