

## The Quality Of The Papuan Cultural Studies And Modernization (PBPM) Program At Sekolah Anak Indonesia (SAI) Sentul Bogor

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**Abstract:** The PBPM program is part of the development of operational school curricula specifically for students from Papua by highlighting local wisdom values and modernization knowledge as the main learning outcomes that must be mastered by students in order to master certain competencies. PBPM aims to introduce Papua culture to Papua students and provide them with the skills needed to compete in the global world. PBPM is implemented at the Indonesian Children's School (SAI) Sentul Bogor, which is a boarding school for Papua students. The method used is a descriptive qualitative approach to describe and explain the implementation of the Papua Culture and Modernization Study Program (PBPM) at the Indonesian Children's School (SAI) Sentul Bogor. The PBPM research program at the Indonesian Children's School (SAI) Sentul Bogor uses data collection techniques in the form of documentation, interviews, and observation reviews and conducts interviews with 17 informants consisting of school principals, deputy principals for curriculum, teachers, administrative staff, and students. The results showed that PBPM uses a skill-based approach and utilizes existing local assets. Students learn about Papua culture through various activities, such as conducting Papua reality studies and seven cultural elements, which are then assisted by modern science-based skills such as agriculture, animal husbandry, language, and technology. PBPM has provided many benefits for Papua students and the community. Students who participate in PBPM have shown improvements in both academic and non-academic achievements. PBPM also serves as a means of transformation for Papua students from the traditional system to modernization without leaving their culture, so that Papua students are relevant in globalization and able to compete in the 21st century.

**Keywords:** Program, Papua Culture, Modernization.

### INTRODUCTION

Papua is one of the provinces in Indonesia that has quite complex educational problems. One of the most prominent problems is the quality of graduates. Based on data from the Ministry of Education, Culture, Research and Technology (Kemendikbudristek), the average National Exam (UN) score of Papuan students at the SMA / SMK / MA level in 2022 is still lower than the average UN score of students in Indonesia as a whole. The average score of Papuan students at the SMA/SMK/MA level is 54.30, while the average score of students in Indonesia as a whole is 58.64. In addition, based on data from the Central Statistics Agency (BPS), the dropout rate in Papua is also still high. In 2022, the dropout rate in Papua was 12.61%, while the dropout rate in Indonesia as a whole was 6.96%. Based on these data, it can be concluded that the quality of Papuan student graduates is still not optimal. From various factors, both internal and external factors; Internal factors that affect the quality of Papuan student graduates include: 1) teacher quality: the quality of teachers in Papua is still not optimal, the low quality of teacher education, the low welfare of teachers, the low motivation of teachers, 2) educational facilities and infrastructure: educational facilities and infrastructure in

Papua are still inadequate such as: difficult geographical conditions and low education budgets, 3) ineffective learning: learning in Papua is still ineffective, such as: monotonous learning methods, lack of student participation, lack of parental support. Meanwhile, external factors that affect the quality of Papuan student graduates include: 1) socio-cultural conditions in Papua still do not support education, such as: high poverty rates, low levels of community education, high rates of early marriage, and political and security conditions in Papua are still unstable.

Efforts to Improve the Quality of Papuan Student Graduates To improve the quality of Papuan student graduates, efforts are needed from various parties, including the government, the community, and the private sector. The reality described above is a condition experienced by education in the Papua region. Papua is one of the provinces in Indonesia that has great human resource potential. However, Papuan human resources have not been fully utilized optimally. This is due to various factors, such as the low quality of education, limited access to education and difficult geographical conditions. The low quality of education is one of the main factors hindering the utilization of Papuan human resources as seen from the high dropout rate, especially in remote areas. In addition, the quality of teachers and educational infrastructure also needs to be improved. Limited access to education is also a factor inhibiting the utilization of Papuan human resources. As a result, many Papuan children cannot access quality education. Furthermore, in the regional education balance sheet data for Papua province 2022 in figure 1. as follows:



(Sumber: <https://npd.kemdikbud.go.id/>)

Figure 1. : (Regional Education Balance Sheet of Papua Province 2022).

In the Education Balance Sheet 2022 of Papua Province, it is stated that the number of out-of-school students in Papua Province at the primary school level is 2,842 students, at the junior high school level is 856 students, at the high school level is 402 students, and at the vocational high school level is 294 students. In addition, there are also 107 dropout students at the special school level. Dropout refers to students who do not continue their education at a certain level. The number of dropouts reflects the challenge of maintaining student participation in education in Papua Province. In the Papua Province Education Balance Sheet 2022, it is stated that the APK (Gross Participation Rate) for primary school level in Papua Province is 66.96%. APK describes the percentage of students who are of the appropriate age for a particular level of education compared to the total population of the same age group. In this context, the APK of 66.96% indicates that approximately 66.96% of the total population of primary school age in Papua Province participates in primary school education. In addition, the Papua Province Education Balance Sheet 2022 states that the APM (Pure Participation Rate) for primary school level in Papua Province is 40.59%. APM describes the percentage of students who are of the appropriate age for a particular level of education compared to the total population in the age group that should be at that level of education. In this context, an APM of 40.59% indicates that around 40.59% of the population that should be at the primary school level in Papua Province actually participates in primary school education. More specifically, the quality of education in Papua is still a problem that needs to be addressed. To improve these conditions, the Alirena Foundation launched various programs, one of which is the Papuan Culture and Modernization Study Program (PBPM). This program is designed to understand, maintain and promote Papuan culture while integrating it with elements of modernization through student learning activities at school. One of the main areas targeted by this program is education. Sekolah Anak Indonesia (SAI) Sentul Bogor, under the auspices of the Alirena Foundation, is one of the educational institutions that designed the PBPM program at Sekolah Anak Indonesia (SAI).

## **METHODOLOGY**

All stages of the research were conducted at Sekolah Anak Indonesia (SAI), located on Jl. Werner Schwebig, Kp. Legok Gaok, Kadumangu Village, Kec. Babakan Madang, Bogor Regency with a span of 2 months from August-September 2023 using a descriptive qualitative approach to describe and explain the implementation of the Papuan Cultural Assessment and Modernization (PBPM) program at Sekolah Anak Indonesia (SAI) Sentul Bogor. Research on the Papuan Cultural Studies and Modernization (PBPM) Program at Sekolah Anak Indonesia

(SAI) Sentul Bogor used data collection techniques in the form of; documentation, interviews, and observation review and conducted interviews with 17 informants consisting of the principal, vice principal of the curriculum section, teachers, administrative staff, and students.

## **LITERATURE REVIEW**

### **1. Concept of the Papuan Culture and Modernization Program (PBPM)**

The Papuan Cultural Studies and Modernization Program (PBPM) is an educational program with a skill-based model that utilizes local assets as teaching material. This program was developed by the Alirena Foundation which operates in the education sector in the Land of Papua. The program aims to help students and parents understand modern concepts and build productive lives, so that they can compete in the era of globalization. PBPM uses a skill-based model, which focuses on developing students' skills. In this program, students are taught skills that are relevant to the needs of the world of work, such as entrepreneurship skills, technology skills, and social skills. The teaching materials in PBPM are based on local assets, such as Papuan history, culture, language, and customs. Overall, PBPM is an education program that uses a skill-based model and utilizes local assets as teaching materials. The program aims to help students and parents understand modern concepts and build productive lives, so that they can compete in the era of globalization. PBPM also helps students gain a better understanding of cultural diversity in Indonesia, particularly in Papua. The Program for the Study of Papuan Culture and Modernization (PBPM) is a program designed to improve the quality of graduates. The program aims to strengthen cultural identity, entrepreneurship and Science Technology in preparing graduates to face global challenges. In terms of Papuan culture-based education, PBPM aims to introduce and strengthen Papuan cultural values in the education curriculum. This is done by integrating Papuan culture into the subjects taught, such as history, language, and cultural arts. Thus, graduates will have a better understanding of Papuan culture and be able to maintain and develop Papuan cultural heritage and be able to compete in globalization in the 21st century.

### **2. Culture**

Culture is a way of life that develops and is shared by a group of people, and is passed down from generation to generation. Culture is formed from many complex elements, including religious and political systems, customs, languages, tools, clothing, buildings, and works of art. According to Widjaja, H. T. (2023: 37) Culture is a set of values, norms, and beliefs that are learned and passed down from generation to generation in a society. In line

with Koentjaraningrat. (2022: 178) culture is a whole system of ideas, actions, and works produced by humans in social life that are made their own by learning. Then continued by Wikipedia. (2023: October 13) culture is a whole way of life that develops and is shared by a group of people, including religious and political systems, customs, languages, tools, clothing, buildings, and works of art. Explained again by Suparlan, P. (2022: 23) Culture is the overall knowledge and experience of humans that is passed down from generation to generation, which is manifested in thoughts, works, and objects. As well as Kurniawan, A. (2022: 2) culture is a way of life of a community group that is passed down from generation to generation. The above definitions of culture have something in common, namely that culture is something that is learned and passed down from generation to generation. However, there are also some differences, such as in the scope and nature of culture. For example, the definition of culture proposed by Widjaja (2023) and Koentjaraningrat (2022) has a broader scope, which includes values, norms, beliefs, ideas, actions, and works. Meanwhile, the definition of culture proposed by Suparlan (2022) and Kurniawan (2022) has a narrower scope, which only includes the way of life of a community group. So, based on these definitions, culture can be defined as the overall way of life that develops and is shared by a group of people, including religious and political systems, customs, languages, tools, clothing, buildings, and works of art. Culture is the result of human interaction and experience in social life. Culture is passed down from generation to generation through a process of learning and socialization. Culture has an important role in people's lives. Culture serves as a guide for people's behavior, as well as a means to express themselves and their identity. Culture can also be a source of strength and motivation for society.

### **3. Modernization**

According to Simanjuntak (2019: 15), modernization is a process of societal change that leads to increased rationality, efficiency, and productivity. In line with Sukmadinata (2020: 14), saying that modernization is a process of change from an undeveloped society to an advanced society. Continued by Nugroho (2021: 2), modernization is the process of transforming society from traditional to modern. Then continued by Kurniawan (2022: 2), modernization is a process of societal change that leads to an increase in the welfare and prosperity of society. And further added by Widjaja (2023: 37), modernization is a multidimensional process of societal change that includes social, economic, political, and cultural systems. Based on the definitions above, it can be concluded that modernization is a multidimensional process of societal change that leads to increased welfare, prosperity, progress, and rationality, efficiency, and productivity. Modernization is the process of

changing society from a less advanced or less developed state to a better one in the hope that a more advanced, developed, and prosperous life will be achieved. Modernization has brought positive and negative impacts to society in various countries, including Indonesia.

## **FINDINGS AND DISCUSSION**

The Papuan Culture and Modernization Program (PBPM) is an educational program that combines Papuan culture with modern education. PBPM aims to equip students with the knowledge and skills needed to live in the modern era, while still respecting and preserving Papuan culture. PBPM uses a skills-based approach and utilizes existing local assets. Students learn about Papuan culture through various activities, such as studying the history, language, and customs of Papua and Entrepreneur. Students also learn about various useful skills, such as agriculture, animal husbandry, and handicrafts. PBPM is implemented in several schools in Papua, both formal and non-formal schools. PBPM is also implemented in various Papuan communities. PBPM aims to prepare Papuan students to face challenges and opportunities in the modern era, while maintaining Papuan identity and culture. PBPM also aims to improve the quality of education in Papua and improve the welfare of the Papuan people through education. Students learn about Papuan culture through various activities, such as studying Papuan history, language, and customs. Students also learn about various useful skills, such as agriculture, animal husbandry, and handicrafts. PBPM has provided many benefits for students and the Papuan community. Students who participated in PBPM have shown improvements in their academic achievements and skills. PBPM has also helped to increase awareness and appreciation of Papuan culture among students and communities. The Papuan Culture and Modernization Program (PBPM) has many benefits for students and the Papuan community. Here are some of the benefits of PBPM: a) Increasing students' knowledge and understanding of Papuan culture as an initial foundation in facing the challenges of globalization. PBPM provides students with the opportunity to learn about Papuan culture comprehensively, both in terms of history, language, customs, and cultural values, which are then correlated with modernization knowledge. This can help students to understand their identity and cultural roots, b) Developing useful skills. PBPM also teaches students various useful skills, such as agriculture, animal husbandry, and handicrafts. These skills can help students to become more independent and productive, c) Increasing awareness and appreciation of Papuan culture, PBPM can help students to increase awareness and appreciation of Papuan culture among students and the community. This can help to preserve Papuan culture, d) Improving the quality of education in Papua PBPM can help to improve the quality of education in Papua by

combining Papuan culture with modern education. This can make education more relevant to the Papuan context and more interesting for students. Sekolah Anak Indonesia has demonstrated the impact of PBPM on the quality of SAI graduates: a) SAI students who participated in PBPM have shown improvements in their academic performance and skills and have even been accepted into top universities across Indonesia. Almost every year students graduate with very satisfactory grades, and b) PBPM has helped to increase awareness and appreciation of Papuan culture among SAI students. PBPM has helped to improve the welfare of Papuans, for example by improving agricultural and livestock skills. From the results of interviews and document analysis, it is known that there are several challenges in carrying out the study of Papuan culture and modernization at Sekolah Anak Indonesia (SAI), namely:

### **1) Cultural differences**

Cultural differences between Papuan students and teachers or school staff can be a challenge in implementing PBPM. Teachers and school staff need to understand the Papuan culture in order to deliver the PBPM materials in a culturally appropriate way.

### **2) Resource availability**

PBPM requires adequate resources, both in terms of material and non-material resources. The material resources required include teaching materials, equipment and facilities. Non-material resources include competent teaching staff, support from the government and community, and commitment from all parties involved.

### **3) Assessment**

PBPM needs to be evaluated regularly to measure its impact on graduate quality. Evaluation of PBPM can be a challenge, as it requires appropriate methods to measure its complex impact.

There are several things that need to be done to improve the effectiveness of Papuan Cultural Studies and Modernization (PBPM) at Sekolah Anak Indonesia (SAI), namely: Develop curriculum and teaching materials that are appropriate to Papuan culture and student needs. PBPM curriculum and teaching materials need to be developed to suit Papuan culture and student needs. This can be done by involving Papuan cultural experts, teachers and students in the process of developing the curriculum and teaching materials and Improving the capacity of teachers and school staff. Teachers and school staff need to be capacitated in terms of understanding Papuan culture and implementing PBPM. This can be done through training or workshops organized by the government or non-governmental organizations.

## **CONCLUSION**

Based on the results of the research that has been carried out, it can be concluded:

1. The PBPM program can help students at SAI to understand Papuan local wisdom, such as culture, language, and other local wisdom. By understanding Papuan local wisdom, students are expected to appreciate and preserve the richness of Papuan culture as an initial foundation in facing the challenges of globalization.
2. The Papuan Cultural Studies and Modernization Program (PBPM) is an educational model based on Papuan Cultural Studies and Modernization, so that students can compete in globalization in the 21st century.
3. Sekolah Anak Indonesia (SAI) Sentul Bogor is used as a laboratory for the Papuan Cultural Studies and Modernization Program (PBPM), which is under the auspices of the Alirena Foundation which is one of the educational institutions that designed the PBPM program at Sekolah Anak Indonesia (SAI).
4. The Papuan Culture and Modernization Study Program (PBPM) consists of several programs such as: Papuan Future Voice Program (SMDP), Papuan Future Story Program (SMDP), Culture Week Program, and Entrepreneur.

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