Lensa: Jurnal Kependidikan Fisika
Penerbit: Universitas Pendidikan Mandalika
https://e-journal.undikma.ac.id/index.php/Lensa/index

June 2025, Vol. 13, No. 1
e-ISSN: 2686-0937
pp. 21-34

The Impact of Internal Learning Barriers on the Participation and Academic Persistence of Indigenous Papuan University Students

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Abstract

The declining academic participation and study persistence among Indigenous Papuan students at Universitas Musamus highlight a critical issue that demands thorough investigation. While various external factors have been previously examined, this study specifically focuses on internal learning barriers, which remain underexplored in the context of higher education in Papua. The aim of this research is to explore key internal constraints affecting students' academic engagement, including motivation, comprehension of course materials, learning strategies, and personal or social disruptions. Employing a qualitative case study approach and Miles and Huberman's interactive data analysis model, data were collected through open-ended questionnaires and semi-structured interviews with Indigenous Papuan students. The findings reveal a complex interplay of internal challenges such as low motivation, self-doubt, ineffective learning approaches, and physical or psychological discomforts that hinder students' learning processes. These internal barriers not only reduce classroom engagement but also negatively impact students' perseverance in completing their studies. The study underscores the urgent need for contextually responsive and sustained institutional support, such as academic and psychosocial mentoring programs, to foster holistic success among Indigenous Papuan university students.

Keywords: Internal learning barriers; Indigenous Papuan students; Academic motivation; Qualitative study; Study persistence

How to cite: Jua, S. K., Sumanik, N. B., Obina, W. M., & Reski, A. (2025). The Impact of Internal Learning Barriers on the Participation and Academic Persistence of Indigenous Papuan University Students. *Lensa: Jurnal Kependidikan Fisika, 13*(1), 21-34. doi: https://doi.org/10.33394/j-lkf.v13i1.15507

INTRODUCTION

Human life is inherently inseparable from the process of learning. Throughout this journey, it is undeniable that every individual encounters their own challenges and obstacles in learning. These difficulties are experienced not only by school students but also by university students, and they may arise due to various factors. For instance, psychological and environmental conditions in adolescents significantly influence their capacity to absorb lessons in class (Liana & Hanifah, 2018). Learning difficulties are closely related to students' learning skills, which include time management, classroom engagement, memory, concentration, learning endurance, and several other cognitive and behavioral competencies (Adiningtiyas, 2016; Syafni, Fatmawati, & Khaerunnisa, 2013).

The learning problems faced by students at the school level are also experienced by university students. These obstacles can be categorized into internal and external factors. Internal factors originate from within the student, directly affecting their learning process, such as motivation, emotional state, and personal issues. Meanwhile, external factors come from the student's environment, including family background, living conditions, and peer relations. Mustofa and Mollah (2019) revealed that internal learning barriers among university students

often include laziness, boredom, and unresolved personal matters, whereas external barriers may stem from instructor characteristics, teaching methods, coursework, learning facilities, and academic workload. A case study conducted by Rizki and Fauziddin (2021) found that students' low interest in certain difficult subjects, compounded by a lack of self-confidence, contributed significantly to their learning difficulties.

Students pursuing their studies at Universitas Musamus also encounter learning obstacles, especially those who are Indigenous Papuans from the customary lands. These students not only come from Merauke but also from various other regencies such as Mappi, Asmat, Boven Digoel, Lanny Jaya, Yahukimo, and surrounding areas. They face complex challenges that are often unrecognized both by themselves and those around them. Based on the authors' observations and discussions with faculty members, many Indigenous Papuan students appear active during the early part of the semester, but gradually disengage as the term progresses. Some students only attend the first class meeting to discuss the syllabus but fail to attend subsequent sessions, reappearing only for the final examination. This irregular attendance pattern suggests deeper issues beyond mere academic negligence.

Furthermore, many Indigenous Papuan students are observed to be passive during classroom interactions. They often remain silent throughout lectures and rarely ask questions or express opinions, even when encouraged to do so. While they may appear to understand the material—often nodding in response to explanations—they struggle to articulate ideas in their own words when prompted. Some display signs of low energy or drowsiness during classes. Their seating behavior also differs, both inside and outside the classroom. They often seem hesitant or uncomfortable when sitting with peers from other ethnic backgrounds and prefer to stay within groups of fellow Indigenous Papuan students. Such social withdrawal may limit opportunities for collaborative learning and academic development, especially in diverse educational environments (Maganga, 2009; Wijanarko & Syafiq, 2013).

Various learning challenges—both internal and external—are clearly observable among Indigenous Papuan students. While both sets of factors influence their academic experience, this study specifically focuses on the internal learning barriers. Therefore, the present research seeks to explore these internal obstacles in depth. It is hoped that the findings of this study can serve as a valuable reference for lecturers in guiding and supporting Indigenous Papuan students and for the broader academic community in helping them complete their higher education journey at Universitas Musamus.

Novelty of the Study

While previous research has extensively explored learning difficulties among university students, most studies have primarily emphasized external factors such as the quality of instruction, academic policies, and infrastructure constraints. Even when internal barriers are mentioned, they are generally treated as generalized psychological traits without consideration for sociocultural contexts or localized educational environments. Moreover, empirical studies focusing on Indigenous student groups in Indonesia, particularly Papuan students, remain significantly limited. This study addresses that gap by focusing exclusively on the internal

learning barriers experienced by Indigenous Papuan students—a population that faces unique cultural, psychological, and social challenges that are often underrepresented in mainstream academic discourse.

The novelty of this study lies in its qualitative and contextual approach that captures the lived experiences of Papuan students within a specific institutional setting—Universitas Musamus. Rather than relying on broad surveys or generalized frameworks, this study provides rich, thematic insights into the cognitive, emotional, and behavioral difficulties students encounter in real academic scenarios. The analysis not only reveals interconnected categories of learning barriers—motivation, comprehension, learning strategies, and personal disruptions—but also shows how these are shaped by sociocultural alienation, self-perception, and inter-ethnic dynamics within the classroom. This research contributes a grounded, localized perspective that can inform culturally responsive academic support systems for Indigenous students in higher education across Indonesia.

METHOD

This study employed a qualitative approach with an exploratory case study design aimed at gaining an in-depth understanding of the internal learning barriers experienced by Indigenous Papuan students at Universitas Musamus. This approach was chosen because it captures the students' subjective realities within complex social and cultural contexts, particularly in a higher education environment that may not fully accommodate their specific needs. A case study design enabled the researchers to explore the symptoms, lived experiences, and responses of students to learning challenges within a specific institutional setting. The study focused on internal aspects such as motivation, content comprehension, learning strategies, and personal disruptions that affect the students' persistence in their academic journey. The research was conducted over the course of one full semester, covering instrument design, fieldwork implementation, data analysis, and validation of findings.

The participants in this study were Indigenous Papuan students from various regencies across Papua and South Papua provinces who were actively enrolled at Universitas Musamus. The sampling technique used was purposive sampling with specific inclusion criteria: (1) students must be of Papuan ethnic origin, (2) actively registered in the current academic semester, and (3) willing to participate in the full research process. A total of 160 students from various study programs completed the questionnaire. In addition, 20 students were selectively chosen for in-depth interviews to obtain richer and more contextual data. The interviews were conducted in a semi-structured manner using open-ended, flexible questions and were recorded and transcribed for analysis purposes. All participants signed informed consent forms, and their identities were kept confidential in accordance with research ethics protocols.

The main instruments used in this study were open-ended questionnaires and a semi-structured interview guide. The questionnaire was designed to assess students' awareness of and experiences with internal learning barriers. This instrument was developed by the researchers and validated through expert judgment by three professionals in education and psychology. The interview guide was formulated based on initial findings from the questionnaires and was used to further explore students' personal experiences, including their perceptions,

emotional responses, and coping strategies. The data collection process was carried out in stages: the questionnaire was first administered both online and offline, followed by face-to-face in-depth interviews with selected participants.

The data collected were analyzed using the Miles and Huberman model, which consists of three main steps: data reduction, data display, and conclusion drawing. During the reduction phase, data from the questionnaires and interviews were manually coded and categorized into four major themes of internal learning barriers: motivation, comprehension, learning strategies, and learning disruptions. This process involved identifying recurring patterns and distinctive statements from participants. The reduced data were then presented in the form of tables and thematic narratives, incorporating direct quotes to preserve contextual integrity. To ensure the credibility and trustworthiness of the data, the researchers employed triangulation across data sources and methods (questionnaires, interviews, and classroom observations), and conducted member checking with a number of participants as well as expert review discussions across disciplines. The final results were analyzed reflectively to draw conclusions that could inform practical recommendations for the development of academic and psychosocial support programs tailored for Indigenous Papuan students.

RESULTS AND DISCUSSION

To understand the internal learning barriers faced by students, the research focused on two main questions: (1) students' awareness of the learning difficulties they experience, and (2) the specific types of internal learning barriers encountered by each student. For the first question, students were asked to respond directly with a "yes" or "no" answer regarding whether they believed they were currently experiencing any learning difficulties. For the second question, students were asked to identify the internal learning barriers they had experienced, based on a list of issues provided by the researcher. Additionally, students were given the opportunity to openly describe other difficulties not included in the questionnaire. To deepen the findings and explore the personal impact of these difficulties, the researcher conducted follow-up interviews with a number of selected students. These interviews provided valuable insights into the consequences they faced as a result of the learning challenges. A summary of student responses from both the questionnaire and the interviews is presented in Table 1 and Table 2.

Table 1. Students' awareness of their learning barriers

Statement	Student Responses (%)	
	Yes	No
I consciously acknowledge that I am currently experiencing learning difficulties	65	35

Based on the data in Table 1, 65% of students reported being aware of experiencing learning barriers, while 35% stated that they did not perceive any learning difficulties in their academic life. However, when responding to subsequent questions, many students proceeded to identify and elaborate on their learning difficulties, even introducing new issues not initially listed by the researcher. This indicates that although students do experience learning barriers during their time at Universitas Musamus, they may not always recognize these

difficulties as actual academic obstacles. These findings suggest a gap in students' self-awareness or understanding of the nature of learning barriers. The identified internal learning difficulties were further classified into four major categories, as shown in Table 2.

Table 2. Categories and types of internal learning barriers among students

Poin	Categories and Types of Internal Learning Barriers	Percentage (%)
1.	Student Motivation	
	a. Lack of desire to study and difficulty overcoming laziness	29
	b. Failing to complete or postponing assignments from lecturers	45
	c. Feeling embarrassed to ask questions to peers or lecturers	27
	d. Feeling inferior compared to other students	40
2.	Material Comprehension Ability	
	a. Difficulty understanding the subject matter being studied	48
	b. Inability to comprehend the lecturer's explanations during class	38
3.	Learning Strategies	
	a. Unfamiliar with effective learning methods	46
	b. Lack of access to learning tools such as laptops, mobile phones, or internet data	45
	c. Doing assignments together with peers	62
	d. Not having or bringing food provisions to campus	90
4.	Learning Disruptions	
	a. Attending classes on an empty stomach	52
	b. Additional responses: (1) Busy with extracurricular activities (e.g., student organizations); (2) Spending too much time on mobile phones; (3) Health issues	

As presented in Table 2, internal learning barriers faced by students are classified into four main categories: (1) learning motivation; (2) material comprehension; (3) learning strategies; and (4) learning disruptions. Each of these categories reflects a specific domain of difficulty that affects students' academic engagement and persistence.

Student Learning Motivation

Based on the student responses presented in Table 2, 29% of respondents openly admitted that they lacked motivation or had difficulty overcoming feelings of laziness when it came to studying. Several underlying factors were identified, including: (1) excessive academic workload; (2) a mismatch between their current study program and their initial interests or aspirations; (3) fatigue; and (4) a lack of family support. Some students expressed that the volume of assignments given by lecturers was overwhelming, as nearly every class meeting involved new tasks from different lecturers. Consequently, students became confused about which tasks to prioritize, and the situation worsened when they did not understand the instructions. These difficulties were closely tied to their struggles in comprehending the subject material. When students lacked a fundamental understanding of the course content, completing assignments became an even greater challenge. Such overloads were also found to negatively impact students' mental health, making

them more prone to anxiety, pressure, stress, and even depression (Alfitha et al., 2023). These psychological strains contributed to their decreasing interest in learning. Nonetheless, this could be mitigated if students took the initiative to revisit and study the material independently, which in turn would help them manage and complete their assignments more effectively.

Interestingly, some students believed that the number of assignments was not the real issue. Instead, the problem stemmed from students' habitual procrastination, which led to a backlog of incomplete work. The reasons students gave for postponing their assignments were diverse: (1) a densely packed academic schedule, including evening classes; (2) a lack of access to essential tools such as laptops or internet data packages; (3) part-time employment that extends into the night; (4) prioritization of extracurricular activities such as student organizations; (5) overcrowded living conditions with extended family members, making it difficult to concentrate or find study space; (6) inability to contact classmates due to not having a mobile phone; (7) health-related issues; and (8) simply being unmotivated. These explanations were cited by 45% of students who reported frequently not completing or delaying their assignments. This behavior is also connected to ineffective learning strategies and time management, underscoring the need for students to develop better routines, resist procrastination, and take ownership of their learning responsibilities.

Another key factor that diminishes student motivation is the mismatch between the program of study they are enrolled in and their original academic interests. Some students reported that the field they are currently studying does not align with their expectations or career goals. This misalignment often results in apathy toward the subject matter, which is reflected in behaviors such as low class attendance, passive classroom participation, and a tendency to complete assignments perfunctorily, simply to meet formal requirements. In more extreme cases, some students confessed to not attending classes for extended periods. Others continued to attend classes but rarely engaged, refrained from asking questions, and failed to contribute ideas during discussions. These patterns placed significant psychological pressure on students and were linked to reduced academic performance. Saputra et al. (2024) confirmed that such program mismatches could lead to stress, affecting students' academic achievements and psychological well-being. Unfortunately, many students were unable to transfer to their preferred programs due to institutional constraints and instead were forced to persist in their current course of study despite ongoing challenges.

Additionally, many students reported feeling too embarrassed to ask questions, whether during class or in informal settings. Some expressed fear of interacting with lecturers because they were unsure what to ask or felt intimidated. Others lacked social confidence and found it difficult to engage in conversations with peers or lecturers. Previous research has shown that students often refrain from asking questions due to a lack of practice, inability to formulate questions clearly (Burhanuddin, 2021), or confusion about the subject matter itself (Wulandari & Djaja, 2014). This phenomenon was also supported by students in this study, who admitted that their silence was often a result of not understanding the material being taught. The desire to ask questions must originate from the student's internal drive. When students actively inquire about a subject, it signifies interest and

engagement with the material. Conversely, disinterest in questioning may reflect a lack of curiosity or enthusiasm for the topic. Furthermore, asking questions requires self-confidence. Students with low self-esteem may remain silent during learning sessions out of fear of being perceived as less capable than their peers.

A lack of self-confidence was also evident in the responses of 40% of students who felt they were less competent than others. This tendency to compare themselves to peers often leads to negative self-suggestion, which in turn fosters feelings of inferiority. As a result, students may lose interest in exploring new experiences or participating in academic activities. Over time, such self-perceptions can make them hesitant to attempt tasks or answer questions in class, believing their capabilities are inferior (Rania & Yuliana, 2023). This feeling is exacerbated when students perceive that their peers achieve better outcomes or respond faster in class despite putting in similar efforts (Ardine & Rahmasari, 2024). To shift this mindset, students need to cultivate personal awareness of their own strengths and unique qualities. Support from peers and lecturers also plays a critical role in rebuilding students' confidence, particularly when such support is expressed through encouragement and recognition of their efforts during the learning process.

Students' Ability to Comprehend Course Materials

Understanding learning materials is a crucial factor that reflects academic success in higher education. However, many students face significant challenges in grasping the content presented in their courses. Based on student responses, 48% admitted to struggling with understanding the materials being taught. Some even confessed that they did not know where to start or how to begin learning the material. This suggests that many students lack a strong foundation in the fundamental concepts relevant to their field of study. When basic knowledge is weak, it becomes increasingly difficult to understand and keep up with more advanced university-level content. Mastery of foundational material is essential, as it forms the basis for learning more complex topics in subsequent courses. According to Nugraha et al. (2022), conceptual understanding is directly related to critical thinking skills—when students demonstrate stronger comprehension, their capacity for critical analysis also improves, and vice versa. At the university level, critical thinking is a core competency that is nurtured continuously, and thus, strong comprehension of both past and current course material is vital to its development.

Additionally, 38% of students reported that they were unable to understand the lecturer's explanations during class sessions. This issue stems from both internal and external factors, including students' personal habits and the instructional strategies employed by lecturers. Internal reasons for poor comprehension include: (1) students becoming distracted by jokes or conversations with classmates during lectures; (2) lack of preparation or failure to review material before attending class; (3) mobile phone usage during lessons; (4) drowsiness or fatigue; and (5) frequent or prolonged absence from previous classes. These behaviors compromise students' ability to focus and absorb the material presented.

Divided attention—between listening to the lecturer and engaging in peer distractions—inevitably reduces learning effectiveness. At times, students may find peer interactions more entertaining than the subject matter itself, which leads them to ignore or only partially absorb the lecturer's explanations. This lack of full

attention significantly impairs comprehension and information retention. Such behavior also reflects the influence of external learning disruptions, as described by Martoredjo (2014), who noted that the surrounding environment plays a determining role in a person's ability to listen actively and effectively.

Another common reason for students' poor comprehension is inadequate preparation before attending class. Many students prioritize completing assignments that are due rather than reviewing new material in advance. This behavior links back to the motivational issues discussed previously. The consequences are evident in students falling asleep during lectures—signs include frequent yawning, red or heavy eyes, and students requesting to leave the classroom to wash their faces. Drowsiness in class indicates both physical fatigue and a lack of mental readiness, which directly impairs focus and understanding.

Furthermore, students' habit of using mobile phones during class disrupts their concentration and diminishes their ability to follow the lecture. Some students resort to using their phones as a coping mechanism—either because they are unable to follow the material or because they are bored and sleepy. This behavior is especially common among students seated at the back of the classroom. Kristanti and Pandhini (2024) found that students often use social media during class to alleviate boredom or count down the minutes until the session ends. This habit is considered a form of academic distraction and constitutes a clear learning disruption. In contrast, students who rarely or never attend lectures often do so due to motivational problems, particularly when their current program of study does not align with their original interests or career aspirations.

Student Learning Strategies

Learning strategies play a crucial role in academic success. Choosing appropriate learning strategies can greatly support students in managing their study process. However, 46% of students in this study acknowledged that they were unsure of what learning methods best suited their personal needs. This lack of strategic awareness led to additional learning challenges, such as difficulties in understanding concepts, analyzing material, applying theories, and interpreting academic content. As a long-term consequence, students were only able to retain and master a small portion of the knowledge and skills targeted in their coursework, despite significant effort and time invested in studying. When such ineffective strategies persist, they may gradually reduce students' learning motivation, as the perceived outcomes do not reflect the effort made—leading students to feel that their learning has been in vain.

These challenges are closely tied to the individual learning preferences of each student. According to Prashnig (2007), learners of all ages can successfully learn anything if they are given the freedom to use their own unique learning styles. When students are allowed to do so, they tend to show more consistent learning outcomes, experience less stress, and enjoy the learning process more. Commonly known learning styles include auditory, visual, kinesthetic, somatic, intellectual, and repetition-based approaches, each of which enhances different aspects of cognition, emotion, and psychomotor skills (DePorter et al., 2010; Jua et al., 2022; Meier, 2000; Suherman, 2003). Choosing a learning style is not merely about preference but also about improving motivation and academic performance (Anggrawan, 2019; Riyadi, 2022). Furthermore, students who understand and apply

their optimal learning style can expect improvements not only in learning outcomes but also in their overall quality in terms of knowledge, character, and skills. Therefore, identifying one's personal learning style is essential for effective and efficient learning.

An unconventional yet significant strategy related to academic success is the habit of bringing lunch to campus. While this may not seem directly related to learning, bringing meals from home allows students to save both time and money, while also ensuring they consume healthier food. It prevents them from having to return home or wait in long lines at the canteen during tight schedules or assignment deadlines. It also reduces unnecessary expenses, which can instead be allocated to academic needs. More importantly, food prepared at home is generally safer and more hygienic. Despite its benefits, 90% of students surveyed indicated that they do not regularly bring their own meals. This suggests a lack of awareness among students about simple time and financial management strategies, as well as insufficient attention to personal health. Bringing lunch also fosters frugality (Ariyani, 2018) and minimizes impulsive consumer behavior, such as buying excessive food due to visual cravings, regardless of its health value. Regular consumption of unhealthy food may reduce students' physical well-being and, ultimately, hinder their academic focus and outcomes. Napitupulu (2021) noted that bringing meals from home is encouraged by Indonesia's Ministry of Health under the GERMAS (Healthy Living Movement) program, promoting balanced nutrition and energy management for daily student activities.

Another common strategy used by students is completing assignments in collaboration with peers. About 62% of students reported that they frequently worked together on assignments. This collaborative learning process enables students to ask questions when confused, clarify lecture materials, and provide mutual encouragement. Studying with peers also fosters a sense of social support, where students feel valued, cared for, and accepted within their peer groups (Oktariani et al., 2020). Moreover, such emotional support plays a role in reducing academic stress and increasing resilience during demanding study periods (Rahakratat et al., 2021).

Possession of essential learning tools—such as books, smartphones, laptops, and internet data—also forms a fundamental part of effective learning strategies. These tools support various learning activities, from note-taking and reviewing course content to attending virtual classes and completing online assignments. The rapid digital transformation of education demands that students integrate technology into their learning processes (Sumanik & Natsir, 2024). Smartphones are essential for academic communication and coordination, while laptops facilitate assignment completion and content access. The availability of internet data is also critical for sourcing learning materials and engaging in digital learning environments. According to Sumanik et al. (2023), adapting to technological advancements in education is no longer optional—it is essential. Without proper access to these tools, students face significant limitations.

Based on the data, 43% of students lacked complete access to essential learning tools. As a result, many struggled to obtain important information related to class schedules, changes, and assignments. Without laptops and internet data, students also faced difficulties in completing assignments and were unable to

develop their digital literacy or take full advantage of online learning platforms. This digital gap can severely hinder academic performance and limit students' potential in an increasingly tech-driven educational environment.

Learning Disruptions Experienced by Students

Learning disruptions encountered by students may stem from both internal and external factors. The internal factors contributing to these disruptions have been outlined in Table 2. Based on student responses, it became evident to the researchers that many students regularly experience various types of learning disruptions. One of the most significant findings was that a considerable number of students attended classes while hungry. Internal causes included: (1) skipping breakfast, (2) rushing to campus to attend early lectures, and (3) being preoccupied with completing assignments shortly before submission deadlines. Attending class in a state of hunger disrupts concentration, reduces focus, and dampens students' enthusiasm for participating in learning activities. When a student is hungry, their attention is divided between absorbing the lesson and dealing with the physical sensation of hunger—often prioritizing the latter (Rahmawati, 2014). Hunger affects brain function and diminishes cognitive performance, thus making the learning process less effective (Laksmana et al., 2023).

These findings support existing research emphasizing the importance of breakfast in fulfilling students' nutritional and energy needs—particularly carbohydrates—which directly influence concentration and productivity (Al-Faida, 2021; Barokah et al., 2022). A well-fed body supports memory retention and enhances engagement in classroom learning. Therefore, students must develop awareness not only of the need for regular breakfast but also the importance of bringing their own meals to campus and maintaining consistent eating schedules. These habits are not only crucial for physical health but also contribute significantly to academic performance.

Other learning disruptions arise when students prioritize extracurricular activities—especially organizational involvement—or become overly dependent on mobile phones. Students who are heavily involved in campus organizations often struggle to balance their time, causing them to neglect their academic responsibilities. Meanwhile, smartphone overuse has emerged as one of the most dominant learning distractions among students. A study by Nuraliyah et al. (2022) reported that 100% of students in the sample exhibited signs of smartphone dependency. This is not surprising, considering the broad range of entertainment and social content easily accessible through smartphones. Students can engage in gaming, social media, and video streaming, which are often perceived as more stimulating than reading theoretical texts or academic materials. Some students admitted to postponing their assignments until the last minute because they were too absorbed in using their phones. As discussed in earlier sections on learning motivation and comprehension, this behavior negatively impacts both academic engagement and understanding.

Excessive smartphone use has been shown to produce a wide range of health and cognitive issues, including frequent headaches, irritability, fatigue, difficulty concentrating, sleep disorders such as insomnia, and heightened anxiety (Acharya et al., 2013; Durusoy et al., 2017). These disruptions are particularly difficult to overcome unless students develop self-awareness and actively regulate their phone

usage. Without conscious effort, these behavioral patterns can become habitual and further erode academic performance.

Another learning disruption frequently reported by students was poor health. Interviews and field observations revealed that the primary cause of health issues among students was irregular eating patterns. Many students reported eating only once a day. This often happened because they left home very early—around 5:00 AM—to walk long distances to campus, leaving them with no time to prepare breakfast. Students who had extra money could buy food from the campus canteen for lunch; however, those with limited funds often had to remain hungry until they returned home. Even when food was available, it was often unhealthy—such as deep-fried snacks—which were inexpensive but nutritionally inadequate. Such eating habits significantly affect students' overall well-being. It was found that poor nutrition had led some students to experience health deterioration, and in some cases, caused them to suspend or drop out of their studies altogether. These conditions highlight the need for students to develop better dietary habits and for greater institutional and governmental support—particularly from local governments—to ensure that Indigenous Papuan students, who are striving to complete their education, receive adequate nutritional and health support.

CONCLUSION

Based on the discussion of internal learning barriers, it can be concluded that the various challenges faced by students are interconnected. For instance, in the category of learning motivation, issues such as lack of desire or laziness are closely related to students' ability to comprehend foundational concepts, as well as the learning strategies they adopt—particularly in managing their time to complete assignments. Learning strategy problems are also linked to conceptual understanding and the learning disruptions students experience. Additionally, some internal barriers are influenced by external factors, such as students' diminished focus during lectures due to distractions from peers. While certain learning difficulties may be unavoidable and must be confronted by the students themselves, others can be minimized through personal effort and awareness. Therefore, it is crucial for students to recognize their internal learning barriers and take proactive steps to reduce their negative impacts.

RECOMMENDATIONS

Future researchers are encouraged to further explore the learning difficulties experienced by Indigenous Papuan students and contribute to identifying practical and sustainable solutions to address their internal learning challenges.

ACKNOWLEDGMENTS

The authors would like to express sincere gratitude to the Indigenous Papuan students who willingly shared their personal experiences related to learning difficulties. Special thanks are also extended to fellow co-authors who supported this research in their own valuable ways.

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