

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

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**THE ROLE OF EDUCATOR IN HANDLING THE VICTIM OF
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Abstract

There were three purposes of this qualitative study. Those purposes were to describe characteristics of educator, the division of educator task, and educator activities in handling the victims of Papua conflict at PLK Bima Sakti Cangkring B Karanganyar Demak. The findings suggested that there were 20 educators that came from Demak and outside of this region. The educators were recruited through a special selection and also a special way for students who had graduated from PLK Bima Sakti to become the educator. The qualification of educator was at least the high school graduates. Not only had competencies, educators also had skill and be able to use Arabic and English. The division of task was done by the head of Special Service Education and the foundation. The aspect considered in dividing the task included the diversity of competencies and skills, and educators' interest. Activities of educator in the formal learning included implementing the learning concept that emphasized 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 included assisting, monitoring, and being actively involved in activities in the boarding house, and conveying religious material through learning activity and habituation.

Keywords: educator, the division of task, activity

INTRODUCTION

Conflict anywhere in the world always lead to terrible consequences and should be avoided even though there are parties who are disputing that cannot get an agreement (Choirul, 2011a: 1). Seemed to have learned from history when the nations in the world have claimed as a civilized nation, the conflict is still raging in some places. And something that is stifling is when children have to bear the sin and error of political elite. Conflict is not always condemned for the violence is present without compromising but because the first victims who suffer most from the conflict are children and civilians in general.

The same thing when the conflict happened in Papua. Tribal conflict in Papua is a reality that grows naturally in the lives of indigenous Papuan since the hereditary (Bebari, 2008: 1). Until now, tribal war plays an important role in problem solving process in the mountainous region of Papua, especially in Mimika district. The decrease of the tribal war frequency was in the end of 1940 and led to the resistance against the invader (the Netherlands-Japan). This decrease in frequency was because of the efforts and hard work of evangelists of church and national and international missionaries in Papua region.

Impact arising from the conflict in Papua for children is the presence of abandoned children who have not been served maximally in their education. These children generally are traumatized by the conflict and most of them lose their parents. One of the big impact that is also very detrimental is children lose the opportunity to get an education. Although they get education but it is not well accommodated.

One of the efforts undertaken by the government of Indonesia to deal with victims of the conflict is the Ministry of National Education and the Indonesian military (TNI) formed a partnership in order to expand educational services in the border region, the outer islands, remote areas, disadvantaged areas, and post-conflict areas conflict and disaster areas (Akuntono, 2011: 2). The scope of this cooperation include Early Childhood Education (early childhood), non-formal education, development of basic education, secondary education, higher education, special service education, language, research and development, and human resource development in education.

Special service education is a formal education service for all children of primary school age and advance level who have not been served by formal educational institution. Special service education refers to efforts to meet the need of education for all children with a focus on children who are vulnerable to marginalization or separation.

Through special service education, it is expected that education is for all and not only a slogan but also well-targeted to all children without exception. This means that education should be able to accommodate all children regardless of

physical condition, the intellectual, social, emotional, linguistic, and other conditions.

Similarly, what is done by the Special service education in Demak. In eight districts in Demak, there are nine special service education institutions named Bima Sakti which are non formal education to educate displaced children. *PLK Bima Sakti Cangkring B Karanganyar* is located in Cangkring B village, Karanganyar. It was established in 2008 with the concept of Islamic boarding house. Now, it has 60 children that mostly from the conflict area and disaster victims, such as from Timika, Jayapura, Asmad, and Fakfak. They are 8 to 15 years old.

One factor that is very crucial to improve the quality of human resource through education is educator. Educator is expected to have a significant impact on forming the human resource in cognitive, affective and skill aspects, whether in physical, mental, and spiritual aspects. This obviously requires a good quality of education and professional educators, so that the quality of the education can be truly optimal in public life. For that, educators are required to always improve and develop themselves in developing education.

Social conflict that is referred to as the conflict is a clash with physical violence between two or more groups of people or groups that resulted in injury and / or loss of life, loss of property, wide impact, and takes place in a certain period of time that give rise to insecurity and social disintegration that obstructs national development to achieve social welfare (Refendi, 2011: 2).

Handling conflict is a series of activities carried out in a systematic and planned under the circumstance and event before, during and after the conflict that includes conflict prevention, conflict termination and post-conflict recovery (Refendi, 2011: 2).

If the conflict has led to the violent conflict and unrest can cause psychological injury suffered by those involved or affected due to their location or group conflict (Martam, 2009: 2).

Special Service Education is an educational service for students in remote or underdeveloped, remote indigenous communities, and / or experiencing a

natural disaster, social disaster, and not capable of economically (Anonymous, 2007: 7). Special Service Education for low socioeconomic students is part of the Special Service Education contained in the National Education Act No. 20 of article 32 paragraph 2.

Direction to be achieved by Special Service Education is the acquisition of education for children from remote areas, affected by natural disaster, or even children with a weak economy. Thus the human resource needed is very complex, not just people who are expert in various sciences, but also associated with people who have a strategy, the will, is really called and ready to go into areas or locations as they are.

Teacher has many duties, either related to the office or outside agencies, in the form of devotion (Usman, 2008: 6). When grouped, there are three types of teacher's task- teacher's task as the profession, teacher's task in the humanitarian field, and teacher's Task in the field of civic.

As a profession, teacher's task includes teaching, educating, and training. Teachers in the humanitarian field assignment at school should be able to make itself as the second parent. Society puts a teacher on a more prominent place in his neighborhood because of a teacher is expected that the society can acquire knowledge.

There are six roles of teacher- as an educator, teacher, advisor, classroom manager, mediator and facilitator, and evaluator. Teachers are educators, who become leader, role model, and identification for students, and the environment. Therefore, teachers must have a certain quality standard of personality which includes responsibility, dignity, independence and discipline (Mulyasa, 2008: 37). As a teacher, a teacher must have clear objectives, make a rational decision so that learners understand the skills demanded by learning (Mulyasa, 2008: 39-40).

Teachers can be likened to a traveling coach which is based on knowledge and experience are responsible for the traveling can run well. In his role as a classroom manager, the teacher should be able to manage the classroom as a learning environment as well as an aspect of the school environment that needs to be organized. As a mediator, the teacher becomes an intermediary in the

relationship between human and therefore he/she must be skilled to interact and communicate. As a facilitator, teacher should find useful learning resource and can support the achievement of objectives and the learning process.

In teaching and learning activities, evaluation or assessment performed to determine whether the goals have been achieved or not, and whether the material being taught is quite appropriate. With the assessment, the teacher knows the success of goal achievement, student mastery of subjects, as well as the effectiveness of teaching method (Usman, 2008: 12).

There were three objectives to be achieved 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 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 was to describe the characteristics of educator activities in handling the victims of Papua conflict at *PLK Bima Sakti Cangkring B Karanganyar Demak*.

RESEARCH METHOD

The research was carried out in *PLK Bima Sakti Cangkring B Karanganyar Demak* with consideration that it has several uniqueness, such as (1) as one of Special Service Education in Demak, (2) Special Service Education has a supporting infrastructure and facilities; (3) educational personnel who are competent in their field.

Data collection in the study was conducted by using three methods-observation, in-depth interview, and documentation. In this observation, the researcher involved with the daily activities of the person being observed or being used as a source of research data. Observation is used to understand the issues surrounding the actors and informants (Harsono, 2008: 165). Interviews were conducted with informants directly. In-depth interview was done by asking open-ended questions, allowing respondents to answer broadly. Data obtained from in-depth interview in the form of experience, opinion, feeling, and knowledge of key informants and informant about the role of educator in handling the victims of

Papua conflict at *PLK Bima Sakti Cangkring B Karanganyar Demak*. Documentation technique was done by collecting official documents in the form of lesson plan, instructional material, and the result of handling the victims of Papua conflict at *PLK Bima Sakti Cangkring B Karanganyar Demak*.

Analysis of qualitative data used in this study was the analysis of data arranged in site for description. In this research process, checking of data validity was done by triangulation of data through observing the performance of teacher and students' activity. According to Harsono (2011: 36), to test whether the data are valid or not, usually use triangulation including several triangulation ways.

Various means of triangulation include: triangulation source, triangulation method, confirmation, and dependability. Triangulation used in this research is triangulation source, that is compare and test again the trust degree of information gained by different time and tool in qualitative research. This can be achieved by, among others: (1) Comparing data from observation with interview. (2) Comparing what people say in public and what is said personally. (3) Comparing what people say about the situation of the research to what is seen all the times. (3) Comparing the state and perspective of a person with different opinions and views of people. (4) Comparing the result of interview with the content of a related document.

RESULTS AND DISCUSSION THEORY

The results of this study suggested that there are 20 educators where 11 educators are male and 9 educators are female. The educators are recruited by *PLK Bima Sakti* through a special selection. The recruitment of educator is done independently and also collaborated with the other institution, such as the Social Department of Demak Regency. The recruitment is based on the condition and need, and conducted by a special team which is appointed by the head of Special Service Education.

The qualification of educator is at least the high school graduates; (5) the educators have a high social spirit. The educators are ready to teach at *PLK Bima Sakti Cangkringan*, have a skill to speak English and Arabic, have a concern on

the students of the conflict victims, have several skills, such as sewing, screen printing, sports, agriculture, and animal husbandry, and have a good knowledge and understanding of Islam. There are no educators from psychology backgrounds.

The structure of *PLK Bima Sakti Cangkringan Karanganyar Demak* consist of advisor, chairman, secretary, treasurer, and other parts of the education, the student, the facilities, the program, the dormitory, public relation, and the partnership. With the protective the head of Karanganyar district. There are educators who served concurrently in the Special Service Education. The division of tasks carried out for formal learning activities in the morning and learning activities at the Islamic boarding house in the afternoon.

For the formal learning tasks, each educator teaches at least two hours a week. While the division of task for the activity in the Islamic boarding house, it is done alternately according to the schedule set. Aspects considered in dividing the educator tasks are the diversity of skill and competence, and the educator interest. There are some educators who double two subjects at once.

For educators who have specialized skill get an additional task in life skill activity for students of the ethnic conflict victim. One of educator tasks is to educate students by providing material in accordance to the subject. The educators deliver the material and knowledge about the religion through the Islamic boarding house activities. The educator's task is to guide and nurture students. Tasks of educator are accounted for through a monthly report on the students' development associated to their respective field.

One of educator activities in handling the ethnic conflict victims is to create a fun and independent learning and the technology-based learning. In learning at the boarding house, the educators deliver the material about the religion. Educators implement the concept of learning that emphasizes on the three aspects of religion, language, and skill.

Educators provide material about religious activity through learning and habituation, often use Arabic in delivering the material, and provide skill through life skill education to students. Life skill education material includes sewing,

screen printing, agriculture, and animal husbandry. Educators provide special services to assist students' learning difficulties, conduct *muhadharah* (speech practice) three times a week for Indonesia, English, and Arabic, independent learning and prayer, practice a speech with Arabic, English, and Indonesia every Monday, Wednesday, and Saturday.

In handling the victim of ethnic conflict in Papua, there are 20 educators with the provision of 11 male educators and 9 female educators. The concept of the program of handling the victim of ethnic conflict of Papua is a concern for children as the victim of ethnic conflict in Papua. This program is expected to equip children with life skill to become an independent individual, competitive and character.

One of educator characteristics in handling the victim of ethnic conflict is that the educator is recruited by *PLK Bima Sakti* through a special selection. The recruitment is done independently and also cooperated with other institutions, such as the Social Department of Demak.

Independently, the recruitment is done by several ways, such as conducting a socialization of the existence of *PLK Bima Sakti Cangkringan B* to the community, either orally, through a forum, or a media both printed media and electronic media; making a personal approach with people who have social spirit, sacrifice spirit, care of others, and having a skill in a certain field, and at least from the high school graduates.

Recruitment of educator is not routinely done. Recruitment is done in accordance with the condition and need. Recruitment is conducted by a special team appointed by the head of the Special Service Education. There are several provisions for the educator, such as having a high social spirit, being ready to teach at *PLK Bima Sakti Cangkringan*, having a skill in a certain area, and at least high school graduates.

Compared with a study of Hilker (2010), entitled *The Role of Education in Driving Conflict and Building Peace – The Case of Rwanda*. This study investigates about the educational policy for the conflict victims. The result of this study confirms that the conflict victims have right to get education. The policy

applied to handle conflict victims includes (1) Expanding opportunities at post-primary/post-upper secondary level, especially vocational and other alternative or non-formal forms of education; (2) Addressing ongoing inequalities of access to (upper) secondary education by giving financial support to all children in need, irrespective of their ethnic background or past experience; (3) Ensuring measures are put in place to ensure the new language policy does not create tensions by putting certain groups at an advantage or disadvantage; (4) Introducing the new history resource book, materials and methods produced in the UCB-funded project; and (5) Supporting wider dialogue and peace education projects for children and young people, encouraging them to discuss and move beyond the conflict and tensions of the past and present.

One of educator characteristics in handling the victims of Papua conflict is having a high social spirit. The educator is not only as a teacher but also as the parents of the students. The educator is responsible to the academic and non academic of students. The educator has a concern on the development of the conflict victim students.

One of educator characteristics in handling the ethnic conflict victim is having the skill, such as sewing, screen printing, sport, and farming. Those skills are very support the program of PLK that give the life skill to the students. The educators have a good knowledge and understanding of Islam.

One of barriers faced by the Special Service Education in handling the conflict victims in Papua is that there is no educator who has an educational background from psychology. However, with the educators' capability, it is expected the students' psychology problem can be addressed properly in order to make their life is better and develop optimally as other children.

Compared with the previous study conducted by Tullberg (2010), entitled *Separation or Unity? A Model for Solving Ethnic Conflicts*. This study describes a consistent and rational model for solving ethnic conflict. The finding suggests that there are several important steps in solving the conflict, such as (1) the model of conflict resolution, (2) the evolution analysis of the ethnic conflict background, and (3) discussion of the principal objections to the proposed model.

The special service education has the structure of management and clear division of task for its members. Similarly with the educator in handling the victims of ethnic conflict in Papua. The structure of *PLK Bima Sakti Cangkringan Karanganyar Demak* consist of advisor, chairman, secretary, treasurer, and other parts of the education, the student, the facilities, the program, the dormitory, public relation, and the partnership. With the protective the head of Karanganyar district.

The Head of Special Service Education has a role to determine the policy and be responsible to the implementation of all programs. The secretary has a role to accompany the Head of Special Service Education and handle the administration or the correspondence. The treasurer has a role to take care of financial matter.

The education department is responsible for the implementation of educational programs for students of ethnic conflict victims. The student department is in charge of students' problem. The infrastructure and facilities department is in charge of the availability of facilities and infrastructure, the procurement and implementation program in Special Service Education. The boarding house department is in charge of taking cares the implementation of activities in boarding house. The public relation department is to handle problems in conducting a relationship with the community, while the partnership part in charge of the relationship issues with the community outside the Special Service Education. With the clear division of task, it is expected that the program of handling the victims of Papua conflict can be successfully implemented.

In the division of task, there are educators who serve concurrently in the Special Service Education. The division of task is for the formal learning activity in the morning and learning activity in the Islamic boarding house in the afternoon. For the formal learning tasks, each educator teaches al least two hours a week. While the division of task for the activity in the Islamic boarding house, it is done alternately according to the schedule set.

Aspects considered in dividing the educator tasks are the diversity of skill and competence, and the educator interest. There are some educators who double

two subjects at once because they have more capability in related field. For educators who have specialized skill get an additional task in life skill activity for students of the ethnic conflict victim.

Compared with the previous study conducted by Kaufman (2008), entitled *Escaping the Symbolic Politics Trap: Reconciliation Initiatives and Conflict Resolution in Ethnic Wars*. This study discusses about the strategy of solving the conflict. The finding suggests that (1) a reconciliation to resolve and prevent conflict, (2) the mediator of conflict in cooperation with non-government organization and religious groups in conflict, (3) community independently establish cooperative partnership which allows the solution of problem solving and positive compatible with the other groups.

One of educator tasks is to educate students by providing material in accordance to the subject. The educators deliver the material and knowledge about the religion through the Islamic boarding house activities. The educators give knowledge, understanding, and skill to students through life skill education activities.

Tasks of educator are accounted for through a monthly report on the students' development associated to their respective field. The accountability report is used as one of evaluation aspects for the educator performance.

Compared to research conducted by Blat (2005) entitled *The role of teachers in editing and authoring units of learning Using ims learning design*. The journal name is *International Journal on Advanced Technology for Learning*. It is a qualitative study that aims to know the role of teachers in learning. The results of this work are presented. Two main challenges are identified and the approaches taken to address them described: a) how to enable teachers to participate in the initial design stages, and b) ways of representing Learning Design to teachers. The role of design primitives, patterns, taxonomies, and templates is outlined, and interface issues for tool design are explored.

One of educator activities in handling the ethnic conflict victims is to create a fun and independent learning and the technology-based learning. Through

the practice learning, students can apply their knowledge and understanding of material and develop it.

The educator activity in educating students does not only to deliver the material in the formal learning, but also in the Islamic boarding house. It is relevant to the observation that was done by the writer that in learning at the boarding house, the educators deliver the material about the religion such as reading Holy Qur'an. With having capability and skill, the educators give a good knowledge and understanding on the religion to students.

One of educator characteristics in learning is to apply the concept of learning which concerns the religious aspect. Educators provide material about religious activity through learning and habituation. Educators are also implementing the concept of the aspect of language learning. It is implemented in the form of implementation of learning with the use of Arabic as a language of instruction and communication. It is expected that students can master the Arabic language very well.

Compared with the study by Wang, et al (2008), entitled *Learning Effective Instructional Strategies in a Workshop Context: Lessons about Conceptual Change from Chinese English Teachers*. The journal name is *International Journal of Teacher Leadership*. This study evaluates the reform of learning by teacher. the result of this study shows that the reform of leaning is done by applying the behaviorist strategy to the strategy-based constructivist.

One of educator activities is to give life skill education to students of the ethnic conflict victims. The life skill education consists of the material of sewing, screen printing, agriculture, animal husbandry, and sport. Life skill education program is supported by the diverse skills of those educators.

One of educator activities is to guide students. In this case, the activity is embodied in the active participation in the activity held in formal learning and in Islamic boarding house. Educators accompany and control students' activities during in *PLK Bima Sakti*.

CONCLUSION

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.

Several suggestions for the related person to the special service education were given by the writer. Those include (1) the absence of educator from the psychology background should become one of concern for the board of Special Service Education because in addition to conducting a learning activity, the students' psychological condition is critical; (2) There should be a clear evaluation for the educators' performance, so the difficulties or barriers faced by educator can be addressed properly; and (3) It needs a special program to improve the

quality and the ability of educators through the professional development activity such as a training or workshop.

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