THE ROLE OF EDUCATOR IN HANDLING THE VICTIM OF PAPUA CONFLICT AT *PLK BIMA SAKTI CANGKRING B KARANGANYAR DEMAK*

THESIS

Submitted as a Partial Fulfillment of the Requirements for Getting Master Degree of Education in Educational Management Department

By:

Ali Mustawa
Q.100.100.124

GRADUATE SCHOOL
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2012
CONSULTANT NOTE

Prof. Dr. Sutama, M.Pd
First Consultant

Subject: Thesis of Ali Mustawa
To: Director of Graduate School
Muhammadiyah University of Surakarta

Assalamualaikum warahmatullahi wabarakatuh
After reading and giving suggestion to the thesis of this identity.
Name: Ali Mustawa
Student number: Q.100.100.124
Department: Educational Management
Title: The Role of Educator in Handling the Victim of Papua
Conflict at PLK Bima Sakti Cangkring B Karanganyar, Demak

This thesis has been approved to be examined by the board of examiners of
Graduate School, Muhammadiyah University of Surakarta

Wassalamualaikum warahmatullahi wabarakatuh

Surakarta, February 2012
First Consultant

Prof. Dr. Sutama, M.Pd
CONSULTANT NOTE

Dr. Phil. Dewi Candraningrum, S.Pd, M.Ed.
Second Consultant

Subject: Thesis of Ali Mustawa
To: Director of Graduate School
Muhammadiyah University of Surakarta

Assalamualaikum warahmatullahi wabarakatuh
After reading and giving suggestion to the thesis of this identity.

Name: Ali Mustawa
Student number: Q. 100.100.124
Department: Educational Management
Title: The Role of Educator in Handling the Victim of Papua
        Conflict at PLK Bima Sakti Cangkring B Karanganyar, Demak

This thesis has been approved to be examined by the board of examiners of
Graduate School, Muhammadiyah University of Surakarta

Wassalamualaikum warahmatullahi wabarakatuh

Surakarta, February 2012
Second Consultant

Dr. Phil. Dewi Candraningrum, S.Pd, M.Ed.
AUTHENTICITY DECLARATION OF THESIS

Me myself who give signature below:

Name: Ali Mustawa
Student’s Register Number: Q.100.100.124
Program of Study: Master Degree of Educational Management
Concentration: Management of Educational System
Title of Thesis: The Role of Educator in Handling the Victim of Papua Conflict at PLK Bima Sakti Cangkring B Karanganyar, Demak

Declare truly that the thesis I have submitted is originally made by myself, for exception are citations and resumes that thoroughly I have explained before about the sources, and if in the future there can be proved that my thesis is one of plagiarism, I am willing if my title and master certificate given by the university to me will be cancelled.

Surakarta, February 2012

Writer,

[Signature]

Ali Mustawa
ADVISOR APPROVED

THE ROLE OF EDUCATOR IN HANDLING THE VICTIM OF PAPUA CONFLICT AT PLK BIMA SAKTI CANGKRING B KARANGANYAR DEMAK

Prepared by
ALI MUSTAWA

this thesis has been examined by the board of examiner on
July 19th, 2012

and has been declared eligible

THE EXAMINER BOARD

Advisor I
Prof. Dr. Sutama, M.Pd

Advisor II
Dr. Phil. Dewi Candraningrum, M.Ed

Advisor III

Other Advisers
Prof. Dr. Abdul Ngalin, M.M., M.Hum.

Surakarta, August 8th, 2012

Director,
Prof. Dr. Khudzaifah Dimyati, S.H., M.Hum.
MOTTO

CARE KIDS EDUCATION

DEDICATION

I dedicate this research paper to my beloved wife and children
ACKNOWLEDGMENT

It would not have been possible to write this thesis without the help and support of the kind people around me, to only some of whom it is possible to give particular mention here.

Above all, I would like to thank my wife and children for their personal support at all times. My parents have given me their unequivocal support throughout, as always, for which my mere expression of thanks likewise does not suffice.

This thesis would not have been possible without the help, support and patience of my first consultant, Prof. Dr. Sutama, M.Pd., for his advice and unsurpassed knowledge of educational management. The good advice, support and friendship of my second consultant, Dr.Phil. Dewi Candraningrum, S.Pd, M.Ed., has been invaluable on both an academic and a personal level, for which I am extremely grateful.

I would like to acknowledge the academic and technical support of Rector of Muhammadiyah University of Surakarta, Prof. Dr. Bambang Setiaji, and also to Director of Graduate School, Prof. Dr. Khudzaifah Dimyati, M. Hum., and Head of Educational Management Department, Prof. Dr. Budi Murtiyasa, M. Kom. My acknowledgement also goes to all the technicians and office staffs of Muhammadiyah University of Surakarta.

Last, but by no means least, I thank all my friends in Muhammadiyah University of Surakarta, for their support and encouragement throughout.

For any errors or inadequacies that may remain in this work, of course, the responsibility is entirely my own.

Surakarta, February 2012

Writer,
SUMMARY

This study has a focus on *How is the role of educator in handling the victim of Papua conflict at PLK Bima Sakti Cangkring B Kecamatan Karanganyar Kabupaten Demak?* There were three objectives in this study. The first was to describe characteristics of educator in handling the victims of Papua conflict at *PLK Bima Sakti Cangkring B Karanganyar Demak*. The second was to elaborate the characteristics of the division of educator task in handling the victims of Papua conflict at *PLK Bima Sakti Cangkring B Karanganyar Demak*. And finally, this study aimed to describe characteristics of educator activities in handling the victims of Papua conflict at *PLK Bima Sakti Cangkring B Karanganyar Demak*.

It is a qualitative research using ethnography design. This study was done at *PLK Bima Sakti Cangkring B Karanganyar Demak*. This study involved several informants such as the Head of *PLK Bima Sakti*, educator, and students. The method for collecting data in this research paper process was observation, in-depth interview, and documentation. While the technique of data analysis was done through data reduction, data display, and drawing conclusion.

This finding suggests that there are 20 educators that came from Demak and outside of this region. The educators are recruited through a special selection and there is also a special way for students who have graduated from *PLK Bima Sakti* to become the educator. The qualification of educator is at least the high school graduates. Not only have competencies, educators also have skill and be able to use Arabic and English. The division of task is done by the head of Special Service Education and the foundation. The aspect considered in dividing the task includes the diversity of competencies and skills, and educators’ interest. Educators are in charge of educating, guiding, and nurturing students. The educators teach in the formal learning in the morning, and learning in the Islamic boarding house in the afternoon. There are some educators who teach two subjects at once and have two positions in the *PLK Bima Sakti*. Educators teach and also give a life skill education to students who are the ethnic conflict victims. Tasks of educator are accounted for through a monthly report on the students’ development associated to their respective field. Activities of educator in the formal learning include implementing the learning concept that emphasizes on three aspects such as religion, language, and skill; creating an independent and fun learning, and technology-based learning; and giving the special service to help students’ difficulties. The learning activities in the Islamic boarding house include assisting, monitoring, and actively involved in activities in the boarding house, and conveying religious material through learning activity and habituation.

**Keywords:** educator, the division of task, activity
# TABLE OF CONTENT

**TITLE** ................................................................................................................. i  
**CONSULTANT NOTE** ..................................................................................... ii  
**ACCEPTANCE** ................................................................................................. iv  
**TESTIMONY** .................................................................................................... v  
**MOTTO** ............................................................................................................. vi  
**ACKNOWLEDGEMENT** ................................................................................ vii  
**SUMMARY** ....................................................................................................... viii  
**TABLE OF CONTENT** ................................................................................ ix  

**CHAPTER I INTRODUCTION** ........................................................................... 1  
A. Research Background ............................................................................. 1  
B. Research Focus .................................................................................... 3  
C. Research Objective ............................................................................. 4  
D. Benefit of Research ........................................................................... 5  
E. Glossary ................................................................................................. 5  

**CHAPTER II THEORY** .................................................................................. 7  
A. Ethnic Conflict Victims ...................................................................... 7  
B. Special Service Education ................................................................. 8  
C. The Role of Educator ........................................................................ 8  
D. Previous Research ............................................................................ 11  

**CHAPTER III METHOD** ............................................................................... 14  
A. Type and Design of Research ......................................................... 14  
B. Research Location ............................................................................ 14  
C. Role of Researcher ........................................................................... 15  
D. Data, Data Source, and Informant ................................................... 15  
E. Techniques of Data Collection ......................................................... 17  
F. Techniques of Data Analysis ........................................................... 17  
G. Data Validity ...................................................................................... 18
CHAPTER IV  DATA DESCRIPTION AND FINDING.......................... 20

A. Data Description........................................................................................................... 20

1. Characteristics of Educators in Handling the Victims of Papua Conflict at PLK Bima Sakti Cangkring B Karanganyar Demak .................................................. 20

2. Characteristics of the Division of Educator Task in Handling the Victims of Papua Conflict at PLK Bima Sakti Cangkring B Karanganyar Demak .................. 24

3. Characteristics of Educator Activities in Handling the Victims of Papua Conflict at PLK Bima Sakti Cangkring B Karanganyar Demak ........................................ 28

B. Finding......................................................................................................................... 31

CHAPTER V  DISCUSSION AND PROPOSITION.................................. 35

A. Discussion .................................................................................................................... 35

1. Characteristics of Educators in Handling the Victims of Papua Conflict at PLK Bima Sakti Cangkring B Karanganyar Demak .................................................. 35

2. Characteristics of the Division of Educator Task in Handling the Victims of Papua Conflict at PLK Bima Sakti Cangkring B Karanganyar Demak .................. 38

3. Characteristics of Educator Activities in Handling the Victims of Papua Conflict at PLK Bima Sakti Cangkring B Karanganyar Demak ........................................ 41

B. Proposition.................................................................................................................. 42

CHAPTER VI  CLOSING .................................................................................. 44

A. Conclusion .................................................................................................................. 44

B. Implication ................................................................................................................ 45

C. Recommendation...................................................................................................... 46

REFERENCES ............................................................................................................... 47