



# The Influence of the Environment and the Family Economy on Children's School Motivation in the Local Village Area, Merauke District, Papua-Indonesia

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**Abstract.** This article aims to describe the problems that hinder the interest and motivation of indigenous Papuan children in the local village area of Merauke Regency to attend school in terms of environmental influences and the family's economic situation. This study uses qualitative descriptive research methods, ranging from literature studies and observations to interviews with the community, parents, school-age children, and teachers in each village area. This study found that the lack of interest and motivation in learning was caused by the influence of the environment and family economic conditions.

**Keywords:** Environment · Family Economy · Children's Motivation for School

## 1 Introduction

Education is essential for every human being to grow, develop, reach their goals and improve their future. Still, not everyone knows the importance of education starting from an early age. School-age children who do not continue their education have never even felt like sitting in school. Many factors cause the lack of education awareness, including low motivation, problems from within the family that are not supportive [1], family economic problems, and an unhealthy environment. The closest immediate environment for a student is his family, where the roles and responsibilities of parents are the determinants of the child's future. The maximum achievement of a student in completing education cannot be separated from the parents and guardians who support their children from the beginning of their schooling at the elementary to the higher education level. The role of parents is the ways that are carried out by parents as response that is carried out in raising children [2–4]. The second environment that affects students is the environment where they live and their social environment. A healthy environment will motivate students to be enthusiastic about learning and going to school.

Low motivation, and unsupportive environmental problems, are some of the main factors that influence students not to go to school. The lack of awareness of the importance

of education is also experienced by indigenous Papuans who are in the area of local villages (particular areas occupied by certain ethnic groups). There are still many school-age children aged 6 to 17 years who are not in school. This study aims to describe the fundamental problems that cause indigenous Papuan children who are not in school to be discussed in terms of Family Economics and Environmental problems.

## 2 Methodology

This type of research is qualitative descriptive research, with a deductive construction approach, with data analysis techniques including literature studies, observations, interviews, and documentation. The object of this research is indigenous Papuan children aged 6–17 who are not in school. The demographic areas of school-age children who are the object of this research in the Merauke Regency area are members of the Malind community who live in Kampung Rawa Biru, residents of the Asmat community who live on Jalan Kaliweda and Jalan Onggatmit, and the Keppy community who live on Jalan Biak. And as supporting data, interviews were also conducted in several other districts from Papua Province, including Jayapura Regency, Lanny Jaya Regency, Boven Digoel Regency, and Keppy Regency. Observations were carried out from 2016 to 2022, and the last interview data collection to obtain saturated data was carried out in 2022. The sources of information were local residents, consisting of parents, teachers, and school-age children.

The data analysis technique uses NVIVO Software; the data analysis process begins with making transcripts of the results of interviews with seven informants. Several points of note in interviewing informants that researchers make as the basis of information (the root of problems) are by asking key questions as follows: 1). Are family economic problems and lack of support from parents the main causes of these children not going to school? 2). what about the environment where they live? 3). Do these two things affect their motivation to go to school? Transcript data from interviews with 7 informants/informants, interviews were conducted at different times, and each conversation was recorded and then transcribed using the help of the Amazon web. The results of the interview transcripts were then coded in NVIVO for analysis. Transcribe 1 contains the transcripts of interviews with two informants. At the same time, NS\_3, NS\_4, NS\_5, NS\_6, and NS\_7 are transcripts of interview results conducted separately with 5 other informants so that data from the transcribed text is made separately. A description of the abbreviation can be seen in Table 1 for the description of the abbreviation in the coding.

## 3 Results and Discussion

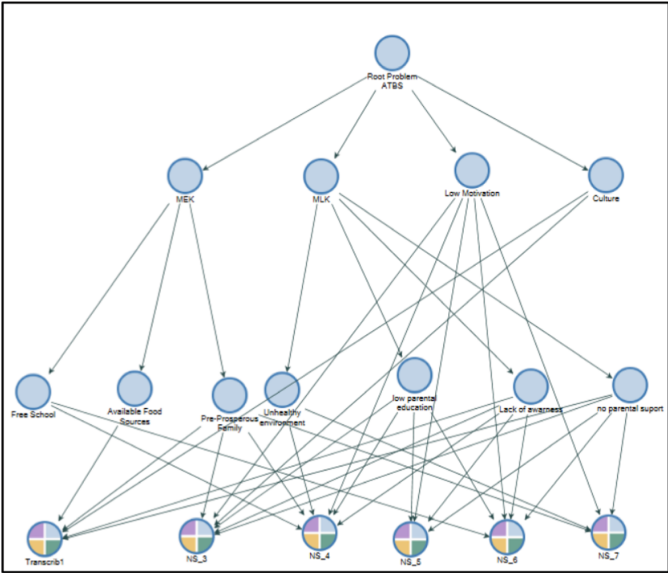
### A. *Family environment and surroundings*

The results of observations and interviews in the study found that school-age children who were not in school, some of them had attended school and then dropped out of school, some others had never stopped altogether, and others were waiting for the Pursue School Package. The results of the analysis of conversation transcripts with informants (interviews), which have been processed using NVIVO, based on key questions as described

in the Methodology section, The root causes of the causes of school-age indigenous Papuan children (6–17 years), not going to school are Family Economic Problems, and environmental problems ranging from family environment, living environment, to child association, but apparently not only that, there are several other important factors that also greatly influence the motivation and constraints of these children not going to school, the results of an analysis of the data -research data, these factors are the influence of customs and the influence of parental education which is still low. In Fig. 1 of the Project Map, the root cause of children not attending school is clear family economic problems, family environmental problems, and behavioral customs greatly affect children's education; 7 informants said that the family economy is an environmental problem, 4 informants said the educational background of their parents was low, 3 sources said that customs.

Family economic problems in this article researchers discuss based on the demographic area of school-age children in the Merauke Regency area, namely members of the Malind tribe (native to the Merauke area) who live in Kampung Rawa Biru, residents of the Asmat community (native to the Asmat district) who live in Jalan Kaliweda and Jalan Onggatmit, the Keppy people who live on Jalan Biak, Merauke district.

The life of the families of the Indigenous Malind people who live in Kampung Rawa Biru, Sota district, Merauke district, the distance between the village of Rawa Biru and the center of Merauke is about  $\pm 75$  km, the atmosphere of the village is very comfortable with the living conditions of the people who have private houses on the land alone. Daily needs for food and drink are available from the natural surroundings; fish from swamps, meat from the forest, tubers, vegetables, and water are all available from the natural surroundings, which spoils the community. Immediately the children from this area are diligent in going to school; most of them, according to sources, around 90%



**Fig. 1.** The Root Relationship Map Project Causes Children Not to Go to School

**Table 1.** Description of The Abbreviation in The Code

No	Abbreviation	Meaning
1	ATBS Root Problem	The root of the problem of children not going to school
2	MEK	Family Economic Problems (SES)
3	MLK	Family Environment Problem
4	Transcrib1	Transcript1
5	NS_3	Resource Person 3
6	NS_4	Resource Person 4
7	NS_5	Resource Person 5
8	NS_6	Resource Person 6
9	NS_7	Resource Person 7

of the people are not aware of the importance of education; they still prioritize Tradition at certain times when their parents go from home to the middle of the forest, they live in Bevak-Bevak (temporary non-permanent houses) [5] for hunting or performing traditional rituals, they will bring their children with them to live together in the forest, this is not just for a moment but can take months or even years. This causes children not to follow learning properly as they should at school.

The difference is with the pre-prosperous people of the Mappy Tribe and the Asmat tribe and who live in a local village area in the middle of Merauke City, Merauke Regency; they do not have their own land, they live on government land and make houses from makeshift used boards, one of the community groups Asmat who lives on Onggatmit road and next to Mako Lantamal XI Merauke. Most of the income of this community to meet their daily needs works as fishermen, hunting, and odd jobs. Their previous residence was very apprehensive, but in 2018 they received assistance from the Indonesian Navy Lantamal XI Merauke in collaboration with the Pundi Amal Peduli Kasih Foundation in the form of 42 stilt houses built, the attention given by the Indonesian Navy not only that time but the community acknowledged that the TNI AL always pays attention to in terms of providing food assistance [6]. and the latest very good news that the Merauke Regency Government, through collaboration between Regencies, will build 50 permanent housing units for the Asmat people [7]. Not infrequently, children from this community group often get violence in the family due to parental quarrels, various pressures from difficult family economic problems make their parents not think about organizing and supporting their children so they can go to school, and have hope for a good future, most of their children do not go to school because they are busy working to help them. If school is offered, they are more likely to want a package work school (non-formal school) (Fig. 2).

### *B. Family Economy and Motivation*

Economy, A good family, can be the main support for parents in educating children, but it is different for pre-prosperous families. Economic problems can affect the role of parents in children's education [8] by Quishan and his friends, examining the



**Fig. 2.** Asmat Community Housing Next to Mako Lantamal XI (source: [www.Suaramerauke.go.id](http://www.Suaramerauke.go.id))

effect of socioeconomic status on parent-child relationships and motivation on reading ability, found that family socioeconomic status played an important role in developing children's reading ability. Still, it was also found that children are easily motivated when the relationship between parents and children is in good condition, people give attention and support regardless of very low socioeconomic status, but students with strong self-motivation can eliminate the negative influence of their family socioeconomic status [9]. The cost of education for indigenous Papuan children from PAUD to HIGH SCHOOL is free, they receive full attention from the government regarding education, but they are reluctant to use this opportunity to send their children to school. The lack of awareness from parents to send their children to school, even though school is free of charge, turns out to be influenced by the problem of low parental education; in other words, the parents of these families have low education, and there are even parents who have not completed their education at primary school. This community condition occurs not only in Merauke Regency but also in several other districts in Papua Province, including the Indigenous People of Lanny Jaya Regency, Keppy Regency, Asmat Regency, and Boven Digoel Regency. The conditions and environmental conditions of the people who live in groups are very different from the Indigenous Papuans who live in the city and mingle with other ethnic communities who tend to have an open mindset. It is undeniable that parents from families who are open-minded give full attention to and support their children. Child to go to school. When viewed from their work and educational background, parents like this are parents who can provide for their family's economy, with a sufficient or even very good educational background; the educational background of these parents they have attended school at an education level equivalent to high school even up to the college level. On average, parents with a good educational background and the ability to

provide for their family can manage their nuclear family, create a comfortable situation, and encourage and motivate their children to go to school.

### *C. The Important Role of Government*

Parents should shape children's character and organize children's lives with noble values through the example of daily life; parents are responsible for conditioning children to get the best education, fulfilling the needs of clothing, food, and shelter, guiding and fostering children's faith, all of this can be done well if parents have high awareness. The best solution for the future of indigenous Papuan children who come from underprivileged families is the need for the government's attention to build awareness of parents to be fully responsible for meeting the needs of children, the government is expected to continue to foster and assist underprivileged communities through coaching activities society, or another step is to separate their children from unhealthy environmental influences so that they can be motivated to go to school and develop themselves well, one way is to allow these children to live in hostels, in the hostel they will follow the rules - established rules. This special treatment gives attention and regulates their lifestyle to be more orderly. A study from 2018 to 2019, which examined students of Class XI IPA SMA YPPK Yos Sudarso Merauke, found that there was an influence of the student's living environment on learning outcomes; in his research, it was found that students who lived in a dormitory environment had higher achievement scores when compared with students who live with parents who work as farmers, fishermen, as well as civil servants. The achievements of children who live in a dormitory environment are superior because the environment is comfortable and quiet, and students get attention, advice, guidance, and study time scheduled by the Pastor as the head of the hostel [10].

## **4 Conclusion**

From the discussion, it can be concluded that the family economy and environment play an essential role in motivating children to go to school. Still, the family's economic condition, which is not yet prosperous, should not be an obstacle for indigenous Papuan children to go to school. The responsibility must be built to motivate children to go to school regardless of the economic conditions. The attention of parents and a healthy and calm environment will generate good learning motivation.

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