

# Examining The Achievement Motivation Of Papuan And West Papuan Students At Universitas Negeri Semarang

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## Abstract

Students of the Papua Province and West Papua Province through the Affirmation, ADik, and 3T scholarship programs are allowed to continue their education in higher education. Semarang State University (Unnes) is one of the universities that accepts students from the Papua and West Papua Adik programs. This research aims to know the achievement motivation of active Papuan and West Papuan students at Unnes and the learning strategies they apply to increase achievement motivation. The research method used in this study is qualitative, with observation, interviews, and documentation. The results of this study are: 1). The academic motivation of Papuan and West Papuan students in completing their education at Unnes is quite good, it can be seen from their characteristics, namely daring to take moderate risks (middle way) and success is carefully calculated. 2) The learning strategies that Papuan and West Papuan students apply in completing lectures and academic problems are pretty good, where they choose the most appropriate strategy to master the learning material.

## Keywords

achievement motivation, mastering the material, learning methods, learning strategies, taking risks

## INTRODUCTION

The State University of Semarang (Unnes), formerly IKIP Semarang, is progressing and developing in teaching and learning activities. Innovations in educational methods and technology continue to be made. Many high school alums from all over Indonesia are interested in becoming Unnes students, including some from Papua and West Papua provinces (before the division). Because there are more applicants than Unnes can accommodate, many prospective students cannot be accepted to receive education services at Unnes.

Education can be used as a national benchmark; every citizen must get an equal education. Learning is also the process of understanding, recognizing, and imitating what is in their environment; this process runs for life. Education can create humans who will contribute to the country with their potential and talents. Therefore, education must get special attention to create quality human resources (Purwanto, 1996). The meaning of education is also conveyed by Emile Durkheim as "The process a person takes to acquire the physical, intellectual, especially moral tools needed to function in society" (Syukur,

2018). According to Law No. 12/2012 CHAPTER 1 Article 1; it is explained that Higher Education is the level of education after secondary education which includes diploma programs, undergraduate programs, master's programs, doctoral programs, and professional programs, as well as specialist programs, organized by universities based on the culture of the Indonesian nation. This article also explains that higher education is an education that organizes higher education. Unnes, now abbreviated as PTN, are established and organized by the government.

The difficulty of access to these areas significantly impacts every aspect of life and existing facilities such as education, health, and the economy. There are differences in infrastructure, such as the difficulty of facilities and infrastructure and the different quality of teaching between Papua and Java, so many teaching staff are often absent and only utilize specific sources (Arumsari, 2017). The differences in situations experienced by Papuan and West Papuan students at Unnes become a problem in itself, namely the lack of self-confidence such as feeling different, having difficulty adapting, lagging behind the use of technology, in addition to differences in skin color and differences in learning patterns applied are also often one of the problems faced by active students from Papua and West Papua at Unnes. The low self-confidence experienced by Papuan students is also one of the factors for the decreased motivation to have one's

achievements or lack of enthusiasm.

The learning culture they apply from elementary school to college may differ in the university system, including at Unnes. The culture they apply is certainly very influential on how they apply to college. Their culture or habits, such as the learning model, are more teacher-centered, need more student activeness, and have more innovative learning methods. The majority only use lecture learning methods and need more technology facilities; some students are accustomed to only learning books, less mastering electronic technology in learning. So, some students need help in attending lectures. It is an adjustment for Papuan students at Unnes, especially in applying learning methods different from those in Papua and West Papua. Learning culture is also determined by the learning strategy or style they usually apply to understand information or knowledge. The learning strategy applied by each individual is undoubtedly different; this is motivated by several things, one of which is the environment, habits, and so on.

Other noticeable differences are culture, language, and environment. As research conducted by Mayora et al. (2016) said, "Most Papuan students find it difficult to interact and understand the language used by their friends from different regions. Difficulty in following the learning patterns applied triggers the decline in interest and motivation to learn Papuan students and let their studies

go unchecked, which has an impact on their achievement motivation", so it is necessary to further the adaptation process that they do both in the campus environment or social environment so that they can obtain optimal achievement.

It can be seen in the condition of Papuan students at Unnes that they need help to follow the education applied at Unnes. The difference in learning patterns also has an impact. However, many Papuan and West Papuan students still survive and complete their education at Unnes. Papuan and West Papuan students must try to follow and adjust themselves while at Unnes. This condition also triggers the growth of motivation within Papuan and West Papuan students to be superior to their peers. The efforts they make to be able to follow and master the learning materials applied at Unnes, as well as the desire to develop their home region, are also some of their motivations for continuing to complete their lectures at Unnes.

In this study, David McClelland's achievement motivation theory was used. This theory reveals that humans have three basic needs namely 1). The need for achievement: In this need, a person needs achievement. 2). Need for affiliation, namely the need for affiliation, 3). The need for power, namely the need for power, is where these three needs can be seen in the selection process. Individuals with high achievement motivation will have several characteristics: 1. Dare to take risks, 2. Desire immediate feedback, 3. Success

is carefully calculated, 4. Integrate with the task. Someone who has a strong drive for achievement is more likely to be careful and strategize carefully for the actions they will take. Dare to take risks; someone with this motivation strategizes and considers reasonably despite the high risk. So it can be concluded that "people with high achievement motivation dare to take moderate risks (middle way). Moderate risk itself is the highest risk and the lowest risk. Workers too willing to take high risks will usually work in general. Conversely, workers who do not want to take risks tend to go with the flow or have no initiative" (McClelland in Danim, 2004:32-33).

## RESEARCH METHODS

The research method used in this research is qualitative research. "Qualitative research methods are research methods based on the philosophy of post-positivism, used to research on natural object conditions, where research is a key instrument, data collection techniques are carried out by observation, interviews, and document studies, data analysis is inductive/qualitative, and qualitative research results emphasize meaning rather than generalization (Sugiyono, 2017)".

Researchers tried to find out how active Papuan and West Papuan students at Semarang State University applied achievement motivation and learning strategies to achieve learning achievements. Obtain data in this study using descriptive data from words and actions obtained through observation, interviews, and

documentation. This research uses source triangulation by checking the data obtained through several sources. This source triangulation is used to compare the results of interviews with a document that utilizes various sources as a consideration.

## RESULTS AND DISCUSSION

### Unnes Scholarship Program



Figure 1: Profile of UNNES BAKK  
(Source: Sikadu.Unnes 2022)

Semarang State University is one of the state universities located in Semarang City, then abbreviated as Unnes. Unnes was established in 1965. UNNES has eight faculties and one postgraduate program, including FEB, FIPP, FISIP, FIK, FH, FT, FMIPA, FK, and FBS. UNNES also provides various educational facilities to students, one of which is a scholarship program. This scholarship program is an allowance given to students as a learning cost. This allowance is regularly given in the form of money within a certain period. This scholarship program is also given to students in the form of learning opportunities without paying tuition fees for four years. UNNES provides several scholarship offers, such as the Bidikmisi scholarship program, Academic Achievement Improvement

Scholarship (PPA), Student Learning Assistance Scholarship (BBM), Supersemar Scholarship, and Higher Education Affirmation Scholarship (Adik) Papua.

### ADik Affirmation Scholarship

Semarang State University is under the auspices of the Ministry of Education and Research. Unnes is one of the universities that provides a place for children to continue their education. Unnes collaborates with various private and governmental parties to provide scholarship facilities for students with achievements and those with financial constraints. It is also done to realize the state's goal of educating the nation. Affirmation, Adik, and 3T scholarships are among the scholarships organized by Dikti at Unnes. This scholarship aims to create competent people in their fields to manage the resources on the island of Papua. In addition, the scholarship program is an effort to equalize education in the Papuan community, especially in higher education. This scholarship program is managed by Kemenristekdikti through the Directorate General of Learning and Student Affairs (Ditjen Belmawa) and universities as education providers.

The selection process for this scholarship is done through each school; then, a selection is made at the regional level. These ADik scholarships are awarded to children who excel at school. Some of them get information and advice from the school. One of the 2017 PG PAUD Affirmation Scholarship recipients,

Kamilda, revealed this. Kamilda is one of the outstanding students in her school, and the school suggested and directed her to continue her education through the Affirmation Scholarship program.

### **Papuan and West Papuan Students at Unnes**

Semarang State University is a state university that has students with different backgrounds. This difference can be found in regional origins, differences in language and culture, and also differences in skin color. These differences create a harmonious and heterogeneous campus feel. One of them is the presence of students from Papua and West Papua. Differences that we may be able to see directly or indirectly create a sense of mutual understanding. Having physical characteristics such as curly hair and dark skin, they also usually wear knitting bags (noken), which can indirectly introduce the uniqueness of their home region.



Figure 2 Affirmation, ADik and 3T Students in 2018

(Source: Affirmation Student Leader Documentation)

Most students from Papua and West Papua at Unnes participate in the Dikti

Papua Affirmation Scholarship program, commonly known as the ADik Papua and West Papua Scholarship. They are representative students from various regencies and cities in both Papua and West Papua provinces. Although they come from the same province, they also have different habits, such as language and characteristics, but they have similar characteristics. The majority of Papuan and West Papuan students at Unnes have the same habits, such as clumping with their groups who are both from Papua Island, having a closed character when in the learning process in class, choosing to be alone, and finding it difficult to mingle with other friends, when invited to speak in class using a low tone of voice.

### **Achievement Motivation of Papuan and West Papuan Students**

Maslow said, "Achievement needs are motivations that contrast with other needs. The need for affiliation is almost the same as the need for a sense of inclusion, love, and social activity". According to Danim (2004), this motive arises because of the encouragement from within the individual, making someone superior to others. Someone who has high motivation, of course, also influences their behavior. This inner drive to excel makes someone do something better than before and work harder to achieve goals. It will also automatically raise the standards that a person wants to achieve. It includes Papuan and West Papuan students at Unnes. This motivation can grow from internal and external factors.

One of the factors of this scholarship program is that it can encourage and motivate Papuan and West Papuan students to complete their education at Unnes. Papuan students studying in Java are driven to be superior to their friends in the region. They have the competence and knowledge in their respective fields to advance life in the region. It is by what McClelland said in his theory that a person can be considered to have achievement motivation if he can be superior to others; this motivation can also be seen by having a sense of being superior to other friends, especially their friends in the region.

Student motivation can be obtained from internal and external factors, including academic motivation. These internal factors include a desire to master the field they are studying and a strong drive from within to develop and advance. External factors are a person's encouragement obtained from their experiences and external environment, such as wanting to educate the lives of people in the area of origin, develop natural resources and social resources, and encouragement from the social environment both from society and family. This encouragement is the basis for them to keep trying to get scholarships for Adik Papua and West Papua in Java and complete their education in Java. This motivation also makes the students from Papua and West Papua brave enough to take all the risks they face, such as adjusting to the social environment at Unnes, such as differences in the education system,

culture, language, habits, and so on.

One characteristic of people with high achievement motivation, expressed by McClelland, is to take moderate risks. A person willing to take moderate risks is willing to take the highest and lowest risks. Papuan and West Papuan students at Unnes, when they dare to take risks to study in Java, certainly dare to take risks, especially their most formidable challenge is adjusting to the conditions at Unnes. If someone cannot or fails to make this adjustment, they may choose to return to their area of origin so that they cannot complete their education at Unnes. However, students who were able to adjust to the conditions at Unnes were able to establish good relationships, academically and socially, and were able to complete their education until graduation.

### **Social Environment**

The social environment is one of the places where a person learns, grows, and develops. The social environment, both from the community and family, is where a person sees and experiences. A person's behavior is also indirectly influenced by their surroundings; their mindset, habits, and motivation are also influenced by their social environment. This social environment is also one of the main factors that motivate Papuan and West Papuan students at Unnes. The living environment of both family and community is also one of the factors that will help them to continue their

education at the next level. The condition of education, health, and economy are also among the most vital factors that will help them stay and complete their education at Unnes.

The problems they face in their home areas, such as difficulty reaching proper educational facilities, also affect them. There is also a lack of teaching staff who come to school, teaching staff not by the field of education, learning resources only in books, and a lack of utilization of technology in the teaching and learning process. There is also a need for more awareness of the importance of education from parents and children. Health conditions are also very minimal, where health workers who are professionals and have mastered their fields are still scarce, health facilities still need to be completed, and long distances are also one of the reasons. People living in areas far from the city find it very difficult to obtain health facilities, so many experience underdevelopment.

The social environment, especially the conditions of origin, can indirectly motivate Papuan and West Papuan children to continue their education to a higher level. Expectations from parents, the community, and within themselves motivate them to complete their education seriously. The desire for a better standard of living, welfare, and more excellent knowledge energizes Papuan and West Papuan ADik students at Unnes. They try to motivate themselves while still in school to get the opportunity to study outside Papua through scholarship

programs provided by the government. By continuing their education in Java, they dare to take risks, such as being away from their parents and adjusting to the environment, social culture, and learning system at Unnes. It is undoubtedly a challenge for them if they cannot adjust, and then they choose to return home and not continue their education.

### **Living Environment at Unnes**

There are challenges for students from outside Java, including Papuan and West Papuan students, in surviving at Unnes. Differences in culture, habits, language, and customs that they must be able to understand and adjust. It is undoubtedly the most formidable challenge for them, so it is not uncommon for them to find it difficult to communicate. Many can master and overcome these problems, but some students find adapting difficult, so they give up and return to their home regions. In addition to the problems they face on campus, other problems they face when dealing with the community, especially language problems and terms used to mention something. In addition, they had to adjust the food, which made it difficult for them when they first arrived in Java.

The role of the environment is vital to help them adapt to the conditions at Unnes; one of the most important is the friendship environment. The friendship environment can make them comfortable so that they can understand each other and provide

direction when they are in this new environment. This network of friends can also be used as a factor in the growth of motivation, confidence, and perspective and even as a place to remind each other. This social environment also indirectly shapes their character. It indirectly affects their motivation, friendship network, and outlook. Some choose to close themselves, but some are very easy to interact with.

Their motivation to learn also comes from both internal and external factors. External factors include social, cultural, educational, health, economic, and resource conditions in the area of origin. Through the ADik scholarship program, they have tried to make exemplary achievements and continue their education in Java. When they are in Java, especially at Unnes, many things must be taken, including taking risks. The differences often make them experience difficulties and despair, but with their high motivation, they can overcome these obstacles and continue their education at Unnes. It is also supported by environmental factors where they get environmental support, especially at Unnes.

### **Learning Strategies for Papuan and West Papuan Students**

The definition of culture has been put forward by many figures, as expressed by anthropologists in N. T. Brata (2020:6) that there are three main streams of the definition of culture, which were popularized by James P. Spradley (1997), Clifford Geertz (1992),

and Claude Levi-Strauss (1963). Three mainstream definitions of culture are (1) "culture as a system of knowledge acquired by humans through a learning process, to interpret experience or become a guide for social behavior" by James P. Spradley (1997), (2) "culture is like a spider's web spun by society and then ensnares society spinners" by Clifford Geertz (1992), and (3) "culture is a structure, where the actual reality is not reality as we see it, the actual reality is behind the "reality," itself, which the five senses cannot see but the beginning/manifestation can be seen, namely what is called the structure" by Claude Levi-Strauss (1963).

The learning culture they apply at their home school and on campus also has differences. The learning culture they apply will also influence their learning process while in Semarang. There are differences in the tools, media, and methods used from the school period, such as the learning process that is still teacher-centered, lack of student activeness, less innovative learning methods, and learning resources that only rely on books.

Papuan and West Papuan students realize the importance of developing their potential and mastering the field of science they are studying so that it can become a long-term investment. One of them is the choice of learning methods and strategies. Each individual has learning methods and strategies, which they apply according to their abilities. Some children accept these



methods through audio, reading, or a mixture. It certainly cannot be equated because it is one of the strategies for achieving learning objectives.

In his theory, McClelland reveals that someone with high achievement motivation has the characteristic that success is carefully calculated. Where more concerned with achieving a given task without overthinking the rewards obtained. Each individual also adjusts the selection of learning models and strategies applied in the self-study process. People will choose the learning methods and strategies they think are most straightforward to understand and master the learning material to achieve their learning goals. In their independent learning process, Papuan and West Papuan students will adjust themselves to understand the material presented in class by studying it again. These methods and strategies also vary, depending on which method has the highest potential for the learning material they get. These strategies and methods are well ensured to achieve the targets they want to achieve.

The following characteristic revealed by McClelland in his theory is "Desiring Feedback." Where someone who wants this feedback can be used to improve their performance, both strengths and weaknesses feedback is used to improve their performance. Papuan and West Papuan students usually self-evaluate, such as always making the previous semester's GPA a reference to achieve the next target. In achieving learning goals, of course, it is necessary to have encouragement

within each individual, who must understand the material provided. The selection of learning methods and strategies is also adjusted to the conditions of each individual. Evaluating is also very important in the learning process. There are several obstacles experienced by Papuan and West Papuan students at Unnes, of course, in the learning process, such as using tools, media, language, and even learning methods. So, they have to study harder to understand the learning material provided.

### **Academic Problems**

The obstacles experienced by Papuan and West Papuan students are that most of them are still experiencing problems in the academic administration system. This is partly influenced by the lack of information they get, such as how to operate and fill in KRS, lack of understanding in understanding the academic calendar and there are still some of them who do not master the existing technology. This lack of information also often results in Papuan students being left behind in academic administration and having to take courses in the following semester. Some students are still unable to fill in the KRS, but choose to remain silent, so they cannot take care of the administration and there is no news, so it is difficult to contact them.

The use of technology in the learning process at Unnes must be mastered so that they can gain experience and knowledge. Many of them also experienced difficulties in this process, but with high motivation

and the desire to adjust well, they could adjust and use the facilities provided well. This adjustment process is also done to achieve their knowledge, where they calculate their success in utilizing technology-based learning media.

This difference in language and dialect is also a problem in communication. In addition, it is also very influential in the teaching and learning process. When the lecturer delivers learning material using Indonesian, but because of the use of the Javanese dialect, it is less clear what is conveyed and challenging to understand and vice versa; when Papuan students use the Papuan language using their dialect, it will sound soft and less clear. It takes time and understanding of the language used in class. Some children want to learn and familiarize themselves so that they will gradually get used to it and be able to communicate well.

### **Mastery of Learning Materials**

Strategies are needed to achieve learning objectives, especially during independent learning. Determining learning strategies and styles also adjusts to each individual. It is because each individual has their way to make it easier to master the material. Some children use notetaking, reading, and listening, and some use a reading and listening system. All these efforts are taken, of course, by paying attention to various aspects, such as using the method that will give them the most significant potential in mastering the material.

Determining learning styles is one of the learning strategies and methods that can be chosen. Each individual has a different way of understanding learning material. It also shows a person's ability to understand and respond to something. From the interviews, it can be seen how each student has his way; this is certainly done within a certain period until they can understand what learning strategies and styles they can use. Determination of this learning pattern is also done by carefully calculating its success, where they see which ones have great potential in each individual in understanding and mastering learning material. Thus, it can be taken to achieve their learning goals and targets.

A person's motivation can also be seen in how they will continually evaluate themselves, or in this theory; it can be seen how someone wants feedback from what they are doing. Efforts made by Papuan and West Papuan students at Unnes on self-evaluation by looking for their obstacles in the lecture process will be improved in the following semester. One of them is to improve their learning outcomes, making the previous semester's GPA a benchmark for the next semester and determining the suitable learning model, forcing themselves to adapt and adjust to the learning system at Unnes and taking intermediate or short semesters to improve their unsatisfactory grades and correct their mistakes to pass and master the learning materials provided.

## CONCLUSION

Achievement motivation possessed by Papuan and West Papuan students can grow from various external and internal factors. External factors provide their experience and knowledge to grow motivation within themselves. In addition, the feeling and drive to master their expertise are also the primary triggers for them to complete their education at Unnes.

Their inner drive can also be seen in how they dare to take risks, calculate success carefully, and want feedback. In addition, they choose learning methods and strategies tailored to themselves and their characters to get good results in understanding learning materials. One of the strategies they apply in self-learning is learning methods, including reading, taking notes, and listening to and watching videos online. The selection of this learning method can make it easier for them to master the material according to the field they are studying.

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