



The Analysis of Students' Interest in A State Vocational High School (SMKN) 3 Based on Ethnic in Singkawang

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ABSTRACT

This research aims to find out the students' interest in studying in State Vocational High School 3 of Singkawang based on ethnics that live in Singkawang which area consists of Dayak, Malay, Madura, and Chinese. The qualitative method was used in this research. The subjects of this study were 5 students from each ethnic which the total of them are twenty students who were considered able to represent and provide the data needed by researchers. The object of the study was students' learning interests based on Dayak, Malay, Madura, and Chinese ethnics. In this study, sampling techniques were used purposive sampling techniques. The data analysis in this study used the Miles and Huberman model by collecting data at the time the learning process takes place, and after completion of data collection within a certain period. The results of this study showed that students' learning interests based on ethnics were: (1) students who come from the Dayak ethnic tend to be more enthusiastic and interested in learning if the teachers who teach are from the same ethnic and have a tendency to only be interested in certain lessons in their field; (2) most students from the Malay ethnic have a high interest in learning in all the lessons in their field and a tendency to like teachers who have different ethnics; (3) Madura students have a higher learning interest when they were taught by teachers from the same ethnic and most students only interested in certain lessons, (4) most students from Chinese ethnic do not mind the ethnic background of the teacher who teaches and they have very high enthusiasm and interest in pursuing their field.

INTRODUCTION

Interest is the student's desire and willingness which are united so that persistent and passionate in doing something. According to Ahmadi (2009: 148), interest is one's soul attitude including the three functions of his soul (cognition, conation, and emotion) that are focused on something in a strong

feeling element relationship. While according to Crow and Crow (Djaali, 2008: 121), interest is related to the style of motion that encourages a person to face or deal with people, objects, activities, experiences stimulated by the activity itself. Students with an interest in a particular subject tend to pay greater attention to that subject. Interested in something to be learned will influence learning and the acceptance of new interests. So, the interest in something is a result of learning and supporting in the learning process. Although the interest in something is not essential to be able to learn it, the common assumption is that interest will help students. According to Gagne and Berliner (Kurniawan, 2013), children who are interested in a subject tend to pay attention and they feel there is a difference between one lesson and another. The differences found are learning mindfully, learning with joy, high attention, studying hard, and gaining high satisfaction (Darmawan, 2015).

Two factors influence interest, first internally such as family. The second is external factors such as environment and peers. One of these factors is family, family plays an important role in determining the interests of students. It all happens because early on students are already in a family environment that indirectly provides examples to students in determining interests. A family with various ethnicities also have several different views in determining learning interests following the understanding in the family (Darmadi, 2017). An ethnic is a group of people who identify with others based on the line of descents that are considered the same refers to the characteristics such as culture, nation, language, religion and behaviour. According to Santrock (2003: 289), ethnicity is a culture, national character, race, religion and language. Based on the data on the percentage of Singkawang ethnics above it is known that the number of ethnics in Singkawang is distributed less evenly. The inequality is seen from the ratio or the number of ethnicities in an area. Tionghoa ethnic has a percentage of 40.38% followed by Malay 36.72%, Dayak 7.26%, Madura 5.69%, and others with 9.9%. (Suprpto, 2019). The diversity of ethnics (Dayak, Malay, Madura, and Chinese) that dominate living in Singkawang makes this city becoming a number 1 tolerable city in Indonesia version of Setara Institute in 2018. This diversity certainly has an impact on all aspects of life, not least the world of education, especially between educators (teachers) who interact directly with students from the various ethnicities that certainly bring their habits in thinking and acting during the process of teaching and learning. This research aims to see the phenomenon of the views of students from various ethnicities above about their learning interests, especially the students of State Vocational High School 3 of Singkawang.

Vocational High School (SMK) is one of the formal education units that organize vocational education at the secondary education level as an extension of junior high school (SMP/MTs) or other forms of equal or advanced learning outcomes that are recognized equally/equivalent to SMP/MTs. The goal is to prepare students to be ready to enter the world of work. Students who study at vocational school do not only get materials and practices but also some entrepreneur training. Hopefully, after they graduate they can also create their jobs by opening a business based on their ability.

Based on the results of preliminary research can be described that the learning interest of the Chinese Students is quite low, considering that most students from Chinese ethnic are more concerned with the world of work or entrepreneurship than the academic achievement in their school. While the Dayak Students' interest in learning can be said that it is high because most of them have a strong willingness to go the distance that quite far. That requires them to go by motorcycle or stay in a boarding house close to the school. This happened because most of Dayak ethnics live in the suburbs of Singkawang. The learning interest of Malay students is categorized as lacking. This happens because most students consider that the learning process in the school does not guarantee their economic success and a bright future. The learning interest of Madura students can be said to be high considering they are aware that they are an ethnic of immigrants from the island of Java who bet their lives to improve the economy and social status of their families, the rationale is what makes students from the Madura ethnic enthusiastic, passionate in following education, especially the teaching and learning process in schools. Then Chinese ethnic are more focused and very interested in studying in life skills programs that are related to the economy because they consider after completion of school they can directly practice building a business. From the various analyses reviewed above, researchers are interested in

finding out more about the learning interests of Vocational High School students who come from various ethnics including Dayak, Malay, Madura, and Chinese. This is the first step in uncovering the willingness or learning interests of students which is certainly the basis for stakeholders in determining the policy and regulations of teaching and learning programs in schools that lead to the clear understanding of the various characters and cultures which be brought by each student from the different ethnics.

METHOD

This type of research was qualitative research. According to Denzin - Lincoln (1994), qualitative is research that uses a natural background to interpret phenomena that occur and is done by involving various existing methods. According to Kirk & Miller (1986: 9), qualitative research is a particular tradition in social science that fundamentally depends on the observation of humans both in the area and the term. Referring to the definition of experts, in this study qualitative methods were used to uncover phenomena about the students learning interests from various ethnicities in the following learning process in the State Vocational High School 3 of Singkawang.

The scope or object in this study in the form of social situations is to find the learning interests of students from various ethnicities in the teaching and learning process in the State Vocational High School 3 of Singkawang. The focus of this research was to see how far the student's learning interest in learning each lesson of their mastery or majority chosen by each student in the school. The selection of research locations was in the Vocational High School 3 of Singkawang with the consideration that in this school there are students who come from different ethnicities whose the object of the research is. In this study, sampling techniques used purposive sampling techniques. According to Sugiyono (2014), side purposive is a data source sampling technique with certain considerations. In this study, the data source consisted of 5 students each from Dayak, Malay, Madura, and Chinese ethnics.

In qualitative research, the instrument or research tool was the researcher himself. Qualitative researchers as human instruments serve to establish the focus of research, choose informants as data sources, collect data, assess data quality, analyze data, interpret data and make conclusions on their findings (Sugiyono, 2013). Stainback (1988) that: "interviewing provides the researcher with a means to gain a deeper understanding of how the participant interprets a situation or phenomenon that can be gained through observation alone. While Esterberg (2002) presented several types of interviews, namely structured, semi-structured, and unstructured interviews. The type of interview used in this study was semi-structured with the consideration of researchers can find problems more openly and specifically.

In terms of qualitative data analysis, Johnson (2008) stated that data analysis is the process of systematically searching and compiling data obtained from interview results, field records, and other materials so that it can be easily understood, and the results can be informed to others. The data analysis in this study used the Miles and Huberman model by collecting data at the time the learning process takes place, and after completion of data collection within a certain period. Activities in data analysis in the form of data reduction, data display, and conclusion drawing/verification.

RESULTS AND DISCUSSION

Results

1. Dayak Ethnic

To find out the data information about the students' interests, the researchers interviewed 5 Dayak Students. The interview is a semi-structured interview. The point of the question posed to the respondent or students are some questions question related to the student's learning interests. Based on the results of interviews that have been conducted with the initials EL, said that "Interested in certain lessons in the field of expertise and like certain teachers who are fun and one ethnic in providing

teaching. When discussing the subject prefers to be with friends who are the same ethnic". Then the second student who initials WN said that "More interested in the teachers who have the same ethnic and certain lessons that are mastered by the same teacher of the same ethnic." Furthermore, the third student with the initials KS said that "The differences in ethnicity and ethnicity of the teacher have no effect on his interest in following the learning process in class but will be more enthusiastic if the teacher is from the same ethnic". Furthermore, the fourth student with the initials NK said that "Interested in being taught by teachers who have the same ethnic but are only interested in certain lessons". Finally, according to ST, "Interested or have a high interest in all the lessons that exist but prefer to be taught by teachers in the same ethnic". From the results of interviews conducted with the five Dayak students can be concluded that students tend to be more enthusiastic and interested in learning if the teachers who teach are from the same ethnic and have a tendency to only be interested in certain lessons in their field of expertise. It is described in the form of Table 1.

Table 1
The Description of Interview Results Dayak Ethnic Students' Learning Interest

No	Name (Initial)	Interview Results	Final Conclusion
1	EL	Interested in certain lessons in their field of expertise and like certain teachers who are fun and with the same ethnicity in providing teaching. When discussing the subject prefers to be with friends who are of the same ethnic	From the description of the interview results, it can be concluded that students tend to be more enthusiastic and interested in learning if the teachers who teach them are from the same ethnic and have a tendency that they were only interested in certain lessons in their field of expertise.
2	WN	More interested in the teachers who have the same ethnicity and certain lessons that are mastered by the same teacher.	
3	KS	Teachers with different ethnics and ethnics don't have any effect on the students' interest in the learning process. But. They will be more enthusiastic if the teachers are from the same ethnicity.	
4	NK	Interested in being taught by teachers who have the same ethnicity but she is only interested in certain lessons.	
5	ST	Interested or have a high interest in all the lessons that exist but prefer when she was taught by teachers who are in the same ethnic.	

2. Malay Ethnic

To obtain data on students' learning interests, researchers conducted interviews with 5 Malay students. The interview is a semi-structured interview. The point of the question posed to the respondent or student is a question related to the student's learning interests. Based on the results of interviews that have been conducted with NU initial, said that "Interested in all areas of study that support their field of expertise and all teachers from various ethnics". Then the second student who initial NA said that "Interested in a certain subject that support their expertise and all teachers from different ethnics and ethnics". Then, the third student with the initials RI said that "Interested in all areas of study that support their field of expertise and some teachers who come from the same ethnic". The fourth student with the initial PW said that "Interested in all areas of study that support their fields of expertise and prefer to be taught by the teachers from different ethnics". And the last, students with the initials FI said that "Interested in all areas of his subjects that support his skill and prefer to be taught by the teachers who come from different ethnics". From the results of the interview conducted on five students with Malay ethnic backgrounds, it can be spelt out that most students have a high interest in learning in all the lessons in their fields of expertise and tend to like teachers who have different ethnicities. It is described in the form of Table 2.

Table 2

The Description of Interview Results Malay Ethnic Students' Learning Interest

No	Name (Initial)	Interview Results	Final Conclusion
1	NU	Interested in all areas of study that support his field of expertise and all teachers from various ethnics	From that picture, It can be concluded that most students have a high interest in learning in all subjects in their fields of expertise and a tendency to like teachers who have different ethnicities.
2	NA	Interested in certain subject areas that support their skills and all teachers from different ethnics and ethnicities	
3	RI	Interested in all areas of study that support his field of expertise and some teachers who come from the same ethnic	
4	PW	Interested in all areas of study that support his field of expertise and prefer to be taught by teachers of different ethnics	
5	FI	Interested in all areas of his subjects that support his field of expertise and prefer to be taught by teachers who come from different ethnicities.	

3. Madura Ethnic

To obtain data on students' learning interests, researchers conducted interviews with 5 students from Madura tribal backgrounds. The interview is a structured interview. The point of the question posed to the respondent or student is a question related to the student's learning interests. Based on the results of interviews that have been conducted on the initials RR, saying "Have a good interest in learning if the teacher who teaches comes from the same ethnic and is interested in all lessons in the field of expertise". Then the second student with the initials FN said that "Have a good interest in learning if the teacher is from the same ethnic and is interested in some lessons in his field of expertise". Then the third student with the initials MI said that "Have a good interest in learning if the teacher is from the same ethnic and is interested in some lessons in the field of expertise". Furthermore, the fourth student with the initials SU said that "Interested in certain lessons that support their field of expertise and prefer to be taught by teachers who come from the same ethnic". Lastly, the initials IM said that "Have a good interest in learning if the teacher who teaches comes from the same ethnic and is interested in some lessons in the field of expertise". From the results of interviews conducted on five students from Madura tribal backgrounds as a whole are more interested in learning when taught by teachers who come from the same ethnic and most students are only interested in certain lessons in the field of expertise they pursue.

Table 3

The Description of Interview Results Madura Ethnic Students' Learning Interest

No	Name (Initial)	Interview Results	Final Conclusion
1	RR	Have a good interest in learning when the teaching teacher is from the same ethnicity and is interested in all lessons in his field of expertise	All students from the Madura ethnic are more interested in learning when taught by teachers from the same ethnic and most students are only interested in certain lessons in the field of expertise they pursue.
2	FN	Have a good interest in learning if the teacher is from the same ethnicity and is interested in some lessons in the field of expertise	
3	MI	Interested in certain lessons that support their field of expertise and prefer to be taught by teachers from the same ethnic	
4	SU	Interested in certain lessons that support their field of expertise and prefer to be taught by	

No	Name (Initial)	Interview Results	Final Conclusion
		teachers from the same ethnic	
5	IM	Have a good interest in learning if the teaching teacher is from the same ethnicity and interested in some lessons in the field of expertise	

4. Chinese Ethnic

To obtain data on students' learning interests, researchers conducted interviews with 5 students with ethnic Chinese backgrounds. The interview is a structured interview. The point of the question posed to the respondent or student is a question related to the student's learning interests. Based on the results of interviews that have been conducted on the initials SU stated that "Interested in all lessons and tend to be friends with students who have the same ethnicity and like all teachers who come from different ethnicities". Then the second student with the initials YF said that "Less interested in all lessons and more dominant towards the lessons that are preferred but like all teachers of different ethnicities". Then the third student with the initials LI said that "Very interested in all the lessons and trying hard to get the best grades and like all teachers from different ethnics and ethnicities". Then the fourth student with vo said that "More passionate in learning when taught by teachers who are of the same ethnicity and like most school lessons". Cu said: "Very interested in all lessons and trying hard to get the best grades and like all teachers from different ethnics and ethnicities". From the results of interviews conducted on five students of ethnic Chinese background, most students do not take issue with the ethnic and ethnic background of teachers who teach and they have high enthusiasm and interest in learning in pursuing their fields of expertise.

Table 4
 The Description of Interview Results Chinese Ethnic Students' Learning Interest

No	Name (Initial)	Interview Results	Final Conclusion
1	SU	Interested in all lessons and tend to make friends with students who have the same ethnicity and like all teachers who come from different ethnicities	Most students do not take issue with the ethnic and ethnic background of the teachers who teach and they have high enthusiasm and interest in learning in pursuing their areas of expertise.
2	YF	Less interested in all lessons and more dominant towards the preferred lessons but liked by all teachers of different ethnicities	
3	LI	Very interested in all the lessons and strive to get the best grades and like all teachers from different ethnics and ethnicities.	
4	VO	More passionate about learning when taught by teachers who are of the same ethnicity and like most school lessons.	
5	CU	Very interested in all the lessons and strive to get the best grades and like all teachers from different ethnics and ethnicities.	

Discussion

From the results of the study can be spelt out that the tendency of students who come from the Dayak ethnic turned out to prefer teachers who come from the same culture and ethnic and are only interested in certain lessons in the field of expertise, this is certainly different from the view at the time of preliminary studies that assume that their learning interest is high. This can be analyzed because most of these students are domiciled in villages whose daily use of the local language (Dayak) has an impact on the communication process which is certainly more connected, comfortable and easily understood by teachers and students. The tendency of students who come from Malay ethnics turns out to be as common as having a high interest in learning about the lessons taught in schools following

their field of expertise and like teachers who are not from Malay ethnic, this can be analyzed because most of the students live in a middle-of-the-city environment whose society is compound so that they are used to the differences that exist and live mutual tolerance between ethnics with each other.

The student who comes from the Madura ethnic tends to be more interested in certain subjects only and prefers teachers who come from the same ethnicity as students, this can be understood because the Madura community is an immigrant ethnic that currently has a large enough population in the city of Singkawang and most of its students come from farming and merchant families so they also bear the duties and responsibilities of helping parents to farm and farming. trade in the market. In contrast to preliminary studies that consider that the interest in learning students from Madura ethnic is high. For ethnic Chinese to be told that they are very enthusiastic about following the learning process in school and do not mind teachers who are not of the same ethnicity, this can be written because students from ethnic Chinese are domiciled in the middle of a city whose community is plural. This is in line with research from Lafiani (2015), the overall research results regarding student learning interests are the highest percentage of students who come from the Minang ethnic with a percentage of 89.48%. Students who come from Malay ethnic with a percentage of 88.45%, students who come from Javanese with a percentage of 86.03% and students who come from the Batak ethnic with a percentage of 80.06%. This indicates that each student from an ethnic that inhabits each region has a different level of learning interest. Research conducted by Harlianda (2015), showed that most (76.3%) students of Chinese ethnic have study habits that are in the good category. From the interview result, it is known that the Chinese students have good study habits in the form of getting used to always finishing the task punctually, discipline in learning, school prompt attendance, preparing 2-3 days to face the exam, getting used to using mind technique mapping (concept maps) and colourful pens in writing, get used to repeating lessons to make it easier to remember or memorize, make use of all the facilities provided by parents such as laptop, books, wifi, private tutor or learning in the place of less and take advantage of everything schools learning facilities such as libraries, computer labs, language labs, chemistry labs, BEAMS (Board English Association of Methodist Students) rooms and other facilities.

CONCLUSIONS

Based on the results of research and discussion on students' learning interests based on ethnicities domiciled in Singkawang, it can be concluded as follows: (1) students who come from the Dayak ethnic have a tendency to be more enthusiastic and interested in learning if the teacher who teaches comes from the same ethnic and has a tendency to only be interested in certain lessons in the field of expertise; (2) most students from Malay ethnics have a high interest in learning all the lessons in their fields of expertise and a tendency to like teachers who have different ethnics; (3) Madura students have a considerable interest in learning when taught by teachers from the same ethnic and most students only interest in certain lessons in the field of expertise they pursue; and (4) most students from ethnic Chinese do not take issue with the ethnic background and ethnicity of teachers who teach and they have a very high enthusiasm and interest in learning in pursuing their fields of expertise.

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