

**RELATIONSHIP BETWEEN ETHNORELIGIOUS CONFLICT TRAUMA IN 1999-2004 WITH
THE LEARNING MOTIVATION OF STUDENTS FROM NORTH HALMAHERA**

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ABSTRACT

The conflict in North Halmahera affects various aspects of community life there. This study aims to determine the relationship between ethnoreligious conflict trauma in 1999-2004 with the motivation to study the students of North Halmahera. The sample of this research is students from North Halmahera who are studying at Satya Wacana Christian University. Samples taken as many as 39 people based on purposive sampling technique. The data were collected using two scales: trauma scale and learning motivation scale. The result of linearity test (F statistic test) showing F value equal to 3,494 with significance level 0,046 ($p < 0,05$). The result of the correlation coefficient is - 0,409 ($p < 0,05$). The value - 0,409 indicates a negative direction, which means that the relationship is opposite, ie when the trauma is high then the learning motivation is low, whereas the trauma is low then the learning motivation is high. Interpretation of the value r is strong enough because it is in the range of 0,401 - 0,600. The probability value of this result is 0,010 ($p < 0,05$) so that the correlation relationship is declared significant. From this result obtained the results that the correlation coefficient value indicates there is a significant negative relationship strong enough between trauma ethnoreligious conflict in 1999-2004 with the motivation to study the students of North Halmahera.

Keywords: *trauma, learning motivation, ethno religious conflict, students of North Halmahera.*

Abstrak

Konflik di Halmahera Utara mempengaruhi berbagai aspek kehidupan masyarakat di sana. Penelitian ini bertujuan untuk mengetahui hubungan antara trauma konflik etnoreligius pada tahun 1999-2004 dengan motivasi belajar siswa-siswi Halmahera Utara. Sampel penelitian ini adalah siswa dari Halmahera Utara yang sedang belajar di Universitas Kristen Satya Wacana. Sampel diambil sebanyak 39 orang berdasarkan teknik purposive sampling. Data dikumpulkan menggunakan dua skala: skala trauma dan skala motivasi belajar. Hasil uji linieritas (uji statistik F) menunjukkan nilai F sebesar 3,494 dengan tingkat signifikansi 0,046 ($p < 0,05$). Hasil dari koefisien korelasi adalah - 0,409 ($p < 0,05$). Nilai - 0,409 menunjukkan arah negatif, yang berarti bahwa hubungan tersebut berlawanan, yaitu ketika trauma tinggi maka motivasi belajar rendah, sedangkan trauma rendah maka motivasi belajar tinggi. Interpretasi nilai r cukup kuat karena berada pada kisaran 0,401 - 0,600. Nilai probabilitas hasil ini adalah 0,010 ($p < 0,05$) sehingga hubungan korelasi dinyatakan signifikan. Dari hasil ini diperoleh hasil bahwa nilai koefisien korelasi menunjukkan ada hubungan negatif signifikan yang cukup kuat antara konflik trauma etnoreligius pada tahun 1999-2004 dengan motivasi belajar siswa-siswi Halmahera Utara.

Kata Kunci: *trauma, motivasi belajar, konflik etnis agama, siswa Halmahera Utara.*

1. Background

According to Robbins (2003), conflict is a process begin from one part find another part has negatively affected, or will negatively affected, something that concern at one part. If the conflict directed to violent conflict and riots, as happened in the conflict in North Maluku, it can cause “psychological injuries” suffered by they who get involved, or people who get the impact. Violent conflict cause suffering and make another problems, both from the victims, the person who made conflict, family and society. There is a wound that lefted as if dries and heal, but if touched accidentally it will be easily corrupted and reopened.

In a psychosocial perspective, violent conflict becomes psychological injuries that require attention and a long process in healing. This psychological

injuries is a trauma that lasts up to a time that cannot be determined if it does not get treatment for recovery, or even so low environmental support for individuals who experience traumatic events.

The trauma that a person feels results in drastic changes in his life which then have an impact on life in society. Life that initially seems clear, orderly and can be expected to turn into a life filled with uncertainty, full of chaos and difficult to predict beforehand (Nurachman, 2007). This situation is a negative situation because one of the supporters of the occurrence of mental disorders, among others, is prolonged conflict and loss of meaningful people (Antai Otong in Yosep, 2010). Trauma causes changes in feelings and behavior. According to Irma Martam (2010a), changes in feelings and behaviors that may

be experienced include anger, sadness, moodiness or volatility, irritability, anxiety, difficulty concentrating or thinking clearly. These things can interfere with learning motivation.

According to Santrock, motivation is a process that gives enthusiasm, direction, and persistence of behavior. That is, behavior that has motivation is a behavior that is full of energy, directed, and enduring (Santrock, 2007, in Santrock, 2010). In learning activities, then motivation can be said as the overall driving force in students that raises learning activities, which guarantees the continuity of learning activities and gives direction to learning activities, so that the objectives desired by the subject of learning can be achieved (Sardiman, 2000). In line with Santrock's statement, 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. There are two aspects in learning motivation theory proposed by Santrock (2007, in Santrock, 2010), namely: extrinsic motivation, namely doing something to get something else (a way to achieve goals), as well as intrinsic motivation, namely internal motivation to do something for the sake of something itself (the goal itself). Whereas according to Lewin (2002, in Pujadi, 2007), student learning motivation can be said as 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 one 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 North Halmahera students who had experienced ethnoreligious conflict in 1999-2004, 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. From this phenomenon, the authors try to relate whether there is a relationship between the trauma of ethnoreligious conflict in 1999-2004 with the learning motivation of North Halmahera students who are currently studying at Satya Wacana Christian University (SWCU) Salatiga.

2. Ethnoreligious Conflict and Conflict in North Halmahera

Ethnoreligious conflict, means a situation in which relations between members of one ethnic or other religious group such as groups in a multi-ethnic and multi-religious society are characterized by a lack of friendliness, mutual

suspicion and fear, and a tendency towards violent confrontation (Salawu, 2010) Ethnoreligious conflict has occurred in several countries in the world. This conflict (one of them in Nigeria) raises the assumption that conflicts that began as an ethnic conflict may end as a religious crisis and vice versa (Salawu, 2010). This assumption is reinforced by events that took place in North Halmahera which was a prolonged conflict. The conflict which was actually caused by traditional conflict, was manipulated as a religious conflict. Conflict in North Halmahera is a conflict between religions and ethnicities, where horizontal conflict with nuances of SARA that hit Halmahera and its surroundings (1999–2000, and continued until 2004) is an unforgettable lesson for all components of society in this area. In North Halmahera, the conflict has become a black spot in the history of the lives of indigenous people who uphold the value of brotherhood. From the conflicts that occurred in North Maluku, the North Halmahera region was one of the areas which had the most fatalities. The conflict that occurred in North Halmahera was one of a series of conflicts that began in the city of Ambon, Maluku and spread in the surrounding area. This conflict, commonly referred to as the "bloody tragedy", caused thousands of people to die and seriously injured as well as social and psychological suffering due to the loss of relatives and living in refugee land which caused trauma to each individual.

3. Method

The type of research used is quantitative research. The quantitative approach that will be used in this study is a correlation study. The population is North Halmahera students who experience ethnoreligious conflict. The sampling technique used was purposive sampling, namely North Halmahera students who were studying at Satya Wacana Christian University (SWCU) Salatiga who were victims 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.

Measurement of trauma variables using the questionnaire filling method in the form of trauma scale. Subjects were asked to fill out the trauma questionnaire consisting of five aspects, namely: exposure to traumatic events, traumatic events experienced continuously, 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. Subjects 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).

4. Results and Discussion

The study has a hypothesis that states that the trauma of ethnoreligious conflict in 1999-2004 significantly affected the learning motivation of North Halmahera students. From the calculation results prove that the hypothesis is accepted. This can be proven by linearity test (F statistical test) which shows an F value of 3.494 with a significance level of 0.046 ($p < 0.05$). The results of the correlation coefficient are - 0.409 ($p < 0.05$), the conditions that must be met if a study is said to have a significant relationship if the correlation coefficient values are close to -1 to 1 or can be denoted $-1 \leq x \leq 1$ (Budi, 2006). Values - 0.409 indicate a negative value, which means that the relationship that occurs is the opposite, namely the magnitude of the score on one variable coincides with the low score on another variable and the low score on one variable coincides with the high score on the other variable (Azwar, 2010). The interpretation of the value of r is quite strong because it is in the range of 0.401 - 0.600 (Budi, 2006). The probability value of this result is 0.010 ($p < 0.05$) so that the correlation relationship is declared significant. From these results, the results show that the correlation coefficient indicates a significant negative correlation between the trauma of the ethnographic conflict in 1999-2004 with the learning motivation of North Halmahera students.

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 in 1999-2004, 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. The results of the Spearman correlation test showed that the correlation coefficient between trauma and learning motivation was - 0.409 so that the effective contribution was 16.7% (obtained from r^2) and the remaining 83.3% was influenced by other factors beyond trauma and could influence learning motivation.

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, Kammer, & Johnson, 1999, 1993; 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 who studied at Satya Wacana Christian University 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.

5. Conclusions and Recommendations

Based on the description and analysis of the results of the study, it can be concluded that the trauma of ethnoreligious conflict in 1999-2004 simultaneously had a significant negative effect that was significant on the learning motivation of North Halmahera students, where when trauma is high the motivation to learn will be low, conversely when trauma low the learning motivation is high.

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%) in the neighborhood. For the nursing profession in order to further develop a holistic nurse performance, that nurses have a broad role not only in patients who are in the hospital, but the surrounding community who are physically not experiencing pain, but psychologically need nursing intervention.

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