

## Relationship of Education of Papua Youth Original Students on Nationalism in Medan City

Ince Weya<sup>\*1</sup>, Zulkifli Nasution<sup>2</sup>, Erika Revida<sup>3</sup>

<sup>\*1</sup>Regional and Rural Planning Study Program, Postgraduate School, Universitas Sumatera Utara, Medan, 20155, Indonesia

<sup>2</sup>Department of Agrotechnology, Faculty of Agriculture, Universitas Sumatera Utara, Medan, 20155, Indonesia

<sup>3</sup>Department of Public Administration, Faculty of Social Sciences and Political Science, Universitas Sumatera Utara, Medan, 20155, Indonesia

**Abstract.** This research was conducted on young people from Papua who studied in Medan at 3 state universities, namely: University of North Sumatra, Medan State University, and Medan State Polytechnic. a total population of 147 and taken as a sample of 35% (50) of the total population taken at random (simple random sampling) research members in this population are considered homogeneous. This research was conducted in December 2019 - February 2020. The results showed the value of Product Moment correlation between the education of young Papuan students and nationalism in the city of Medan. Product Moment correlation value is 0.509 greater than 0.5 which indicates the education of young Papuan students and nationalism is very closely correlated. Given the Sig (2-tailed) value is 0,000 < significance level of 0.05, it is concluded that the education of young Papuan students and nationalism has a significant correlation. In other words, the better a person's education is, the higher the person's nationalism level.

**Keywords:** Education, Medan city, Nationalism, Population, Youth from Papua.

**Abstrak.** Penelitian ini dilakukan pada pemuda asal Papua yang menempuh pendidikan di Medan pada 3 perguruan tinggi negeri, yaitu: Universitas Sumatera Utara, Universitas Negeri Medan, dan Politeknik Negeri Medan. Jumlah populasi 147 dan diambil sebagai sampel sebanyak 35% (50) dari total populasi yang diambil secara acak (simple random sampling) anggota penelitian dalam populasi ini dianggap homogen. Penelitian ini dilakukan pada bulan Desember 2019 - Februari 2020. Hasil penelitian menunjukkan nilai korelasi Product Moment antara pendidikan pemuda asal Papua dan nasionalisme di kota Medan. Nilai korelasi Product Moment sebesar 0,509 lebih besar dari 0,5 yang menunjukkan pendidikan pemuda asal Papua dan nasionalisme berkorelasi sangat erat. Dengan nilai Sig (2-tailed) 0,000 < taraf signifikansi 0,05, maka disimpulkan bahwa pendidikan pemuda Papua dan nasionalisme memiliki hubungan yang signifikan. Dengan kata lain, semakin baik pendidikan seseorang maka semakin tinggi pula tingkat nasionalisme orang tersebut: gabah kering, *oryza sativa*, pertanian ramah lingkungan, sawah konvensional, sawah organik.

Kata Kunci: Kota Medan, Nasionalisme, Pemuda dari Papua, Pendidikan, Populasi.

Received: 15-03-2021 / Revised: 17-04-2021 / Accepted: 23-04-2021

\*Corresponding author at: Postgraduate School, Universitas Sumatera Utara, Jalan Prof. Mass, Medan 20155, Indonesia

E-mail address: [ince.weya@gmail.com](mailto:ince.weya@gmail.com) | doi: <https://doi.org/10.32734/jeds.v2i1.6196>

## **1. Introduction**

According to Law no. 20 of 2003 Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, the nation, and country.

Based on the considerations referred to in letter a and in order to implement the provisions of Article 74 of Law Number 12 of 2012 concerning Higher Education, it is necessary to stipulate a Regulation of the Minister of Research, Technology and Higher Education concerning Affirmation of Higher Education; Higher Education, hereinafter referred to as ADIK, is a government-aligned program to help universities find and recruit prospective students from the frontier, outermost and disadvantaged areas as well as an effort to provide the widest possible access to higher education to high school graduates or other forms of the same equivalent.

Referring to Law no. 40/2009 concerning Youth, youth or youth is defined as "Indonesian citizens who enter an important period of growth and development, aged 16 (sixteen) to 30 (thirty) years. Meanwhile, in the demographic and anthropological context, the younger generation is divided into the preparatory age for entering the world of work, or the productive age between 15-40 years.

The discussion in this thesis is ADIK students, namely young people from Papua and West Papua. Particularly in North Sumatra Province, namely in the city of Medan, the PTNs addressed here are North Sumatra University, Medan State University and Medan State Polytechnic.

ADIK students in the city of Medan total 147 currently active students from the 2012-2019 class who are studying at (a) North Sumatra University (male 33 and 58 female), (b) Medan State University (male 21 and 28 women), (c), Medan State Polytechnic (male 4 and female 2), totaling 147 students. WR III, BAAK and their staff who are fully responsible for managing, providing motivation and direction to the Papua ADIK students so that the Papua ADIK students can adapt to their environment and graduate at the specified time.

If youths from Papua have a sense of nationalism in themselves or a high sense of nationalism then the chaos that occurred in Wamena on 23 September 2019 will not occur, if youth from Papua have a high sense of nationalism, then youth from Papua will handle racist issues in Surabaya with good and does not create new issues such as the Refrendum issue because of the lack of nationalism in the Unitary State of the Republic of Indonesia, youth from young Papua are influenced.

## 2. Method

### 2.1 Research Description

The research method used in this research is quantitative method with descriptive type. Data collection uses primary and secondary sources. Primary sources are data sources that directly provide data to data collectors, and secondary sources are sources that do not directly provide data to data collectors, for example through documents (Sugiyono, 2011: 225).

## 3. Result and Discussion

### 3.1 Result

Medan City consists of 21 subdistricts and 151 sub-districts with an area of 280,809 km<sup>2</sup> and a population of around 2,210,624 people. Based on the population data of the city of Medan, it can be seen from the population based on the area of each sub-district in the city of Medan.

The city of Medan has various ethnicities with various ethnicities such as Javanese, Toba, Angkola Mandailing, Tinghoa, Minangkabau, Malay, Karo, Aceh, Simalungun, Coastal, Nias, Dairi, Banjar (Kalimantan), and others (India, Tamil, Arabic, Maluku, Sulawesi, Banten, Sunda, Papua, etc.).

Transportation, Transportation commonly used by ethnic Papuans in the city of Medan is as follows:

1. Public transportation numbered 135, the student uses transportation numbered 135 every day from USU sources to USU's male dormitories or Agak.
2. Public transportation numbered 103,104, 54, and 11 young Papuan students from USU, UNIMED or POLMED using these vehicles from USU Source or USU Campus Simpang to UNIMED in order to visit UNIMED. The script is the same as for Carefour Plaza Medan or vice versa.
3. There are some Papuan ethnic students who own motorbikes. The aforementioned public transportation is often used by Papuan ethnic students who do not have motorbikes.

#### 3.1.1 Results of Questionnaire Analysis and Single Table Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	12	24.0	24.0	24.0
	B	18	36.0	36.0	60.0
	C	11	22.0	22.0	82.0
	D	3	6.0	6.0	88.0
	E	6	12.0	12.0	100.0
	Total	50	100.0	100.0	

It is known that for item 1, there are 12 (24%) respondents answered A, 18 (36%) respondents answered B, 11 (22%) respondents answered C, 3 (6%) respondents answered D and 6 (12%) respondents answered E.

### 3.1.2 Independent

Papuan Youth Education (X)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	14	28.0	28.0	28.0
	Moderate	36	72.0	72.0	100.0
Total		50	100.0	100.0	

It is known that of the 50 respondents studied, 14 (28%) of the respondents belonged to the group with low education, while 36 (72%) of respondents belonged to the group with moderate education.

### 3.1.3 Nationalism (Dependent)

Dependent is a trait that is controlled by something else. dependent also means something that relies on help, support for someone or something else.

Papuan Youth Nationalism (Y)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	16	32.0	32.0	32.0
	Moderate	33	66.0	66.0	98.0
	Good	1	2.0	2.0	100.0
Total		50	100.0	100.0	

It is known that of the 50 respondents studied, 16 (32%) of the respondents belonged to the group with low nationalism, 33 (66%) of the respondents belonged to the group with moderate nationalism and 1 (2%) of the respondents belonged to the group with good nationalism.

### 3.1.4 Cross Table Analysis

Papuan Youth Education * Nationalism Crosstabulation						
		Nationalism				
			Moderate	Good	Total	
Education	Low	Count	8	6	0	14
		% within Education	57.1%	42.9%	.0%	100.0%
	Moderate	Count	8	27	1	36
		% within Education	22.2%	75.0%	2.8%	100.0%
Total	Count		16	33	1	50
	% within Education		32.0%	66.0%	2.0%	100.0%

Is known:

- ⇒ There were 14 respondents with low education, 8 (57.1%) of them with low nationalism and 6 (42.9%) with moderate nationalism.
- ⇒ There were 36 respondents with moderate education, 8 (22.2%) of them with low nationalism, 27 (75%) with moderate nationalism and 1 (2%) with good nationalism.

### 3.1.5 Product Moment Correlation

Correlations			
		Education	Nationalism
Education	Pearson Correlation	1	.509**
	Sig. (2-tailed)		.000
	N	50	50
Nationalism	Pearson Correlation	.509**	1
	Sig. (2-tailed)	.000	
	N	50	50

\*\*, Correlation is significant at the 0.01 level (2-tailed).

⇒ Based on the above results, it is known that the Product Moment correlation value between education and nationalism is 0.509. Product Moment correlation value is 0.509 greater than 0.5 which indicates education and nationalism are closely correlated. It is known that the Sig (2-tailed) value is 0.000 <significance level of 0.05, it is concluded that education and nationalism have a significant correlation. In other words, the person education has correlation with nationalism

## 3.2 Description

### 3.2.1 Education and Nationalism According to Thomas Lickona Its Application to Students from Papua in Medan City

The education process of nationalism values in living values learning includes three elements of planting moral values according to Thomas Lickona, namely moral knowing, moral feeling, and moral action.

Cultivating moral knowledge for young Papuan students at the stage of awareness and knowledge of values. This is indicated by the role of teachers or lecturers in teaching students from Papua about the concept of moral values using several methods so that the concept is easy to understand. With that the understanding of students from Papua about the values of appreciation in diversity, unity and peace. Cultivating moral knowledge is an important stage for Papuan students to better interpret the concept of values and apply values in various situations.

Moral cultivation is carried out simultaneously with the cultivation of moral feelings so that the character of young Papuan students will be good. not only controlled and remembered but felt in his life.

The third moral cultivation according to Thomas Lickona is moral action. The cultivation of values in terms of moral action takes place both inside and outside of living values learning. In living values learning, Youth students from Papua are trained to develop positive behavior through group assignment techniques, in which students learn to independently discover the concept of moral value knowledge. This technique not only develops knowledge of moral values

but also develops moral action directly. This technique is carried out with a peerteaching system, where students with special needs are combined with normal students to do joint assignments. This activity shows that the interaction between students is quite positive. Interaction between students is shown by mutual assistance and cooperation in completing tasks regardless of differences in religion, race, and culture.

### **3.2.2 The Relationship of Youth Student Education from Papua to Nationalism in Medan City**

Apriani (2017, Vol. 8, No.1), states that education can increase students' understanding of the values contained in Indonesian nationalism such as love for the country, appreciating the services of heroes, being willing to sacrifice for the nation and state, prioritizing public interests, are proud of diverse cultures, proud to be Indonesian, and accept diversity.

### **3.2.3 Youth Perceptions of the Relationship of Youth Nationalism from Papua in Medan City**

According to Sarlito W. Sarwono (2009: 24) in the journal Listyana & Hartono (2015), general perception is a process of obtaining interpretation, selection and arrangement of sensory information. Perception takes place when a person receives a stimulus from the outside world which is captured by the assist organs which then enters the brain. Sarlito W. Sarwono (2009: 24) also states that Preseption is a process of searching for information to be understood using sensing tools.

Papuan youth perceptions of the relationship of nationalism in the city of Medan. Youth from Papua think Medan is only a place of study, and after graduating they will return to their hometown and start a career in their home region. Youths from Papua do not say Medan is Indonesia either and don't want to start a career in Medan.

### **3.2.4 The Role of Youths from Papua in the Development of Medan City**

The role of youth from Papua in the development of the city of Medan, among others, 1) Social Care from the Community of the North Sumatra Papuan Student Association (IMP SUMUT) Medan held a fundraising to help Human Resources (HR) affected by the volcanic ash disaster of Mount Sinabung. (2) youth from Papua also contributed to reforestation on Mangrov Beach.

### **3.2.5 Constraints Faced by Youths from Papua in Medan City**

The constraints faced by young Papuan students studying at three State Universities (PTN) include: North Sumatra University (USU), Medan State University (UNIMED) and Medan State Polytechnic (POLMED) in Medan, namely: (a) Due to the absence of intrinsic motivation, motivation within the Papuan youth, some young Papuan students are under extrinsic pressure from the city of Medan so that some youths from Papua separate themselves by relating only to fellow Papuan students, so they feel inferior in This will prevent these students from developing with the surrounding environment and the outside world.

#### **4. Conclusion**

Based on the results of the discussion of the research results, the following conclusions can be drawn:

1. It is known that the Sig (2-tailed) value is 0.000 <significance level of 0.05, it is concluded that education and nationalism have a significant correlation. So the better someone's education, the higher the level of one's nationalism.
2. The obstacles faced by young people from Papua in the city of Medan, namely: because they have a changing character such as: like on August 17, young people from Papua will participate in the red and white flag ceremony on the other hand, young people from Papua will also celebrate Free West Papua, 1st July every year. Papuan youth students are ambivalent because of the racist disappointments that have occurred in the past until now, the provocations and provocateurs from outside the Medan area.

#### **References**

- [1] Asmara, Sakhyan. (2019). Awaken Kejaan City of Medan.
- [2] Agung, Leo (2013). Intellectual History. Ombak (Member of IKAPI), Yogyakarta.
- [3] Endri. (2010). The Role of Human Capital in Improving Company Performance: A Theoretical and Empirical Review. Vol 6 No 2: p. 179-190, ABFI Institute Perbanas.
- [4] Ghani, Mohammad, (2003). Plantation Human Resources in Perspective. Ghalia Indonesia. IKAPI members.
- [5] Ihsan, Fuad, (2002). Education Basics. PT Asdi Mahasatya, Jakarta.
- [6] Mahi, Kabul, Ali, (2016), Regional Development. Kencana Jl. Tambora Raya, No 23 Rawamangun - Jakarta 13220.
- [7] Nurman (2015), Regional Development strategy. PT RajaGrafindo Persada, Jakarta.
- [8] Soetomo (2010), Community Development Strategies. Student library, Celemban Timur UH III / 548 Yogyakarta.
- [9] Sitanggang, Herry (1984). Contemporary Political Ideological, Sixth Edition. Erlangga PT Dharma Aksara Perkasa.
- [10] Tirtarahardja, Sulo. (2005) Introduction to Education. PT Rineka Cipta, Jakarta Jl. Jend. Sudirman Kav. 36-A, Blok-B No. 5 Jakarta 10210.
- [11] Law No. 40 of 2009 concerning Youth. Ministry of Youth and Sports.