

Education For All: From Papua To Java With Hope

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ABSTRACT

Education takes a crucial element in Indonesia. It can be seen in several government programs. One of them is Affirmations Secondary Education Program (ADEM). ADEM is an education program for Papua students to get better education in Java. However, there are obstacles faced by Papua students. This paper explores learning obstacles faced by them in SMA N 1 Kayen, their ways to solve the obstacles and their hopes after graduating from SMA N 1 Kayen. It uses a case study methodology to conduct the research. An interview to three Papua students is a single instrument to collect the data. The results are they get difficulties in communication since all students and teachers in SMA N 1 Kayen speak Javanese in daily communication. Furthermore, they feel difficult to adapt with learning activity in SMA N 1 Kayen due to the gap of input. They hope they could go to college after graduating.

Keywords: Education, ADEM program, learning obstacles, SMA N 1 Kayen

1. INTRODUCTION

Indonesia puts education in a crucial element. It can be seen in Bab XIII, Pasal 3, Undang-Undang Dasar 1945 Amandemen, "Every citizen has rights to get education. The government affords and holds a national education system lying on Undang- Undang." Therefore, many programs held by the government to realize that goals. In Kabinet Jilid 1, the government made a program called WAJAR 9 TAHUN (Wajib Belajar Sembilan Tahun) lying on Undang-undang Pendidikan Nasional No. 2/1989. The government affords to improve peoples' wealth by making a policy for them, 7 years old up to 12 years old and 12 years old and 15 years old, to have education in elementary school and junior high school. In previous program, the government released a program called 'melek aksara'. It leads people to be able in writing and reading as well. The government emphasizes to have good education no matter the age. Wartanto (2013) states that 'melek aksara' (literacy) improves education.

The government convinces that strong economic only can be acquired by good education. By the time goes by, the government realizes that strong economic not only needs good education but also fair education. It lies on Sila 5, Pancasila, "Keadilan bagi seluruh rakyat Indonesia". It means that all people around Indonesia, from Sabang to Merauke, have a same opportunity to get better education. It seems a stigma for marginal islands to have poor education. It happens since in marginal islands there are less facilities and human resources. On the other hand, Java is known as the best place to study. This situation creates a gap. Hence, the government makes a program for marginal islands to get better education in Java. One of the islands taking this part is Papua. Its program called Affirmations Secondary Education Program (ADEM). ADEM is an education program for Papua and West students to get better education in Java. This program is firstly cooperation between Unit Percepatan Pembangunan Papua dan Papua Barat (UP4B) and Education and Culture Ministry, then continued by Jokowi-JK since it is in

line with "improving from marginal". Education and Culture Ministry provides Rp. 21.300.000 per year for three years to run this program.

In 2015, West Papua sent 150 students, consisting of Sorong cluster and Manokwari. Meanwhile, Banten accepts students from Manokwari and Bali accepts students from Sorong cluster. Papua government appoints many schools to cooperate with this program in Central Java, Yogyakarta, West Java, East Java and Bali. One of them is SMA Negeri 1 Kayen. SMA Negeri 1 Kayen is the only state Senior High in Southern Pati. It is the only school in Pati cooperating with this program. SMA Negeri 1

Kayen cooperates for ADEM program for three years. There are twelve Papua students studying in SMA Negeri 1 Kayen. Three of them studied in SMA Negeri 1 Kayen in

2013 and graduated in 2016. They continue their study in college. In 2015, there were three Papua students who studied in SMA N 1 Kayen. They come from different districts. Now, they are in IX Grade. Apparently, studying in Papua and Java is quite different. Some of them find difficulties. That is why this paper wants to investigate the learning obstacles are faced by them, how they solve them and what they hope after graduating from SMA N 1 Kayen. These findings from this paper could be a reflection for the government to evaluate the program.

2. METHODS

A case study as research design is chosen to conduct this study. An interview is a single instrument to collect the data. There are three Papua students taking this interview. They were accepted in SMA N 1 Kayen in 2015. Now, they are in XI grade. They are Yahya

Norem (Manokwari), Ricky Mirip (Nabire), Martin Luther (Biak). According to the objectives of the study, they answer what are learning obstacles they face, how they solve them and what they hope after graduating from SMA N 1 Kayen. However, the researcher also asks several questions which are out of the topic, such as what the difference between learning in Papua and Java and how the teachers' treatments in case the main objectives itself are understandable.

3. RESULTS

The researcher asks several numbers of questions to the three Papua students. They are interviewed in turn. These are the results of the interview:

Researcher: "what is your name?"

1st Student: "my name is Yahya Norem"

Researcher: "where do you come from?"

1st students: "I come from Manokwari"

Researcher: "what are learning obstacles you face in SMA N 1 Kayen?"

1st student: "I find difficulty in Javanese, English and Mathematics. In daily, people speak Javanese. I cannot speak Javanese. When my teachers and my friends talk to me, I cannot understand what they mean"

Researcher: "How do you solve it?"

1st student: "I learn it. When my teacher and my friends speak Javanese, I ask them what they mean. I try to remember it"

Researcher: "Realizing you cannot speak Javanese, is there any special treatment from the teachers?"

1st student: "yes. The teachers help me"

Researcher: "what do you hope after graduating from SMA N 1 Kayen?"

1st student: "I'd like to be a teacher. I want to go back to Papua"

Researcher: "what are the differences between learning in Papua and Java?"

1st student: "learning in Java is different from learning in Papua. There are so many duties in school."

Researcher: "what is your name?"

2nd student: "my name is Ricky Mirip"

Researcher: "where do you come from?"

2nd student: "I come from Nabire"

Researcher: "what are learning obstacles you face in SMA N 1 Kayen?"

2nd student: "Javanese, Mathematics and English".

Researcher: "how do you solve them?"

2nd student: "I find difficulty at most in Javanese. My teachers and my friends speak Javanese. We do not learn Javanese in Papua. So, we cannot understand when they talk. I'm usually less focus on learning. That is why I find the difficulty? Researcher: "Do you get any special treatment from the teacher?"

2nd student: "Yes. She helps me. She gives me easier duties than others"

Researcher: "what are the differences between learning in Papua and learning in Java?"

2nd student: "it is so far different. There are discussions in here. We do not do discussion in Papua. There are so many duties. The materials are so has many facilities than Papua. The use of technology is good. We can access internet easily here.

Researcher: "what do you hope after graduating from SMA N 1 Kayen?"

2nd student: "I'd like to go to college"

Researcher: "what major do you take?"

2nd student: "I'd like to take Law in Jakarta. After I finish it, I am going to take Master degree"

Researcher: "what is your name?"

3rd student: "my name is Martin Luther"

Researcher: "where do you come from?"

3rd student: "I come from Biak"

Researcher: "what are learning obstacles you face?"

3rd student: "Javanese. Since the people speak Javanese, I cannot understand them well. I do not study Javanese in Papua. We speak Papua or Bahasa Indonesia in daily communication"

Researcher: "How do you solve it?"

3rd student: "I study Javanese. I learn to speak Javanese with my friends. When my friends talk to me, I pay attention to them. I will ask them if I do not understand it. Then, I will memorize it"

Researcher: "Do you get any special treatment from your teacher?"

3rd student: "Yes. She gives us easier item tests when we have a test. She helps us when we get problem in learning"

Researcher: "what are the differences between learning in Papua and learning in Java?"

3rd student: "there so many duties here. We have a lot of facilities here in learning. It is so far different from Papua. We can access information and technology easily. The education in Java is better than the education in Papua. We can study well here"

Researcher: "what do you hope after graduating from SMA N 1 Kayen?"

3rd student: "I'd like to go to college. I am going to take sociology or international relationship"

4. DISCUSSION

There are a plenty of information which can explore through interview. Most of students give same answers for same questions, such as:

Researcher : what are learning obstacles you face in SMA N 1 Kayen?"

1st student: "I find difficulty in Javanese, English and Mathematic. In daily, people speak Javanese. I cannot speak Javanese. When my teachers and my friends talk to me, I cannot understand what they mean"

2nd student: "I find difficulty at most in Javanese. My teachers and my friends speak Javanese. We do not learn Javanese in Papua. So, we cannot understand when they talk. I'm usually less focus on learning. That is why I find the difficulty?"

3rd student: "Javanese. Since the people speak Javanese, I cannot understand them well. I do not study Javanese in Papua. We speak Papua or Bahasa Indonesia in daily communication"

The students give the same answers. Their learning obstacle is Javanese even though two of three students also answer English and Mathematics. However, they find difficulty in Javanese at most. No wonder why they feel so. They never learn Javanese or even talk Javanese. People speak Javanese for daily communication in SMA N 1 Kayen since Pati is located in Central Java. Therefore, Javanese is a mother tongue. They speak Bahasa Indonesia in special occasions such as ceremony and so on. They eventually speak Javanese in teaching and learning process. This result can be an evaluation for the program. It is better for the government to make quarantine for Papua students to learn Javanese before they are sent to Java. So, they have no any problems in communication.

Researcher: "How do you solve it?"

1st student: "I learn it. When my teacher and my friends speak Javanese, I ask them what they mean. I try to remember it"

2nd student: "I find difficulty at most in Javanese. My teachers and my friends speak Javanese. We do not learn Javanese in Papua. So, we cannot understand when they talk. I'm usually less focus on learning. That is why I find the difficulty?"

3rd student: "I study Javanese. I learn to speak Javanese with my friends. When my friends talk to me, I pay attention to them. I will ask them if I do not understand it. Then, I will memorize it"

Papua students seem independent students. They realize that they must be able to speak Javanese due to the condition. Hence, they learn to speak Javanese by themselves. They fond of asking what they do not know nevertheless they are eager to speak Javanese.

Researcher: "Do you get any special treatment from your teacher?"

It is so necessary for the researcher to ask that question because there are non-javanese students who study in Java. The researcher reveals that there is special treatment from the teacher. The elaboration as follow:

1st student: "yes. The teachers help me"

2nd student: "Yes. She helps me. She gives me easier duties than others"

3rd student: "Yes. She gives us easier item tests when we have a test. She helps us when we get problem in learning"

Researcher: "what are the differences between learning in Papua and learning in Java?"

The researcher needs to ask that question since the goal of ADEM program is to give a chance for Papua to have better education as Java students. So, the researcher portrays the difference between learning in Papua and learning in Java. The Papua students give same answers. The explanation as follow:

1st student: "learning in Java is different from learning in Papua. There are so many duties in school."

2nd student: "it is so far different. There are discussions in here. We do not do discussion in Papua. There are so many duties. The materials are so complex. Java has many facilities than Papua. The use of technology is good. We can access internet easily here."

3rd student: "there so many duties here. We have a lot of facilities here in learning. It is so far different from Papua. We can access information and technology easily. The education in Java is better than the education in Papua. We can study well here"

The Papua students said that they were rather overwhelmed with learning rhythm in SMA N 1 Kayen. They get many duties. It is something they never get in Papua. Probably, it is because Papua students have less input than Java. The teachers apply various techniques and duties. On the contrary, they feel glad because of the easy internet access. Despite the fact that they get many duties, they can surf-net using free wifi in school.

Researcher: "what do you hope after graduating from SMA N 1 Kayen?"

1st student: "I'd like to be a teacher. I want to go back to Papua"

2nd student: "I'd like to go to college. I'd like to take Law in Jakarta. After I finish it, I am going to take Master degree"

3rd student: "I'd like to go to college. I am going to take sociology or international relationship"

Each of Papua students has own hope after graduating from SMA N 1 Kayen. Possibly, they know well that it is the only their opportunity to get better education and life. Hence, they will not do it in vain. The first student is interested in education field. So, he wants to be a teacher. It is contrary with the second student who wants to study Law in Jakarta after graduating. It also happens to third student who wants to study sociology or international relationship in college.

ADEM program brings fresh air to our education. For all this time, there is a stigma that the government only focuses on Java. Through ADEM program, the government proves that everyone has same rights to have better education and life. The results of this study can be a reflection for the government to evaluate the program. So, they can improve it. It suggests that there is study about how the teachers in Java teach Papua students.

5 CONCLUSION

After explaining the results, the conclusions are formulized as follow:

1. Learning obstacle is faced by Papua students is Javanese.
2. They learn to speak Javanese independently. They occasionally memorize every word they heard when they do conversation.
3. Each of Papua students has own hope after graduating from SMA N 1 Kayen. The first student wants to be a teacher. The second student wants to study Law in Jakarta. The third student wants to study sociology or international relationship.

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Nica Betari Nirwana is an English teacher in SMA N 1 Kayen Pati. She has been teaching for three years. She is also a Postgraduate student, English Education Departement in Sebelas Maret University. Now, she is accomplishing her thesis. She is interested in qualitative study especially about linguistics and discourse.

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