



TRAUMA AS ETHNORELIGION CONFLICT EFFECT AND STUDENT LEARNING MOTIVATION IN NORTH HALMAHERA

ABSTRACT

The conflict in North Halmahera affects various aspects of community life there. This study aims to find out the influence of ethnoreligious conflict effect on student's learning motivation in North Halmahera. The study design used a correlational study. The sample of this study were students in North Halmahera who was studying at higher education level. The numbers of samples taken were 39 students based on purposive sampling technique. Validated and reliable instruments of trauma scale and learning motivations scale were used to measure the data. The conclusion from the results of this study is that North Halmahera students who are traumatized have inappropriate learning motivation. This can be seen from the description of trauma measurements that give the results of most (56%) North Halmahera students who were studying in higher education are in the moderate trauma category, 23% are in the high trauma category, and 21% are in the very high trauma category. On learning motivation, the measurement description results as much as 44% are at high category, 28% are in the medium category, 23% in the very high category, and 5% in the low category.

Keywords: trauma, learning motivation

INTRODUCTION

Conflict is a process when one party met another antagonistic or opposite party (Robbins, 2003). If the conflict directed to violent conflict and riots, as happened in the conflict in North Maluku, it can cause "psychological injuries" suffered by all who get involved, or people who get the impact. Violent conflict might result in suffering and another problem, both for the victims and those who initiated the conflict along with their family and society. There will be a fragile scarring wound that seemed to be healed, but having a tendency that if accidentally touched, will be easily corrupted and reopened. In a psychosocial perspective, violent conflict resulting in psychological injuries requiring attention and a protracted process of healing. This psychological injury is a trauma that lasts up to a hardly being determined time frame if it does not get immediate and proper treatment for recovery, or even resulting from poor environmental support for those trauma survivors.

Traumatic experience, drastic changes occur in a person's life thus changing that individual's life that eventually impacted the life of the society. The initial life was clear, orderly and were easily expected and suddenly, it turned in to uncertain, chaotic and hard to predict beforehand (Nurachman, 2007). This might be a negative situation because several among many contributing factors of mental disorders was prolonged conflict and loss of significant people (Antai Otong cited from Yosep, 2010). Trauma resulted in changes in feelings and

behavior. According to Irma Martam (2010a), changes in feelings and behaviors that might be experienced including anger, sadness, mood swings, irritability, anxiety, difficulty concentrating or thinking clearly. These things may interfere learning motivation.

According to Santrock, motivation is a process that gives enthusiasm, direction, and persistence of behavior. Furthermore, this motivated behavior is full of energy, directed, and enduring (Santrock, 2007, in Santrock, 2010). In learning activities, motivation can be defined as the overall driving force in students that raises learning activities, which guarantees the continuity of learning activities and gives direction to learning activities that the expected objectives by the subject of learning can be achieved (Sardiman, 2000). Similarly, Brophy (2004) stated that learning motivation prioritizes cognitive responses, namely the tendency of students to achieve meaningful and useful academic activities and try to benefit from these activities.

There are two aspects in learning motivation theory proposed by Santrock (2007, in Santrock, 2010), which were extrinsic and intrinsic motivation. Extrinsic motivation is the act of doing something to get something else (a way to achieve goals), while intrinsic motivation or internal motivation is doing something for the sake of the goal itself. Whereas according to Lewin (2002, in Pujadi, 2007), student learning motivation is a function of factors that exist in themselves (intrinsic)



and the factors that exist in the learning environment or outside themselves (extrinsic). The factors that exist in students are their interest in the fields of science that are studied and their orientation in attending higher education. While the factors that exist in the learning environment on of which is the condition and atmosphere of the lecture hall (Lewin, 2002, in Pujadi, 2007).

Based on the results of the interview it was found that there were several North Halmahera students witnessed ethno religious conflict, and experiencing uncomfortable feeling when studying together with students of different religions other than them who were survivor of the conflict as well. In addition, there were also those who had the motivation of entering college to become "great" people so that the can later destroy the people who had opposed them.

MATERIALS AND METHODS

This research used is descriptive study. The populations of participants were North Halmahera students who were the ethnoreligious conflict survivor. The sampling technique used was purposive sampling, with inclusive criteria of North Halmahera students who were studying at higher education, and were survivor of the conflict in North Halmahera. The data collection technique is by using a questionnaire. All scales used in this study are arranged on a Likert scale with 4 categories of answer choices. The validity test results in this study were 0.979, for this scale reliability is valid or valid and is in the reliable category to measure the variable to be measured, namely trauma because it has a high reliability that is above 0.06 (Ghozali, 2009).

Measurement of trauma variables using the questionnaire filling method in the form of trauma scale. Participants were asked to fill out the trauma questionnaire consisting of five aspects, namely: exposure to traumatic events, traumatic events experienced continuously, and avoiding stimuli associated with trauma, symptoms in the form of increased stimulation, and disruption to social and occupational functions. The measurement of learning motivation variables using the questionnaire filling method in the form of a root motivation scale. Participants were asked to fill out the learning motivation questionnaire which consisted of two aspects, namely: inner strength that drives the occurrence of learning activities and external forces that move individuals to conduct

learning activities. Descriptive analysis and statistics are used to describe a number of data in order to obtain a systematic and comprehensive description of the state of the research subject related to the research variable and to look for strengths, significance, and direction of the relationship between the two variables (Budi, 2006).

RESULTS AND DISCUSSION

This results show that the description of trauma measurements that yielded most (56%) of North Halmahera students were in the category of moderate trauma, 23% were in the category of high trauma, and 21% were in the very trauma category high. On learning motivation, the results of measurement descriptions were 44% in the high category, 28% in the middle category, 23% in the very high category, and 5% in the low category.

Trauma causes various symptoms that interfere with the life process of an individual. One symptom is in the cognitive (academic) part, namely the inability to concentrate or remember learning, not school, poor academic results (Bassuk, Konnath, & Volk, 2006). This was also revealed by Maughan and Cicchetti (2002, in Peltonen and Punamaki, 2010) that traumatic events have a negative impact, one of which is regulative analysis of cognitive processes (eg attention, memory and interpretation). Cognitive response is highly preferred in learning motivation. Brophy (2004) states that learning motivation prioritizes cognitive responses, namely the tendency of students to achieve meaningful and useful academic activities and try to benefit from these activities. A phenomenon that occurred that the researchers found in North Halmahera students who had experienced ethnoreligious conflicts, felt uncomfortable when studying together with students of different religions with themselves, who were directly people who had experienced conflict. In addition, there are also those who, when entering college, have the motivation of wanting to become "great" people so that they can later destroy the people who have had conflicts with them. The fact that 13 respondents (33%) had long periods of study in the range of 4-7 years is likely to be affected by trauma.

From the explanation above, it can be concluded that in North Halmahera students who are traumatized have inappropriate learning motivation. Frandsen (in Suryabrata, 2006) describes that there are several factors that influence a person's learning motivation, including curiosity that encourages



someone to learn, the existence of creativity so that they can create something new because of the encouragement to be more advanced and better in life, the desire to get sympathy from the surrounding people (parents, friends, lecturers), the desire to correct failure, the desire to get a sense of security when mastering the material, and the reward or punishment as the end of learning. Lewin (2002, in Pujadi, 2007) concluded that student learning motivation can be said to be a function of factors that exist in themselves (intrinsic) and the factors that exist in their learning environment or outside themselves (extrinsic). The factors that exist in students are their interest in the fields of science that are studied and their orientation in attending higher education. While the factors that exist in the learning environment one of which is the condition and atmosphere of the lecture hall.

Some studies show that there is a relationship between trauma and the level of drop out of children at school. This is evidenced by the discovery of persecuted children who have a significantly higher level of drop out with studies showing a threefold dropout rate for abused children, compared to the public school population (Boden, Horwood, & Fergusson, 2007; Cahill, Kaminer, & Johnson, 1999.; Kurtz, Gaudin, Wodarski, & Howing, 1993; Leiter & Johnson, 1994, in Tishelman, Haney, O'Brien, & Blaustein, 2010). In studies that took probability samples of national representatives from African Americans, Afro-Caribbean, Asian, Latin, and non-Latin whites, including 2,532 young adults, ages 21-29, the prevalence of dropout was 16% overall which was one the variation is childhood trauma (Porche, Fortuna, Lin, Alegria, 2011). From these studies it can be concluded that the cognitive aspects of children are disturbed due to trauma. Sigmund Freud suggested that trauma is a repressed memory. And, because of that repression, the trauma often takes place unconsciously over a long period of time. Psychological shocks caused by terrible memories of corpses scattered about, and about the loss of many family members at the same time have the potential to shape traumatic memories (Yosep, 2010). These traumatic memories are still present in North Halmahera students and thus affect their learning motivation. This can be seen from the description of trauma measurements that yielded most (56%) of North Halmahera students were in the category of moderate trauma, 23% were in the category of high trauma, and 21% were in the very trauma category high. On learning motivation, the

results of measurement descriptions were 44% in the high category, 28% in the middle category, 23% in the very high category, and 5% in the low category.

CONCLUSIONS

The results of the study state that most trauma is in the moderate category (56%) and there are still a small number that are in the low category (5%). It is recommended for the nursing profession in order to further develop a holistic nurse performance, that nurses have a broaden perspective that their role are not only in the hospital, but in the community as well, as some might be in need of psychological nursing intervention.

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