

Inclusive Education Curriculum Development for Indigenous Students in Papua

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Abstract. A number of Emerging issues on education in Papua have been trending topic in national education for years. The objective of this research was to describe the curriculum development of inclusive education for Indigenous Students of Papua. The research was carried out in three integrated schools (Sekolah Satu Atap) where inclusive education has been successfully provided. Those schools are integrated school of Boven Digoel, Integrated School of Wasur, and SMA Negeri 1 Merauke. This was a descriptive research design by applying qualitative approach in analyzing the data. The data were collected through observation, interview, and documentation. The secondary data were collected through library study. The schools in Merauke Region and Boven Digoel Region became the object of the research. The result showed that those three integrated schools developed a special curriculum for inclusive education on Indigenous students of Papua. A large number of local wisdoms were internalized into special curriculum to support contextual learning for indigenous students of Papua. Those integrated schools can be benchmark for other regions outside Papua to develop special curriculum for inclusive education.

Keywords: Curriculum Development, Inclusive Education, Indigenous Students, Papua

1 Introduction

Discussion about the quality of educational services in Papua seems to be an endless topic to discuss. Difficult access, inadequate facilities, low quality and quantity of teachers, low learning motivation, and drug abuse are becoming educational problems that still exist recently. According to the release of Indonesian Statistics (*BPS*) in 2016, human development index in Papua is the worst among all provinces in Indonesia (*BPS*, 2016). Moreover, in 2021, based on the data released by Indonesian Statistics, Papua human development index was categorized intermediate (*Berita Resmi Statistik Tahun 2021*). A number of efforts from both governments and education practitioners have not succeeded to transform education quality in Papua Region. Nevertheless, teachers, communities, and non government organization are continuously working together to enhance education quality in Papua Region. Innovation in curriculum development is a solution for educational sustainability in Papua Region.

Low education quality and access in Papua have attracted so many attentions from education practitioners and policy makers. Experts say that the quality of education is closely relevant to the quality of human resources in a country, region, or place. The data showed that the quality of educational services in Papua

has been the worst for the past five years. Whereas, the National Law of Indonesia says that all citizens has the same right to access quality education (*Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*). For that reason, the issue of education must be addressed as soon as possible so quality human resources can be produced to support sustainable development in all areas or aspects.

There have been at least three main issues of education in Papua, namely low quality of educational management, the absence of teachers, and low consciousness of the society towards the important of education (*Puslitjakbud*, 2018). Another factor can be assumed causing the low quality of education in Papua is decentralization. Human resources quality is not adequate for the education management in cities, region, and provinces. The educational human resources have not met the national standards of education. According to (*Decenzo & Robbins*, 2002), human resource managers must take cultural values into account when trying to understand the behavior of people from different countries as well as those in different countries. In relation to the aim of education, Dewey believes that the aim of education is growth. In his view, growth involves the reconstruction of experiences and knowledge, and educational experiences are judged on their ability to promote growth; positive experiences

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facilitate growth whereas negative experiences arrest or retard it (Miller & Seller, 1985, p. 64). The government should continuously monitor and evaluate the education management in both regencies and provinces through the educational quality assurance institutions.

There have been a large number of solutions applied to address those issues. Most of them are not successful enough to address those problems emerged. One of the solutions provided by government is developing digital teaching and learning. Based on the research conducted by (Wendra, Ariani, & Yusmarni, 2022) that digital learning can help solving those problems. Besides, digital-based learning has been proven effective to develop students' competence cognitively and affectively. However, those solutions have been seen unsuccessful to solve the educational problems in Papua Region. Inclusive education is considered to be one of the best solutions to educational problems experienced by Indigenous people of Papua. Although being frequently implemented for special education, inclusive education has been proven effective to develop education for indigenous students of Papua. According to Womsiwor, an educational activist in South Papua, this model of education reforms the students' character and learning motivation. The implementation of this education model has also improved their time management or discipline.

Inclusive education is a type of education formerly held for providing religious education in Christian and Catholic schools, more after, this kind of education developed to provide special education for children with special need and condition. Inclusive education is the most effective way to give all children a fair chance to go to school, learn and develop the skills they need to thrive (UNICEF, 2019). This is closely related to research done by (Decenzo & Robbins, 2002) that human resources must be prepared to understand changes; globalization, technology, workforce diversity, labor shortages, and skill requirements. Inclusive education nowadays is considered suitable for indigenous students in Papua. The government should increase or support research on inclusive education to capture how effective inclusive education used to produce quality human resources in Papua especially in South Papua Region.

In relation to the educational issues stated previously, the government needs to address the standards of education in Papua. According to attachment of Education and Culture Minister Decree (Permendikbud Nomor 22, 2020), there have been efforts done to assure the quality of education in Indonesia; school accreditation and developing sustainable teachers' quality. However, the government has not provided suitable learning system for equitable education across the nation. Today, students are mostly demanded to be able to live their live by themselves and to live together. Students are guided to be competent in entrepreneurship so they will be able to live their lives independently (Wendra, Ariani, & Yusmarni, 2022). Students should have not be involved in any conflict during acquire service from the government. In education, diversity among group members is considered to be stimulate useful cognitive conflict

(Griffin & Care, 2015). The efforts planned to solve educational issues in Papua must be research-based. The government should also consider any cultural and traditional values to be integrated onto educational process.

Educational problems and challenges in Papua Region have been unstoppable for years. The access becomes one of the biggest problems faced by the government and all education practitioners in working in Papua. Research-based treatments can be implemented to increase the quality and to develop educational aspect in Papua. Educational problems and issues should be solved with research-based policy by the government.

2 Research Methods

The objective of this research was to figure out how inclusive education developed to provide effective and quality education services for indigenous students in Papua. The scope of the research is limited to describe the curriculum development of inclusive education for Indigenous Students in Papua Region. The process of conducting inclusive education in Melanesian land was described through several techniques of data collection; observation, interview, and documentation. The data gained then processed and analyzed through verification, data reduction, data display, and drawing conclusion. The result of this research was expected to be beneficial to reveal the most effective education model for Indigenous Students in Papua so that high quality human resources of Papua can be produced to support sustainable development in Papua.

3 Result and Discussion

Curriculum is one of the education components holding a very important role in the education system itself. Curriculum development is a more comprehensive process than syllabus design. It includes the process that are used to determine the needs of a group learners, to develop aims or objectives for a program to address those needs, to determine an appropriate syllabus, course structure, teaching methods and materials and to carry out an evaluation of the subject program that results from these process (Richards, 2001). Curriculum development is a complex undertaking that involves many kinds of decisions. Decisions need to be made about the general aims which schools are to pursue and about the more specific objectives of instruction (Taba, 1962, p. 2). Moreover, (Oliva & Gordon, 2013, p. 7) defines curriculum as a set of subjects faces a much simpler task than the school that takes upon itself responsibilities for experiences of the learner both inside and outside the learner. A written plan provides the observer with an additional clue to the existence of a certain something is called curriculum. Franklin Bobbit defines "curriculum as series of things which children and youth must do and experience by way of developing abilities to do the things well that make up the affairs of adult life; and to be in all respects what adults should be". Hilda Taba (Oliva & Gordon, 2013, p. 4) defines "a

curriculum is a plan for learning.” Every curriculum contains common elements, such as goals and objectives and distinct content selections and organizational approaches that inform styles of learning and teaching, concluding with an assessment methodology to determine whether the objectives were met.”

Curriculum is perceived as a plan or program for all the experience that the learner encounters under the direction of the school (Oliva & Gordon, 2013, p. 7). Curriculum can be viewed as an education plan deciding the design of education. Then, the design of education determines the process and the outcomes of the education itself. Education is effort to prepare the learners to social environment. Education is aimed at making learners to be true human (Sukmadinata, 2009, pp. 58-59). In practice, the curriculum consists of a number of plans, in written form and of varying scope that delineate the desired learning experiences. The curriculum, therefore, may be a unit, a course, a sequence of courses, the school’s entire program of studies—and may be encountered inside or outside of class or school when directed by the personnel of the school. There are four sources of principle proposed by Oliva in curriculum development; empirical data, experiment data, folklore of curriculum and common sense (Oliva & Gordon, 2013, p. 21). The transaction position has its philosophical roots in experimental pragmatism, particularly in the work of John Dewey, whose work provides the philosophical underpinnings of inquiry approaches to curriculum (Miller & Seller, 1985, p. 62).

Curriculum must be developed on strong foundations. There are four foundations of curriculum; philosophy and the nature of knowledge, society and culture, the individual, dan learning theory (Zais, 1976, p. 16). Besides philosophy, as the way of lives, curriculum should also be developed based on the social needs. The social thrust of this orientation also holds promise. The various movements working for small, more flexible economic and social structures as outlined by Stain and others (Miller & Seller, 1985, p. 134). Curriculum development in Indonesia is developed based on those four foundations.

Curriculum is a product of its time ... curriculum responds to and is changed by social forced, philosophical positions, psychological principles, accumulating knowledge, and educational leadership at its moment in history (Oliva & Gordon, 2013, p. 41). Therefore, curriculum development must suit to the current needs in order to solve any problems and fulfill every social need. In other words, vocational education curriculum development must also be suited to the current and future needs. So, the vocational education can fulfill and produce sustainable human resources.

The curriculum of inclusive education in Sekolah Satu Atap Wasur was developed by internalizing the values of local wisdom into the subject matter (the curriculum content). The learning strategies suggested were also based on the local values owned by both teacher and students. Time allocation was determined by considering the students’ talents and interests. Most of Papuan students spend most of their time and energy on sports. Inclusive education has been considered

effective to re-build the students character in Papua. Sergius Womsiwor, as the pioneer of inclusive education in Papua has stated that inclusive education curriculum development process in Papua should be cultural and traditional-based.

4 Conclusion

Educational issued in Papua can be address through effective educational model and management such as inclusive education. Successful students will upgrade the school’s rate locally and nationally and even internationally. Successful inclusive education conduct for nurturing the need of indigenous students in Papua should have been considered to be implemented in other areas of Papua. The government must provide full support through research and development funding for inclusive education for indigenous students in Papua Region.

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