

Patterns of Social Interaction of Papuan Students (Case Study at Public Vocational High School 2 Purwodadi, Grobogan Regency)

Nanang Eko Yulistiyawan^{1✉}, Tri Joko Raharjo² & Moh Yasir Alimi³

1 Public Vocational High School 2 Purwodadi, Jawa Tengah, Indonesia

2 Non-formal Education, Universitas Negeri Semarang, Indonesia

3 Sociology and Anthropology Education, Universitas Negeri Semarang, Indonesia

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Abstract

Based on preliminary observations at Public Vocational High School 2 Purwodadi, Grobogan Regency related to the interaction of Papuan students is not in line with what was expected, where the process of social interaction is not running through contact and communication. The purpose of this study are to identify patterns of social interaction of Papuan students, identify the constraints of social interaction of Papuan students and analyze school strategies in encouraging the process of social interaction of Papuan students at Public Vocational High School 2 Purwodadi. Research methods using qualitative approach. The determination of informants is chosen according to the focus that will be discussed in this study. Criteria for determining informants are informants who understand and are related to existing research problems. The instrument used in this study was a list of questions, or what is called an interview instrument. Data collection techniques used were observation, interviews, and documentation. The data validity technique uses triangulation techniques. Based on the results of the study, it was found that the pattern of social interaction of Papuan students at Public Vocational High School 2 Purwodadi, in general, has been going well even though some obstacles must be immediately sought a solution. The hope to be achieved is the occurrence of harmonious and synergistic relationships in the process of social interaction so that it supports the education program launched by the government.

✉ Correspondence address:

MH. Thamrin No.50, Danyang Utara, Danyang, Purwodadi,

Grobogan, Jawa Tengah, 58113

E-mail: nanangyulistiyawan@gmail.com

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INTRODUCTION

Social interaction is a relationship between one individual and another individual, where one individual can influence other individuals, so there is a reciprocal relationship. (Walgito, 2003)

Surjono Soekanto (2007) explained that social interaction describes dynamic social relationships that concern the relationship between people and people, between human groups, as well as between individuals and human groups. Social interaction is the key to all social life because, without it, there would be no life together (Setiawan, 2012).

The educational environment must be conditioned into a moral environment that emphasizes good values and maintains them in the awareness of every citizen in the educational environment (Rachman, 2014). Ghufron (2010) explained that character is the basic value of behavior that is a reference to the value of human interaction (when the character is lost, then everything is lost). The interaction between students and educators and learning resources is a medium that allows the potential of students to develop optimally following the goals, and expectations (Sutarmi, Raharjo & Pramono, 2016)

The new paradigm that must be developed in the world of education today is the education paradigm that can place education as a medium for cultural transformation as well as a medium for the transformation of knowledge (Mansur, 2004). In line with these conditions, the value or character instilled against someone will affect the pattern of attitudes

and patterns of behavior of someone where the attitude will become his personality (Utomo, 2018). Education is not only a means of transfer of knowledge but, as a means of the transfer process of culture and the distribution of values (Nasarani, Rachman & Atmaja, 2016).

In Hardiati, Setyowati, and Wilonoyudho (2015) it was explained that character building in education in schools was unsuccessful so it was necessary to instill national culture-based character values to students both in extracurricular activities and in the learning process. Parental involvement in students' social behavior both at school and in the family environment must be supervised and controlled by the school and parents of students. So that all student activities in the school can be controlled together (Prasetyo, Suyahmo & Handoyo, 2017).

The vocational education environment is a system that consists of many factors, such as school culture, school policies, and formalization of curriculum and fields of study. If there is a change, then the difference should focus on creating and maintaining an SMK environment in an effective multicultural condition (Indrapangastuti, 2014).

Public Vocational High School 2 Purwodadi is one of the schools in Central Java that accepts Papuan students to get education and teaching in the vocational field. The students are incorporated into a program called Secondary Education Affirmation. An affirmation program is a form of concern of the government of the Republic of Indonesia in responding to the

challenges of human resources in Papua (Rivai, 2015).

These students are one of the example of individuals who enter a new environment in different culture. If in their hometown they meet people with the same cultural background but not the case with people found in Purwodadi, Grobogan Regency. They will face many different things, such as how to dress, behave, communicate, diversity of food, different languages, and values.

In community life, social constraints faced by a community can also be reflected in their language (Utami, 2010). Widiantari (2013) states that language is a symbol of communication, the correct interpretation will form an associative interaction, but if the wrong interpretation of communication will form a social interaction that is dissociative.

Strategies in adjusting to the environment are the ability to adapt (Sunarjan, 2017). The difficulty of adaptation in interacting with peers between ethnic groups is experienced by some Papuan students who are lagging in receiving learning. The existence of a plurality of skin colors, ethnic plurality, religious plurality, and the plurality of languages can trigger conflicts, so there is a need for accommodation in overcoming these gaps (Muslim, 2013).

On the other hand, the government organized an Affirmation program aimed at ensuring that the education of Papuans did not experience disparities with the population in Java. Soemanto (2018) explained that by law, citizens are citizens of the same status, namely citizens, before

the law their position as citizens is also the same (*Men are equal before the law*). In the end, what we want to achieve is that certain groups or groups, both gender, and profession, can get equal opportunities with other groups/groups in the same field (Kambuaya, 2015). Table 1 presents the names and Papuan students who attend Public Vocational High School 2 Purwodadi every year.

Table 1. Papuan Students at Public Vocational High School 2 Purwodadi

Name	Year of entry
Anselmus	2014
Petrus Arvin	2014
Willem Kogoya	2014
Jupri Mirip	2016
Delphi Onamo	2017
Yeremika Tamunete	2018
Rosalita Sushim	2018

Based on the problems above, it can be formulated, namely, how is the social interaction of Papuan students at Public Vocational High School 2 Purwodadi, what are the constraints of social interaction for Papuan students, and how is the school's strategy in encouraging the process of social interaction of Papuan students.

The purpose of this study are to identify patterns of social interaction of Papuan students at Public Vocational High School 2 Purwodadi, identify the constraints of social interaction of Papuan students and analyze school strategies in encouraging the process of social interaction of Papuan students at Public Vocational High School 2 Purwodadi.

METHODS

The study was conducted at Public Vocational High School 2 Purwodadi, Grobogan Regency, using a qualitative approach, which is an approach used as a research procedure that produces descriptive data in the form of written or spoken words from

people and observable behavior (Moleong, 2006).

The location of this research was taken at Public Vocational High School 2 Purwodadi, which is a recipient of the affirmation program organized by the central government located in Grobogan Regency. Every year the school is willing to accept students from both the Papua and West Papua provinces to carry out secondary education. Sunarjan (2014) site selection will further simplify and focus on the issue. The focus of this research is the interaction patterns of Papuan students who are in Public Vocational High School 2 Purwodadi, Grobogan Regency.

Sources of data in this study were taken from observed phenomena, informants, and documents. The research informants were taken by purposive sampling, consisting of 12 informants.

Table 2. Informants of Papuan Student Social Interaction Patterns

Informants	Total
Papuan students	3
Roommate	1
Classmate	2
Teachers	3
Headmaster	1
Boarding house mother	1

Data collection techniques using the method of observation, interviews, and documentation. Data Validity Techniques in this study, using triangulation techniques. This technique is defined as checking data from various sources in various ways and at multiple times. Triangulation as a crosscheck technique between data obtained from one source with another source.

The data analysis method in this study uses the Miles and Huberman model. Data obtained from the report in the form of qualitative data and the data are processed using an interactive model. The steps of the interactive model include four activities, including data collection, data reduction, data presentation, and concluding.

RESULTS AND DISCUSSION

Papuan Student Interaction Pattern

The existence of this Papuan Student is not necessarily as expected. Interaction patterns that occur between individual Papuan students do not bring many problems because they come from the same place. In fact, according to the recognition of one student, Yeremika, that Papua and West Papua, many tribes and languages have different customs and cultures. However, the similarity of one region encourages them to be more mingled with each other than with other tribes. Interaction patterns of individuals and groups initially experience various obstacles, because, in learning, they have to blend in with many different ethnic groups with different understandings.

Education at Public Vocational High School 2 Purwodadi emphasizes the value of character building so that in addition to being religious and nationalist, tolerance values are developed to be able to accept and respect others.

Factors that Constrain Social Interaction

Factors that become obstacles in social interaction between Papuan students and other students of Public Vocational High School 2 Purwodadi are the daily activities. Papuan students spend a lot of time in school, so they rarely leave the neighborhood. Six days a week take a lot of time to get along with the environment. Saturday is supposed to be a holiday, but they use it to attend extracurricular activities.

The existence of differences in values, norms, and culture dramatically limits the movements of Papuan students. Interactive learning activities in the classroom between the teacher and students in question and answer cannot always be adequately followed. They are meticulous in communicating even more so when the teacher asks questions that are difficult to understand. Blending with friends who are pure of different cultures often results in friction, which results in the offense. When there was a conversation between teacher and Papuan students in a class, many Javanese students, who

were the majority, laughed at the answers made by Papuan students so that it was a trauma for them.

Adaptation is not as easy as thought and requires a process. To adjust to the social

environment, each individual must be able to communicate with the Riau Islands owned by various individuals (Ariyani, 2013). Basically, every living thing has a different character that can be influenced by its environment.

Table 3. Supporting and Inhibiting Factors of Papuan Students' Social Interaction

Obstacle factor	Supporting factors	Strategy developed	Results
Difficulties in communication	The number of Papuan students is more than one	Assimilation of students in each activity	Social interaction is well-formed with all citizens of the school
It takes a long time to adapt to other students	Culture of tolerance and mutual respect between students who have formed	Require students to take extracurricular activities	Adaptation of local culture can be well understood
Left behind in the learning material	A conducive learning environment	The regularity of the schedules	Can understand in communication with other students
Lack of confidence, because of the perception as a minority	Adequate school facilities	Teacher's approach to students related explicitly to learning	Self-confidence is formed which is realized by activeness in the organization
Differences in understanding and interpreting local culture	Support from local government, school residents and the local community for the Papuan student affirmation program	Carry out character building strengthening programs for students	Students feel that they get the same treatment in everything

In the table 3, the initial conditions of Papuan students with the inhibiting factor are the main forms of social interaction and their supporters, the strategy was undertaken by the school then ends with the expected results.

School Strategies in Encouraging the Process of Social Interaction

The process of social interaction will produce two forms, namely the associative and dissociative processes. The form of associative social interaction is a form of communication that leads to harmony, the intimacy of the relationship, while the form of the dissociative process leads to disharmony even to the point of division. Forms of social interaction in the way of associative processes include: cooperation

(cooperation), accommodation, and is a form of basic social communication.

As a result of the process of social interaction to run well, the school made breakthroughs by promoting the strengthening of character education for all students and socializing it in the school environment. In daily life all school members are required to attend the morning ceremony, then every month there are two clean Fridays and two healthy Fridays. Every morning at 6.30 WIB, the flag rises, and at 17.00 WIB, the flag is held. Fostering tolerance towards all school members through a culture of smiles, greetings, and greetings. The activities carried out will be able to foster a sense of responsibility and discipline as citizens without discriminating between ethnicities, religions, and races, so that a Korsasoul is formed or is equally felt when getting pleasure or distress.

The application of character education, balanced with multicultural education that is by including religious values, tolerance and social care in the learning plan, and grouping students without distinguishing ethnicity, religion or gender in each discussion, the aim is to create equal educational opportunities for all students without grouping, which can lead to discrimination.

Integration in all activities gradually leads to adaptation for all students, and they realize that by understanding and understanding one another will create cooperation. Papuan students who feel the minority no longer feel neglected while Javanese students who are the majority also understand these cultural differences.

Teachers who are the spearhead in learning also play a role in the process of ongoing social interaction, namely by providing stimulus to Papuan students. Every time there is a question and answer session and take a minute

to ask about the readiness and understanding of the subject matter that is not understood.

CONCLUSION

The patterns of social interaction of Papuan students are formed through a process that refers to relationships between students, teachers and all school members. Patterns of social interaction are constrained by communication and adaptation that are part of ethnic, religious, and cultural differences. The school strategy, which is supporting the creation of harmony, to socialize multicultural education and strengthen character education in the form of implementing school habituation.

Intermingling in the learning process without discrimination encourages the understanding of symbols that have different meanings that can be understood between individuals.

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