

Independent Learning Based on Peace Education: “Humanitarian Project Program”

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Abstract

Indonesia is not a destination country for refugees, but a transit country that helps refugees to go to third countries. Indonesia is also one of the countries that has helped refugee victims, this has started since 1979 until now. Against this background, the government through the MBKM program launched a humanitarian project program aimed at helping refugees in Indonesia. The humanitarian project program has the involvement of universities which provide opportunities for all students to be directly involved in building themselves through experience in the humanitarian projects undertaken. Students' direct experience dealing with refugees actually also brings the mandate of the 1945 Constitution as a forum for concern and national solidarity as part of maintaining world peace by providing maximum service through education in refugees. The humanitarian project has the goal of preparing excellent students who uphold human values in carrying out their duties based on religion, morals, and ethics. As well as training students to have social sensitivity to explore and explore existing problems and also provide solutions according to their interests and expertise. Data analysis used a qualitative approach, in collecting data through observation and interviews as well as studying reference literacy of journals and books that discussed humanitarian project programs. The purpose of this article is to review and find out: students' direct involvement in humanitarian project programs, forms of humanitarian project activities, and direct benefits derived from involvement in humanitarian projects. The result is that the process of implementing humanitarian project programs: 1). The program was actually initiated by the students themselves through the

preparation of program plans to be addressed, so that in the initial analysis students already understood what would be done in the implementation of humanitarian projects and even students were able to analyze the best solutions to problems because they planned independently of the program. 2). Providing teaching knowledge of the Indonesian language through Focus Group Discussions (FGD), providing teaching and knowledge about social life styles, and treatment through Sit in Class: History, and providing support and encouragement through the Play Therapy BK Program for refugees. 3). Adding insight and knowledge and life skills about UNHCR and Refugees in Indonesia. Thus, in accordance with the humanitarian project program that has been provided through educational services as a forum for world peace education.

Keywords: Independent Learning; Peace Education; Humanity Project.

Abstrak

Indonesia bukanlah negara tujuan bagi para pengungsi, melainkan negara transit yang membantu para pengungsi untuk menuju negara ketiga. Indonesia juga merupakan salah satu negara yang turut membantu para korban pengungsi, hal ini sudah dimulai sejak tahun 1979 hingga sekarang. Dengan latar belakang tersebut, pemerintah melalui program MBKM mencanangkan program proyek kemanusiaan yang bertujuan untuk membantu para pengungsi di Indonesia. Program proyek kemanusiaan ini memiliki keterlibatan perguruan tinggi yang memberikan kesempatan kepada seluruh mahasiswa untuk terlibat langsung dalam membangun diri melalui pengalaman dalam proyek kemanusiaan yang dilakukan. Pengalaman langsung mahasiswa berhadapan dengan pengungsi sejatinya juga membawa amanat UUD 1945 sebagai wadah kepedulian dan solidaritas kebangsaan sebagai bagian dari menjaga perdamaian dunia dengan memberikan pelayanan maksimal melalui pendidikan di pengungsian. Proyek kemanusiaan ini memiliki tujuan untuk mempersiapkan mahasiswa unggul yang menjunjung tinggi nilai-nilai kemanusiaan dalam menjalankan tugasnya dengan berlandaskan agama, moral, dan etika. Serta melatih mahasiswa agar memiliki kepekaan sosial untuk menggali dan mendalami permasalahan yang ada dan juga memberikan solusi sesuai dengan minat dan keahliannya. Analisis data menggunakan pendekatan kualitatif, dalam pengumpulan data melalui observasi dan wawancara serta studi literasi referensi jurnal dan buku-buku yang membahas tentang program-program proyek kemanusiaan. Tujuan dari artikel ini adalah untuk mengulas dan mengetahui: keterlibatan langsung mahasiswa dalam program proyek kemanusiaan, bentuk-bentuk kegiatan proyek kemanusiaan, dan manfaat

langsung yang diperoleh dari keterlibatan dalam proyek kemanusiaan. Hasilnya adalah proses pelaksanaan program proyek kemanusiaan: 1). Program sebenarnya diinisiasi oleh mahasiswa sendiri melalui penyusunan rencana program yang akan dituju, sehingga pada analisis awal mahasiswa sudah memahami apa yang akan dilakukan dalam pelaksanaan proyek kemanusiaan dan bahkan mahasiswa mampu menganalisis solusi terbaik dari permasalahan karena merencanakan secara mandiri program tersebut. 2). Memberikan pengajaran pengetahuan bahasa Indonesia melalui Focus Group Discussion (FGD), memberikan pengajaran dan pengetahuan tentang gaya hidup sosial, dan pengobatan melalui Sit in Class: Sejarah, serta memberikan dukungan dan semangat melalui Program BK Play Therapy bagi para pengungsi. 3). Menambah wawasan dan pengetahuan serta keterampilan hidup tentang UNHCR dan Pengungsi di Indonesia. Dengan demikian, sesuai dengan program humanitarian project yang telah diberikan melalui layanan pendidikan sebagai wadah edukasi perdamaian dunia.

Kata kunci: Pembelajaran Mandiri, Pendidikan Perdamaian, Proyek Kemanusiaan.

A. Introduction

Education has been known since Indonesia has not yet achieved independence. During the colonial era, the government had established schools that could meet the needs of the community. Education for Indonesian children at first only received low education, but as it progressed, Indonesian children had the opportunity to get secondary education and even to higher education. The birth of the education system was not a plan, but rather an effort driven by needs under social, educational, economic and political conditions in the Dutch East Indies (Nasution, 2008).

The education system in Indonesia is currently still far behind from other developed countries. Indonesia seems to be haunted by a myriad of educational problems that never end. The government must guarantee the improvement of the quality of education in Indonesia. The ebb and flow of the education process in Indonesia is a familiar obstacle. This is a problem of education in Indonesia and a challenge in realizing quality education in an overall equitable manner in all regions. Because the quality of human resources created is very dependent on how the quality of education itself is carried out (Ginting, 2022). With the complex problems of Indonesian education, a good breakthrough is needed so that problems can be solved. The government's breakthrough through the independent learning program is one of the best solutions at this time to deal with loss of learning at all levels of education. So the Learning Freedom program is also interesting for us to follow its development for the

advancement of education in Indonesia because it aims to create a fun education (Dela K. A., 2020). The early learning independent curriculum was announced at one level of education as the first trial. The trial implementation is considered to have experienced an increase in learning in the following period, independent learning is applied at all levels of education, even in higher education, it is also implemented with the independent campus curriculum.

Freedom to learn is a new education policy initiated by the Indonesian Minister of Education and Culture and Technology on December 11, 2019. This policy was inspired by the thoughts of Ki Hajar Dewantara who applied the concept of a humanist approach to education, in order to achieve independence in the learning process (Directorate of Higher Education, 2020). At the tertiary level, the Independent Learning Independent Campus Curriculum (MBKM) is a design that contains a set of courses or learning materials that will be taught by educators to students through breakthrough implementation of non-compulsory learning on campus. The independent campus curriculum aims to provide a set of learning experiences designed to achieve the expected educational goals by responding to current educational problems. In other words, the curriculum is a learning tool that is carried out by educators with students which is programmed by the government so that the learning process can run well, so that students achieve satisfactory results and goals in national education are achieved.

The independent campus curriculum is a policy issued by the Ministry of Education and Culture by giving rights to students to take courses outside the study program for 1 semester and activities outside college for 2 semesters. Universities are given the freedom to provide Independent Campus activities that suit the needs and interests of their students. Until now the independent campus program already has 9 programs that can be followed by students in tertiary institutions. One of the programs that has been running for about 1 year, which has been participated in by Riau University students is the independent campus program, a humanitarian project that is directed to focus on providing good services for refugees within the Indonesian state, both language services, guidance in the community, as well as providing group learning opportunities. in refugee camps involving students in tertiary institutions.

Indonesia is the country with the fewest refugees with a total of 12,616 people. In contrast to other Southeast Asian countries such as Malaysia with a total of 178,000 people, Thailand with 96,000 people, and Bangladesh with a total of 864,000 refugees. Prior to that, the Indonesian government had been involved in providing other Southeast Asian refugee camps such as building a refugee camp on Galang Island with assistance from the United Nations High Commissioner for Refugees (UNHCR) although another refugee camp was also built on Kuku Island, Anambas Islands. (Panjaitan, C. O. K. D.

(n.d.), 2017) The (UNHCR) team in Pekanbaru, collaborated with the Riau University team in order to help refugee victims or Refugees in Pekanbaru. In this cooperation, a humanitarian project program was formed. The Riau University team in the program consists of the Teaching and Education Faculty (FKIP) History Education Study Program and Counseling Guidance Study Program (BK). The work programs that will be planned are Sit in History Class activities, Play Therapy BK, Focus Group Discussion (FGD), and Online Classes. This activity will be carried out until the program is completed. The basis for this program emerged because refugee victims living in transit countries did not get the right to freedom, one of which was to get the right to get formal education. This program was designed because students who took part in the Humanity Project wanted to help Refugees located in Pekanbaru and Aceh to get their education.

Humans are creatures that are created with different characteristics from other creatures that live in this world. Humans are perfect creatures because they have physical and psychological characteristics that can adapt to the needs of life in this world. All the basic characteristics possessed by humans will grow and develop naturally if humans experience a process of normal physical and psychological development through a process that is consciously directed towards achieving these various good qualities, through a process called education. Influence education is able to influence knowledge and change. Because education helps humans in developing the human potential that exists within them. Human potential is the seed to develop a person to become a complete human being. Understanding from educators of the potentials and nature of human nature is very important so that education achieves the expected goal of humanizing humans. Education must be directed towards achieving these goals through the formulation and implementation of educational concepts together and well.

Departing from the very importance of education for humans, the continuity of the educational process must be maintained and carried out by all elements of society and the government, both under any circumstances and circumstances, because education is the greatest capital for this nation to achieve everything in the life of the nation and state. Starting from education, the dignity of this nation is upheld and respected by other nations. Various national problems, such as political conflicts, natural disasters and domestic security stability are always faced by refugee transit destination countries such as Indonesia. Various disasters like this will more or less affect the activities and routines of the Indonesian people. One of them is that educational activities will be disrupted if society is faced with unstable conditions. So universities are fair in answering the educational problems that the country is currently

facing. With so many educational problems facing the Indonesian state, universities also play a role in advancing Indonesian education by involving students through the independent campus program with a humanitarian project program as one of the answers to the problem of educational opportunities for foreign refugees in Indonesia, this is in accordance with the mandate of the law about humanity and human rights.

Indonesia is not a destination country for refugees, but a transit country that helps refugees to go to third countries. This is because in the 1951 Geneva Convention, Indonesia is not included in the countries that are obliged to provide protection for foreign refugees. The results of an interview with the UNHCR Team, Mr. Erick (2023), during a meeting between the Riau University team in the framework of the Humane Project, said that currently as many refugee victims cannot be sent to third countries as in previous years. This is because there are not many Resettlement tickets issued by the PBB. And the tickets didn't come right away but had to wait for years and the quota was also small. This is why refugees in transit countries like Indonesia cannot go directly to third countries. Some even waited up to 10 years to get this Resettlement ticket. So this humanitarian project program treats refugees well by students in accordance with the joint program launched by UNHCR, so that while waiting for refugee settlement tickets to destination countries, they get good educational services in Indonesia, this is actually a forum for world peace education. In terms of experience in participating in this humanitarian program, students will increase their social life skills in the community within students. This is in line with what Anwar (2004) said, life skills are education that can provide skills that are practically used, related to the needs of the job market, business opportunities and economic or industrial potential in society. Life skills according to the Ministry of National Education (2002) are skills possessed by a person to be willing and courageous to face the problems of life and life naturally without feeling pressured, then proactively and creatively can seek and find solutions to overcome them. So it can be understood that this experience is very valuable in when students finish studying at university.

B. Methods

This research in its analysis uses a qualitative method approach, with a description approach. This approach explains that if the researcher wants to know the status of something in an event, it will be seen in the description of behavior (Arikunto, S., 2010). Sources of data were obtained through observation, interviews, and studies of reference sources related to humanitarian project programs that were initiated and carried out by students in refugee camps. Based on the initial analysis, an overview is obtained in responding to the challenges of the refugee problem by providing

educational service facilities. The aim of the humanitarian project is to treat refugees by providing good educational services to refugees in Indonesia, this program is initiated by students so the impact on students will actually provide direct experience and will add to the life skills of students which will later be useful in community activities.

C. Results And Discussion

1. Real Humanitarian Project Program Initiated by Students

Students who are involved in and take part in the humanitarian project program must plan the program well in advance, this is the basis for all students in the team to understand the work and responsibilities in this program. So looking at the program of humanitarian project activities that have been planned by students, it can be seen as follows: 1). Students plan carefully to provide teaching knowledge of the Indonesian language through Focus Group Discussions (FGD) as a basis for communication while in Indonesia to Refugees located in Pekanbaru, 2). Planning to provide teaching and knowledge about Indonesian, social life styles, and treatment through online classes to Refugees located in Aceh, 3). To provide teaching knowledge about history, and the pattern of people's lives through Sit in Class: History, and 4). To provide support and motivational encouragement through the Play Therapy BK Program for refugees. In order for this entire program to run smoothly, a discussion forum is needed between students and UNHCR and DPL.

Thus seeing how hard the students work in designing programs based on ideas and ideas that are creatively initiated by students, in efforts and efforts to help refugees to get good educational services. So this program needs the support of all elements, both the community and higher education institutions who are also involved in efforts to deal with refugees in Indonesia. In fact, the benefits of this program are enormous for the institutions/institutions involved in this humanitarian program. Adding insight and knowledge about the language used by refugee victims when communicating, adding Life Skills in language when communicating and carrying out this program's activities, helping refugees provide enthusiasm, encouragement, and motivation to enjoy a good life while in Indonesia, creating other collaborations with Partners UNHCR in developing the next generation of humanitarian projects, and assisting the Pekanbaru UNHCR team in dealing with Refugees in the Education sector.

2. Providing Educational Services to Refugees

Programs carried out by humanitarian project students are related to teaching and learning activities and online classes conducted for refugees. As in teaching and

learning activities, creating interesting media in building Refugee learning enthusiasm, and other activities in the teaching and learning process. As for the academic activities that have been carried out by humanitarian project students at UNHCR.

The student program provides teaching knowledge of the Indonesian language through Focus Group Discussions (FGD), provides teaching and knowledge about social life styles, and treatment through Sit in Class: History, and provides support and encouragement through the Play Therapy BK Program for refugees. First, FGDs are discussions that are carried out systematically and directed from a discussion group to discuss a certain issue in an informal setting and carried out with the guidance of a moderator. There are three main components in FGD activities, namely discussion (not interviews or chat activities), group (not individual), and focused (not done freely). This activity was carried out to hone the Indonesian language skills of the Refugees through small talk with a predetermined theme. Second, the History Sit In Class program, previously the Humanitarian Project students taught independently in class or online, first holding a zoom meeting to prepare teaching materials. As for teaching material in the Sit in Class History program, namely introducing Indonesian history in outline to refugees after that making material, then the material is given to the DPL (field supervisor) for evaluation. After being evaluated, the History Sit in Class activities with the Refugee in Pekanbaru can be carried out.

Third, the next program is online class. The online class is a program designed for Refugee victims in Aceh. This activity begins with the preparation of class materials such as Indonesian language material. After conducting online classes, students of the Humanitarian Project will carry out a Teaching Evaluation. There is a teaching evaluation carried out to assess students' skills in providing teaching to Refugee victims in Aceh through Online Classes. Fourth, the Play Therapy BK program, this activity begins with a light talk regarding a problem faced by Refugees, then the humanitarian project students will provide psychological suggestions to live in the present moment without thinking about past events, provide spiritual enthusiasm, provide motivational encouragement so that the refugees do not Too focused on past events. According to Adriana (2013), BK play therapy is an attempt to change problem behavior with a motivational approach and encouragement to rise from problems. Meanwhile, according to Santrock (1995), BK therapy aims to overcome frustration and analyze conflicts and the ways they overcome them in full from the whole problem. In other words, this program invites the survivors of the refugees to get out of their minds to create a burden from the refugees' past so that the mentality of the refugees returns to normal.

3. Adding Insights and Knowledge and Life Skills about UNHCR and Refugees in Indonesia

The Humanitarian Project is a relatively new independent campus program. The collaboration between the Riau University campus and UNHCR Pekanbaru which provides initial experience for students to engage in humanitarian projects builds an independent learning experience, including building identity as a committed and high-responsibility volunteer. Sera also strengthened students' self-competence in any field, be it teaching or volunteering for refugees. Furthermore, it also builds high creativity and courage in building the field of social sensitivity towards refugees and the community. Students also explore existing problems and contribute to providing solutions according to their respective interests and expertise. This program aims to improve the competency skills of graduates, both soft skills and hard skills, so that they are more prepared and relevant to the needs of the times, preparing graduates to become superior future leaders of the nation, and ready to become leaders with high national spirit.

In the experience of implementing humanitarian programs, this is also in line with scientific fields, not only in teaching and learning activities, but students are fully involved in providing skills to refugees, both in life skills and how to adapt to refugees. In Humanitarian Project activities, Humanitarian Project students conduct teaching given directions from both UNHCR and DPL partners. UNHCR and DPL partners always provide suggestions and evaluations covering the material and the suitability of the material. By participating in this humanitarian project, students learn many new things such as foreign cultures, teamwork, multicultural interactions, foreign languages, life experiences experienced by refugees in their home countries and how asylum seekers can survive and adapt in the asylum country. These things add new insights to students about the world and what is happening in the world today. With all of this, the knowledge that students gain from experience in participating in humanitarian programs in the future will be useful for the development of the students themselves when they have finished studying at tertiary institutions.

D. CONCLUSION

Participating in humanitarian project activities in the MBKM Program is one of the challenges and must be considered carefully, even though the benefits that can be derived from this activity are many when compared to the efforts and obstacles that have been overcome. However, if students want to take part in this activity, it would be better if they can make good preparations by equipping themselves first with basic knowledge and skills, so they don't experience difficulties in adapting to the

surrounding environment. In addition, during the implementation of humanitarian project activities for the Independent Campus program, it is hoped that students can always maintain communication and relations with related parties, such as DPL lecturers and humanitarian project partners so that activities can run smoothly.

So many benefits can be felt by students who take part in this humanitarian project program. Students who take part in humanitarian projects are directly trained in their communication and mental skills due to dealing with refugees who experience psychological mental illness so that they add insight and knowledge and experience in this program.

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