

CHAPTER I

INTRODUCTION

A. Research Background

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 (Wildfire, 2010: 2).

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.

B. Research Focus

Based on the above background, 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? The focus is elaborated into three subfocuses.

1. How are characteristics of educator in handling the victims of Papua conflict at *PLK Bima Sakti Cangkring B Karanganyar Demak?*
2. How are characteristics of the division of educator task in handling the victims of Papua conflict at *PLK Bima Sakti Cangkring B Karanganyar Demak?*
3. How are characteristics of educator activities in handling the victims of Papua conflict at *PLK Bima Sakti Cangkring B Karanganyar Demak?*

C. Research Objective

There are three objectives to be achieved in this study.

1. To describe characteristics of educator in handling the victims of Papua conflict at *PLK Bima Sakti Cangkring B Karanganyar Demak.*
2. To describe characteristics of the division of educator task in handling the victims of Papua conflict at *PLK Bima Sakti Cangkring B Karanganyar Demak.*
3. To describe characteristics of educator activities in handling the victims of Papua conflict at *PLK Bima Sakti Cangkring B Karanganyar Demak.*

D. Benefit of Research

1. Theoretical Benefit

It is expected that this research can contribute to deepening the researcher in the study of the role of educator, especially in handling the victims of ethnic conflict in Papua.

2. Practical Benefit

- a. For educators, the study is expected to give an idea, add insight and experience of carrying out the duties and role in handling the victims of Papua conflict.
- b. For education, the results of this study have more value in the implementation of education for victims of Papua conflict and the role of Special Service Education.
- c. For researchers, it can provide inspiration and reference for similar studies.

E. Glossary

1. Educator is the professional personnel in charge of planning and carrying out the process of learning, assessing learning outcomes, coaching and training, and conduct research and community service.
2. 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.

3. Victim is is a person who has had something bad happen to him.
4. Special 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 economic term.