

Students' Reflection on Maori's Initial Life and Its Relationship with White People in New Zealand through the DESCA Approach

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Abstract: Reflection is one of the learning activities in several learning models. This study wants to answer the student's reflections about the Maori Life and Their Relationship with White People in New Zealand through the DESCAs approach (Dignity, Energy, Self-Management, Community, Awareness). This research uses qualitative research with grounded theory and systematic design. Some students represent their groups in class about the History of Australia and Oceania. The results of the questionnaire also answered reflections based on material. The questionnaire adopted the DESCAs approach. Reflection is given after the learning process. This reflection can be a reference for researchers and students to follow up on the learning process and classroom action research.

Keywords: Reflection, Maori Life, White People, DESCAs Approach

Introduction

This research was appointed to explore concepts through reflection. Reflection is the way each individual reviews the learning process that has been done. Harisman (2018) in his journal states that reflection can help individuals to correct the mistakes they have made and avoid the same mistakes.

The application of reflection to students is a common thing to do with USD students. Reflection is one part of the approach called the Reflective Pedagogy Paradigm (PPR). PPR implementation in learning through a cycle consisting of 5 main elements. The main elements are: context, experience, reflection, action, and evaluation (P3MP, 2008: 8).

Learning PPR patterns is learning that integrates learning in the field of study with the development of human values. Learning in the field of study is tailored to the context of students, while the development of human values is developed through the dynamics of experience, reflection and action. This learning is escorted by evaluation (Subagya, 2010: 51).

PPR learning objectives are realized in 3 elements that exist in the learning objectives. These three elements are Competence, Conscience, and Compassion. Competence is cognitive or intellectual ability, Conscience is an affective ability to make choices that can be morally accountable, while Compassion is a psychomotor ability in the form of concrete and inner actions accompanied by compassion for others (Subagya, 2010: 23-24).

The process of reflection is related to the professionalism of students as prospective teachers in teaching activities according to Donald (1987) and Danielson (2009) that a professional teacher must reflect on his actions. Lin (2013) also conducts research in professional development where teachers reflect themselves with peers. Zeichner (2008) has used his experience for years to reflect. According to Calderhead (1989), teachers must realize that the role of reflection is very important in learning world teacher learning process.

Students will discuss the material and its depth through reflection. There are many studies of Maori life in New Zealand. This article focuses on learning design, where students are invited to reflect on the beginning of Maori life in New Zealand and its relationship with white tribes in Australia. The term white tribe refers to the British immigrant community who built a colony and federation in Australia. The great exploration of Europeans into the Pacific region is in line with the slogan of the English nation, namely "*Swing to the East*".

After the occupation and the tribal war, the pride of Maori culture began to live again in the 20th century. In 1936, the Maori per thousand birth rates was 44; increased to 46 in 1961 but fell again to 39



in 1967 (Osborne, 1970). In 1961, the Maori tribe constituted 7.4% of the population of New Zealand. In 2000, the Maoris could amount to 700,000, or 14% of the population of New Zealand (McLintock, 1966). At present Maoris estimates that they represent 10% to 12% of the population. The high percentage of Maoris is in the younger age group, and relatively few in the older age group (Brown, 1991).

The approach used as a guide to process reflection is DESCAs. The DESCAs approach was developed by Merrill Harmin and Melanoe Toth (2012) who respond to fundamental questions about teaching. Every strategy explains that everyone must respect each other, not regulate like a boss; collaboration not isolation; commitment on learning, not fear of failure and dignity, not flattery or appreciation only for a handful of students. A Practical approach that drives the extraordinary positive abilities students have. This approach is based on approaches that suggest a focus on students' natural focus. Bring out the best abilities students have, which are often accompanied by positive abilities that students themselves have not yet known.

This approach is more concrete to achieve goals through 5 potentials that exist in students.

Table 1. Dignity

1	2	3	4	5
Students feel inferior: Students appear lethargic and lazy, as if they feel insignificant, weak, and helpless. Or they act as if they will be worthless without success or recognition from others. They show a level of self-confidence, self-respect, and low self-esteem.				Students learn respectfully; Talented or not, students sit and walk with upright and confident. Students feel confident that they can succeed and solve problems. Students feel very confident about their pride.

Table 2. Energy

1	2	3	4	5
Students seem unhappy or anxious: The rhythm of learning in the classroom seems slow, often without creativity, a lot of waiting, not passionate, wasting time. Or the class atmosphere is too chaotic, causing stress, tiring, and chaos.				Student energy flows well: Students are busy, involved and active. The atmosphere in the classroom is very lively, no one pays attention to time. Time seems to pass quickly.

Table 3. Self-Management

1	2	3	4	5
Students only follow orders: Students do not show personal responsibility or personal choice. Students learn passively, without commitment from themselves.			Students organize themselves: Students make the right choices and guidelines, and carry out self-discipline, have the willingness to learn and be diligent. Students do not need to be governed.	

Table 4. Community

1	2	3	4	5
Students only care about themselves: Students act for their own sake, regardless of the circumstances of others. They do not show sharing behavior, do not cooperate, do not respect each other, or are kind to friends or teachers			Compactness appears: Students often show mutual sharing, work together, be kind, and feel dependent on each other. There is no antagonistic, mocking, or rejection behavior.	

Table 5. Awareness

1	2	3	4	5
Students look bored and busy themselves: Class feels unpleasant. Students seem unconcerned, do not respond, or think narrowly and superficially. Little or no thinking, finding out, or learning concentration; many students don't pay attention to the lesson. Student's talk looks like she is or is not smart.			Students who are insightful and ready: Students demonstrate the concentration of learning, observing, listening, thinking, paying attention, evaluating, and creating. Students look smart, can understand what is happening. They have a high level of attention. Student talk looks smart.	

The study was conducted in the History of Australia and Oceania class. At the 11th meeting the students conducted the lecture on the topic "New Zealand conditions after the British occupation". Before lectures are conducted, researchers have designed the implementation of learning. There is one group consisting of 4 students who explain the material and materials given by the lecturer. After that, students conduct discussion activities. After carrying out the discussion students fill out a questionnaire such as confirmation of the material or reflection of the learning activities that have been carried out.

From some of the above explanations, this article wants to answer student reflections through the beginning of Maori tribal life and its relationship with the white tribe (of British descent) in New Zealand through the DESCA approach.

Research Method

The method used in this research is a qualitative approach with grounded theory research design. Student reflection in the form of a review of the process of learning and reflection helps each individual realize the importance of analyzing a historical event. A pattern of historical events in various parts of the world will occur or repeat with different times and masses. Researchers use Creswell's (2015) view of research design. The research design is a systematic qualitative procedure that is used to bring up a general explanation of the researcher based on the participants' views, describe the process or interaction between participants.

Discussion

At the planning stage the researcher prepares teaching materials for courses in History of Australia and Oceania. The brief material on the topic of the Beginning of Maori Tribe Life and Its Relationship with the White Tribe in New Zealand. The initial concept that was intended to show students was openness that made progress. This was also felt by the Maori tribe who was labeled as a native of New Zealand. The second concept that wants to be instilled in students is the attitude of humanism in every human person. The Maori are considered to have a civilization better than the Aboriginal people. This can be seen from parliament that the indigenous people of New Zealand have a good position in parliament compared to the indigenous tribes in Australia.

With swiftness and learning from experience, the British government responded to the good opportunities of various heterogeneous tribes in New Zealand by offering the Waitangi Agreement for the tribe who would accept the benefits of the British. Various interventions were given one of them by offering weapons to cooperative tribes. In addition, these tribes are offered for trade cooperation.

In addition to preparing teaching materials with students, researchers also prepared questionnaires filled through the google form application as a medium for student reflection. The research carried out on the Learning Implementation began on May 13, 2019 in the course of History of Australia and Oceania which was attended by fourth semester students of FKIP USD History Education.

The results of the reflection on DESCAs are described in 2 categories, namely the statement and question categories. Here is a diagram of the results of the first category:

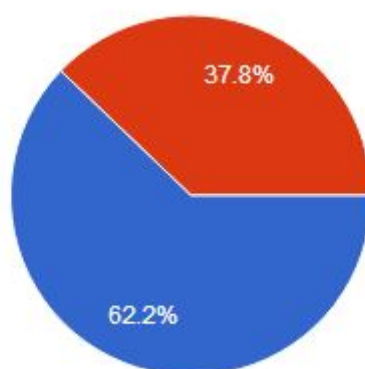


Figure 1. Reflection diagram of dignity

From the reflection about dignity, students who answered yes were 62.2% while those who answered were 37.8%. Most students feel more inferior to show their abilities. This finding is reinforced by the heterogeneous classroom situation that is derived from students with a variety of backgrounds, so it tends to group to reach something even closed.

The concept of dignity is elaborated through several ideas outlined by students including. Everyone has the same opportunity to act, has an open attitude, is open to change. This is in line with the struggle

of the Maori people who felt threatened by the beginning of the arrival of colonialism, in such circumstances they were able to take the positive things offered by the colonial side.

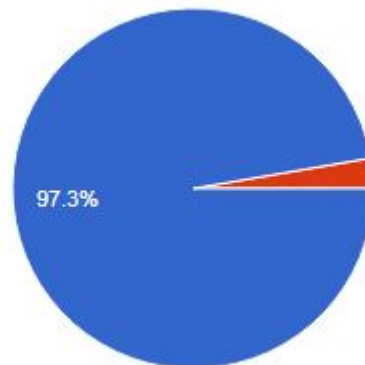


Figure 2. Reflection diagram of energy

The second diagram illustrates energy reflection. 97.3% of students answered that they have the spirit of life if their family and friends support their actions. This finding was proven during lectures that there are many personal problems that can be solved by reinforcement of friends from one area or one principle. Every individual's enthusiasm for life is in accordance with the principles taught by Driyakara, each individual is concerned with shared interests rather than personal interests. But there is still conflict about what I have done. More than that I will stick to the philosophy of Sunan Kalijaga, *Urip iku urup* so that despite many conflicts, I keep the spirit because while not harming others I will continue to work

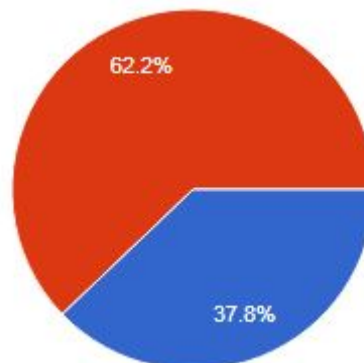


Figure 3. Self-management reflection diagram

Furthermore, the student self-management reflection diagram is explained that 62.2% of students are always ready with challenges and assignments despite new things. The remaining 37.8% of students are not ready. One thing that is important to study each historical event, especially analyzing the dynamics of historical events makes students feel they gain more experience to look to the future in the direction of progress.

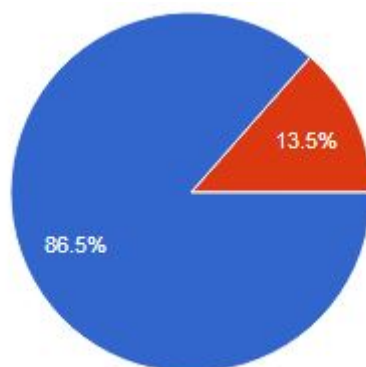


Figure 4. Diagram of community reflection

From [Figure 4](#) it can be explained that there are 86.5% of students who prefer to work proactively and creatively than waiting for instructions from parents and lecturers. These results indicate that the current of globalization has a significant impact on the development of student life and even the dynamics of culture and background are a strong reason that many generations in Indonesia are able to pass through challenges. For that, it needs great support from the leaders of change to change the mindset of today's generation.

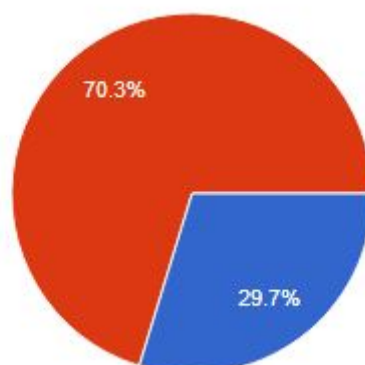


Figure 5. Reflection diagram of caring

The last diagram illustrates that 70.3% of students have no effect if an action is detrimental or beneficial to themselves and others. So, it is said that these students care more about each other than their own interests.

Conclusion

This article wants to answer Students' Reflection on Maori's Initial Life and Its Relationship with White People in New Zealand through The DESC Approach.

This research shows new concepts about life by analyzing and reflecting about national life in Indonesia as a country of pluralism with Maori Tribe Life and its Relationship with the White Tribe in New Zealand.

New concepts instilled from the results of reflection include: (1) upholding dignity by working sincerely, not being afraid of the comfort zone, and looking for supportive opportunities; (2) maintaining positive energy by living in harmony and, being enthusiastic in working as long as it does not harm others; (3) being able to share time and willing to sacrifice for priority; (4) always maintaining common

interests by maintaining tolerance and unity; (5) being self-committed by showing concern as perpetrators of change.

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