

A Case Study On Social-Cultural Adaptation To Education And Occupation Of A Family With A Child Attending Adelaide Elementary School And Manado High School

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Abstract: This paper is a result of a case study on a family who makes social-cultural adaptation to occupation and education in Indonesia (Manado) and Australia (Adelaide). The analysis is supported by theory of adaptation (socially and culturally). The research-data collection in this specific case study on the family uses a qualitative research method emphasizing on free and in-depth interview techniques and openly conducted as casual interviews. The result of this research shows that this family has managed to make adaptation to occupation and education in Indonesia and Australia. Their oldest child has managed to make adaptation to education at school in Australia with the assumption that grade 7 to grade 9 is equal to pre-secondary school. However, the child at the end fails to make adaption while attending a secondary school in Indonesia and refuses to attend classes at the school in question. The theoretical data reveal that the child has received unfavorable treatments physically and emotionally by certain male teachers, which the family in this case study considers unprofessional. Furthermore, the child has experienced social-psychological bullying by certain students at this Indonesian school.

Keywords: adaptation, social-cultural, SOSENIN, professional, social-psychological, and bully.

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I. INTRODUCTION

Handling children as students in the education and learning process at pre-secondary and secondary schools, as well as at kindergartens and primary schools, can be well-performed when the educating human resources as the teachers behave professionally. In this case, the education and learning process at such schools requires teachers who ideally master their teaching materials, are competent to teach and convey the teaching materials with proper teaching techniques, conduct themselves as teachers, as good motivators to their students, avoid teaching methods which are forceful and emotional by inflicting physical punishments on their students, act as role models as a reflection of god-fearing teachers according to their respective beliefs, in accordance with their capability/competence by having degrees and the Indonesia National Teacher Certification. Ideally, such conditions are supposedly implemented because anthropologically, the education process is part of the SOSENIN process (Malonda, 2007, 2006)¹ where the mindset and mentality of students are formed at school. Anything which students experience or make adaptation to in relation to the existence of teachers will leave trace as part which forms the mentality condition of the students. Moreover, there are parts which form their mentality such as from students outside their school (social organizations and others), as well as from the students' own family, all of which are based on the conditions of cultural institutions in society.

¹A SOSENIN process is the anthropological process undergone by individuals since toddlers until they die. It happens at the same time; first, the individuals socialize; since they are born, they start to realize and recognize their mother, father, aunts, uncles, family, relatives, society environment, starting from elementary school to university, also by working and being in various social-group environments, until they die; second, since toddlers until they die, they also learn about culture from such social-group environments; third, at the same time since such period, they learn to accept all kinds of emotional feelings, such as sad, scared, happy, angry, proud, and others (adapted from a paper by Keontjaringrat 1980, in Malonda, 2016).

²The social-cultural concept is used in anthropology to show the interconnection between human society and human culture. In this case, humans are social creatures, organized in groups based on history and different cultural characteristics in responding to their environment. The social-cultural concept has a sole meaning on the processes and interactions related to the term (Garbarino, 1977) in Malonda, Benny Ferdy(2006). An anthropological description which uses the social-cultural concept can be about social-cultural medical factors, social-cultural political factors, social-cultural psychological factors, and others in various life aspects of society.

Based on the above conceptual/theoretical reasoning, this research aims to qualitatively examine the experience of a family in making adaptation to the education and learning process of one of the children in the family, where the parents in the family are also related directly in the adaptation process to the social-cultural environment of a university and work place. This experience of social-cultural adaptation² encompasses how the parents in the related family adapt to the university and work-place environment in Manado and Adelaide, Australia, in addition to sending one of their children to school as a student at a pre-secondary school (in a nine-year-curriculum education), and during the period when the student attends a secondary school in Manado, Indonesia, particularly how the student adapts to his/her educational and learning conditions.

This research uses/adopts the theory of adaptation based on the theoretical core of the social-cultural process. According to Bennett, Hardesty, Roy Ellen, in a paper by Adi Prasetyo (2008) <https://etnobudaya.net/2008/01/28/adaptasi-dalam-antropologi>, there are several perspectives on theory of adaptation. Adaptation is related to the system theory biologically (humans in the context of being in a physical environment), behaviorally, and socially. Adaptation is a dynamic process because there is nothing fixed about humans and physical environment, especially social and cultural environment. The condition of humans/society in cultural practices may rise as a result of opportunities/pressure in resources/groups. Therefore, we can define adaptation as a human's active strategy based on their decision making when dealing with their environment (the environment in a social-cultural meaning). Adaptation can be seen as an effort to preserve a life condition when facing changes. Hence, the definition of adaptation is always closely related to the measurement based on an assessment, in terms of one's social-cultural successful level at surviving. In this case, adaptation can be examined on how far it can be considered successful or unsuccessful.

This research retrospectively uses a more specific qualitative research method which according to a type of a qualitative research method is called a "Case Study". A qualitative research method (Malonda, 2017) is a method which is based on: (1) the researcher as the main instrument (as the software, besides the hardware), who is capable to collect data through in-depth interviews and participant observation; (2) the acceptance of the background community to the researcher in a good relation or informally close, as one of the requirements to achieve the success and validity of data collection; (3) the holistic and comparative data collection; (4) the tendency to stress on the social-cultural field data as field theories or elemental theories which are gathered from a relatively small sample and analyzed without any calculation. However, when necessary, calculation must be made as the validation of the social-cultural data descriptively and inferentially for certain samples in large numbers as a combination of the holistic and comparative data research. Nevertheless, this research does not adopt any quantitative data-measuring technique because the target of the research in the qualitative methodology aims at only one family who undergoes a process of life by adapting to their social-cultural environment at university and work place, and to the social-cultural conditions of the education and learning process of their son. The technique that used in collecting the data of this research is conducting free and in-depth interviews, with a sub-technique using 'casual' interviews. The core of these casual interviews is the subjects who are approached by the researcher in a close-ranged and non-formal manner, and organized in such a way to have intimate conversations (as the hallmark of the interview techniques in anthropology), and interspersed with interviews on the substantial matters of this research without creating the awareness that the process of data collection has taken place. As the research using a qualitative research method, the theoretical context is materialized from the data as the results of the research, which in anthropology is called field research.

The issue of this research is (related to) the family, which consists of a mother, a father, and children, are able to adapt to the social-cultural life of their occupation and education as well as the learning process in Adelaide and Manado. The purpose of this research is to examine how the family adapts to their social-cultural life in the education and occupation they have experienced, particularly in Adelaide and Manado. Focusing on working to earn a living is solely performed by the father in both Adelaide and Manado, and the mother (while undertaking studies at a university in Adelaide and teaching architecture in Manado), and one of their children is examined only while obtaining his education and learning experience focusing on the 7th grade to the 9th grade in Adelaide, and the 1st grade of the vocational secondary school/secondary school in Manado.

The scope limits of this research are, first, the research background as the introduction or the reasoning of the research; second, the family background which reveals the educational and occupational conditions of a family having children at the pre-secondary school and secondary-school ages, third, the family experience as a process of adaptation to the social-cultural condition of education overseas and in Indonesia; and fourth, the conclusion which concludes whether or not the family succeeds, and in making adaptation to the social-cultural environment of the education and learning process of the child.

II. FAMILY BACKGROUND

The family that is examined in this research consists of a father and a mother aged 43 and 44 years old (when they started to settle in Australia in 2006), with two sons who, when they first settled in Australia, became students of a primary school with grades ranging from 1 to 9 (The second son or the last child is not involved in this research to be examined; only the first son is examined). As for the first son, he still suffers from a mild-category autistic disorder.

The mother of the children was the main reason for the family to move to and settle in Australia, specifically in Adelaide, South Australia. The mother is a lecturer in architecture who in 2005 started to settle in Adelaide to undertake a Master's degree educational program at Adelaide University (who then continued with a PhD program at the same university). Prior to that, she was attending IPB Bogor for a Master's degree in landscape architecture. As a matter of fact, while attending IPB Bogor, she received a national scholarship from the Ministry of Education and Culture of Indonesia. In the second semester attending IPB, she received the scholarship acceptance for a Master's degree at a university in Adelaide, for which she had done the test on-line before hand and got accepted. She then decided to leave the Master's degree program at IPB and continue it in Adelaide.

The father of the children holds a bachelor's degree in architecture which was formally authenticated by a national institution which entitles him a practitioner degree as a technical engineer. His permanent job before that was a practitioner who received jobs to design structures from private parties. While accompanying his wife undertaking her studies in Adelaide, he also worked at a private company as an employee engaging in the production of raw materials made from dried skin of cows and sheep, and the production of canned beef and lamb to be exported to Arabic countries. The job was definitely not related to his architectural profession, but the job enabled him to save up money to support his wife's studies and his children's needs while living in Adelaide.

III. THE CONDITION OF THE SOCIAL-CULTURAL ADAPTATION

3.1 Introduction

In fact, the adaptation process of this family, the father, mother, and their son who moved from Indonesia and settled in Australia, can be considered successful owing to the potential motivation for studying and working of the family according to the examination focus of this research. There are three related subjects in this case study. Based upon the interviews, the scholarship received by the mother to undertake her Master's and doctoral degrees and the success of her husband in working and earning money provided the social and psychological support and enabled them to gain safety and comfort while living in Australia. The family even managed to save up and buy Japanese second-hand automatic sedans. They were even able to buy three Japanese sedans at affordable prices. The adaptation also took place because the family was able to socialize with families from their hometown whose family members were attending schools in Australia and with families from their hometown (including families from other places in Indonesia such as Javanese and Batak people) who have settled and married to Australians, and the husband, as the head of the family, already had a permanent job, regardless the fact that it was not related to his bachelor's degree which was obtained in Indonesia. While living in Australia, there were times when the family invited the mother of the wife's who was pursuing her Master's and doctoral degrees.

Their social life in Adelaide with the people from their hometown and others was filled with picnic events, visiting certain families for feast gatherings while gaining cooking skills from them and participating in celebrations of Indonesian national days. In accordance with the religion adopted by the subject family in this research, they also made adaptation, in the SOSENIN context, by attending a local church in Adelaide. Even the mother of the wife of this subject family, who periodically stayed in Adelaide and has a talent for singing gospel songs, participated regularly in scheduled events at the local church together with the wife.

Interpretation of the adaptation process

a. The condition of adaptation of the parents in Manado

The description of the adaptation of the family in Manado, particularly of the husband and wife, focuses on their respective occupation. With her teaching skills, the wife was competent to do her teaching job in architecture at a public university. Before reaching 30 years old, she had already become a head and had quite a record of achievements in architecture at a private university. She then decided to move to a public university, assuming it was ideal for her to be a Civil Servant (*Pegawai Negeri Sipil*, "PNS"). Having a family member who holds a PhD, apart from the influence from public media and work environment, has encouraged the wife to work very hard and teach as a lecturer at a private university. This has enhanced her development and she was able to do her job well.

While the wife was working as a lecturer, the husband also showed great potential as an architect. This was proven by a large number of orders placed for his designs for buildings, houses, townhouses, churches, and other structures. The strategy for adaptation was supported by his decision making, as he did not set above-average tariffs, but instead he offered below-average tariffs which could be considered inexpensive, so there were many customers placing orders with him for designing a structure, as well as supervising and constructing the structure he designed according to the customer's request. He was even also working as a consultant to final-year students in architecture. Another strategy he took was switching his habit from drawing using a 'drawing table' to drawing structures using a computer. This really supported his career in Manado. At the end, after his wife had been pursuing her studies for a Master's degree in Adelaide for six months, he decided to leave his many customers and take his two children to come live with his wife in Adelaide, Australia, in 2006, despite the large number of customers placing orders for his structural designs.

b. The condition of adaptation of the parents in Adelaide

Focusing on the father in the family as the husband in the family being researched, despite being an architect graduate (who has received an architectural award from an institution in Jakarta based on a formal evaluation), he was willing to work at a factory which produces raw materials made from dried skin of cows and sheep to be distributed to the leather industry around Adelaide, and produces canned beef and lamb to be exported to Arabic countries, and others. The husband worked at the company without using his architectural degree. With strong motivation for working and a firm decision, the husband was able to adapt socially and psychologically despite the issues which occurred such as social-psychological competition among colleagues in a normal and natural way. He was also able to work well owing to his good English skills. With the knowledge he gained from university and his English skills, as well as the skill to socialize with his co-workers and supervisors, he was able to perform well at work. One thing which was a little disturbing for him was when his colleagues suggested he treat and have surgery on a lump under his left eye, next to the lower part of his nose. The lump has been surgically removed in Manado and it was not diagnosed as a tumor but a benign lump, but the lump was gradually getting bigger. Based on his experience in Indonesia, while working at the company in Adelaide, he then followed the advice from his colleagues to have surgery at a clinic as a minor surgery.

Focusing on the wife in the family being researched, she had strong motivation for obtaining her PhD degree (as mentioned above). She was highly motivated to pursue her studies in Adelaide, preceded by her decision to leave her studies in the landscape architecture program at IPB Bogor as her strategy. Basically, her ability to make adaptation in Adelaide during her studies is interpreted because of her perseverance to acquire a great deal of theoretical knowledge in her field before continuing her studies in Adelaide, and her persistence and hard work in studying numerous literature which she received during her Master's and doctoral degrees at the university in Adelaide. It was the ability to make social-cultural adaptation to education and research that made her able to complete her research and finish her Master's and doctoral degrees, and also because of her perseverance to do field research, within the time line set out by the university in Adelaide, which was between four to five weeks in Minahasa Regency. Another matter which is related to social-cultural adaptation is while she was attending university in Adelaide, she was able to allocate some of her time for part-time jobs to save up some money by working at certain stores or restaurants.

c. The condition of adaptation of the first son in Adelaide

The son started to attend school in 2006 in Adelaide in the 3rd and 4th grades of primary school. He attended the 3rd and 4th grades while his mother was pursuing her Master's degree at the university in Adelaide; then he continued to the 7th, 8th, and 9th grades in 2010 when her mother was taking her PhD program at the same university. Prior to that, he had spent one and a half years attending a school in Manado.

Despite the remaining autistic disorder from which the child still suffered, which was considered as mild autism, he was able to adapt to the education and learning condition in Adelaide. This research particularly focuses on when he was attending school in the 7th, 8th, and 9th grades. He developed speaking skills (like a native speaker) and writing skills in English. Another skill which he has developed is operating a computer, especially playing various games and browsing the internet to read about science such as astronomy and others. At school, his activities involved about 45% of learning science and 55% of practices and playing. The practice activities encompassed visiting certain locations such as a botanical environment, followed up by its report. The practice activities at school or at home may include drawing, writing, and even cooking certain meals.

In spite of his condition, even though it was mild autism, the child was indeed able to adapt to all the school activities. This was also balanced by the professionalism of the teachers whom this research regards as having a modern mentality. In this case, the child was able to adapt because he was able to gain his right to education and learning, which was facilitated by his professional teachers, equally the same as any other students who were psychologically normal (who did not suffer from autism like the subject child). As a comparison, the child, who becomes the focus of this research, was more able to make adaptation at school

compared with one female student whose social behavior and learning condition were likely difficult to manage socially and psychologically (based on her behavior), which sometimes the teachers tolerated by letting this student not do her duties as a student.

Based on his potency, the subject child was able to perform well just like his schoolmates to follow all the learning activities, practices, and others. As an example, he was able to make adaptation in Adelaide at his school; he was able to learn how to write and read in English, as well as the grammar. In this case, he practically speaks English like an Australian native speaker. Therefore, with the percentage condition of 45% learning science and 55% doing exercises and homework, as well as playing computer games, the child was able to socialize while gaining education and learning in his school environment. With his computer skills, he was able to make presentation on the tasks which his teachers assigned, such as in the English subject. The English presentation and practice encompassed speaking, writing, and reading. During his learning process, the child, who was then in the 8th grade, received a high score in reading from his teacher. He was also able to make presentation on mathematics/algebra.

The condition of the education and learning process in Adelaide of the child in this research, when he was in the 7th to the 9th grades, really stimulated him to become 'school-minded'. This condition was supported by his extra daily activities before learning science, and others; he was used to doing joint exercise with the 1st to the 9th graders. As part of the physical and mental education, every day they played soccer, basketball, volleyball, and did gymnastics. There were also other sport activities on certain days within a period of 3 to 4 months which encompassed sack racing, marble games, running, and others. The child experienced a very positive education process owing to the roles of the professional teachers who were competent in teaching, humane, by treating all the students as subjects to educate and build their mindset humanely. It can be stated here that these professional teachers with a modern mentality made such efforts to pay attention to their students, including the child. They developed the potential of students by providing knowledge through the curriculum, moral education, lessons, and examples from the teachers' behavior to follow.

d. The condition of adaptation of the first son attending school in Manado

In 2014, the family in this research returned to Indonesia, particularly to Manado, after the wife had graduated from her doctoral program. In this sub-chapter, it can be stated that the first son, who was at the school age of the first grade of high school, in reality was unable to adapt to the education and learning process in Manado. Both his parents were concerned with his inability to adapt, but they opined that the school environment, in terms of the students and the teachers, were not supportive in the social-psychological education towards their first son. In this case, the son attended the school two times to study in the 1st grade of high school (first in vocational high school) then he moved to Manado Public High School.

The social-psychological situation which the child was facing was not considered healthy by him and his parents. For example, the students in general (especially the male students) were not discipline, often disturbed other classmates, and even the child was bullied several times³. Nevertheless, he showed discipline and well-mannered behavior, did not talk much, as the way he carried himself was the result of the education in Adelaide. There was a teacher who was considered unprofessional and often expressed his anger and beat students, and the child was beaten by this particular teacher who was angry because there were certain students who were noisy and fighting. As a result, all students, including the subject child, were beaten by the teacher. However, the child rationally believed that he did not commit any violation against the school ethics. Based on the perception of the child, he insisted on not attending the vocational public high school and staying at home, refusing to attend such school.

The parents then took the initiative to transfer the subject child to Manado Public High School.. Within about 4 months, he was able to make adaptation at this school, although according to him, there were many students who were naughty, liked to fight, and were not discipline. The parents suggested he spend more time at the school library during break times. Nevertheless, due to his quiet behavior, there were still some students who liked teasing him for fun. This condition took place and was entailed with an unprofessional and bad-tempered teacher. Just because other students fought and were noisy, the subject child, who was innocent and a well-mannered student, was also beaten by the teacher (smacked on the head) which was considered uncivilized. On top of that, there were also teachers who used to smoke within the school area, which according to the child is a bad and unhealthy habit. These conditions at the end resulted in the child refusing to attend the school because he was afraid that these conditions might happen again.

From his point of view, the behavior of those teachers at the vocational public high school and public high school and the bad behavior of the students are in contrast with what he previously experienced in Australia in the 7th, 8th, and 9th grades which are equal to junior high school. It was a positive condition in the social-psychological education as a civilized-modern factor (as well as his parents' evaluation) which affected the safety and comfort in the education and learning process of the child. In relation to that, the child was determined (which the parents also supported) to stop attending school in Manado; and he want to go to school

if they went back to live in Adelaide, to attend the school which was considered modern in connection with the behavior and mentality of the teachers, with a good curriculum.

3The definition of bully has been taken (adopted) from the writing of Neni Sholihay's World (2012). As an example, that an disadvantage event physically and psychologically in a high school had been done by some mischievous (bad actor) pupils toward their classmates and not classmates, by humiliating, or mocking, and even by beating without or with object (material), and so on. This condition is usually done toward a certain of calm (or an inactive) pupil.

IV. CONCLUSION

4.1 Conclusion

The parents, as the focus of this research, were able to make adaptation in Manado and Adelaide to their occupation. It is concluded that the husband and the wife have academic potential in the field of architecture, and both have made adaptation socially and culturally in Manado. The wife was able to adapt to her teaching job in architecture. The husband was a skilled architectural practitioner who received many orders to design structures, of which he then supervised the construction. In Adelaide, Australia, the husband was able to adapt to his practical working environment at a company which produces dried skin made from cows and sheep and exports canned beef and lamb to Arabic countries. The wife mainly focused on her studies for Master's and doctoral degrees, to which she was able to adapt until she received her PhD, as a result of her strong motivation and firm decision making, besides her academic skills in her field.

The first son in this research focus attended the 7th to the 9th grades, and shows his adaptation skill in the social-psychological education. Although he could still be considered suffering from mild autism, he managed to perform well at school and was able to fulfill all of his obligations in his studies which included learning science, doing practices, and others. It is concluded that this happened because he was being in a modern education environment with a set of teachers as the human resources who were modern, professional, and humane, completed with a learning curriculum according to the standards of a developed country. It is unfortunate that the child was unable to make adaptation to the secondary school in Indonesia due to the social, psychological, and physical damage caused by certain teachers who were unprofessional, emotional, and inhumane; he was also bullied several times by students of his age.

4.2 Suggestions

Should (if) the family choose to remain living in Manado, based on the formal social-cultural environment, the education and learning style of Indonesian people and government, of which the human resources do not receive modern education and are unprofessional, along with the kind of curriculum which suffocates students with memorizing science as if it is more important than doing practices and extra-curricular activities, and the moral-and-ethics lessons are not taught by well-mannered teachers as role models; then, the temporary solution for the subject child is home schooling.

This case study actually focuses indeed only on one family case study, and related to the first son case that only toward the condition of two public high schools. But the author believes that this kind of research needs to be conducted by the Indonesian government in an in-depth manner by collecting various samples of cases to detect whether positive environment has been achieved, and especially how negative environment causes disadvantages to students during the implementation of the education and learning process at schools.

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