

# Peace Education and Child Protection in Educational Settings for Elementary School in the West Papua of Indonesia

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## Abstract

This qualitative research has purpose in order to get deep meaning of peace education and child protection in the Papua island, Indonesia, relate with (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 in the elementary school. Location of the research was in two districts, such as: Teluk Bintuni and Fakfak. The result of this research indicate that peace building and child protection can be interpreted based on: (1) strong education in the family; (2) the importance of attention to the socially outside of school; (3) atmosphere environment in school; (4) strengthen of friendship peers in the school; (5) atmosphere in the classroom; (6) methods of teaching by teacher; (7) strengthen the role of teaches as educator; (8) strengthen relationship teacher-student-parent; (9) exemplary habituation; (10) implementation of curriculum-based character in the teaching learning process; (11) strengthen of character education; (12) strengthen the role of school principal.

**Keywords:** peace education, child protection, community participation, school management

## 1. Introduction

West Papua located in far eastern part of Indonesia and geographically separated from nation's major population center. West Papua Province was created from the western portion of Papua (province) in February 2003, initially under the name of *West Irian Jaya* (Indonesian: *Irian Jaya Barat*); it received its current name in 2007. The province covers the Bird's Head (Doberai) and Bomberai peninsulas and the surrounding islands of Raja Ampat. The total population is 760,422 with growth rate 2.65%, which significantly higher than a national level rate 1.4% and it is the least populous province of Indonesia.

Fakfak regency considered as the oldest town in Tanah Papua and well known across the nation as a nutmeg city. A landmass of Fakfak Regency covers 14,320 m<sup>2</sup>, divided into 9 districts, which consist of 5 urban villages and 118 villages. 80% of total villages located either on the hillside, coastal and basin area. The latest official estimation of population is 70,902 with average population growth reach 2,14%.

Teluk Bintuni Regency (or Bintuni Bay Regency), on the other hand, considered as the youngest regency in West Papua. Splitted from its main regency Manokwari since 2002, it covers an area of 20,840 km<sup>2</sup> comprising administrative districts on both sides of Bintuni Bay, a gulf which separates the Bird's Head Peninsula and Bomberai Peninsula which form the main constituents of the province; it had a population of 52,442 at the 2010 Census; the latest official estimate (as at January 2014) is 56,597. The administrative center is the town of Bintuni.

In terms of security, West Papua has experienced conflict far before the transition to democracy. Beside horizontal conflict between Papuans, vertical conflict between the natives and Indonesian government is obvious as the demand for referendum and freedom has caused many victims. Security measure in West Papua has caused many problems, including human rights violations in several areas. We can easily find monuments or carcasses of war in Fakfak or Teluk Bintuni Regency to get a glimpse of how the conflicts last from years ago.

Since West Papua became part of Indonesia in the 1960s, the educational situation was very poor, even after the decision undertaken by national authority in 2003 to officially appoint new administrator is no better. The lack of school facilities and teachers were the major obstacles to the improvement of the education system in West Papua. To anticipate teacher shortages in this region, the Indonesian government supplied teachers mostly from

Java and other main islands. As a result, massive numbers of primary school teachers migrated to West Papua.

In 1980s, the Indonesian government took over the education system. The education system was changed from the Dutch system to an Indonesian model. It should be noted that the Dutch used an anthropological model for education which focused on knowledge within the Papuan context. The Indonesian government introduced a national education system, where teachers acted as pioneers in the improvement of the quality of education in the province.

Like other provinces in Indonesia, the West Papua educational system has adopted the National Education System. This curriculum is a controversial issue for educational experts in West Papua as the standard of curriculum is not designed for rural let alone remote and extremely difficult region with difficult geographical conditions. The national curriculum is difficult to apply in West Papua because of the local customs and the low level of basic competence of the students concerned. The students with different ethnic and regional differences receive the same kind of educational curriculum. As a result, it is not surprising that West Papuan students have great difficulty adjusting to this curriculum. Up to now, not much has been done to adapt the curriculum and teaching methods to the local context.

Fakfak and Teluk Bintuni Regencies are categorized as underdeveloped regions compared to other provinces in the country. The criteria were determined by several factors: (1) rough geographic landscape, (2) relatively poor human resources, (3) limited facilities and infrastructure and (4) prone to conflict and natural disaster. These criteria specifically are relate with Remote Indigenous Community (RIC) in Papua such as: limited access for basic social service; isolated, homogeny and depended on available natural resources; marginalized in villages and cities; and/or Live in bordering areas, coastal, remote islands.

## 2. Method

The research was conducted in two districts: Teluk Bintuni and Fakfak, both in the West Papua Province. This qualitative research has some purpose in order 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) the unavailability and lack of latest data on number of students and teachers hinder researchers to get detail and comprehensive picture of school condition; (2) distance between all targeted schools is lengthy and time consuming; (3) researcher have to consider the climate condition, wind speed and water level; (4) time limitation forced the research team to finish field survey before noon; and (5) most principals and teachers are not present during the field survey due to time extension from last semester holiday.

This research using case study design with the steps as stated by Bogdan and Biklen (1982) are: (a) start collecting the data, (b) seeking key issues, the ever-recurring events, or in a category of data that includes a focus; (c) collect data that gave the event (incident) on the category of focus by looking at the diversity of the dimensions under the categories; (d) write the categories are being investigated in order to describe and explain all the events that exist in the data, looking for new events; (e) working on the data and the model that appears to find the basic social processes and relationships; (f) conduct sampling, coding, and writing as a focus on data analysis of core categories.

Instrument in this research is the researchers themselves as a key instrument. Advantage researcher as key instrument is because it is responsive and adaptable. Researcher as the instrument be able to holistic emphasis, developing a knowledge-based expansion, the freshness of the immediacy process, and have the opportunity for clarification and summarize, and can take advantage of opportunity to investigate the response that special/odd or peculiar (explore atypical or idiosyncratic responses).

## 3. Findings

*First*, relate with how risk for children 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: (1) school management by the school principal; (2) joyful learning by the teacher; and (3) community participation by the school committee. 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.

*Third*, 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.

#### **4. Results and Discussions**

##### *4.1 How Risk for Children at Home or in the Community*

###### *4.1.1 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); Agrawal (2013) 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 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 in 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.

#### 4.1.2 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); Shockley (2008) that, there are two factors which should be considered relate to improve the quality of education, such as: (1) leadership style by the school principal; (2) teacher's ability to manage teaching learning process; (3) parent's awareness to support children education; and (4) community awareness to improve 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.

#### 4.1.3 Atmosphere Environment in School

Atmosphere environment in school depend on the good governance which shown by the school principal in order to delegate his/her authority to school member relate with togetherness responsibility to improve quality of education (Higgins, et al, 2005). In the other hand, Sanjaya (2010) also mention that 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.

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); Severson & DeStefano (2014), 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.

## 4.2 Situational Factors Affecting Child Protection in School

### 4.2.1 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 it can be influenced in children participate in the learning process in the classroom.

It is also explained by the Danim & Danim (2011); Balyer (2012) 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 has similarity meaning as stated by Boynton & Boynton (2005) that parents awareness and community awareness can assist students how to manage their spirit to learn and reach good achievement of their study.

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.

### 4.2.2 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.

The potential emergence of a source of unstable emotion 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).

Many teachers enter the teaching field directly from university teacher preparation programs, where they mastered minimal pedagogical knowledge or skills. Often, they are not taught how to establish the positive, organized learning environment necessary for them to teach and for students to learn. Some teachers enter the field with almost no formal teacher training, through alternative certificate programs. Through trial and error, new teachers develop a repertoire of teaching strategies. This haphazard process of strategy development may take several years—by which time many struggling, unprepared new teachers have already left the classroom. In addition, most of the national curriculum standards expect teachers to create active learning environments that stimulate higher-level student thinking—yet few teachers have experienced instruction in such settings. (Freiberg,

2002)

Actually, the National Indonesia government through Ministry of National Education (MoNE) was regulated the importance of teacher professional development through National Regulation No. 14 Year 2005 on Teachers and Lecturers Article 20 (b) mandates that in order to carry out the task of professionalism, teachers are obliged to improve and develop the academic qualifications and competence on an ongoing basis in line with developments in science, technology and art. The statement above legislation essentially requires teachers to have: (i) the minimum academic qualification S1 (bachelor) or D-IV (Diploma); (ii) competence as an educator ie. pedagogical, personality, social, and professional skills; and (iii) teaching certificate.

Efforts to improve the professionalism of teachers, can be done through training, research, writing scientific papers, and other professional activities. The professional activity was very likely implemented in Teachers Working Group (TWG) for primary level, or in Subject Teacher Discussion Forum (STDF) for middle and high school level. Because this working group provides a meeting place for the class teachers or subject teachers from some schools within a sub district or region (called: *Cluster*) to share their knowledge and to discuss many education issues.

STDF is an effective way to improve the knowledge and skills among the teachers. Teachers get better as they gain experience and have opportunities for professional learning. Recent research indicates that teachers continue to grow more capable long after their first few years in the classroom, challenging previous claims that teachers reach a plateau of effectiveness early in their career. Teachers become more skillful in supporting student learning with increased experience, opportunities to work with more capable colleagues, and in supportive school environments.

#### 4.2.3 The Responsibility 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 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.

#### 4.2.4 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 relationship between school and student's family can be well implemented if there is good communication among teacher, student and parent relate with achievement progress of student.

This condition above can be implemented as well as should be if there is leadership capacity which shown by the school principal. Capacity of the school principal is very important for a school. Principals are responsible for the overall operation of their schools. With schools facing increased pressure to improve teaching and learning, the duties and responsibilities of principals expanded further to include the responsibility for leading school reform that would raise student achievement. Success in leading reforms to increase student achievement often hinged upon a principal's ability to create a shared vision within the school community and success in implementing new organizational structures that engage teachers in shared decision-making. Principals have discovered that engaging the entire school staff in making decisions results in more commitment to school reform initiatives

#### 4.2.5 Diversified Curriculum

So far, the discourse and the discourse about diversifying the curriculum yet so they become problems or main topic discussed among many people, even in academic circles. Therefore, when the government plans to diversify the curriculum, the government also needs to have clarity about what is meant by this curriculum diversification. There are a lot of understanding of what is meant by diversification of the curriculum.

*First*, the diversification of the curriculum be seen only in terms of technical limited is related types of subjects or subject teaching students need to be mastered. Diversification here interpreted only in terms of the content of the learning material. For example, the Curriculum 2013 as a new national curriculum in Indonesia, the

government provides space for local governments to design the local curriculum. Diversification of the curriculum associated with local content or local authorities determine the type of specific subjects that will apply to all students in the area, for example with mother language lessons for students in the school of a village. In this diversification, including the diversification that focus on the content of the course, the entire structure of the curriculum are all centralized, or made by the center, but in the process of enriching the content of the material, the entire content of the material in the textbooks made by the region and has been contextualized so that the learning materials were already more diversified.

*Second*, diversification of the curriculum can be seen from the authority and the authority of the author, the authority to make the curriculum were all transferred to local government (city, district, or the unit of education). Or is there a particular portion, in which the central government made curriculum and Local Government made the curriculum. Here, there could be an impartial approach to curriculum diversification, for example, the central government has the authority to 50 percent and 50 percent area. Whether the Government will diversify the curriculum in total or in part? Another question if this model does is what form regional and national authorities in the process of diversifying the curriculum of this type? Diversification is more relevant authorities to diversify in terms of the structure of the curriculum, the curriculum structure are made by the central and local governments, or can be called as a combined national and local curriculum.

*Third*, the diversification of curriculum objectives (thematic). Diversification of the curriculum can be interpreted as a distinction curriculum models, including educational goals to be achieved, in designing an educational process. The main criterion is the purpose of the curriculum. Therefore, any educational institution is allowed to design the curriculum independently in accordance with the objectives to be achieved and is offered by the agency to the public. Thus, the institution has a relevance and topicality in accordance with the needs of the community. For example, in a region where the geographical environment, social and economic population is much more reliant on the sea, educational institutions in the area of designing the curriculum for the birth of individuals who are able to manage marine products, have extensive knowledge of the history and role of the ocean, developing a culture sea, and developing marine-based economic system, etc. Here diversified interpreted as diversification objectives of the curriculum in accordance with what is to be achieved by the institution at the level of the school unit.

Research conducted by Viengdavong et al (2017); Skaalvik & Skaalvik (2013); Peng, et al (2013); Kopnina (2013) stated that the policy required the use of relevant curriculum and memadahi to improving the quality of education in the area in a country that has a population distribution that has a social and cultural complexity are diverse in a region with a broad geographical location. It is also in line as proposed by Stromquist (2002); Higgins, et al (2005) that is required in a mature national kurikulum planning, objective and measurable so that the implementation of education in the area can run well, and it is this which will reflect the resilience of the national curriculum to the educational outcomes exist.

### *4.3 Peace Building and Child Protection Policy for Educational Setting.*

#### *4.3.1 Character Building*

Characters are values of human behavior associated with the almighty God, ourselves, our fellow human beings, the environment, and nationality embodied in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture and customs. In an effort to improve the relevance and quality of character education, the Ministry of Education need to develop a grand design character education for each track, level and type of education unit. Grand design becomes a reference conceptual and operational development, implementation, and assessment at every line and level of education (Fowler, 2009; Hermino, 2015).

Configuring the characters in the context of the totality of the process of psychological and socio-cultural is grouped in: sports heart (Spiritual and emotional development); sports thought (intellectual development); sports and kinesthetic (physical and kinesthetic development); and sports sense and activities (affective and creativity development). Development and implementation of character education needs to be done with reference to the grand design.

According to Law No. 20 year 2003 about National Education System in Indonesia, Article 13 Paragraph 1 states that the educational path consists of formal education, non-formal and informal that can be complementary and enriching. Informal education is the path of family education and the environment. Informal education actually has a role and a huge contribution to the success of education. Learners enroll in school just around 7 hours per day, or less than 30%. The rest (70%), learners are in the family and the neighborhood. When viewed from the aspect of quantity time, education in schools contributes only 30% of the educational outcomes of students.



During this time, informal education, especially in the family environment is not yet fully contribute significantly in supporting the achievement of competence and character formation of students. The bustle and work activity of parents is relatively high, the lack of understanding of parents in educating children in the family environment, social influences in the environment, and the influence of electronic media could be considered a negative influence on the development and achievement of learners. One alternative to overcome these problems is through the integrated character education, namely to integrate and optimize the activities of informal education with formal education family environment at school. In this case, the time learners in schools needs to be optimized in order to improve the quality of learning outcomes can be achieved, especially in the character formation of students.

Character education can be integrated in the learning in each subject and subjects. Instructional material relating to norms or values on each subject needs to be developed, explicit, is associated with the context of everyday life. Thus, learning the values of character not only on the cognitive level, but touched on the internalization and practice in real life daily learners in the community (Hanson, 2003; Mason, 2013; Fullan, 2007).

Relate with extra-curricular activities that have been organized also one of the media potential for character development and improvement of academic quality of students. Extracurricular activities are educational activities outside of the subjects/courses, to help the development of learners in accordance with the needs, potential, talents, and interests through activities that are specifically organized by teachers or educators capable and who has authority. Through extra-curricular activities are expected to develop the ability and sense of social responsibility, as well as the potential and achievement of learners.

Character education, is also strongly associated with the management or the management. Management question is how character education is planned, implemented and controlled in educational activities adequately. The management among others, the values need to be instilled, curriculum, teaching, assessor's, educators and education personnel. Thus, the school management is one of the effective medium in character education.

Character education needs to bring learners to the introduction of the value of cognitive, affective value appreciation, and eventually to the practice of real value. Character education aims to improve the implementation and results of school education towards achieving the formation of character and noble character of learners as a whole, integrated and balanced, appropriate competency standards.

#### 4.3.2 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 dalam 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); Carter (2002).

#### 4.3.3 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; Misco, 2007).

Based on that condition above, it is very important to develop parents awareness and also community awareness relate with understanding of peace education and child protection for children starting from the family daily life, because it will influence to the effort and spirit of study for children.

### 5. Closing

Peace building and child protection can be implemented properly if there is a relevant and measurable plan of education stakeholders in the region and the center in accordance with the needs of national education. Direct relevance occurs on the distribution of program activities, whereas the main goal and objectives of the program to enable the habituation character that produces behavioral changes; and should relevant with the characteristics of School-Based Management (SBM) which at least such as: (a) organization level, leader with strong transformational leadership that can manage schools properly; (b) develop a curriculum that fits the needs of local students; (c) capacity building for teachers and staffs (d) strong involvement of the community through school's committee.

Community leaders and adults more aware of the protection of children's rights. Religion leaders through regular sermon often remind parents to fulfil the right for better education, reduce violence and excessive children labor, regular checkup on children's health and to spend more time with them.

School is a unit in a much larger system, the national education system. Systematics and school management procedure regulated by and subject to the applicable legislation. The curriculum that is a core part of the learning and teaching process in schools is also regulated by certain rules, the national education system. The understanding of the curriculum should be controlled properly by the school principal, teachers, and even the local education office staff.

Peaceful environment for children needs for 'standard' conditions school, in the sense of teaching and learning occurs regularly. Thus, most of the activities of the program strived to ensure that the implementation of the learning process carried out smoothly, the teacher was present and responsible to teaching in their respective classes.

Reinforcement of school supervisor's function. Daily learning activities is a basic requirement and absolute for the sake of developing programs at schools. Initiative and work plan that focuses on teachers' pedagogic skills, character education, local content subject development and curriculum development; only act as 'sweetener' program when the learning process is failed to be performed at schools due to teacher absenteeism. Another advocacy that needs to be maintained is to urge stakeholders, especially regional education agency to maximize its monitoring function and technical support

Student character education. When learning process at schools have yet to run regularly, then character education program intervention is not effective if implemented through formal learning and teacher pedagogic skill improvement. It is better to develop direct character education intervention model to the students. Values and character of local wisdom can be easily integrated in any school activities of which would be a valuable appreciation as well as encouragement for principals, teachers, students, parents and the surrounding community.

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