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# Child-Friendly School in Educational Settings for Elementary School in the Papua Island of Indonesia

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*Keywords: peace education, child protection, community pasticipation, school management.*

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# Child-Friendly School in Educational Settings for Elementary School in the Papua Island of Indonesia

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## I. Introduction

Education is the key word in any effort to improve the quality of human life within which it has a role and a purpose for 'humanizing'. Education is essentially the process of maturation quality of life. Through the process is expected to be able to understand what is the meaning of man and the essence of life, and for what and how to carry out the task of living and life correctly. That's why the focus of education is directed to the formation of a superior personality with emphasis on the quality of the maturation process of logic, heart, character, and faith. The highlight was reaching the point of perfection education quality of life.

Papua is the largest island in Indonesia and as a province which located in the most eastern Indonesia. Papua's development to the attention of the Indonesian government at this time, because it is still lagging behind other provinces. Papua geographical conditions, culture and language are diverse, many tribes in Papua, making it is not easy to build Papua, especially in the education sector.

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In Papua is known for its three geographic conditions, namely: 1) the coastal areas, is the areas which are around the sea; 2) mountainous areas, is the areas which are located in the mountains; and 3) sub-urban areas, is the area which are located between the coastal areas and mountainous areas.

Papua and West Papua have a total population of more than 3.6 million, of which 78 per cent are indigenous Papuan. Approximately 70 per cent of the population resides in rural and remote areas characterised by considerable educational inequities across different socio-economic groups and between indigenous and non-indigenous populations. Papua Often referred to as Tanah Papua, Papua and West Papua was one province until 2007. While the development indicators are generally better in West Papua than Papua, West Papua has a higher poverty rate at 46 per cent compared to 35 per cent in Papua - both higher than the national average of 13 per cent1 and with significant disparity between urban and rural areas.

In Papua Province, some 37 per cent of the population resides in mountainous highland districts, 41per cent in easy-to-access lowland districts, and 21 per cent resides in lowland difficult-to-access districts. Families and children living in rural and remote areas experience the highest economic and educational disparities. Significant disparities exist in literacy rates between urban and rural Papuans, with higher illiteracy in rural areas (49 per cent) compared to urban areas (5 per cent). Almost 50 per cent of the population in rural Papua Province above 5 years of age has never attended school, compared to 5 per cent in urban areas.

### *a) Education Indicators in Papua and West Papua*

There are some key education indicators issues which arrise relate with education condition in Tanah Papua, such as: (1) high illiteracy rates in rural and remote areas, especially among girls; (2) high numbers of drop-outs and out-of-school children; (3) gender imbalances in children's access to education services; and (4) high rates of teacher and principal absenteeism, particularly in hard to reach rural schools.

Those key education indicators for Papua and West Papua lag behind the national average. In 2010 the school participation rate in Papua and West Papua for



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ages 7-12 years was 65 per cent compared to 98 per cent for Indonesia as a whole. Overall, the drop-out rate for Papua and West Papua in 2009-2010 was 2.8 per cent compared to 1.6 per cent nationally, however, drop-out rates in hard-to-access districts of Papua and West Papua can reach 50 per cent in primary school and 73 per cent in junior secondary school.

Enrolment rates are lower than national averages for both primary and junior secondary schools (91.5 per cent for primary and 63 per cent for junior secondary levels in West Papua, compared with national averages of 95 per cent for primary and 74 per cent for junior secondary). School participation rates in Papua are 60 per cent for primary aged children and 61 per cent for junior secondary school aged children; early school-leaving and repetition rates are high (estimated repetition rate is as high as 11 per cent in grade 1, while early school leaving in Papua Province can be over 50 per cent). A large proportion of children in Papua are thus out-of-school (up to 30 per cent) while in West Papua up to 20 per cent are out-of-school: more than seven times higher than the national average. The Multiple Indicator Cluster Survey (MICS is an international household survey developed by UNICEF to assist countries fill data gaps for monitoring human development in general and the situation of children and women in particular) found that participation rates for children of secondary school age (13 to 18 years) ranged from 48 - 78 per cent across the districts of Papua and in one district in the highlands 25 per cent or 1 in 4 students aged 13-18 were still in primary school. Being over age for grade is a significant risk factor for school dropout and creates additional challenges for teachers dealing with social issues with such age diversity within classrooms. The MICS also demonstrates the challenges in consistent and reliable education and school attendance data in Papua due to the variance in the definitions and methods for data collection. While the census shows 60 per cent primary school participation in Papua, MICS reported more than 90 per cent of primary school age children to be attending school except in the District Jayawijaya (82 per cent).

Data from a 2011 Multiple Indicator Cluster Survey (MICS) conducted in six Papuan and West Papuan districts further highlight these disparities. For children of primary school entry age (7 years), attendance in grade 1 was 83 per cent in the urban Biak Numfor district, compared to 52 per cent in the rural and remote Jayawijaya district. The delayed start for many children living in rural and remote areas, reported to be distance related, results in many children in those areas being over age for their grade.

Papua and West Papua provinces have the lowest literacy and highest illiteracy rates in Indonesia compared to all other provinces. While West Papua illiteracy rate at 12 per cent is less than Papua at 37 per cent both are far above the Indonesian figure of 8 per cent. Disparities in literacy rates are marked between urban and rural Papuans with illiteracy in rural areas (49 per cent) much higher compared to urban areas (5 per cent). Across Indonesia the illiteracy rate fell rapidly between 2010 and 2011 however it increased in Papua. The literacy disparities become more pronounced the further away from urban centres and the further away from education service delivery. Disparities are most pronounced in the highland districts where rates of illiteracy range from 48 per cent to 92 per cent.

## II. Method

The research was conducted in ten districts in Papus island or called Tanah Papua, which were, district: Merauke, Boven Digul, Jayapura, Keerom, Lanny Jaya, Jayawijaya, Biak, Teluk Bintuni, Fakfak; and city of Jayapura. This research is multi-case study of qualitative research which design using the comparative constant method. The purpose of this research was to dig understanding about: (1) how children at risk at home or in the community; (2) how situational factors affecting child protection in schools relate with bullying (physical, verbal and psychological abuse) by staff and peers; (3) how peace building and child protection policy for educational settings.

Informans in this research such as: teachers, parents, students, community leaders, and also officers from the local education department.

Some limitation of this research such as: (1) many of the Papuan villages, especially remote ones are very small which means that having more than one researcher in a village (for good triangulation purposes) is not possible. This meant that researchers in a single sub team often stayed in separate, neighbouring villages; (2) although villagers are familiar with Bahasa Indonesia and were able to communicate well using this with us, they nevertheless resorted to using local language among themselves and this presented a challenge for the researchers who missed much of the side talk, the interactions between family members and banter when children were playing. Furthermore Bahasa Indonesia is spoken with a Papuan dialect and this could be challenging at times; (3) it was the rainy season and so travel was problematic in some areas. This sometimes resulted in arriving in villages late in the day and finding host households were compromised. Furthermore, in one area it might have been better from the study point of view to have trekked further up the mountain to find a village but this was not possible due to the late arrival. The rain also inhibited movement to visit places of work and focal households; (4) the second round of the study coincided with the end of school term and some schools had closed early for Christmas vacation. This meant that either school routines were not normal or we had no access to the



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school at all. Many teachers had left the villages for vacation and were therefore not included in conversations; (5) in one village our visit coincided with two weddings which occupied the time of the villagers; (6) One site was near the border with Papua New Guinea. Here, there were high levels of suspicion from villagers (not authorities) about our purpose and some threatening behaviour (especially from a teacher) which resulted in reducing the number of nights in this village; (7) discussions around sensitive issues such as bullying and teasing were difficult.

## III. Findings

*First*, relate with how children at risk at home or in the community. Some of the things that arrise that many children who receive harsh treatment from the family or in society, such as harsh words, insults, sometimes even up to the punch. Under these conditions the child becomes uncomfortable to be in the family or community on certain conditions. This condition is for most people it is common for parents of children at the time were children received the same treatment, so that this condition can be considered as the incidence of recurrent and hereditary.

*Second*, relate how situational factors affecting child protection in school relate with bullying (physical, verbal and psychological abuse) by staff and peers. The principle of school-based management implemented in schools with emphasis on the implementation of the three pillars, namely school management, joyfull learning, and community participation. Nevertheless, it has not been able fully to provide a sense of security and comfort when children are in school. It's like there is still verbal violence committed by teachers to students. The verbal abuse more on invective. Moreover, the frequent occurrence of conflict in society embodied in the tribal wars resulted in the children assess that these conditions can be considered as true in solving a problem. It was also a tough chore for the principal to be able to build a culture and school climate conducive to students. Another problem most often arises is when a child does not grade the students' parents are coming to schools and impose his will that his son was raised to a higher class. In this case the parents often happens that perform in ways that pose a threat to the teacher or school. This is precisely what makes the child feel protected by a hard stance or the rude attitude of parents to teachers in schools, and will be a justification planting in the child's mind that how hard is it reasonable to impose goal.

*Ketiga*, relate how peace building and child protection policy for educational settings. Ministry of Women's Empowerment and Child Protection, Republic of Indonesia since year 2014 has launched the program of district/city eligible children, which one indicator is child-friendly schools. Province of Papua and West Papua enthusiastically welcomed this case since year 2015, in order to position the child on the norms and propriety as it should be to get a life and a decent living. However, the main obstacle is the lack of governance and outreach to the maximum from the district to the villages or schools. Also the lack of synergy program or a deep understanding and a maximum of district institutions with institutions such as the village tribal councils, village councils, as well as with religious institutions. Under these conditions, the homework is quite heavy in the district is making the relevant local regulations pertaining to the district/city eligible children to protect citizens in the region, especially the children, both within the community and at school.

## IV. Results and Discussions

### *a) Education in the Family*

Child relationship in the family is a very important factor for the growth of children's education, especially with regard to behavioral and emotional attitudes. This is because the family is the first institution to teach children, through example given by parents how the child explores his emotions. The family is the first and primary environment for child development.

Knowles, et al (2005) suggested that the family is very functional in instilling the basics of emotional experience, because that first experience gained by the child, to be brought to school later. Combs & Whisler (1997) also confirms that the family is the institution of learning and growing to deliver the child to the growth and further learning.

Referring to the statement above, the education in the family or a family child care patterns will greatly affect the emotional development of children. When children are raised in a family that positive emotions, the emotional development of children will be positive. However, if the parents in the habit of expressing negative emotions such as anger with aggressiveness, irritability, disappointed and pessimistic in the face of problems, the emotional development of children will be negative due to the circumstances in the family.

Furthermore, with regard to education in the family that affect the behavior of students in the school, Cangelosi (1993) suggests that the role of parents in the family not only as a controller of the learning outcomes of children in school, but parents are also required to provide motivation and a good atmosphere in the house make the child will bring a sense of comfort in the heart of the up to school.

The relationship between parents and teachers at the school will also be able to reflect the mood of the student. Against this is also similar as proposed by Willis (2006) and Lane, et.al (2014), namely that the openness of good relations between the institutions, which in this case is the school and the family, will bring an atmosphere of comfort for its members, which in this



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case is a child or student, in carrying out its duties, and can minimize the potential emotional instability.

Based on the description above presentation, it is can be interpreted that children's risk at home or ini the community can be minimized by the need to pay attention to family education in this regards primarily by parents, as follows: (1) their model, namely that education in the family will only be successful when parents were able to educate by showing exemplary both in patterns of thought, word, and deed; (2) consistent attitude, that the results of education in the family will be as expected when done consistently; (3) their understanding, that understanding will feed into the parents' opinions regarding the internalization of parental commitment.

*b) Socially Outside of School*

Socially outside of school also influential as a source of student's habit in general that can be brought to the school, such as: (1) children easily imitate the behavior that earned them within the family or community; (2) in the age range of children are still young, so they will be easy to record in his memory that continuously measures they have received both within the family and society, is a right action; (3) association with peers who also feel the same way in the family or community, will form a pattern similar attitudes and thinking that action to impose the will is a good thing; and (4) considers the adults around them as people who feared for their treatment received in the family or community.

Kauffman & Brigham (2009) mentioned that the potential instability of emotions and behavior of school children who do not get enough family education, is due to the influence of the association that is not well controlled, and therefore, the conditions will be carried in the learning process in schools.

Similarly, as confirmed by the results of research by Safari, et al (2014) that, education has focused on two factors which are considered very important and show the high demand for improving emotional skills. The first factor involves being attentive to the youth's problematic behaviours such as aggression, social stress, dropping out of school, depression and loneliness. The second factor is insufficient training required for students to improve their awareness levels of their responsibilities within society.

Referring of the above, it can be interpreted that the education in the family has a very important role because: (1) will influence the psychological development of children; (2) affect the behavior and mindset of the students to interact with their peers as well as the time in the community. From both of these, the importance of a good relationship between parent and child in the family environment, and it can be shown by the quality of attention and quality time given or spent by parents to children, so that children begin to learn and accept matters a positive thing from the environment first, the family environment. It is also as confirmed by Spodek (1982) that family environment will greatly affect the pattern of behavior, thought patterns in the psychological growth of children.

*c) Atmosphere Environment in School*

Higgins, et al (2005) mentioned that, there appears to be a strong link between effective engagement with staff, students and other users of school buildings and the success of environmental change in having an impact on behaviour, well-being or attainment. The natural environment also helped determine how the mood of the students, both in behavior, emotions, and in an atmosphere of learning, including the process and learning outcomes to be achieved by the students (Sanjaya, 2010).

The natural environment in schools also require attention, learning under natural conditions fresh and clean is always more effective than the other way around. School in a natural state of frenzied, too crowded also less conducive to students' behavior and emotions, as well as in the process and the achievement of optimal learning results. So the natural conditions are good and conducive participate decisive influence in the optimization study, the state of nature that bad come to give a bad effect on students, the state of good nature helped to provide a positive influence also for all member schools in it, including mindset, behavioral and emotional patterns of students in particular (Zeidner & Olnick, 2010).

In line with the above statement, it can be interpreted that any environmental role and influence on their own, every behavior and way of thinking of each individual is different for each environment provides role and influence is different also. Although the environment is not fully established a pattern of behavior and thought patterns of the individual because each individual responds differently in response to a stimulus or a given environment, but the role and influence of the environment participated plays a very big for individuals to behave and think. In this regard, it was also confirmed by Schutte, et al (2009), that there were differences in behavioral and emotional that arise by the student shown in schools that have a natural environment that is beautiful with a school that is not supported by the atmosphere of the natural environment that are relevant.

Based on the condition that it can be interpreted that the atmosphere in the school environment will affect the psychological growth of the child. It can also be interpreted that with the support of the teachers in the school the children will receive the best practice of a teacher, both as educators, and as well as adults in the school environment. This best practice of the teachers at least will be a remedy for the student when the student less get affection or attention in the family.



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*d) Friendship Peers in the School*

Relationships with peers can be interpreted in four sense: (1) peer who is a close friend in the form of groups or individuals because of their emotional ties; (2) peers in the form of group assignments or study group in the tasks given by the school; (3) an ordinary peers as fellow students in existing schools; and (4) peers moment because the similarities in the problems being faced.

Fourth understanding peer into all potentially in antagonizing students, when: (1) lack of compatibility in perspective by the ego of each student; (2) the existence of tendentious or unilateral input from other students who do not first addressed by existing students; (3) the saturation for a school assignment so that one hung to the other students, concerned to get better value; (4) the existence of jealousy because the atmosphere in the family; and (5) the existence of jealousy because of the family condition.

The influence of peers in the school environment, which contributes as one of the possible causes of the student's behaviour, was as put forward in Bhave & Saini (2009), that the strong influence of the peer group at school, also has the potential to lead to the weakening of ties individuals with parents, schools, and conventional norms, which will ultimately lead to easy emergence of anger in the student, if the student or the child is in doubt emotionally unstable.

To make sense of the statement above, the peer relationships in the classroom at school was also able to bring out the anger in the student if: 1) peer relationships as a source of emotional, both to gain pleasure or to adapt to stress can not run harmoniously; 2) peer relationships as a source of cognitive for problem solving and knowledge acquisition can not be run with the maximum for their individual attitudes that appear in students; 3) peer relationships as a context in which the basic social skills (eg social communication skills, collaboration skills and the skills of incoming group) as a whole can not be obtained or improved because of their envy and/or jealousy that arise dalamm student; and 4) of peer relationships as a basis for the establishment of other forms of relationships (eg, relationships with siblings) can not run harmoniously due to the emergence of differences of opinion of students who do not quickly resolved properly.

With regard to the four above, then the peer relationships that function harmoniously among students starting in the class will be able to refine the relationship those friendships in the development of social competence of students, especially in controlling emotion and anger that arise in students (McCulloch, 2008).

*e) Atmosphere in the Classroom*

The classroom atmosphere in school especially in the rural and remote area need to be made such that the learning atmosphere in a pleasant atmosphere. This could happen if teachers can prepare lesson well. This is important because not until the child is in the classroom but in the unhappy situation is not good because of the accumulation of events which he received before or after learning in school is finished, and that berdammpak in children participate in the learning process in the classroom.

It is also explained by the Danim & Danim (2011) that the atmosphere or conditions in the classroom are always tinged with competition among the students, then the students are able to manage stress, students will be always motivated and compelled by circumstances, but instead to students less able to cope with these circumstances it will be a pressure, which may result in a lack of harmony in the relationship between the students in the class, or the occurrence of discomfort, such as violence, teasing, disruptive, troublemakers, to lead to the emotion of students.

Misra & Castillo (2004) mentioned that the condition of the rooms were inadequate, as the rooms were too small, lighting poor, the rooms were filthy, the ventilation is lacking and atmosphere rowdy can lead to increased stress students and emotion of students appear to be influential in the process learning in the classroom.

The importance of conditioning the atmosphere in the classroom is very important in fostering a comfortable atmosphere for students to learn, because with a good atmosphere is then iteration between students and students, and students with teachers will become better, and be able to minimize the potential for stress which will be felt by students. However, of course, not all students can manage their respective control their feeling and emotions well, and it is this condition that need to be considered by teachers in general. This condition is also as stated by Boynton & Boynton (2005) that an important life skill for students to learn is how to control their emotion in an appropriate and acceptable manner. Unfortunately, most classrooms have at least one student who has a great deal of trouble handling his or her emotions.

Referring to the explanation above, it can be understood that the role of teachers in the classroom level is huge, because in addition to the teacher asking his responsibility in teaching to achieve learning targets that had been prepared in advance, then the teacher should also be an example or a substitute for good parenting in school. This is a demanding task for the teachers could always positioned as adults who are wise in front of their students. It is also as stated by Hermino (2014) that the role of teachers as educators and teachers in the classroom will greatly influence the psycho-emotional development of students.

*f) Methods of Teacher Teaching*

Role of Teachers in the learning process in the classroom at the elementary school not only serves as a mere teacher, but also as a trainer, counselor, and learning manager.



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The potential emergence of a source of unstabil emotinal of students in the classroom while teaching at the elementary school may be in the review of the two points of view, namely from internal factors of teacher, and the external factors of teacher. *First*, internal factors of teacher rather to how teachers are: (1) be able to prepare well before teaching in the classroom; (2) in comfortable condition before going to school; (3) has the support of the principal's passion for teaching; and (4) have a sense of happiness in welcoming students to come to school.

*Second,* external factors of teacher, this is more to the situation that exists outside the self Teachers are closely related to the learning process, such as issues with stakeholders, such as with teachers, principals, students, and the environment or the local community.

From both of these factors can be interpreted that the readiness of teachers in teaching, their healthy, psychological state of good teachers, the problems with the other stakeholders will greatly affect the learning process in the classroom and especially on the behavior of the students included in the emotional students (Slameto, 2010 ).

Similar with the statement above, Tomlinson (2001) also stated that although managing a differentiated classroom is not always easy, progress in that direction tends to make school a better fit for more students' understanding, emotionaly, and behavior. It also tends to make teaching more satisfying and invigorating.

Teacher plays a very strategic especially in shaping the character and developing students' potential. The existence of a reliable teacher at the school, both behaviorally and academically during the learning will position the teacher as someone who eligible to become as a role model and imitated. At the school in general, the role of the teacher as a role model will be very visible. This is because the school teacher is a source of knowledge for students. Character development is not only limited in the habit of advising students. Characters just formed by the contiguity quality of personality in the process of learning together (Noor, 2012: 124).

At the level of the class, the teacher is an important factor that is big influence on the success of character education in schools, even critical to the success of students in developing personal intact (Mulyasa, 2011: 63). Say so, because teachers are the main figures and examples and role models for students. Therefore, in character education teachers should start from himself to anything he does well be good anyway influence on students.

Teachers at the level of the classroom and the school also served to provide exemplary early students. Their exemplary and discourse exemplified by the principal at his school, and it is also in line with that proposed by Dakir (2010: 101): ".... Planting sense of right and further that such measures can be implemented, it is expected for learners will have an attitude, then the value, and eventually formed a personality who religious".

With regard to the preparation of lesson plan, the teacher in this case must be carefully and professional character values that can be achieved by the students. In this, the teacher should also be able to integrate the condition of schools on learning done in class, so the lesson plan that has been prepared by teachers and approved by the school principal can be performed well. Against this, Fitri (2012: 46) also suggests that the strategy of character education can be seen in four of integration, namely: 1) integration into subjects, 2) integration through thematic learning, 3) integration through the creation of an atmosphere in character and habituation, 4) integration through extracurricular activities, 5) integration between school education programs, families, and communities.

On the other hand, the role of parental involvement is a necessity in the school to support the implementation of character education programs, as well as one of concern from school to help cope with the students who have problems, so that problems can be solved and students can learn and achieve in school the. It also points out Hamalik (2010: 183) that teachers play a major role and is responsible for guiding the students to develop their potential and help solve problems and difficulties students dibimbingnya, with the intention that the student is able to independently guide him/herself.

*g) The Role of Teachers as Educators*

At least there are three things that interesting to observe relate with the role of teachers as educators, namely: 1) the role of teacher professionalism as an educator; 2) neoliberalism education; and 3) education in the era of globalization. Those three things, if be focused then none other than the education that dotted fulcrum on the teacher. This is as suggested by Hermino (2014) stated that teachers themselves professionally engage in educational activities, ground-floor activities of certain kind. The teach in various ways: they set tasks for pupils, they try to motivate pupils, to help them, to control reviews their performances, and to improve reviews their understanding and skills.

*First*, with regard to the professionalism of teachers. It is inevitable that the quality of education is determined by a variety of interrelated factors. Where the factors that determine the education process in a school is located in the dynamic elements that exist in the schools as well as the environment as a unified system. One such element is the teacher as the leading actors in the implementation of education at the institutional level and instructional. Observing that the role of the teacher in relation to the quality of education, at least can be seen from the four dimensions, namely as a private

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teacher, the teacher as an element of the family, as an element of teacher education, and teachers as part of the community.

The teacher as a person, then it is self-realization with all the unique characteristics that correspond with the position as stakeholders teaching profession. Thus, teachers must be able to know himself and is able to develop towards the realization of healthy personal and plenary (fully functioning person).

Teacher as an element of the family, the teacher role is to build a strong family so that it becomes the foundation for its performance in exercising its functions as a component of teacher education. To realize a strong family life, it should be supported among others by: a strong religious foundation, adjustment healthy marriage, the atmosphere and the inter relationship between family harmony, economic prosperity memadahi and effective family education patterns.

Teachers as elements of education, the teacher's role in the overall educational activities at the operational level, is a determinant of educational success, where as an educator in the school, teachers do the tasks education performance in the guidance, instruction, and training. All activities are strongly associated with the development efforts of the learners through the example, the creation of a conducive educational environment, guide, teach, and train learners.

Teacher as an element of society, it is the teacher's role as mediators between society and education, especially in schools. In this regard, the teacher will lead and develop a variety of educational efforts in schools into life in society, and also brought public life to a school, so the teacher's role in efforts to develop education to get a place of concern in the community or the environment.

*Second*, neoliberalism education. As a consequence of the development of global free trade, one of the challenges faced by the world of education is their propensity to make education as a commodity that makes its development is a pattern of privatization, which transfer the waiter education to the private sector, and commercialization, ie applying the patterns of the market approach in institutions public. In view of the level of education as a commodity, will cause a shift that makes education an elitist, which can be interpreted only be enjoyed by the tertetntu course that is able to pay, when it should be the education it populist that should be enjoyed by everyone in accordance with their own right. It is as stated by Hermino (2014), that the first function of education in human society, in point of time, is to direct and accelerate learning in such a way that the rising generation will be well prepared for adult life.

*Third*, education in the era of globalization. It should be observed with regard to the present era of globalization, is about multicultural education. Sonhadji (2012) in Hermino (2014: 135), said that multicultural education is the transmission of values, knowledge, attitudes, and behaviors directed against an individual or group within a society, so that while respecting the cultural diversity that comes from differences in ethnicity, religion, culture, language and territory, and at the same time support the policy agreed. Referring to these conditions, the role of teachers in multicultural education needs to be interpreted as a manifestation of the educational strategy still emphasizes harmony and kesinergisan situation and condition of the school and the community dynamic in all areas, which require teachers who understand well acculturation local circumstances. In the present era of globalization, the development of the teachers not only on aspects of intellectual ability, but also on the ability of social interaction, religious, as well as an understanding of the development of science and technology, so that it can think and act concretely in accordance with its responsibilities as education.

Furthermore, especially on the role of the educator or teacher can position as a person who can understand themselves, seff acceptance, self direction, and is able to realize themselves, that can actualize its full role as an educator. If it is so then the teacher is a person who can be as a role model.

*h) Relationship Teacher-Student-Parent*

Family involvement in the dynamic behavior of the students in both academic and emotional level students become careful attention to the school. This is because education at the school also emphasizes the importance of parental involvement in educating children. However, less attention both over to the child or student will equally bring emotional impact for students that lead to emotional instability that is shown in the form of anger in students. With regard to the support of the family, then it is as stated Hermino (2014), that education in the family that affect the lives of children in the future is determined by: (1) security, (2) a sense of autonomy, and (3) a sense of initiative. All three of these conditions need to be created, so that children or students feel safe and comfortable life in the lives of family support in the process of emotional development and character education of children.

Effective communication in the fabric of cooperation between teacher-student-parent can lead to anger at student communication and coordination if it is not done as effectively as possible and in the right situation. It is also as stated in Trumbull (2003) that effective communication is essential to create strong school-home partnerships and to increase parental involvement. Just as teachers are skilled in the art of teaching, they also require knowledge and skills to effectively communicate with their parent community.



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*i) Exemplary Habituation*

Habituation exemplary in school conducted by the principal, teachers and students, in the form of religious activities, openness of heart, discipline, and care for the environment. Against the exemplary habituation, this is in line with the kind described in Wiyani (2012) that habituation is exemplary activities in the form of everyday behaviors that are not programmed because it is done without limitation of time and space. Exemplary of this is the behavior and attitudes of teachers and education personnel and learners in providing an example through actions that are expected to be good role models for other students.

With regard to the activities of habituation that no school is to expand the student's characteristic, in which it is done by familiarizing specific positive behaviors in everyday life at school. Habituation is a process of forming attitudes and behavior are relatively sedentary and are automated through a learning process that is repeated, whether taken together or separately. It will also produce a competency in the management of anger that may arise or are emerging within a student or students (Bhave & Saini, 2009). The character development through habituation can also be done in a scheduled or non-scheduled both inside and outside the classroom (Kauffman & Brigham, 2009).

Based on that condition above, it is very important to conduct peace education and child protection for children from an early age so that their understanding can change and be agents of peace. Both peace education and child protection can be done in schools, especially in the primary education, and can also be done in the community by doing intervention in adult to raise their awareness and increase their capacity about peace, so adult in community can provide peace environment for children to grow in their environment, their family, and their school.

In a basic sense, education is a process of becoming, which is to make a person to be himself that grows in line with the talent, character, ability, and his conscience intact. Education is not intended to print the character and ability of learners like his teacher. The process of education is directed at the functioning of all potential learners humanely so that they become themselves that have superior abilities and personality.

As a process, education is defined as an action that has the effect on changes in the character, personality, thinking, and behavior. Then all education is not just teaching in the sense of knowledge transfer activities, theories, and facts merely academic, as well as the printing of diploma alone. Deeper then education is essentially a process of freeing learners from ignorance, incompetence, powerlessness, untruth, dishonesty, and from bad heart, the moral, and faith (Mulyasa, 2011: 2). Similarly, as a process of transformation of knowledge to the learners that exist, it is necessary to the situation at the educational institution or school that is leadership that understands the situation and insightful, and the existence of a culture that allows the creation of a comfortable atmosphere and relevant to educational goals to be achieved (Fullan, 2007).

With regard to the organizational culture, the function of organizational culture clings to the function of the external and internal functions. External functions of organizational culture is adapting to the environment outside the organization, while internal functions associated with the integration of various resources in it, including human resources. Externally so that the organizational culture will always adapt to the cultures that exist outside the organization, and so on so that the culture of the organization remains there will always be adjustments (Owens, 1995; Hanson, 2003; Soetopo, 2010). Thus, the stronger the culture of the organization, the organization will not be easily influenced by outside cultures that flourished in the environment. While the viscosity of the internal functions increasingly perceived within the organization was strengthened when growing the norms, rules, traditions, customs organization that constantly fostered by its members so that gradually it will be an advanced culture is getting stronger (Soetopo, 2010).

Based on the above discussion, the complexity of the education system in Indonesia in particular and the countries of ASEAN in general today, requires organizational culture in the school system which is reflected in a type of leadership that global perspective that is able to understand the dynamics of the area, but keep it within the particularities the culture of each country. In this regard, the quality of education can be defined as a process of transformation insights and internalization by education leaders in schools, and also become the peculiarities of a country in the dynamic development of competitive education (Carter, 2002). Thus an education that is built on the basis of understanding the national character and culture that reflect the values and norms of the peculiarities of a nation can position the country in the competition dynamics of educating students who qualified and global perspective (Fullan, 2007).

*j) Acculturation Character Education in the Learning Systems*

One of the key in the dynamics of the globalization of the times in the field of education, is with regard to character education. Character education is very important given to children in schools, it is that the children understand the importance of moral values of humanity and respect for the situation and environmental conditions in the dynamics of the growing progress of education in the school. Character education is very helpful in preparing students into life in the era of globalization. The conditions in line as proposed by Carol Copple, Richard de Lisi, and Irving

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Sigel as written in Spodek (1982: 3): "… *The development of the child is viewed as simple one type of behavioral change. For the leaning theorist, intellectual development consists of an accumulation of gradual learnings, of changes in specific behaviors*". The statement can be interpreted that the development of a child's behavior is influenced by the surrounding environment, and it will also affect the outlook and the concept of thinking of children against himself and the surrounding environment.

With regard to the values contained in the learning curriculum, the research conducted by previous researchers (Misco, 2007; Peng et al, 2013; Agrawal, 2013; Mason, 2013) stated that the curriculum used at school- school is the curriculum should be relevant to the needs of the school, both academic interest, as well as with regard to the moral development of the children in the school were still in the rules of the values that characterize education in schools that exist in the face of education in the era of globalization.

Against these values, it is also in line as proposed by Allport, as quoted by Higgins, et al (2005) stated that a belief upon which a man acts by preference. It is this a cognitive, a motor, and above all, a deeply propriate disposition. Understanding the meaning that it is the belief that human preferences used in action. Humans select or choose activities based on the value of his own beliefs. Similarly Ndraha (1997: 27-28) states that the value is abstract, because it was uncertain value contained in something. Something that contains the value (vehicles) there are four kinds, namely: exercise, behavior, attitude and basic.

The ability of teachers to teach character education in schools, then it is as has been done by previous researchers (Mayer et al, 2004; Chan, 2011; Skaalvik & Skaalvik, 2013; Kopnina, 2013; Mills & Quinn, 2013; Twigg, et al, 2013), that it is very necessary to understand the current situation, both the students and in schools. This is important because with a good understanding by teachers when giving lessons at school, where in the subjects contained values of character education to be achieved, then it implies that the teacher had been giving a good understanding for students to how it should be in learning and this can be done from early childhood education. Even the results of the study by Mayer, et.al. (2004) confirmed that with a good understanding of character education for students, it actually has positioned the student is in equilibrium Emotional Intelligence (EI) is good.

Character education in the era of globalization, not only apply to students who are in the urban areas alone or in schools that have students who are heterogeneous, but also applies to all education in all areas. It's like the results of research by previous researchers, it means that education in areas far from the city also still need to obtain and understand the importance of character education in schools. However, to schools located far from urban areas, where the culture is still strong upheld as a norm of life. Then teaching character education will not be as difficult as teaching it to students in urban areas, where the mindset and plurality in everyday life may influence the development of personality and behavior of students.

Educational leadership which in this case is the principal, is also a study of the implementation of character education. It's like the results of research by previous researchers (Shockley, 2008; Mills & Quinn, 2013; Greenberg et al, 2007; Kalargyrou, 2012) is that as a leader of education, the principals should be able to look at the diversity of cultures that exist at the school, both from the students and the school environment, so that the school can position its existence on the situation and the conditions required by the needs of the students, not only in schools alone, but will be taken on a social life outside of school.

*k) Meaning of Values in Character Education*

The advancement of education in the era of globalization is not enough to be seen from the academic quality of students produced, but it is also necessary maturity of the good character of the learner is generated, and the internalization of the values of good character education in educational institutions become indispensable so that learners can make sense academic intelligence from the perspective of cognitive and affective (Stromquist, 2002; Balyer, 2012; Rodriguez, 2014; Saverson & DeStefano, 2014). In a deeper study, the term "value" is not easy to be given for certain restrictions. This is due to the reality nisali an abstract. It can also be intepreted that the value is a type of confidence that is within the scope of the belief system in which a person acts or avoid an action, or of a proper or improper done. This means that to do with the meaning or meanings giving an object.

Values can also be interpreted as a thought (idea) or the concept of what is considered important for someone in his life (Hermino, 2014). Moreover, the truth of a value also does not require the existence of empirical evidence, but rather related to living and what is desired or not desired, liked or not liked by someone.

Values have two kinds of attributes, namely content and intensity. Attribute content is concerned with whether something is important. While the intensity attribute concerns the extent to which the level of importance. When we rank one's values based on the intensity, we get the value system of the person. Basically everyone has a hierarchy of values that shape his personal value system. This system can be seen through the eyes of people on the importance of a values like freedom, pleasure, self-esteem, honesty, obedience, and similarity.

Rokeach in Danandjaja as quoted by Ndraha (1997: 20) states "*A value system is a learned*



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*organization of principles and rules to help one choose between alternatives, solve conflict, and make decision*." It means that a value system are the principles and rules that can be learned within an organization to help someone choose among alternatives, resolve conflicts and make decisions. Further disclosed by Fraenkel (1973) in Welton & Mallan (1981: 155) "*No one has ever seen a value. Like concepts and ideas, values exist only in our minds. Values are standards of conduct, beauty, efficiency, or worth that individuals believe in and try to live up to or maintain*." The statement can be interpreted that the concept of value appears by nature in a person, and it is of course, each person will have a different view, however, the main concept of value is how people put themselves on the norms prevailing in the surrounding environment.

Of the various opinions above, it is understandable that the value is a belief or trust which is the basis for a person or group of people to choose their actions, or assess something meaningful or not meaningful for life. While the value is a ranking system based on a ranking of values of an individual in terms of intensity.

Thus, to determine or track a value must go through the meaning of the realities of another form of action, behavior, mindset and attitude of a person or group of people. The Making of a form of spiritual maturity and maturity mental function. To spiritual maturity, it is in line with that set forth in Soedjatmoko (2010: 179), namely that face a future of uncertainty, the basic steps incurred in the various communities is the effort to develop and disseminate a mental attitude of new, capable of delivering spiritual stability. Meanwhile, with respect to the fungi mental maturity, then Hermino (2014: 15) assert that maturity mental function of children actually occurs through a process of cooperation with others.

*l) Role of the School Principal*

The principal's role in leading the school has three functions, namely as leaders and managers in the field of education in schools they lead; as school leaders to menakodai the wheels of school organization and produce top students and virtuous character well; and as the protector of all citizens of the school in order to jointly work together to promote education in the school. This condition is also as stated by John C.Maxwell in Simon (2010: 16) that in order to progress in the leadership of the school, the principals need to prioritize the interests of the school. The true leader is serving, that is to serve others, serve their interests, and in doing so will not always be popular, not always impressive. Opinion was also in line with that set forth in Mulyasa (2011: 67) that simply school leadership can be interpreted as a way or business principals to influence, encourage, guide, direct, empower and mobilize teachers, staff, students, parents of participants students, school committee, board of education, and other relevant parties, to achieve the goal of character education.

With regard to his leadership, the school principal as a leader as well as managers in the implementation of character education in schools, and the teacher is a leader and manager in the implementation of character education in the classroom (Wiyani, 2012: 68). The school principal giving instructions to teachers to lead and manage students through the transformation of the noble values based on the existing rules and peculiarities of educational values that exist in the school. Against this also as stated World Bank (1999) in Rival & Murni (2009: 789) "Give people a handout or a tool, and they will live a litte better. Give them an education, and they will change the world ". Against this, the principals at the schools need to emphasize to teachers to prepare a lesson plan with good character and include indicators to be achieved in the learning.

## V. Clossing

Local culture situation is a powerful influence and appears on the dynamic development of child education, and has also made its way into educational policy in the countries at the national level. Educational situation in Papua in particular, are in the process affects the leadership role of the existing education, organizational culture in schools, the practice of teaching and education for its students.

From all of the above it can be concluded that there are entering the era of competition and globalization brings attention to the area of scrutiny for education in Indonesia in particular. Organizational culture at the level of schools to achieve quality education as require educational leadership roles knowledgeable and able to internalize the values of leadership to the school member for the advancement of education.

Organizational culture at the school level requires the ability to mobilize the developments and changes that do creative activities, identify strategies, methods, means, or new concepts in teaching so that meaningful learning and delivery of quality education, also especially to give more attention in paeace building and child protection. Transformative leadership is an attempt to produce a competitive education and getting the capable learners who have personal integrity, discipline, creative, innovative, and competitive. Professionalism educational leadership as transformational leaders need to have competence, transparency, efficiency, and high quality. Competencies that need to be owned by a leader of education in order to improve primary education sector relate with peace building and child protection, are: the ability to anticipate, ability to identify and solve

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problems, the ability to accommodate, the ability to reorient, generic competences, managing self skills, ability of managing people and tasks, mobilizing innovation and change. Furthermore Similarly, in the current era of globalization, the learners need to have: science and technology are capable, has a personality or character that is strong and well, and has the ability to compete with students in general in the region in particular and the national area in general.

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