

MODEL OF INCLUSIVE EDUCATION IN STRENGTHENING AFFIRMATIVE POLICIES FOR INDIGENOUS PAPUANS (OAP)

Dini Dwi Kusumaningrum

State University of New York at Albany, United States of America

dinikusumaningrum25@gmail.com

Fikri Muslim

Badan Riset dan Inovasi Nasional, Indonesia

fikr002@brin.go.id

Abstract

High illiteracy rates and a low average school year has contributed for Papua Province to had the lowest Human Development Index (IPM) in Indonesia. The educational achievement should not only be seen through statistical figures. The challenge of providing education services for Indigenous Papuans (OAP), especially in the central highlands area, should consider the socio-demographic context, geography, accessibility, availability of transportation, and the culture of OAP, along with local government capacity in managing education services. The 2001 Special Autonomy Law mandated a proportion of the allocation of education funds at 30%. However, its implementation for up to two decades has not been able to contribute to a significant increase in human resources. Therefore, the issue of education in Papua is not only a matter of funds. Implementation standards for education and teaching materials must be able to adapt to their needs, answer community's problems, be in accordance with natural conditions, and not be urban biased. This study will explain three models of the development of the Papuan contextual education model implemented by education practitioners, a foundation, and local government with NGOs in several districts in Papua Province, which have become good practices for implementing Papuan contextual education for OAP.

Keywords; contextual, education, indigenous Papuan (OAP)

Introduction

This article aims to enrich the discussion about affirmative policies in the field of education, especially for people in isolated remote areas or the central highlands of Papua. Based on educational statistics, such as the illiteracy rate, in 2020 it was 22.10% for Papua Province and 68.56% for Lanny Jaya Regency, as well as the average length of schooling in 2016 for 6.15 years for Papua Province and 0.70 years for Nduga Regency. This problem shows that education policy has not fully touched the essence of education, namely educating every citizen, including people in the interior of Papua and achieving the national goal of developing human resources for the development of Papua. The special autonomy policy since 2001 has not been fully

able to overcome the challenges of the quality of human resources in Papua (Prabowo et al., 2020). This is partly due to the not yet optimal utilization of the special autonomy policy space for the development of educational models contextual aspects of Papua as well as increasing government capacity to provide education that is appropriate to the socio-demographic, geographical and cultural context of the Orang Asli Papua (OAP) (Efendi et al, 2017). Nonetheless, there are several examples of successful development of contextual education models as practiced by several schools as well as models developed by education practitioners, foundations and local governments in several districts in Papua Province. So far, the implementation of Papuan contextual education has also been hampered by Law Number 20 of 2003 concerning the National Education System which standardizes the implementation of education through educational policy standards throughout Indonesia (Widodo, 2016). In addition, the implementation of national education is still focused on the allocation of education funds, with controls over the quality of budget spending that are still weak. Through a case analysis of the Papuan contextual education model that is developed in an inclusive manner, this article shows that, qualitatively, the level of success in reducing illiteracy and increasing school enrollment is quite high. This Papuan contextual education model can at least strengthen the special autonomy policy in the education sector.

One of the challenges in providing education services in Papua is geographical conditions. The topographical conditions of the Province of Papua, which vary greatly in the form of mountains, highlands, sloping and hilly plains, as well as the conditions of dispersed population settlements, make connectivity between settlement centers in the provision of education services difficult to reach (Campbell et al., 2014). As an illustration, the central mountainous area has many isolated and remote areas with an altitude of 500 to 4500 meters above sea level, while areas inhabited by residents are at an altitude of 2500 meters above sea level (Maurer et al., 2020). Qualitatively, residential areas are inseparable from past history when tribal wars, many indigenous Papuans choose to live in the highlands so they can live monitor enemies. In addition, there are also many indigenous Papuans who choose to live in isolated areas so they are not easy to find. Now, the distribution of settlements cannot be separated from customary land ownership which is not easily transferable, so that residents cannot necessarily be mobilized to other areas. Land has a value as a mother with a strong emotional attachment to ethnicity. For this reason, the implementation of the formal

education model cannot be equated with Java, which does not have similar constraints and challenges.



Figure 1. Illustration of an example of the distribution of settlements in the mountainous areas of Papua
Sumber: Bappenas, 2016

Regional conditions and various obstacles in Papua tend to be different from Java, so the educational model needed in Papua will also be different. For example, settlements that are spread unevenly make it difficult to organize transportation services. The availability of transportation facilities and infrastructure between districts is minimal. Pioneer flights are the backbone of transportation for areas that do not yet have road access, but with high prices, not all residents are able to reach these pioneering flight transportation services. District local governments have limitations in providing transportation services and subsidies.

The next challenge is the type of Papuan people who are still partly hunting or gardening, making native Papuan children unable to go to school at strictly defined hours (Jackson, 2021). So, the formal school placement model by gathering students in class, at certain hours, in the district capital can so it is not only difficult for students but also teachers. So far, national education policies have always prioritized educational standards that are biased towards Java, as a result, remote, remote and underdeveloped (3T) regions have experienced difficulties in implementing educational programs and activities that comply with national standards. These areas require an approach to implementing education that is different from the standards at the national level.

The condition of the disconnection of the population's access to education services in one region, province or district, can be seen through the average length of schooling in that area. The following is an overview of the average length of schooling in the provinces of Papua and West Papua in 2016, which are still not much different until now.

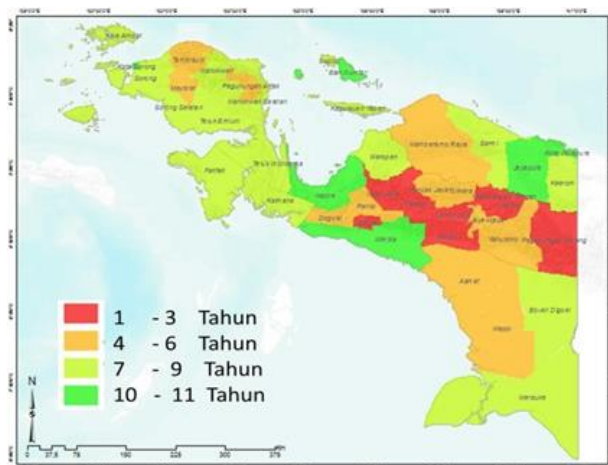


Figure 2. Map of the Average Years of Schooling in Papua in 2016

Sumber: Bappenas, 2016

The central highlands of Papua (red area) have an average length of schooling below 3.75 years. Meanwhile in West Papua Province, Tambraw Regency is the lowest with an average length of schooling of 5.83 years (Orboi et al., 2019). Based on these data it is illustrated that there are still chronic basic education problems in the Land of Papua which are characterized by the low number of years of study in formal education that can be completed by native Papuan children. This condition of course has an impact on the low capacity of mastering knowledge and skills of Indigenous Papuan individuals (OAP) and is a major challenge in efforts to accelerate development in Papua. Therefore, the provision of education services and improving the quality of learning is the main key in overcoming the problem of the quality and capability of OAP, at least education services at the basic level and improvements in basic literacy skills are very important in Papua.

Achievement-based human development a number of basic components of quality of life as measured using the Human Development Index (IPM) (Azwandi et al., 2022). The approach used in calculating HDI is through three basic dimensions consisting of (i) long and healthy life dimensions; (ii) the dimension of knowledge, and (iii) the dimension of a decent life (Omrani et al., 2020). The following is data on the Human Development Index in Papua and West Papua Provinces in 2016.

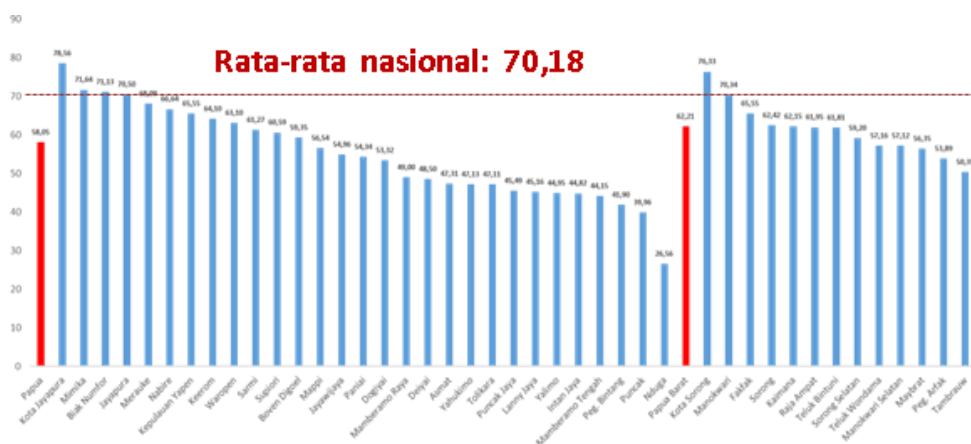


Figure 3. Graph Comparison of Human Development Index in Papua Tahun 2016

Sumber: Bappenas, 2016

If seen from the graph in Figure 1.2, the Papua Province HDI, namely 58.05 in 2016, is the lowest in Indonesia and below the national HDI, which is 70.18. Meanwhile, only Jayapura City, Jayapura Regency, Mimika Regency, Manokwari Regency and Sorong City have an HDI above the National HDI average (Wahyudin et al., 2021). This is because these areas are relatively developed areas, have good regional accessibility, and interaction with people outside Papua is also high, through trade and other activities. Conversely, isolated areas have a small HDI rate. When viewed between districts, HDI results also show high inequality.

In relation to this background, this study takes a position on an inclusive education model that is appropriate to the locality of Indigenous Papuans as an alternative model for implementing basic education in Papua. Several models of inclusive education that are considered successful are practiced in Papua, for example the flagship boarding school in Lanny Jaya District, the boarding school by the Pesat Foundation in Nabire District, and the John Rahail village school in Sarimi District have shown benefits for the community in the area because it uses an appropriate locality approach. This study tries to explore the experience of implementing these models, including success stories of model implementation, factors that support model implementation, actors who play a role and challenges in model implementation.

Research Methodology

This study is a descriptive analytical study using a qualitative approach and literature study. A qualitative approach is used to explain data and information that are subjective and cannot be measured numerically. This qualitative approach is used to explore and analyze data and information related to an inclusive education model that is

appropriate to the context and needs of local communities in Papua. Data and information were obtained through primary data collection using direct field observation methods, in-depth interviews with selected key informants and focus group discussions (FGD/FGD).

Direct observation at the research location was used to see and experience first-hand alternative inclusive education practices developed in the Papua Province region. Meanwhile, in-depth interviews and FGDs were used to obtain perspectives from relevant stakeholders related to the implementation of inclusive education in Papua Province. Target informants for in-depth interviews are school principals and teachers/teaching staff who manage inclusive school models for local Papuan communities. The FGD activities were carried out with representatives of regional agencies related to the implementation of inclusive education in Papua Province.

Next, a Literature Study is carried out by analyzing quantitative data used to explain phenomena related to educational attainment in Papua Province which can be measured numerically. Numerical data and information used in the quantitative analysis were collected from secondary sources regarding numbers or measurable indicators regarding educational variables in Papua Province through various publications of books and reports published by related agencies, for example the Central Bureau of Statistics (BPS). and the Ministry of National Development Planning/Planning Agency National Development (Ministry of National Development Planning/Bappenas).

This writing is done to describe the variety of education implementation in the local realm, which is focused on contextual education models that are used to answer the basic problems and needs of communities that can be different even in the same province, especially Papua where each customary territory has its own uniqueness. terms of language, ways of survival, social systems, as well as local economic development potential for their communities. This paper describes several models of implementing Papuan contextual education that have been successfully implemented by education practitioners, local governments, foundations, as well as collaborations among stakeholders in several districts in Papua. The education in question is limited to formal and non-formal basic education that focuses on teaching literacy, and increasing school participation.

Results and Discussion

Investment in education is something that is really needed in Papua at this time. Education and health are tools and goals of development. Viewed from the classic model, developing countries like Indonesia, the problem of poverty is not caused by a lack of demand, but because of the low quality of human capital, increasing national production cannot depend on the majority of Indonesian people, but must depend on production produced by a small number of Indonesian people. , which already has a high quality of human capital (Ananta, 1986). Papua's economic contribution to Indonesia is largely supported by economic activities that exploit natural resources. If the quality of human capital in Papua is not improved as an investment to improve the quality of human capital, then Papua will be left behind and unable to contribute to the national economy or grow as an independent province. So far, the economic capital that has developed in Papua has gone through investment of large amounts of capital that does not involve much improvement in the quality of Papua's own human capital. Meanwhile, the government has built a lot of basic infrastructure to boost connectivity, but the development of human resources has not received much attention.

According to Paulo Freire in Elias (1974), in education for the oppressed it is explained that education can generate false consciousness that has been formed by the social system. This awareness will give birth to his role in society. Education can trigger political awareness to be able to see injustice and inequality. In line with Freire, Dewey also sees learning as an instrument of social and cultural change (Elias, 1974). The government's development approach through welfare should be appreciated even though it leaves problems. Mollet (2007) explains, during President Suharto's era, the focus was on the exploitation of natural resources and economic development which was centered on large corporations that are not enjoyed by the people. The government does not pay attention to human resource development or invest in education. As a result, according to Mollet, infrastructure and teachers are limited, and the impact is not good quality human resources. The special autonomy law places education as something important. Local governments have the authority to manage the resources they have. The proportion of the education budget allocation according to the Special Autonomy Law is 30 percent and this amount exceeds the proportion of education budget allocations for the governments of Singapore (20 percent) and Malaysia (21 percent) in 2018 (The World Bank, 2017). With the authority and support of the budget allocation that is owned, it is a big capital for the development of the Province of Papua. However, there

are still major challenges in the management aspects of education management which are not yet optimal.

The budget allocation for the development of the education sector is large within the framework of the special autonomy policy, it turns out not aligned with the achievements of various efforts to increase human resources in Papua Province. Although, the Papua Province HDI growth rate from 2014-2016 experienced an increase of 2.29 percent which exceeded the national HDI growth rate of 1.86 percent. However, the Papua Province HDI rating is still the lowest when compared to other provinces in Indonesia (Ministry of National Development Planning/Bappenas, 2017). This is also reflected in the various indicators of educational attainment in Papua Province which are still relatively low (see Table 1).

Table 1. Achievement of Education Indicators for Papua Province in 2016

No	Indicator	Papua Province
1.	IPM	58,05
2.	Average length of schooling (in years)	6,15
3.	Years of school expectation (in years)	10,23
4.	School enrollment rate	
	7-12 Years	81,11
	13-15 Years	78,86
	16-18 Years	62,07

Source: Papua in Figures, BPS, 2017

When the expected length of schooling reaches 10.23 years, it means that on average 7 year old children who enter formal education in 2016 have the opportunity to go to school for 10.23 years up to high school. Assuming that the teaching and learning process runs normally, such as the availability of teachers, teaching materials, and infrastructure, as well as high levels of student and teacher attendance. However, the average length of schooling in Papua Province is only 6.15 years, meaning that most school-age children only receive education at the elementary school level. The situation is even more apprehensive when you look at the average length of schooling in districts in the central highlands area, which is only around 0.70-4.89 years. The literacy rate in Papua Province in 2013 was 75.92 percent, and for 8 districts in the central highlands it was below 37 percent (Bappenas, 2017). Investment in education is an effort to maximize the benefits of quality human capital. Formal education is the way government to increase capacity and skills in improving the quality of human capital and/or achieving a productive workforce.

The formal education approach nationally puts forward eight standards for implementing education (according to the formulation in Government Regulation Number 4 of 2022), including: 1) content standards: basic framework and curriculum structure, study load, Education Unit Level Curriculum (KTSP), and academic calendar ; 2) process standards: planning the learning process, implementing the learning process (location, time, dynamics and supervision) at every level of education; 3) graduate competency standards: related to graduate ability/competency criteria from an educational institution, namely that every student who graduates from a certain level of education is expected to have adequate attitudes, knowledge, and skills in accordance with applicable standards; 4) standards of educators and education staff: related to qualifications academic and competence (pedagogic competence, personality competence, professional competence, and social competence) of educators and educational staff that are appropriate so that educational goals can be achieved; and 5) standard of facilities and infrastructure: that every educational institution needs to have adequate facilities and infrastructure to support a continuous, orderly and comfortable learning process.

These standards can be applied easily in urban areas that have good regional accessibility with sufficient resources available, such as Jakarta. However, in Papua the focus of the problem has not yet been on improving the quality of the implementation of education development but is still focused on providing basic education services. These national education standards cannot be applied easily. Apart from geographical constraints and other supporting resources, national standards are not yet adaptive to local needs.

There are at least four challenges in education services in Papua. First, the student's distance to school. The average distance to basic education services in Papua Province is 15.11 km, with the extreme point in Tolikara Regency (one of the districts in the central highlands of Papua) reaching 65.62 km (Podes, 2017). Second, teacher absenteeism is quite high, especially in the central highlands, which is 49 percent. The teacher absenteeism rate in Papua Province is 37 percent, in isolated and rural areas it is 43 percent, and 51 percent of school principals are absent. This causes schools to be closed and teaching and learning activities to stop. It is not uncommon for teacher absences to reach months (UNICEF, 2012). Third, the national curriculum is not implemented effectively enough (Bappenas, 2017) and a Papuan contextual curriculum is needed (USAID, 2015). Fourth, when looking at the allocation of the education

budget for the Ministry of Education and Culture in 2016 in Intan Jaya Regency, Puncak Jaya, Yalimo, Gunung Bintang, and Deiyai, which have a low HDI, it turns out that their education budget allocation is still very small (Bappenas, 2017). This indicates that the distribution of the budget is still uneven, especially for remote and isolated areas which require more attention, and there is no specific mechanism to help students with existing geographical difficulties. In the end, to improve human resources and the next generation who are able to behave, educational services must be provided. The ability to read, write, count is the main life skill that must be possessed before developing other abilities.

Mollet's study (2007) shows that one of the challenges in carrying out investment in education in Papua is managerial factors. These managerial factors include the following three things: (i) first, the local government (Pemda) has difficulties in making appropriate education programs, that the implementation of special autonomy is like shock therapy. result, corruption and collusion occur in local government and legislative bodies. In reality, the budget allocation only accounts for less than 14 percent, and is focused on infrastructure spending which is easily corrupted by the regional government, DPR, and entrepreneurs together. Collusion took the form of exchange or capacity building programs whose participation was dominated by government staff but which were not utilized properly in the study locations. The following staff are at the highest pay levels and nearing retirement age. In other words, the benefits of education are very small; (ii) second, monitoring or visits from education supervisors, both central and regional, are very limited, which can be up to once every 6 months (Agustinus, 2013); and (iii) district regional governments have not been able to manage basic education, while this must be done as a consequence of the implementation of Law Number 23 of 2014 regarding the authority to administer basic education and early childhood education early childhood education (PAUD) at the district/city level. When the provincial government tries to take over, it will collide with regulations. Regional apparatus at the district level are still not running optimally, because several regencies, especially in the central highlands, are districts that have just blossomed from the main regency, so that the number of regional apparatuses is inadequate or their managerial capabilities have not been formed.

With the constraints on implementing these national education standards, an approach that is built on locality factors can be an alternative for inclusive education for the community. There are several examples of successful school models that are

appropriate to the context and needs of the local community, namely (i) a superior boarding school in Lanny Jaya District, (ii) a boarding school by the Pesat Foundation in Nabire District, and (iii) a village school initiated by John Rahail in Sarmy District. Discussion on the implementation experience of each educational model Papua contextual will be explained in detail as follows.

Featured Boarding Schools in Lanny Jaya District

The flagship boarding school in Lanny Jaya Regency is an example of regional innovation in the form of collaboration between the Regional Government of Lanny Kaya Regency and the Surya Institute. Lanny Jaya has three boarding schools initiated by the Regional Government as an alternative solution to get around geographical constraints in their area. Through boarding schools, students do not need to travel across tough geographical terrain to be able to go to school every day.



Figure 4. Main boarding schools in Lanny Jaya Regency
Source: Field Research Documentation, 2017

The Head of the Lanny Jaya Regency Education Office collaborated with 18 stakeholders to find out social problems that hindered the implementation of teaching and learning activities. The results of discussions between the Education Office and stakeholders related to education succeeded in identifying several social challenges in cultivating in the implementation of teaching and learning activities in Lanny Jaya, including the problem of student absences from school for months because students have to attend mourning ceremonies or traditional ceremonies, security disturbances that stop teaching and learning activities in schools, and wars between tribes that prevent teachers from attending schools. The Government of Lanny Jaya Regency attempted to solve this problem in a customary manner. The role of community leaders actors has also become one of the findings of the successful development of contextual education models in the Lanny Jaya area. Community leaders such as the Regional Secretary (Sekda) who having a leadership spirit and being a native person who can

speaking Lanny facilitates negotiations and cooperation with religious and community leaders in the supervision and smooth running of teaching and learning activities. The regional secretary's ability to foster good relations with the provincial government and the Ministry of Education and Culture makes education connected and assistance well channeled, including technological assistance from Korean companies adapted to local needs, such as a tablet computer device that can detect distances between mountains without using a signal or electricity.



Figure 5. Teaching and Learning Activities at the Superior Boarding Schools in Lanny Jaya Regency

Source: Field Research Documentation, 2017

Procurement of contract teachers and volunteers was carried out on a large scale to overcome the shortage of teachers. The Regional Secretary and local government officials exercise very strict supervision in the process of teaching and learning activities, for example instructions to the village head regarding delaying the provision of village funds if there are students who do not attend school in the village, appeals to church leaders to encourage their congregations to want to go to school, teachers both with the status of civil servants and contract workers who do not behave well will be dismissed, and cooperation with the community to take an active role in monitoring if there are school-age children hanging around at school time.

To ensure the presence and presence of teachers at school, the Regional Secretary ensures that teachers are paid regularly and given housing facilities, even though they are simple. In addition, teachers are also provided with facilities to meet recreational needs (usually recreation to Wamena). Those from outside Papua are also

allowed to take permission to return home. The local government also always prioritizes the safety and health aspects of teachers.

Efforts to eradicate illiteracy carried out by the local government are not only for school-age children, but also target adults. One of the efforts made is that people who wish to meet with the Regional Secretary or officials authorized to manage other public services are required to read or learn to read, before entering a government office. Through these various efforts, within 6 months, the number of illiterates in Lanny Jaya decreased drastically. Lanny Jaya is one of the districts with the highest HDI growth rate of 4.31 percent. Collaboration with evangelists, traditional leaders, and village heads is considered the key to success (Bappenas, 2016).

The Pesat Foundation Boarding School in Nabire Regency

A boarding school managed by the Pesat Foundation in Nabire District was founded by a priest Daniel Alexander. The construction of this boarding school aims to create a complete human being, by making native Papuan children smart, intelligent, skilled, creative, with character and morals. Apart from school lessons and extracurricular activities, students are taught life skills such as how to bathe, especially those who come from mountainous areas and have not had much contact with different civilizations.

The Pesat Foundation School is inclusive by not holding admission selection. In the process, the school, assisted by volunteers, will map areas that have the potential for school-age children who need education. This school is also affirmative by prioritizing native Papuan children, because Nabire is also a hub area and demographically has many immigrants.



Figure 6. Boarding School of the Pesat Foundation
Source: Field Research Documentation, 2016

Implementation of educational activities is carried out by making hostels from kindergarten to high school for native Papuan children who cannot be put together with those outside the hostel. Teachers live together with students in dormitories, to carry out guidance and supervision, teaching competencies vary from bachelor's degree to doctorate, so that the quality of education implementation can be well controlled. Cognitively, graduates of this school are able to continue their education at well-known universities on the island of Java, with the help of a network of foundations that have been built so far. This network is not only for channeling students who want to study in Java, but also for getting committed teaching staff and volunteers from various regions to teach in schools. The impact of the learning system is clearly visible, namely the students' self-confidence is very high and their communication skills and attitudes are better when compared to native Papuan students who attend schools general.

Village School in Sarimi District

The community-based village school founded by John Rahail is located in the East Coast District, Sarimi Regency, which is eight hours by land from the capital of Papua Province. The local approach used makes children aged 3-5 years eager to learn and more confident to learn new things around the community (learning culture). This school was created to bridge students' basic abilities before entering formal schools which are considered rigid with an education curriculum that tends to be city-biased. Lessons are held for 2 hours every Monday, Wednesday and Friday. The preparation of learning activities is adapted to the conditions of residents in Sarimi hinterland. The initiation of education for children as a bridge before entering formal schools in Papua is still a separate problem. This may be different from Java, where relatively many early childhood education (PAUD) and kindergartens have been held learn to read, write, count, tell stories, play, make friends, wash hands and so on. However, in Papua the conditions are very different, the number of PAUD and TK is very limited. Even in many districts there are often no PAUD and TK, so if native Papuan children are directly taught the national curriculum material as soon as they enter elementary school it will be difficult, not only to accept the level of learning itself but also to understand learning tools that are different from those in around the neighborhood they live in.

This village school in Sarimi is a support for the formal education system with teaching adapted to the cultural context and way of life of indigenous Papuans. Examples of learning activities carried out include learning to count by rowing a boat from one river to another or by shooting fruit to calculate the fruit that has been

successfully shot. The method was chosen with the aim to suit the everyday life and identity of the native people Papua which is still synonymous with the life of gathering and hunting as well as the life of fishermen by going to sea to find food sources.

Based on the results of an interview with one of the elementary school teachers in the East Coast District, Sarmi Regency, information was obtained that the Kampung School was successful in increasing children's self-confidence when they entered elementary school. The opinion conveyed by the teacher was based on experience in teaching and learning activities at schools which showed that students who previously studied at village schools had more self-confidence and courage to be active in learning activities.

The challenge faced in implementing Kampung Schools is that it is quite difficult to convince parents of the importance of children's education because school fees do not return directly (rate of return). Through village schools with adjusted study hours, an approach to the local language, and involving the community, parents also believe in this entrust their children to study at village schools. Gradually the village community felt a positive impact. Support can also come from the village head who uses the Village Strategic Development Plan (RESPEK) funds to be used to finance the school's operations.

Conclusions and Recommendations

Education is a basic need of society. Education will also determine the attitude of every individual in society in playing its role in the community, therefore education can create a self-concept. In addition, education is also human capital. Education is the motor for increasing human resources and has output expectations for development and economic growth, and it is hoped that in its implementation it will not interfere with the social meaning of individual social life. For this reason, contextual education is needed with educational content and methods that suit the needs of local communities.

Strengthening education policy within the framework of the special autonomy policy can be carried out with the cooperation of various parties and prioritizing local wisdom. Educational alternatives such as boarding schools owned by foundations, village schools run by educational practitioners, or collaboration between the local government and other community organizations can increase educational accessibility that is limited to infrastructure and implemented as needed. The involvement of religious leaders, traditional leaders, village heads and other social institutions is needed

to recognize their presence and map local needs and ways of obtaining education. Boarding schools that not only teach science during school hours, but also teach life skills knowledge outside of school hours, can be a medium for the transition to civilization for indigenous Papuan children. Boarding schools or village schools provide space for the assimilation process of modern culture, with children still able to carry out daily activities such as hunting. It is quite difficult for the government to implement national education standards in every school throughout Indonesia, so that the responsibility for implementing education can be shared with education movers outside the government. The government is sufficient to provide space for participation and play a role as a facilitator in the direction of implementation education policy.

The division of roles between stakeholders is very necessary to achieve the goal of improving education services for Indigenous Papuans. The central government acts as a policy regulator and local governments as program executors in the technical realm. Various limitations and challenges in program implementation are faced by the central and regional governments, so these conditions must be utilized for other actors to be able to play a role and participate actively, including actors at the community level, consisting of village heads, tribal heads, community leaders, and religious leaders. This has become one of the supporting factors for the success of educational innovations carried out by the Government of Lanny Jaya Regency. The boarding school model has long existed in Papua Province, many of which were pioneered and run by religious foundations in Papua. Boarding schools are able to bridge students with long distances from their homes, to be cared for and supervised by the hostel manager. The following is an example of the division of roles in the development of boarding schools with the involvement of various stakeholders.

References

- Agustinus, J. (2013). Phenomenology study on financial performance and management accountability of special autonomy funds allocated for education at the province of Papua, Indonesia. *Gadjah Mada International Journal of Business*, 15(1), 79.
- Azwandi, A., Wibisono, C., Indrawan, M. G., Satriawan, B., & Khaddafi, M. (2022). The Effect Of Financial Performance On The Human Development Index Moderated Economic Growth In Regency/City In The Province Of Riau Island. *International Journal of Educational Review, Law And Social Sciences (IJERLAS)*, 2(5), 633-650.
- Blaug, M. (1992). *The methodology of economics: Or how economists explain*. New York, NY: Cambridge University Press.

- Campbell, J., Bedford, R., & Bedford, R. (2014). Migration and climate change in Oceania. *People on the move in a changing climate: The regional impact of environmental change on migration*, 177-204.
- Darahim, Andarus. (2020). Penduduk sebagai Modal Sekaligus Beban Pembangunan. Dalam Darwin, M. & Kutaneegara, P.M. (ed). *Dinamika Kependudukan dan Penguatan Governance*: 29-36. Yogyakarta: Media Wacana.
- Efendi, D., Sanahdi, R., & Putra, A. A. (2017). Big Budget, Low Impact: An Alternative Evaluation On Benefit And Impact Of Special Fund In Di Yogyakarta, 2013-2015. *The 2nd Journal of Government and Politics*, 263.
- Elias, J. L. (1974). Social Learning and Paulo Freire. *The Journal of Educational Thought (JET)/Revue de la Pensée Educative*, 5-14.
- Garibaldi, P. (2006). *Personnel economics in imperfect labor markets*. Oxford, England: Oxford Press.
- Hermino, A. (2016). The Effectiveness of Implementation School-Based Management in the Central Highlands of Papua Indonesia. *International Journal of Education and Research*, 4(10), 291-303. <https://doi.org/10.3102/0034654314532696>.
- Jackson, G. (2021). Critical junctures, agrarian change, and the (re) production of vulnerability in a marginalised Indigenous society. *World Development*, 145, 105538.
- Kementerian Pendidikan dan Kebudayaan. (2017). Rancangan Pendampingan Pembangunan Pendidikan di Papua dan Papua Barat Berbasis Wilayah Adat. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Kementerian PPN/Bappenas. (2017). Percepatan Pembangunan Papua dan Papua Barat: Pengembangan Sekolah Berasrama. Jakarta: Kementerian PPN/Bappenas.
- Maliki, Z. (2010). *Sosiologi pendidikan*. Yogyakarta: UGM
- Marginson, S. (1989). *Human capital theory and education policy* (Discussion Paper No. 3). New South Wales, Australia: University of New South Wales.
- Marginson, S. (1993). *Education and public policy in Australia*. Melbourne, Australia: Cambridge University Press.
- Maurer, J. M., Schaefer, J. M., Russell, J. B., Rupper, S., Wangdi, N., Putnam, A. E., & Young, N. (2020). Seismic observations, numerical modeling, and geomorphic analysis of a glacier lake outburst flood in the Himalayas. *Science advances*, 6(38), eaba3645.
- Mollet, J. A. (2007). Educational Investment in Conflict Areas of Indonesia: The Case of West Papua Province. *International Education Journal*, 8(2), 155-166.
- OECD. (2001). *Glossary of statistical terms*. Diperoleh dari <http://stats.oecd.org/glossary/detail.asp?ID=1264>

- Omrani, H., Alizadeh, A., & Amini, M. (2020). A new approach based on BWM and MULTIMOORA methods for calculating semi-human development index: An application for provinces of Iran. *Socio-Economic Planning Sciences*, 70, 100689.
- Orboi, Y., Msen, Y., Ruru, Y., & Mallongi, A. (2019). The factors influencing four visited antenatal care in primary health centre in Sanggeng Manokari district, West Papua province. *International Journal of Science and Healthcare Research*, 4(1), 202-210.
- Pamungkas, C., & Rusdiarti, S. R. (Eds.). (2017). Updating Papua Road Map: Proses Perdamaian, Politik Kaum Muda, dan Diaspora Papua. Yayasan Pustaka Obor Indonesia.
- Prabowo, P. A., Supriyono, B., Noor, I., & Muluk, M. K. (2020). Special autonomy policy evaluation to improve community welfare in Papua province Indonesia. *International Journal of Excellence in Government*, 2(1), 24-40.
- Tan, Emrullah. (2014). Human Capital Theory: A Holistic Criticism. *Review of Educational Research*, 84(3), 411-445.
- Todaro, M. P., & Smith, S., C.,(2006). Economic Development. Boston: Pearson Addison Wesley.
- Universitas Cenderawasih, Universitas Papua, The SMERU Research Institute, Badan Pusat Statistik, & UNICEF. (2012). "We Like Being Taught": A Study on Teacher Absenteeism in Papua and West Papua. <https://files.eric.ed.gov/fulltext/ED566745.pdf>
- Wahyudin, D., Sumule, A., & Suwirta, A. (2021). Alternatives of Genuine Basic Education Program in Papua Provinces, Indonesia. *TAWARIKH*, 12(2).
- Widodo, H. P. (2016). Language policy in practice: Reframing the English language curriculum in the Indonesian secondary education sector. *English language education policy in Asia*, 127-151.