



DIFFERENTIATE LEARNING ACHIEVEMENT BY ETHNICITY IN SMAN 5 KUPANG

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ABSTRACT. This research aims to determine differences in student learning achievement based on ethnicity at SMA Negeri 5 Kupang. The approach used in this research is qualitative. The research subjects using purposive sampling comprised school principals, teachers, and students at SMA Negeri 5 Kupang. Research data was collected through interviews and documentation. This research data was analyzed using the interactive analysis technique of Milles and Huberman. This research found several findings. First, support factors from teachers, environmental factors, economic factors, and cultural factors related to differences in student learning achievement based on ethnicity at SMA Negeri 5 Kupang have not been appropriately optimized. There are still several obstacles, namely from several ethnic groups at SMA Negeri 5 Kupang, like the ethnicities of Sumba, Timor, Rote, Sabu, Alor, Java, Sundanese, Timor Leste, and Maluku, which need special attention from the school, considering that there are still many things that need to be paid attention to in terms of children's learning facilities such as books and the internet.

Keywords: Learning achievement; Ethnicity; Students

INTRODUCTION

Education is an essential aspect of human life for achieving success in the future. However, there are significant differences in learning achievement between students at school (Chen, 2012; Pilkington, 2010; Shay, 2013). This problem is essential to resolve because it affects the quality of education and the future of individuals and society (Maswi, Syahrul, & Datuk, 2022; Syahrul, 2021; Syahrul, Yusuf, Julyyanti, Nautu, & Arifin, 2023). Learning achievements, namely general skills such as changes in behaviour resulting from learning outcomes achieved through performance tests and other achievements, are presented as grades or numbers (Cobb-Clark & Moschion, 2017; Dimitrov, 1999; Jæger, 2011; Merolla & Jackson, 2019; Nomleni, 2023; Tlale & Makhalemele, 2018).

Education is one of the factors that influences the progress of a nation. In Indonesia, efforts to improve the quality of education continue to be increased. It has been stated in the 1945 Constitution that education is a right and obligation for all Indonesian citizens (M Y Efendi, Lien, Yusuf Efendi, & Lien, 2020; Moch. Yusuf Efendi & Lien, 2019; Kuipers & Yulaelawati, 2009; Qoyyimah, 2016; Triastari, Dwiningrum, & Rahmia, 2021). However, there are differences in the learning achievements of students from various regions, including at SMA Negeri 5 Kupang.

One example is differences in student learning achievement. This problem is interesting to research

because it can provide an overview of the factors influencing student learning achievement from various regions (Francis, Skelton, & Read, 2009; Gorard, 2010; Strand, 2010, 2014). Therefore, research on differences in student learning achievement at SMA Negeri 5 Kupang needs to be conducted to gain a deeper understanding of this problem.

According to Hamdani (2011), achievement is the result of an activity that has been studied both individually and in groups, while according to Djamarah (2012) achievement is the result of a learning activity obtained by working both individually and in groups in a particular field of activity. Student learning achievements can vary depending on several factors, including intellectual ability. A person's intelligence can influence learning achievement. Students with higher intelligence tend to have better learning abilities. Motivation is an important factor in influencing student learning achievement, those who are highly motivated tend to have better learning outcomes. A conducive learning environment such as support from family, friends or teachers can influence student learning achievement (Djehalut, Kiko, Nurdin, & Syahrul, 2022; Julyyanti, Yusuf, Saldika, Syahrul, & Ramlah, 2022; Syahrul, Nurdin, et al., 2023; Zahrawati, Aras, Syahrul, Jumaisa, & Nzobonimpa, 2023).

Every individual's learning style is different. Some people learn more effectively with direct practice or visualization. The availability of

resources such as books, the internet, or other learning equipment can influence student learning achievement, those who have sufficient resources tend to have better learning outcomes (Archer & Francis, 2006; Byfield, 2008). Physical and mental health can also influence student learning achievement. Those who are healthy tend to have better learning outcomes than students who are sick or have mental problems.

Research conducted by Huws (2012) shows that the combination of cognitive, affective and behavioural components reflects students' learning styles. To produce good learning results at SMA Negeri 5 Kupang certainly requires internal and external support from students. Best & Lanzendorf (2005) states that the factors that influence internal learning are physiological, and the external factors are the social and non-social environments. Internal and external aspects influence learning outcomes and can influence students' enthusiasm for participating in learning.

Various factors, including ethnicity, can influence student learning achievement at SMA Negeri 5 Kupang. The regions of Timor, Sumba, and Flores have different ethnicities, which can affect students' learning achievements in each region. Studies on differences in learning achievement at SMA Negeri 5 Kupang can be carried out by observing factors that influence learning achievement based on ethnicity, for example factors such as different educational backgrounds, languages and cultures can influence how students learn and adapt to the academic environment.

Apart from that, another factor that can influence learning achievement is that family support and the social environment are important in helping students access educational resources and motivating them to study. Researchers consider it important to conduct this research to determine student achievement indexes and differences in student learning achievement based on ethnicity at SMA Negeri 5 Kupang. Based on the problem, the research question is: how do students' learning achievements differ based on ethnicity at SMA Negeri 5 Kupang?

METHOD

Researchers use qualitative research methods, meaning that the data collected is in words, images and not numbers. The location used as a research location is SMA Negeri 5 Kupang. Data collection was carried out in June 2023-July 2023. Determining research subjects in this study used a purposive sampling technique, namely sampling or research subjects had been taken into account in a population and had previously been known and taken into account. The subjects in this research were 41 students and teachers at SMA Negeri 5 Kupang. In

collecting data, researchers used interviews. Data analysis techniques are the process of searching for data, systematically compiling data obtained from interviews by organizing data into categories, describing it into units, carrying out synthesis, arranging it into patterns, choosing what is essential and what will be studied, and making conclusions so that they are easily understood by oneself and others (Sugiyono, 2018). The steps for analyzing data in this research are data reduction, data presentation, conclusions and verification.

RESULT AND DISCUSSION

Learning achievement is a general skill such as a change in behavior resulting from learning outcomes measured by completed performance tests and the results are written in grades. Based on the results of observations and interviews, there are differences in learning achievement between students at SMA Negeri 5 Kupang, including ethnic groups from Sumba, Timor, Flores, Sabu, Rote, Alor, Maluku, Timor Leste, Java and Sundanese, as stated by the teacher. The following sociology:

Kalau untuk mengukur kemampuan anak selama proses pembelajaran di kelas berdasarkan etnis, saya kurang memperhatikan, dan kita juga tidak bisa menyebut atau menghina anak, seperti anak Alor begini terus anak Timor begitu atau Flores lebih mencolok. Prestasi anak inikan biasanya dilihat dari beberapa aspek ada kognitif, ada non kognitif, ada aspek pengetahuan dan aspek keterampilan, jadi kalau mau diukur kemampuan siswa dari aspek itu tadi, memang ada beberapa siswa yang kemampuan di beberapa bidang karena setiap anak kan berbeda kemampuan dan ketrampilan.

Differences in learning achievement between students at SMA Negeri 5 Kupang can be seen based on the results of observations and interviews that have been conducted. This was also conveyed by one student from Timor who said: "In my opinion, maybe it is seen from the learning facilities, for example, for children who have just come from the village, they have different learning facilities, but for children in the city it is complete, but the material they receive is the same".

Based on the results of the researcher's observations and interviews regarding differences in student learning achievement based on ethnicity at SMA Negeri 5 Kupang, it is still less than optimal, where teachers' teaching methods are not by students' wishes or are monotonous for specific students, family economic factors and social environments such as special attention from parents, to the motivation of students to study so that the grades obtained are following graduation standards.

Research conducted by Mantiri (2015) shows that the combination of cognitive, affective and behavioural components reflects students' learning styles. To produce good learning outcomes at SMA

Negeri 5 Kupang certainly requires the support of internal and external factors from students. Muhibbin (2011) factors that influence internal learning are physiological aspects. External factors are the social environment and the non-social environment. Internal and external aspects influence learning outcomes and can influence students' enthusiasm for participating in learning. Differences in students' learning achievements can also be seen from students' discipline when they are in the school environment, where there are still students who are often late, do not comply with school rules and even students' attitudes and behavior in class. Several factors, including ethnicity can influence the learning achievement of students at SMA Negeri 5 Kupang. The Timor, Sumba, Flores, and other regions in East Nusa Tenggara have different ethnic diversity it can influence the learning achievement of students from each region. Another factor that can influence learning achievement is family support and the social environment. According to Suwardi (2007), culture covers comprehensive aspects, namely knowledge, belief, art, manners and customs practised and owned by people as members of society. This is of course a particular concern for schools and parents, that differences in ethnicity and family social environmental factors must be considered both in the school environment and the family social environment.

Research shows that there are still differences in learning achievement between students at SMA Negeri 5 Kupang; based on the results of interviews and observations that have been carried out, this requires special attention from teachers and the school, so supporting facilities for students need to be paid more attention. Differences in learning achievement are also caused by factors such as family environmental factors, family economic factors, support factors from parents teachers, and social ecological factors.

Teacher support factor

One factor to increase differences in student learning achievement is support from teachers, however based on the results of interviews with several students, support from teachers is still lacking. Students conveyed this from Flores that not all teachers were supportive. Some teachers support children so that all their grades are good overall; there are also teachers who teach. Some teachers only focus on one student, ignoring the others.

There are still several ways or methods used by teachers when providing lesson material, they are not very comprehensive to students or some are still selective. A student also conveyed this from Flores: indeed he had challenges that were not too big, just because of differences, for example exchanges, namely students from villages to cities, he built

communication with other friends because people from villages were not used to talking standard Indonesian. Automatically, even city residents don't understand and comprehend language styles.

Environmental factor

Apart from teacher support, environmental factors, such as the family and social environment, influence student learning achievement. This was also expressed by one of the students, namely that apart from language, it may also be from social interactions, because social differences are very strong, for example students who come from villages, be it Timor, Sumba or wherever, are different from those in cities, for example students from cities. The more advanced their social life is, they follow the times, even though it's wrong because they want to look cool and follow along. It's different if you come from the village because you follow what is.

It is proven that environmental factors also influence students' learning achievements, as stated by one student, namely because he wants to look cool to his friends; he may even be wrong. This was also conveyed by students from Timor that, because of social interactions there are differences, for example students from villages have different social interactions with friends from cities, those in cities are slightly more advanced in terms of facilities ranging from cellphones, books and vehicles. Researchers concluded that social-environmental factors also influence student learning achievement. The school must pay attention to this to provide comprehensive attention to students from different areas.

Economic factors

Economic factors also influence student learning achievement, but based on the results of observations and interviews of researchers with several students, economic factors can influence student learning achievement. A student conveyed this from Timor: "In terms of ethnicity, I don't like it; maybe it's because of economic factors, sir." A similar thing was also conveyed by a student from Sumba who said that "if ethnic background does not influence it, maybe other factors such as not being active in class, rarely coming to school, being lazy about doing assignments and economic background are also factors." Economic factors influence student learning achievement. This was also conveyed by students from Flores that "the learning facilities may be different, for example there is a child from a new village who has just arrived in Kupang, so he has different learning facilities, but the material received and the way we are treated are the same.

Economic factors can influence student learning achievement; as stated by several students above,

economic factors also influence learning achievement, such as the learning facilities provided; students with low and lower middle-class incomes tend to have few learning facilities, for example books, internet, cellphones and other facilities, compared to upper class students. Researchers can conclude that the low learning achievement of students can be influenced by family economic factors, both students from villages and students from cities, in this case students from various different ethnicities.

Cultural Factors

Differences in student learning achievement based on ethnicity at SMA Negeri 5 Kupang can be seen from cultural or ethnic factors; differences in learning achievement based on ethnicity can also be found on family factors, social environment and cultural factors. Based on the results of observations and interviews in the field, it can be seen that the ethnicity factor is still robust at SMA Negeri 5 Kupang, both between students and teachers and teachers, such as the use of woven cloth or traditional clothing.

However, cultural factors in this case have an essential role in improving children's learning achievements, such as using traditional fabrics from their respective ethnicities, apart from the different motifs and the cultural values seen. Wearing traditional clothing is not only a form of personal or regional identity, but also as a motivation to maintain cultural values. This was expressed directly by the principal "for additional programs from the school related to ethnicity at this school, every Thursday we here wear our traditional clothes. The teachers wear clothes with motifs from their region of origin. Likewise, the students wear vests every Thursday according to their regional traditional motifs."

Every Thursday, all teachers and students must wear traditional clothing according to their regional motifs, and students must wear vests. This is also supported by the sociology teacher, in the quote, "every Thursday we fathers/mothers here wear their respective traditional clothes, and the students also wear vests. There are also additional programs apart from that, namely special German language classes and special classes futsal". They always carry out their duties and activities, and the school can implement programs for teachers, staff and students. Therefore, culture is critical in improving students' quality and learning achievements, according to the different ethnic backgrounds of students at SMA Negeri 5 Kupang. The presence of unique programs from schools related to ethnicity can increase the motivation of children from their respective regions of origin.

CONCLUSION

Differences in student learning achievement based on ethnicity at SMA Negeri 5 Kupang, namely from several ethnic groups at SMA Negeri 5 Kupang, such as Sumba, Timor, Rote, Sabu, Alor, Javanese, Sundanese, Timor Leste and Maluku, require special attention from the school, considering that there are still many things that need to be paid attention to, both from children's learning facilities such as books, internet and other school equipment, support from teachers such as providing motivation, the school environment to the attention of parents, how to teach teachers who are still monotony for certain students, student learning styles, social environmental factors inside and outside school and attention from the family needs to be increased.

Supporting facilities for students must be considered, such as books, the internet, developing children's interests and talents, and facilities related to the ethnicity of each student. The methods used by schools to improve students' learning achievements that have been implemented so far are the use of regional clothing for teachers and students, providing additional subjects such as German, increasing students' interests and talents, this is something that continues to be paid attention to and carried out. to improve student learning achievement based on ethnicity at SMA Negeri 5 Kupang.

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