

Indonesian Education Policy and Management in Resolving Social Disaster

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Abstract

Indonesia, an archipelagic nation rich in natural resources, religious variety, and ethnic diversity, faces social complexities due to these diversities. Social disputes often arise from racial, religious, and social justice disparities, as well as resource competition. This research employs a descriptive qualitative approach to explore how education can prevent and resolve conflicts by promoting diversity, tolerance, and peace. By analyzing community dynamics through literature studies and theories such as the Explanatory Theory and Peace Education Theory, the study aims to provide new insights into educational management techniques and policies for conflict prevention and resolution. Findings indicate that politics, religion, and ethnicity often lead to social strife in Indonesia. Peace education, through inclusive curricula and teacher training, is recommended as an effective solution. Effective educational management requires community involvement, continual assessment, cross-sector cooperation, and adaptability to regional challenges. Thus, education is posited as a primary tool for fostering a just and peaceful society in Indonesia.

Keywords: *Conflict Resolution, Diversity Management, Educational Policy, Social Disaster*

INTRODUCTION

Spread across 16,771 islands around the equator, Indonesia is an archipelagic nation with a distinctive archipelagic terrain (Kementerian Kelautan Dan Perikanan, 2014). An plethora of natural resources, like lush tropical forests, priceless minerals, and stunning beaches, are produced by this geographic diversity. Indonesia has an exceptionally rich cultural heritage as a result of its diverse geography. The 2010 BPS census indicates that 1,340 different ethnic groups call the archipelago home. Every ethnic group has its own distinct cultural identity, which includes its own traditions, language, art, and rituals. Indonesia has particular difficulties upholding social interactions despite its variety. Conflicts that result in social catastrophes are a common occurrence in Indonesian social life. In this context, conflict can be defined as a fight between two or more parties who have different goals. Unlike rivalry or competition, which attempts to accomplish the same goal peacefully, conflict entails violence and animosity and aims to destroy or subdue the opposing side (Suparlan, 2014).

Conflict in the sphere of society's social life is hence referred to as social conflict here. Social conflict is defined as a social disaster created by people through an event or series of events in accordance with Law of the Republic of Indonesia Number 24 of 2007 concerning Disaster Management. Thus, social conflict in this context is strongly linked to present societal issues. Indonesian society is now characterized by a great deal of horizontal and vertical social conflict. These disputes frequently stem from disagreements over religion, race, power struggles, social inequality, or discontent with policies implemented by the government. Within this framework, education serves as a tactical instrument for both managing and averting conflict. The younger generation can be taught the virtues of variety, tolerance, and peace through education. Over the past few decades, Indonesia has seen a number of social conflict episodes that have the ability to impede the country's development process in addition to upsetting social

cohesion. The annual national political party convention is one occasion that periodically sparks civil unrest.

General election phenomena frequently result in polarization of public opinion, which can occasionally cause disagreements and division. This phenomenon demonstrates that there is still much space for improvement when it comes to disaster mitigation in the context of social strife in Indonesia, but this is a complicated issue. While many policies and programs have been developed to lessen the likelihood and effects of social conflict, numerous obstacles frequently prevent them from being put into practice, such as a lack of funding, poor institutional coordination, and a lack of community awareness and conflict resolution readiness. With regard to resolving social strife in Indonesia, this makes a thorough examination of education policy and management crucial. In order for educational management to significantly contribute to Indonesia's social peace and sustainable nation-building, this research aims to offer fresh perspectives on the policies and practices that work well in preventing and managing social conflict.

In order to establish a causal relationship between two or more variables and deepen our grasp of modern societal dynamics, explanatory theory will explain the reasons behind happenings (Linklater, 1996). Cause-and-effect interactions are frequently the most effective way to explain human occurrences or circumstances. But these situations and occurrences are often too complicated and dynamic to be explained solely by a cause-and-effect relationship. The paradoxical social tensions that arise in Indonesian culture offer perspectives and tales about the actions of intricate man-made disasters. As a result, constructs that use verifiable causal theory sources to assist make sense of complicated and perplexing occurrences or circumstances are required (Davidoff, 2019).

The relationships, structure, and dynamics of Indonesian society are dynamic, ever-evolving products of social interactions rather than static entities. The process of contact places a duty on society to establish harmony. Within the scientific community, peace education refers to the use of education as a tool for developing people's capacity for global responsibility and peace-making (Reardon, 1988). According to the education for peace theory, education may be used to foster harmony, lessen hostilities, and create societies that are more inclusive and just. Being an inquiry-based project, peace education aims to create new questions and procedures at every turn rather than piece together answers (Bajaj, 2015). To help individuals better understand phenomena, find sustainable solutions, and encourage positive societal change, peace education highlights the importance of continuously asking new questions and participating in an ongoing, dynamic process. Social conflict will thus be recognized in education as an essential part of the process to facilitate critical thinking, reflection, and creativity in tackling challenges associated to conflict and peace. Research by Harris and Morrison (2013) underscores the importance of incorporating conflict resolution skills within educational curricula to enhance students' abilities to manage and resolve conflicts constructively. Furthermore, Salomon and Cairns (2010) emphasize the need for a systemic approach to peace education, suggesting that interventions must address various levels of society, from individual to institutional, to be effective. Additionally, the work of Biton and Salomon (2006) demonstrates that sustained peace education programs can significantly impact students' attitudes toward peace and conflict, fostering a culture of peace and mutual understanding.

RESEARCH METHODS

The author uses a descriptive methodology and qualitative research techniques in this study. Within the framework of qualitative research, investigators will address research inquiries via comprehensive comprehension rather than conjecture. The main use of qualitative descriptive research is in social phenomenology (Yuliani, 2018). Stated differently, to investigate social development. This is so because understanding a phenomenon—rather than proving it—is the primary goal of qualitative research (Herdiansyah, 2019). A literature review was the method of data collecting used in this investigation. As the primary information source for this study, library data was used. All kinds of publications and papers that are pertinent to the research topic are included in this literature data, including books, journals, articles, and more. Researcher-obtained material or data that is not firsthand from the field is referred to as secondary sources, in this case library data. Since they work directly with data sources in libraries, researchers can avoid going into the field.

In order to gather data for this study, a number of print and electronic journals, books, and papers were reviewed and/or searched, in addition to any other sources of material that the researchers felt would be useful. This study employed a multi-step data analysis technique that includes data collecting, data condensation, data presentation, and conclusion drafting (Huberman, 2014), by looking through numerous sources of pertinent information, literature studies were used to acquire data. Studies that can be conducted with qualitative research methods are known as literature studies (Creswell, 2007). Following the collection of data, the following stage is data condensation, which involves organising and simplifying the data such that it is understandable. The next step is data presentation, when the easily understood findings of data condensation are displayed. Concluding the analysis involves formulating conclusions based on the data analysis findings.

RESULT AND DISCUSSION

Due to its irrational causes, social conflict is an incredibly complicated and diverse phenomenon. Conflicts in society can arise from a variety of social processes, including politics, economy, religion, ethnicity, and culture. Conflict is frequently caused by differences in religious views, particularly in places where there is a great deal of religious diversity. In addition, given Indonesia's well-known ethnic and cultural variety, ethnic and cultural differences also serve as a catalyst for conflict that cannot be disregarded. Economic disputes are also common, particularly when there is an uneven distribution of resources or rivalry for them. Aside from that, the item that tends to influence the social conflict landscape the most is political conflict in Indonesia. The picture of social conflict in Indonesia is further complicated by social processes such as social change, social inequality, and the impact of globalization, in addition to these issues. Indonesians aspire to peace in their lives.

As used here, the term 'peace' refers to more than just the absence of conflict or war; it also includes the ideas of justice, equality, and the respect that every member of society deserves (Galtung, 2004). The rise of social disasters will be impacted by the ongoing social struggle in society. Indonesia will face a catastrophe if this is not addressed. When addressing the intricacy of social conflict stemming from multiple variables, an educational approach assumes significance. In the context of resolving social conflict, education plays two roles: it can be used as a mediating tool to settle disputes that have already arisen or as a preventive measure to stop future conflicts from emerging. This procedure is an aspect of disaster management. It is imperative that preventive measures priorities this in order to avoid societal discord. The

cornerstone of initiatives aimed at creating a generation that are seen as preventive is education (Gestiardi & Suyitno, 2021).

Education can avoid conflict by giving people the knowledge and appreciation of diversity, tolerance, and openness—values that are crucial in averting conflict. A curriculum that emphasizes diversity and peace can teach society the value of accepting one another's differences and resolving conflicts via conversation. Interaction with individuals from diverse origins throughout educational programs can help reinforce this understanding. Articles 33, 34, and 44 of Law of the Republic of Indonesia Number 24 of 2007 concerning Disaster Management state that, in the event of a potential disaster, preparedness, early warning, and disaster mitigation can be included in disaster management. Under these circumstances, social strife that has not yet turned into a social disaster is considered to be pre-disaster, regardless of its level of intensity. In an attempt to completely eradicate or significantly lessen the likelihood of calamities brought on by social conflict, preventive measures can now be taken. When it comes to preventive measures, education serves as a mediating factor. Information and technological advancements have become critical in the contemporary digital era, therefore this needs to be addressed carefully.

Social media and other internet platforms allow for the rapid dissemination of information, which, depending on the community using them, may have beneficial or harmful effects. When societal conflicts arise as a result of the quick dissemination of inflammatory and misleading information, this will be detrimental. In order to prevent people from being easily provoked, education is crucial in this situation. Indonesian educators must actively incorporate peace education into their curricula, provide teacher preparation in peace education, and foster inter-communal communication and conversation as part of their conflict management techniques. Enhancing educational institutions' ability to serve as hubs for community healing and reconciliation following a conflict is another aspect of this. When considering how to resolve social conflict in Indonesia, it is crucial to do a thorough analysis of education administration and policy. Education, training, and expertise in disaster management, particularly in the area of social dispute resolution, are rights that the community should have. To ensuring that the education system effectively contributes to peace building and conflict resolution, particularly for overcoming social conflict, Indonesia's education policy process entails a number of strategic initiatives.

Collaboration between the government, academic institutions, civil society, and other stakeholders is necessary for this approach. Curriculum that are inclusive and encourage tolerance and understanding of differences in racial, religious, and cultural backgrounds must be developed and implemented as part of education policies. The two primary components of this curriculum must be the integration of citizenship and peace education. Policies that support education's role as a community hub that fosters social harmony and peace must be implemented by the government. Policies pertaining to education should support the inclusion of parents and the community in educational activities and social discourse within educational settings. (Cremin & Bevington, 2016). The professional development of teaching personnel, including training in peace education and instructional strategies that promote intercultural communication and understanding, should be covered by educational policy as well. Instructors must possess the abilities to steer delicate classroom conversations and promote productive learning. Programs for national peace and reconciliation must be incorporated into education policy. This involves collaborating with non-educational programs designed to ease social tensions and foster harmony in areas impacted by conflict. Knowledge access can be facilitated via international collaboration in the formulation of educational policies (UNICEF, 2011), recommended procedures and extra materials to help Indonesian peace education. It is clear that cooperation and long-term

commitment from a variety of sectors are needed to develop effective education strategies to resolve social conflict.

Various tactics and approaches are used in Indonesia's educational management process to overcome social conflict in order to include the principles of variety, tolerance, and peace into the educational framework. Education management must make sure that knowledge is imparted, but that it also fosters the attitudes and abilities necessary for amicable and productive conflict resolution. Curriculum that encourages diversity awareness and appreciation, educate skills for resolving conflicts, and present notions of peace must be developed and integrated by educational administration. From elementary school through higher education, this curriculum needs to be created for every level of education (Harris & Morrison, 2012). Implementing peace education involves teachers in a major way. Hence, in order to teach peace curriculum, employ inclusive and participatory pedagogical approaches, and facilitate delicate classroom debates, educators need to receive professional development and training from educational management (Bajaj, 2008). Education administration should support community and parental involvement in the learning process so that teachings of tolerance and peace are ingrained in the home and in school.

Community education programs and workshops for parents can increase awareness and support for peace education. Building partnerships with government agencies, non-governmental organizations, and international institutions can strengthen the implementation of peace education. These partnerships can support the development of teaching materials, research on peace education, and community education initiatives. To assess the efficacy of peace education, pinpoint obstacles and difficulties in its execution, and modify strategies in light of the results, education management must put in place a system of continuous evaluation and research. Research can shed light on innovative techniques and best practices in peace education. This illustrates the need for management and educational policy to share the same vision in order to turn social conflict management education into a preventative measure. Nonetheless, negative things could occur due to Indonesia's densely populated and intricate civilization. Education will still be employed as a mediating instrument in the event of social conflict, even when educational policies and administration for handling social conflict are not flawless. Reconciliation and post-conflict healing can be aided by education. Through education, those impacted by violence can regain trust, learn how to process their trauma, and collaborate to create a more peaceful future.

In this regard, it is imperative that peace education incorporate instruction on negotiation, mediation, and conflict resolution. When faced with democratic elections every five (five) years, Indonesian society follows a certain pattern. Political concerns, particularly those pertaining to elections, frequently become flashpoints for social disputes during times like these, which are made worse by the propagation of misinformation or hoaxes. It is imperative that efforts to resolve social discord via education continue. Incorporating media literacy instruction into educational programs is necessary to enable the general people to distinguish between real news and fakes, evaluate the reliability of information sources, and comprehend the consequences of disseminating inaccurate information on democracy and society. People can have a better grasp of politics and citizenship through education, which can aid in their appreciation of the value of elections and the democratic process as well as the need of having productive conversations and debates to settle disagreements. Additionally, principles like tolerance, respect for differing viewpoints, and the significance of actively engaging in the democratic process can be imparted through this education. The Indonesian government has recognized the importance of peace education and has incorporated it into various national policies and frameworks. The Ministry of Education and Culture has initiated programs aimed at integrating peace education into the national curriculum, focusing on fostering a culture of peace, tolerance, and mutual respect among students. Additionally, the National Medium-Term Development Plan (RPJMN) emphasizes the role of education in promoting social cohesion and conflict resolution. This plan

includes measures to enhance the quality of education, improve access to education for all segments of society, and promote values of peace and democracy. The government also collaborates with international organizations, such as UNESCO, to implement peace education programs and support capacity-building initiatives for educators. Through these efforts, Indonesia aims to build a more peaceful and harmonious society by leveraging the transformative power of education.

Peace education and conflict resolution become more important in light of upcoming elections and the propagation of hoaxes that have the potential to incite social unrest. Communities can learn how to settle conflict through dialogue and mediation through educational programs and activities that promote peace. These activities can also help communities develop empathy and understanding for people who may hold different opinions. Through active civic education programs, education can also help to improve public participation in political processes, such as elections. Education has the power to motivate people to take a more active role in combating hoaxes and advancing democracy by raising awareness of the significance of fair elections that are free from the dissemination of misleading information. Partnerships between the media, government agencies, civil society organizations, and schools are necessary to educate people on how to resolve societal problems that are made worse by the propagation of hoaxes. The development of a comprehensive plan for teaching media literacy, political comprehension, and peace depends on this cooperation. The issues presented by the propagation of fake news, which has the potential to sow social discord and division, must be acknowledged and addressed by all parties involved. When education is approached holistically and inclusively, it can help create societies that are better able to withstand misinformation and navigate the frequently intricate dynamics of politics.

CONCLUSION

Indonesia's education management and policy have changed in a number of ways to meet these demands. As part of an educational plan to lessen the likelihood of conflict, character education, citizenship education, and a curriculum that stresses diversity and tolerance are integrated. But putting this idea into practice has been fraught with difficulties, such as opposition from some quarters, a lack of funding, and regional differences in the standard of schooling. Aside from that, establishing an educational environment that fosters conflict resolution initiatives requires the active participation of legislators, educators, parents, and the larger community.

To attain this, there is a need for intersectoral cooperation as well as an increase in educational institutions' competence to manage inclusive and conflict-sensitive curriculum. Given its tactical significance, education is anticipated to emerge as a primary tool in the fight against social unrest. To give society, especially the younger generation, the knowledge and abilities necessary to engage in constructive discourse and peaceful dispute resolution, the principles of diversity, tolerance, and peace are being included into the curriculum. To fully realise the promise of education as a weapon for mitigating conflict, several obstacles must be addressed in order to implement inclusive and conflict-sensitive education policies. These obstacles include resistance from specific groups and differences in the quality of education between regions. Therefore, the community and the learning environment as a whole are included in the curriculum and the integrated, holistic approach to education that is necessary to address social conflict.

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