



BUDAYA BELAJAR SUKU REJANG

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Abstract: The aim of this study resulted in a description of the learning culture of the Rejang ethnic. The scope of the study includes 1) description of the learning culture of Rejang, 2) description of cultural differences in learning of Rejang tribe by gender, and study program 3) The implications of learning culture on the guidance of academic flow in improving students' curiosity in learning. The method used in this study is a cross-sectional survey with the quantitative approach with stages of spreading the questionnaire to Rejang students in science (IPA) and IPS majors in SMA Negeri 2 Curup, Rejang Lebong regency which amounted to 79 students and then analyzed by using T-test. The usefulness of this study is as a basis for developing an academic flow guidance strategy in improving student curiosity in learning.

Keywords: Cultural; Learning; Rejang Ethnic

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INTRODUCTION

Learning culture is one of the important components for understanding the education system in schools, regions and even countries. Learning culture is defined as a set of shared beliefs, values and attitudes and learning abilities (Organization for Economic Cooperation and Development, 2010).

Learning culture can be a variety of actions, behaviors, and habits in learning and understanding something and the way in which a person understands the relationship between how people learn, and the context or setting in which they learn is the essence of learning culture (Biggs and Moore, 1993). To make learning culture an object of study it requires clarification of cultural ideas because the culture is a general process of intellectual, spiritual and aesthetic development, culture as a particular way of life of people or groups, and culture as intellectual works and practices especially art activities.

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(Williams in Phil Hodkinson et al., 2007) Learning culture is not the same as a learning site. Instead, it is a certain way to understand a learning site as a practice formed by the actions, dispositions and interpretations of students. Culture is produced and can be changed by individuals, just as individuals change by the results of cultural reproduction because any culture can support learning (Colley, Hodkinson and Malcolm, 2003)

The learning culture starts from the habit patterns that are applied in the family, then the neighborhood and also the school environment. The culture of learning in schools combines the social context with the needs of students to develop. Exploring the culture of learning in schools will be useful for understanding educational practices in the cultural context of learners (Osborn et al., 2003). Learning culture in a school or country has different variations. Various learning cultures can exist in one school or institution but in the categorization must be used not to stereotype only certain learning cultures (Dervin, Paavola, & Thalib, 2013) because although in schools there are many diverse tribes and cultures, in the application of values must apply globally in order to create a positive and conducive learning culture for all students.

Culture of learning in schools needs to be highlighted to prepare students to face future challenges and even change the world of Chee (1997: 81) but in reality, dysfunctional learning culture in teaching and learning processes occurs as the results of Bob Grandin's analysis (in Shute, RH, Slee, PT, Murray-Harvey, R., & Dix, KL, 2011) in the book *Mental health and wellbeing: Educational perspectives* that see a learning culture that is formed and takes place in Australian schools experiences dysfunctional experiences at every level of education such as in kindergarten. has been formed because the child will face the process of schooling delay, isolation from peers if it cannot reach the specified level, dysfunctional in elementary school that behavior development is controlled by an external punishment system and students rarely have personal opportunities to develop intrinsic motivation, punishment and referrals for classes specifically added criticism from people parents have an impact on fertility mental health problems such as depression, substance abuse and suicide, dysfunctional in junior high school that the grouping of students and certain labeling, so students are emotionally disturbed, dysfunctional in high school does not provide opportunities for students to achieve education with the same quality results because the existence of discriminatory behavior felt by students. Events that are commonly found in society because of the human tendency to discriminate against others is a picture of discrimination. When

someone is treated unfairly because of the characteristics of ethnicity, class, sex, race, religion and beliefs, political flow, physical conditions or other characteristics that are suspected to be the basis of acts of discrimination (Suardi, Sulfasyah, & Nur, 2016). If a culture of learning that is not conducive occurs in schools it will hamper the achievement of educational goals.

Therefore, one of the main challenges of educators is how to create a healthy and effective learning culture is undergoing the Kruger education process (2003). The lack of discriminatory treatment of students from certain cultural backgrounds is a healthy learning culture, cultural diversity that exists within students will provide its own color in achieving educational goals. Basically, diversity is a fact that exists in students who in macro they come from various cultural backgrounds and affect the way of life that is manifested at the micro-level in the classroom (Mumpuniarti, 2012). So that cultural diversity will become a unity within an organization because it has the same vision, mission and goals in undergoing the educational process.

Govender (2009: 365) describes the culture of learning as an organization that is skilled in creating, acquiring, and transferring knowledge, and modifying behavior to reflect new knowledge and insights. The need to promote a positive learning culture in the community of students, to ensure individuals that learning enriches and enhances the overall organization (Nisibande, 2005: 25) Formal education has the potential to develop a culture of learning as a foundation for deep learning, the core of maintaining learning is to accustom thinking in learning including curiosity, courage, exploration and investigation, experimentation, reason and discipline, imagination, friendliness, and reflection. which will facilitate learning "(Claxton & Lucas, 2009: 11).

Research conducted by Grant et al. (2010: 97) is the importance of the role played by the school context in laying the foundation on which a learning culture can be built. Govender (2009: 378) states that the promotion of learning culture requires the establishment of appropriate infrastructure, action plans, and effective processes to sustain the learning process. Grant et al. (2010: 97) emphasize the need to build a context that is conducive to the emergence of a culture of learning through social interaction. Research conducted by Van der Merwe (2009: 107) explains the importance of context in terms of culture, which results in the emergence of behavior in a school. The opinion that underlies that school culture acts as a determinant of behavior is the main focus in the development of a learning culture.

To create a positive and conducive learning culture, all elements in schools must be able to play an active role in accordance with their respective tasks and functions, the supervisor/counselor as one of the educators can develop the mindset and learning culture behavior of students through the development of cognitive abilities, namely increased curiosity in learning by providing tutoring services. Curiosity is (the desire to know) is an individual's interest in an object, which contains novelty-seeking, so that it can bring about openness of experience that can represent a person's intrinsic desire to gain knowledge and continuous experience. Curiosity is also a fundamental motivational component of all aspects of openness that involves active recognition of the pursuit and regulation of experience in responding to challenging opportunities so that the emergence of creativity to meet desired knowledge needs (Christopher Peterson Martin E. P. Seligman.2004). Guidance teachers/counselors can increase student curiosity by providing knowledge and understanding of curiosity in learning through 5W1H (What, when, who, where and how) with achievements will gradually form a learning style and become an active learning culture so that students can creative in learning and creating various innovations so that the competencies of the students have developed.

A learning culture that can increase student curiosity needs to be done as early as possible so that the mastery of subject matter is not only limited to knowledge but new discoveries that can be useful for life and obtain various experiences that can be used as life skills in welcoming the lives of students in the future. The academic flow approach in providing tutoring greatly supports the formation of a positive and conducive learning culture because the flow is essentially a psychological condition when a person feels in an efficient cognitive situation, is motivated and feels happy. This situation refers to a very pleasant feeling when someone is doing an activity that requires involvement, concentration and total pleasure during the activity (Csikszentmihalyi & Bose, 1990) if academic flow-based guidance in increasing student curiosity in learning can be developed, then a learning culture conducted will have an impact on the achievement of learning achievement. This has been proven by Maw and Maw (1961) that children who have high levels of curiosity will be able to remember what has been learned longer than students who are less curious because of the lack of curiosity of various information provided. Hogan and Greenberger (1969) also found a correlation between academic achievement and students' curiosity while studying in school. But before academic flow-based guidance in increasing curiosity in learning is given to

students, it is necessary to have a general picture of the learning culture and learning style trends that students have carried out so far so that the learning culture that will be designed will further increase strengths and correct weaknesses that have become a learning culture During this time so that this study data can be used as a reference in the preparation of service programs.

METHOD

This study uses a descriptive quantitative research type, with a sample size of $N = 79$ in Rejang tribal students of class XII in the natural science and social studies majors taken randomly at SMA N 2 Curup. The basis for sampling the Rejang tribe because of the writer's interest in further studying the learning culture of the Rejang tribe because the results of the 2017 national exam show that there are five regencies/cities whose average regency/city values exceed the provincial average, namely Bengkulu Utara Regency, Rejang Lebong Regency, Bengkulu City, Bengkulu Selatan Regency and Kab. Kepahiang. (Siti Sofiah & Ida Kintamani, 2016)

From 5 regencies and cities there are 3 regencies/cities namely Rejang Lebong Regency, North Bengkulu Regency and Kepahiyang Regency) the majority of students are from the Rejang tribe. The Rejang tribe is the oldest tribe in Bengkulu province ((Wurm, Stephen A. & Shiro Hattori, 1981) and there are 7 indigenous tribes (Rejang, serawai, ox, pasmah, pekal, kaur, native enggano) in Bengkulu province and there are also minority migrant tribes from outside the Bengkulu province.

The instrument used in the form of a questionnaire that has been tested for validity and reliability with an alpha coefficient of 0.707 with a range of corrected items total correlation that moves from 0.318 to 0.683. The results of cultural learning trials that measure are valid and reliable, the number of items is 54 items. Which consists of 2 types of response options, instrument 1 totaling 22 items. The questionnaire used to uncover the culture of learning which includes: actions, behaviors and habits in learning (Biggs and Moore, 1993). Data analysis will answer the research question namely how the learning culture of Rejang students and is there a difference in the learning culture of Rejang students viewed from gender and majors then the data are analyzed using two ways ANOVA analysis through SPSS 16.00 processing.

RESULTS AND DISCUSSION

The results of data analysis are presented in two parts. The first part illustrates the learning culture of the Rejang tribe in general and the second part illustrates the differences in the learning culture of the Rejang tribe in terms of gender and majors. The study revealed the learning culture of the Rejang tribe through the results of the questionnaire processing data obtained shown in table 1.

Table 1
Student Learning Culture Profile

NO	STATEMENT	%
1	Often plan learning activities several hours in advance	27
2	Memorize letters by imagining it	57
3	like to read rather than read aloud	28
4	Like listening to a teacher's explanation	57
5	Prefer to do demonstrations (experiments) rather than just talking	38
6	Like to repeat subject matter	65
7	Difficult to write but easy to tell again	49
8	discussion and explain at length	51
9	Want to get attention while studying	66
10	Loves learning while moving	41
11	Sitting quietly for a long time while studying	30
12	Likes to do a physical activity while listening to the teacher teach	34
13	Learning because of parents' orders	43
14	Study because there is homework	60
15	Study because it will be a test	68
16	Study at home at night	65
17	Study at home in your free time	82
18	Study at home whenever you want	80
19	Study at home when you don't understand the subject matter	57
20	Eager to learn because they want high grades	71
21	Seriously learn again to understand the subject matter	58
22	Mediocre in understanding the material but still trying	62

The data above shows that the most prominent Rejang students' learning culture is 82% learning in their free time and 80% whenever they want, this learning culture needs to be maintained or even enhanced, this statement is in line with the answers of students who only 27% often plan activities learning a few hours beforehand means students tend to use free time whenever they want, this is what teachers really expect from students at home so that their free time can be used with useful things, one of which is used for learning. Basically, the learning environment at school is inseparable from the habits of students in learning at home. Basically learning is a special process, which is based on a particular, ideological and cultural 'pedagosystem', whose complexity is in an ecosystem (Lucie Sauve & Tom Berryman, 2003). The Rejang tribe students also 71% have enthusiasm because they want high grades, what more if they are going to exams (68%), and if there is homework (60%) but 66% students want to get attention while studying and prefer to study at night (65%). This condition shows that extrinsic motivation greatly influences the culture of learning undertaken by students of the Rejang tribe, therefore, parents and teachers should be able to collaborate in motivating children so that a positive learning culture can always be developed at home even according to Zigarelli, (1996) monitoring of progress obtained students must be done often so that the level of achievement students have known is done. Rejang tribal teenagers more than a part of the sample like to listen to the teacher's explanation (57%) and like to repeat the subject matter (65%) so that they will study at home when they don't understand the subject matter (57%). This condition needs to be improved and even students who have not done it need to provide guidance and counseling services and attention from subject teachers or class leaders so that students want to repeat learning at home for material that is not understood so that students can master the material learned in school according to Jamieson & Wikeley, (2000) mastery of learning is a characteristic of effective schools. In other words, an effective school can help students master the lessons taught both in school and self-structured assignments after school. In addition, teachers should be able to plan learning that is interesting for students so that they have high curiosity (curiosity) of the subject matter provided by the teacher so that students will like to listen to the teacher's explanation. The satisfaction of teaching and teacher competencies felt by students and the relationship between students while learning and the experiences of students from the teaching and learning environment undertaken (Harvey, 2003; Richardson, 2005) also contribute to the process of student success in learning.

The data shows that almost half of the Rejang tribes students who became the study sample have audio learning styles because 51% of students like to discuss and explain at length, 49% are difficult to write but easy to recount, and more like to read because 28% of students prefer read rather than read, in addition to the culture of student learning at low kinesthetic learning styles ie only 38% who like to do demonstrations, 30% sit quietly for a long time, 34% of students who like to do physical activities while listening to the teacher teach. Learning styles and learning cultures of students should be a concern for educators in order to create a learning environment that is in accordance with the conditions, needs, and problems of students so that the achievement of educational goals in accordance with expectations. According to Anderson, (2004), the learning environment should be able to provide and maintain a friendly and interactive environment where students feel safe and comfortable and can interact with one another.

Based on statistical tests using Two Ways Anova SPSS version 20 to see differences in learning the culture of Rejang students can be seen in Table 2.

Table 2
Group Statistics Majors

	Majors	N	Mean	Std. Deviation	Std. Error Mean
Culture of Learning	Science	33	13.3333	2.83578	.49365
	Social studies	46	12.9348	1.94824	.28725

The average value of the learning culture of Rejang students from the Natural Sciences department was 13.33 while the average value of the learning culture of the Rejang students from the Social Sciences major was 12.93. to see if there are differences in the learning culture of the Rejang tribe students viewed from the majors of Natural Sciences and Social Sciences, then a t-test was performed and the data obtained in table 3.

Table 3
Rejang Tribal Learning Culture Different Test Results based on the
Department of Natural Sciences and Social Sciences
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Culture of Learning	<i>Equal variances assumed</i>	5.809	.018	.741	77	.461	.39855	.53793	-.67260	1.46970
	<i>Equal variances not assumed</i>			.698	53.017	.488	.39855	.57114	-.74700	1.54410

After analyzing using SPSS then it was concluded that the Sig value of 0.461 is greater than 0.05, meaning that H0 is accepted automatically H1 is rejected. So the results of the study showed that there were no significant differences in the learning culture of Rejang students in terms of science and social studies. While the results of calculating the differences in learning the culture of Rejang tribes based on gender can be seen in Table 4.

Table 4
Gender Statistics Group

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Culture of Learning	Female	59	12.9492	2.52862	.32920
	Male	20	13.5500	1.70062	.38027

The average value of the average learning culture of female Rejang ethnic female students is 12.95 while the average value of the average learning culture of Rejang ethnic male students is 13.55. while the results of the t-test to see whether there are differences in the learning culture of Rejang students by sex can be seen in table 5.

Table 5
Rejang Tribal Learning Culture Different Test Results based on Gender
(Male and female)
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Culture of Learning	Equal variances assumed	2.619	.110	-.987	77	.326	-.60085	.60846	-1.81244	.61074
	Equal variances not assumed			1.195	49.113	.238	-.60085	.50297	-1.61154	.40985

After analyzing using SPSS then it was concluded that the Sig value of 0.326 is greater than 0.05, meaning that H0 is accepted automatically H1 is rejected. So the results of the study showed that there were no significant differences in the learning culture of Rejang students in terms of the sexes of women and men. From the results of different tests conducted on Rejang tribe students based on majors and gender, it is obtained data that there is no significant difference, this shows that the culture of learning conducted tends to be homogeneous. This data is very useful for supervisors/counselors and other school personnel in planning the education process. The implementation of guidance and counseling in schools is an integral part of the educational process, where the goals of guidance and counseling must be in line with educational goals (Kartadinata. 2011) so that collaboration between the supervisors and other school personnel should be carried out in the preparation of guidance and counseling programs so that a positive learning culture and conducive can be formed and carried out in accordance with expectations. The forms of tutoring that can be given to students include academic flow-based tutoring in increasing student curiosity in learning.

Flow is an individual's condition so drifting into an activity that it feels that nothing else can distract his attention and is done pleasantly despite facing

challenges and requires time to complete the activity. The sensation of flow when carrying out activities is the total involvement and full concentration of both mental and physical because the activity undertaken gives rise to a feeling of challenge that requires skill and perseverance (Csikszentmihalyi & Bose, 1990).

If flow occurs in the academic process at school then the PBM atmosphere will be active, innovative, creative, effective and fun because all students will participate fully in the learning process, even difficult subject matter is considered a challenge that must be resolved. However, to bring learning conditions that require academic flow guidance from the supervisor/counselor so that students know and understand what the essence of academic flow is, what are the goals and uses for the development of students' competencies and cognitive, school and scientific progress and what skills are needed so that the writer feels students need to get academic flow guidance first before cultivating learning in academic flow situations.

In addition, the supervising teacher also needs to collaborate with all related personnel in order to create an academic flow learning environment and culture because students will be faced with assignments that have clear objectives so that they require specific responses from individuals outside of students. According to Nakamura and Csikszentmihalyi (2009), there are several characteristics to make flow occur in activity including a) intense concentration and focus on what is being done at the present time. b) The combination of action and awareness that is reflective loss of self-awareness as a social actor, c) the feeling that individuals can control individual actions, which means, the feeling that someone can handle these principles with the situation because someone knows how to respond to whatever happens next, d) Temporal experience distortion (usually, there is a sense of time has passed faster than usual), e) There is an intrinsically favorable experience of activity.

Flow characteristics will form a learning culture that can develop student curiosity. Basically, curiosity is a desire to know more about multidimensionality (Engel, 2011, p. 627) so that individuals learn what they know and don't know, and then use their knowledge to learn more and to solve problems they experience (Shor, 1992: 86) even curiosity is closely related to competency needs (white, 1959). Based on the analysis of the authors from various literature, the culture of learning will be positive and conducive, highly influenced by many factors and need to contribute and collaborative from all

parties responsible for the achievement of success in undergoing performance education that can be done by the supervising teacher in building a learning culture is to provide guidance and counseling to foster students including academic flow guidance in increasing student curiosity in learning.

CONCLUSION

The results of this study show that the learning culture of Rejang students mostly learns in their free time and whenever they want, more than half have a learning tendency due to extrinsic motivation, which is the spirit of learning because they want high grades if they are going to exams if there is homework and want to get attention while studying. Students also mostly like to study at night. Students of the Rejang tribe like to learn to listen to the teacher's explanation, like to repeat the subject matter so that they will study at home when they do not understand the subject matter. And from the learning habits of the Rejang tribe students have a learning culture that leads to audio learning styles because students like to discuss and explain at length, it is difficult to write but it is easy to recount, and more like to read and less to the kinesthetic learning style. While the results of different tests concluded that there were no differences in the learning culture of Rejang students studied in the majors or gender. This research data can be used as a basis for further research development regarding academic flow guidance in increasing student curiosity. The expectation of a literature study on academic flow guidance in improving student curiosity in learning is not only limited to hypotheses or assumptions from the results of analysis of theoretical studies and literature reviews but should be proven by further research so that it can contribute to the development of guidance and counseling services, especially in the field of learning.

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