



Original Research Article

The influence of policy commitment, school management, environmental issues, and education of character on ethnic sentiment and nationalism identity of Native Papuan students at the dormitory school

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This study aims to determine the effect of policy commitment, school management, environmental issues, and character education on ethnic sentiments and the Identity of Native Papuan Nationalism in boarding schools. This research was conducted in 2018 in five boarding schools located in the districts of Timika, district Nabire, district Jayapura, district Kerom, and Jayapura municipality. The research sample included 12th-grade students with a total of 120 participants obtained through random techniques. Data collection was through questionnaires, interviews, and focus group discussions (FGD). Study analysis was done using the structural equation modeling (SEM) Lisrel 8.80 program. The results showed that the variable policy commitment, school management, environmental problems, and character education had a significant effect on regional sentiment which became an intermediary variable that influenced national identity. This situation is conducive to policy commitment and school management that has a systematic and quality-oriented vision; exploitation of natural resources that provide employment opportunities that is beneficial to the welfare of local communities and protects the ecosystem from destruction, and implementation of planned character education with complete instructors and supporting facilities; however it tends to weaken the orientation of regional sentiments instead of strengthening the support and planting of national identity. Wise actions from the central, provincial and regional governments are still highly expected, in order to increase national awareness and strong behavior of indigenous Papuans.

Key words: Dormitory school, commitment policy, school management, environmental issues, character education, ethnic sentiment, nationalism identity.

INTRODUCTION

Papua is one of the provinces in the eastern part of Indonesia which consists of 28 regencies and 1 municipality area. Although this province is known for its richness in natural resources, it is still categorized as poor and backward compared to other regions in Indonesia. The

characteristics of indigenous Papuans are classified as Malaynesia racial groups which are divided into indigenous areas of Ha Anim, Bomberai, Domberai, La Pago, Mamta, Me Pago, and Saireri (Gobai, 2016). In Law No. 21 of 2001 concerning Special Autonomy for the Papua Province, it is

affirmed that indigenous Papuans are people from the Melanesia race group consisting of indigenous tribes in Papua and/or people who are accepted and recognized as indigenous Papuans by the community according to Papuan customs. The reality is that the phrases of people who are recognized as indigenous Papuans often raise a critical attitude, because their use is for certain interests, such as being political candidates in the legislature, becoming ASN employees, and others.

These indigenous Papuans live in small groups in villages in the coastal or inland areas, scattered and live independently on the surrounding environment. As a result of the geographical conditions, indigenous Papuans are classified as poor and are supported by an adequate education, starting from elementary to high school levels. The Gross Enrollment Rate (APK) and Pure Participation Rate (APM) are low. In 2016, the APK was recorded at 66.85 and the APM was 43.27, which was much lower than the national APK of 81.95 and the national NER at 61.20. The Papuan Human Development Index (HDI) is still relatively low and is classified into regions with high poverty index numbers (Papua Province Bureau of Statistics, 2016).

This situation prompted the government to organize dormitory schools as an alternative to improve the achievement of educational development in Papua. Regulations concerning dormitory schools are within the Regional Regulation of Papua Province Number 5 of 2006 which opens opportunities for districts in Papua to develop education according to the condition requirements and capacity of the district. One article states that regions in Papua can organize dormitory schools to improve the quality of students with funding from government and private sectors.

The reality is that various problems still arise in the management of boarding schools, both related to student input, coordination between government institutions, input instruments (teachers, education funds, etc.), teaching and learning activities, and learning outcomes. On the other hand, this educational institution itself can be considered as a forum and social arena in instilling the value of social integration, especially in the scope of the nation-state. Islamic boarding schools may still encounter problems concerning awareness and attitudes towards nationalism. Various factors stimulate Papuan children which can lead to weakening nationalism, while on the contrary strengthen regional awareness and attitudes (ethnocentrism).

There still exist strong conflicts between indigenous people which can even spread to schools. There have been cases in Mimika Regency, where parents from certain ethnic groups withdrew their children from school to take part in the war, and the teachers evacuated their accommodation in the dormitory for fear of their lives.

Other stimuli are from separatist movements that seek to get support from students in special boarding schools. This separatist movement has been going on for a long time in the province of Papua driven by a group of people who call themselves the Free Papua Organization (OPM) with the

aim of establishing their own country. The conflict between Indonesia's national army and this movement (called the Indonesian government as an armed criminal group) has left so many dead (military and civilian). A recent happening is the murder of 31 workers in a bridge construction project in Nduga - Papua District (Tempo.co, 2018). This incident has enraged the anger of President Joko Widodo who has decided to demolish and abolish every form of armed criminal groups (Republika.co.id, 2019). Even at the beginning of March, 2019, there was armed contact which resulted in the deaths of three Indonesian national soldiers.

Dormitory school students in the Papua province are vulnerable to the influence of external factors that can weaken nationalism's awareness and attitude. The OPM movement can directly or indirectly infiltrate the lives of boarding school students, disseminating the ideology of the independence movement and trying to attract students to support their goals. We also experience frequent cases of some alumni who are postgraduate students in universities in Jayapura or other places on the island of Java visiting and hanging out with boarding students. The movement of Papuan students in a number of regions is also rampant, suggesting aspirations to become a separate sovereign and independent state. The photo next shows demonstration by indigenous Papuan students agitating for independence and separation from the Republic of Indonesia. One of them was a demo in Surabaya or in Yogyakarta in, 2018.



Photo 1, 2: Demonstrations of Papuan students for the independence of Papua and West Papua provinces

This paper focuses on nationalist identity and attitudes of indigenous Papuan students who study at the dormitory school. It seeks to investigate the conditions of identity nationalism of indigenous Papuan students in supporting the life of the Indonesian nation and state. What influences and inhibits the development of identity nationalism for indigenous Papuan students? How do you increase identity nationalism? This paper is part of the results of research at boarding schools in the Papua province between July and August, 2018.

Literature Review

Papuan Children's Education Statistics

In 1990, the population on the island of Papua amounted to 1,648,708 people and increased to around 2.8 million in 2006. The number is relatively balanced between the indigenous population who have long inhabited this region and migrants from outside the region and abroad (<https://id.wikipedia.org/wiki/Papua>). Siadri (2017) quoting the results of Elmslie's study, the 2010 BPS Census, showed that only five regions showed non-Papuan populations dominating. The five regions are Merauke (62.73% of the total population), Nabire (52.46%), Mimika (57.49%), Keerom (58.68%), and Jayapura (65.09%). In 23 other districts, the Papuan population is still the majority, although there are six other districts whose non-Papuan population is still significant (Jayapura district 38.52%; Yapen Waropen 21.91%; Biak Numfor 26.18%; Boven Digoel 33.04%; Sarmi 29.75%; and Waropen 20.41%), the remaining 17 districts are still dominated by Papuan Indigenous People (OAP). Even Lanny Jaya population is 99.89% OAP, Tolikara is 99.04%; Yahukimo is 98.57%; Paniai is 97.58%, and Jayawijaya is 90.79% Papuan. Non-Papuans dominate areas of flatlands, while the highland areas in the mountains and difficult to reach are still dominated by OAP.

In terms of education in the province of Papua, there are 3,715 schools ranging from elementary schools, junior high schools, to senior high schools (conventional and vocational/SMA-SMK) both public and private, with details of 2,599 primary schools, 722 junior high schools, 256 high schools (SMA), and 138 vocational schools (SMK) (Kemdikbud, 2017). The Papua Province Bureau of Statistics (2017) noted that 7,628 classrooms were in severe conditions at the primary level, 2,246 classrooms at the junior high school level, and 1,158 classrooms at the secondary/vocational level. The education situation in Papua also records a low level of student participation. Of the 399,437 elementary school students, 43.3% were absent; of the 116,034 junior high school students, 58.7% were absent; of the 91,546 high school / vocational students, 64.4% were absent. In fact, the level of illiteracy in this province ranks highest among 34 provinces in Indonesia, which is 28.61%, far above the national rate of 3.7%.

The education fund in Papua is relatively small, which is

only Rp. 100 billion from the total Rp. 11.94 trillion in the Regional Budget. With this figure, Papua is in the last position as a province with the lowest percentage of APBD allocation for education, which is 0.84%, where each student only gets Rp 165 thousand per year.

Implementation of dormitory school

The above conditions indicate that there exist a large number of uneducated elementary, middle and high school / high school age children in Papua province. The economic background and family aspirations are thought to be the reason behind Papuan children not attending school, supported by the absence or inadequacy of existing educational facilities. The location of the population scattered on the coast as well as in the interior in the enclaves of settlements, difficult geographical conditions, and limited transportation, makes it difficult for Papuan children in the area to get an education. It is not strange if people find a rural location that can only be accessed by a small plane or on foot with several days of up and down the mountain.

Based on that, the development of human resources for indigenous Papuan children received special attention from the government. The development of the education sector in Papua is considered to require specificity, given the unique socio-cultural characteristics, physical environment, settlement patterns, and so on. Indigenous Papuans need different handling in the implementation of education, both in terms of the provision of facilities, infrastructure, school coverage, and so on.

For the past few years, the idea emerged to provide education for the people of Papua through the application of the boarding school concept. Boarding schools are considered a breakthrough which will support the education of native Papuan children through the learning process in certain learning buildings. Simply stated, boarding schools are educational institutions where students learn and live together during learning activities. Maksudin (2006) defines dormitory schools as places of learning and student residence i.e complete study within the school environment. Dormitory schools are educational institutions where students not only study but also live and live together in the institution. Dormitory schools combine home living conditions within a school institution, whereby various living facilities are provided such as bedrooms, living rooms, study rooms, and sports, library, and art venues.

Through the implementation of dormitory schools by removing all forms of obligation to pay expenses by parents, students are expected to be able to learn more to concentrate, interact directly with teachers, engage in controlled activities, and build independence. The implication is that dormitory schools are expected to provide optimal cognitive, affective, and psychomotor education for Papuan students.

There are three types of dormitory schools from the perspective of the function of student residence, namely:

(1) the type of all dormitory school, where all students live in a dormitory/school; (2) day school boarding, where some students live in the boarding school and some outside the boarding school; and (3) day boarding, where the majority of students live outside the boarding school and others live in the boarding school (Nurkhamid, 2015). Dormitory schools in the province of Papua are more like type numbers 1 and 2. In terms of the implementation of education, there are two types of dormitory schools in the Papua province: (1) conducting integrated education from elementary school (SD), junior high school (SMP), and senior high school (SMA) levels; and (2) holding only certain levels of education by joining conventional schools (for example: in conventional high schools). In Papua province, the first type of example was organized by the Education Center Dormitory school in Mimika Regency, Dormitory school in Kerook District, and Dormitory school in Yapen District; the second example was held by a number of public high schools in Nabire and Jayapura districts.

The pattern of dormitory schools is one of the educational rights of native Papuan children from coastal and inland areas that tend to be traditional and not yet reached by educational facilities. According to Tahya (2009), in dormitory schools the activities of students will be guided, there will be closeness between teachers and students, student problems will be known and resolved immediately, teachers and students can remind each other about patience, truth, compassion, and planting honesty values, tolerance, responsibility, obedience, and independence.

Identity of nationalism

The conception of nationalism in Indonesia includes at least 4 (four) aspects, namely: Pancasila, UUD '45, Bhinneka Tunggal Ika, and NKRI. Pancasila is the ideology of the nation and state which consists of: (1) One Godhead, (2) Fair and Civilized Humanity, (3) Indonesian Unity, (4) Democracy, and (5) Social Justice (Indonesian Ministry of Information, 1987; Alfian, 1993; Decree of the People's Consultative Assembly of the Republic of Indonesia No. XVIII / MPR / 1998).

The 1945 Constitution (UUD'45) is the highest constitution and source of legal life for the nation and state of Indonesia. The 1945 Constitution is a basic strategy in realizing the values and objectives contained in Pancasila, managing the state and the country's political superstructure, increasing the level, educating the nation, fostering and developing defense and security. It is the basis for implementing regulations for national life, ranging from laws to regional regulations. It contains provisions regarding the rights and obligations of every citizen, ranging from education, employment, family, religion, to association, expressing opinions, and others. In addition, every citizen has an obligation to participate in general elections (election), comply with regulations / applicable laws, defend the country, carry out national development

and others.

Bhinneka Tunggal Ika (BTI) means unity in the diversity of Indonesian society. Differences in ethnicity, religion, race, and between groups, are wealth framed by the unity and integrity of the nation and state. Diversity must be optimized for the welfare of the Indonesian people by using the unique potential of ethnic culture in Indonesia (Asmin, 2018). Diversity really requires awareness, attitude, and tolerance behavior for every Indonesian citizen. Tolerance is a value orientation that shows mutual respect between persons/groups of people, whether related to religious differences, cultural differences, individual or group differences of opinion; differences in race and skin color; etc.

The Unitary State of the Republic of Indonesia (NKRI) is a consensus of the people of Indonesia that spreads across various islands into a unitary state of life. The definition of a unitary state reflects that the Indonesian nation is spread across thousands of islands, with different cultures, customs, languages, and ways of life, united in a nation and state. Three important aspects related to the NKRI are national insight, love of the homeland, and defending the country. National insight is developed based on universal power theory and understanding of geopolitics. Understanding of power comes from the philosophy and ideology of Pancasila as the ideal foundation in determining national politics, while geopolitics is an understanding of power adapted to the conditions and constellation of Indonesia's geography. The Indonesian state adheres to the idea of an archipelago as an understanding by looking at the sea as not a separator, but rather an inter-island liaison as a homeland entity. Archipelago insight is a perspective on self and the environment to carry out community life, nation and state based on Pancasila and the Basic Law of '45 (Budisantoso, 1997; Provision of the People's Consultative Assembly of the Republic of Indonesia Number: II / MPR / 1998). The aim of developing the concept of Archipelago Insight is to build awareness and attitudes of every individual of the Indonesian nation to maintain a unitary state.

The meaning of the love of the homeland contains the rights and obligations to prioritize the interests of the Indonesian nation and state. The attitude of love is participation in regional development, participation in the holding of general elections, use of domestic products, and so on. While the meaning of defending the state includes the rights and obligations of citizens to maintain the independence and sovereignty of the nation and state of Indonesia from external and internal disturbances.

According to Erickson (1993), psychosocial individuals increase with age. For this reason, he divided a person's psychosocial development into eight stages based on age categories, namely: confidence vs. distrust (age 0 - 11/2 years), autonomy vs. shame (11/2 - 3 years), questionable vs. guilt (3- 5 years), low self esteem industry (5-12 years), identity vs. role confusion (12-18 years), intimacy vs. isolation (18-40 years), generativity vs. stagnation (40-65) years, and ego integrity vs. despair (more than 65 years).

Human personality develops in a predetermined order, built on each of the previous stages. During each stage, individuals resolve psychosocial crises which might be either positive or negative results in order to develop trust. Failure to complete a stage can result to the reduction in ability to complete the next stage.

Middle school students are often said to be teenagers who are in a hesitant position and looking for self-identity. At this stage, students want to show identity and their existence. Identity is a characteristic or sign that is attached to someone and distinguishes him/her from other people. In this paper, the meaning of identity does not refer to the characteristics, signs, or identity of a physical nature, but rather it is a personal and social personality.

Identity search itself is stimulated by social groups in the form of disseminating and planting values, norms, and habits that are supported by each group. If an individual perceives that the values, norms, and habits of a group in accordance with his ideas provides a sense of security and comfort, he will quickly make adjustments, participate, and show his solidarity. On the contrary, if it feels inappropriate, unsafe and uncomfortable, he will avoid and isolate from the group.

In the process of adjusting, the individual is known to have two-way conditioning, namely: the ability to adjust to the environment or isolate from the environment. According to Goleman (2003) and Chaplin (2008), individual adjustments to surrounding social groups are related to individual maturity and emotional abilities. Emotional factors are the main thing because they are related to the ability to adapt. According to Hurlock (1980), there are several criteria for social adjustment, including (1) fulfilling group expectations and becoming members who are accepted in groups, (2) pleasing the attitudes of others in social participation, and (3) roles played in groups. Hurlock also stated that the inability of individuals to adjust depends on two types of isolation: (1) voluntary isolation which is withdrawal from the group because it is less interested in participating in group activities; or (2) intentional isolation because it is rejected by the group and its existence is not needed.

Social groups around stimulate individuals. Not all individuals will easily and smoothly adjust to the social environment. One or two groups are easily accepted, but other groups are rejected and tend to be avoided. For the latter, it is often said by individuals in conflict situations or social deviants with the environment (see: Horton and Hunt, 1999; Cohon, 1966).

Acceptance of certain groups tend to be used as self-identity and as a guideline for behavior, but vice versa with other groups who are rejected. A group that has certain ideas, values, norms, and habits may be accepted by an individual because the individual feels comfortable with the group and satisfied with what the group stands for. Other groups are avoided because they are not only considered to have ideas, values, norms, and habits that are considered less suitable for themselves but also reflect less expected behavior. The situation of rejection of one group can be

used to accept ideas, values, norms, habits, and behavior by other groups.

The identity of the student who is first possessed is from the ethnic origin. Students carry out the process of internalization and socialization of the values of the culture of the people. But as part of the territory of the Republic of Indonesia, native Papuan students are also expected to instill national values in themselves, obtained through character education activities in dormitory schools, surrounding communities, as well as commitment and behavior of the government (central, provincial, and regional) in implementing policies issued. National values are expected to be a strong identity, create pride, and are used as guidelines for everyday behavior.

Influence Factor

It is ensured that efforts to increase the awareness and nationalism of Papuan children are influenced by internal factors derived from themselves, for example: motivation, creative attitude, initiative, anticipatory, responsive, and others, and external factors originate and are outside the students' influence, for example: government environment, community environment, school environment, learning environment, social environment, and so on. In this paper, the focus will be on external factors that are thought to be exogenous variables that influence the development of awareness and attitudes of the nationalities of Papuan students. In the following section, the understanding of each of these external factors will be explained.

Policy commitment

The issuance of Law Number 32 Year 2004 as a revision of Law Number 22 Year 1999 is a commitment to apply the principle of autonomy in the management of government in Indonesia. Through this regulation, the pattern of governance that was originally centralized turned to decentralization by relinquishing authority to manage aspects in the region, except for the defense-security, religious, financial and fiscal aspects that remained managed by the central government. Especially in education, the management authority of basic education (elementary and junior high school) became the authority of the regency / city government, and high school (SMA) became the authority of the provincial government.

In the management of government through the principle of decentralization, the duties and authorities of the central government are more directed at the formulation of standards and issuing national policies, from the standardization of education unit management, infrastructure, curriculum, education funding such as Special Allocation Funds (DAK) and School Operational Assistance (BOS), and others. The operationalization of education is entirely a provincial and regional affair, including in terms of the utilization of education funds.

In the context of organizing education in boarding schools in the province of Papua, this not only includes the

application of central government standards and policies but also other things, such as the importance of institutional coordination, task distribution, funding authority, dormitory management, maintenance of school facilities, staffing, etc. Dormitory schools, especially integrated education providers from the elementary to high school level, involve the authority of central, provincial and regional government institutions. This requires coordination and division of tasks between the central government, the provincial government, and the regional government in the implementation of school dormitory. In fulfilling the provision of student's feeding (including breakfast, lunch and dinner, for example), it must be clear who is responsible because of differences in authority in the management of education: provincial or local government? In the same vein as maintaining a school building, a dormitory building, a teacher's house, or others, it is not clear where the authority and responsibility of the provincial government and the local government stands. The dormitory buildings in boarding schools in Mimika District are in a state of severe damage and it is still unclear who is responsible for renovating them. Students have complained to the provincial and regional governments but have not been taken seriously. Students also often complain about smaller portions of food rations, and have resorted to cooking cassava taken from the village or even cultivating the plant to increase daily consumption.

Reflection of such situations directly or indirectly will affect students' perceptions of the merits of government performance. Students tend to think that government performance is not good, less caring, less serious, and less committed to fulfilling their obligations needed in their education process. It further raises students' dissatisfaction with the government's performance due to the poor level of service quality. This is in line with the opinion of Kotler (2011) that satisfaction is the level of pleasure derived when someone compares the performance or results of an organization with expectations. Satisfaction will arise if the organization's performance or results are comparable or exceed expectations, otherwise, dissatisfaction is less than expected. According to Zeithmal and Bitner (2002), the level of satisfaction is influenced by the quality of service and feeling of pride towards the performance exhibited by an organization.

Boarding management

In simple terms, management can be interpreted as activities needed to achieve certain goals and results. Management is an activity that moves, organizes and directs human efforts to effectively utilize material and facilities to achieve a goal. Whereas Lucey and Lucey (2004) argues that, management is the utilization of human resources and other resources that are realized in the activities of planning, organizing, implementing, and supervising to achieve certain goals. Griffin (2011) defines management as the process of planning and decision making, organizing, leading and controlling and

organization human, financial, physical and information resources to achieve organizational goals in an efficient and effective manner.

Dormitory schools are one of the educational options for indigenous Papuan students through the management of human resources and other resources to achieve certain goals. In managing boarding schools, there are several things that need to be considered, including: the principles and objectives of boarding education; the origins of boarding dwellers; availability, origin, and qualifications of principals, teachers, and administrative staff; completeness and condition of school and dormitory facilities; financial support for education administration and dormitory management; management and activities in the hostel. All these should be considered beginning from the preparation of planning, organizing, implementing, monitoring and controlling, maintenance, to evaluating the results achieved.

The performance of managing schools and dormitories which are considered to be less consistent, consistent, and satisfactory can cause negative effects on Papuan students, especially towards the government (central, provincial, and regional). The government tends to be considered less serious in developing Papuan human resources and advancing the territory and people of Papua. The negative effect is the strengthening of regional sentiment, supported by the weakening condition of national identity in the life of the state, which tends to facilitate the acceptance of provocative ideas, especially the influence of a group of people who want independence in the Papua region.

Character education

The implementation of modern education is a planned or intentional effort to develop students' ability to overcome their environment. This means, with careful planning and implementation of education, everyone can be changed.

In the current era of globalization many experts argue that education in every country must be able to produce competitive quality and output, through mastery of science and technology, as well as creative, critical thinking, collaboration, and communication. In addition, education must also produce competencies of graduates who can take advantage of information and communication technology, and are nationally minded so that students do not lose from the cultural roots of their society. Especially the last, Lickona (2009) argues that character education is a deliberate effort to help people understand, consider, and perform core ethical values. Character education is an effort to instill values to create ways of thinking and behaving for each individual to live and work together, both in the family, in the community, and in the nation. A person who has an adaptive and strong character will be able to overcome his environment, especially in preventing the influence of foreign elements that are deemed to be incompatible with the values supported by his community (Koesoema, 2007; Affan and Maksum, 2016).

In Indonesia, basically character education for students

has long been given by the Ministry of Education and Culture of the Republic of Indonesia. Character education is given through the monolithic subjects of Pancasila Moral Education (PMP), Pancasila Education and Citizenship, and recent Citizenship Education (Syamsudin et al., 2018; Winataputra, 2010). But the results are considered ineffective, and still contain some weaknesses. Nadiroh (2004) argues that PKn learning still faces many obstacles and limitations, especially in relation to instrumental input of teacher quality and adequate facilities and learning resources, and instrumental input to less democratic conditions of the life and political situation of the country. The indication is that the implementation of Civics often does not lead to the expected mission.

Since 2015, the minister of education and culture has issued Regulation No. 23/2017 concerning Strengthening Character Education (SCE), which was later strengthened by higher regulations in the form of Presidential Regulation No. Republic of Indonesia. 87/2017. SCE is an effort to develop students and their individual characters to behave in accordance with the values, norms, and rules that are supported by the people of Indonesia. There are five main values in the SCE program that are interrelated to form a value chain that needs to be developed, namely religion, nationalism, cooperation, integrity, and independence (MOEC, 2017). SCE is an effort to shape the personality and nationality of students through activities inside and outside of school.

Environmental Issues

Papua Province is one of the richest areas of natural, animal and vegetable resources. This region also accommodates the largest Lorentz National Park located in Southeast Asia, with an area of 2.4 million hectares. In 1999, this national park was accepted as a UNESCO World Heritage Site. Since 2003, WWF-Indonesia Sahul Papua Region has been mapping indigenous territories in the Lorentz National Park area. In 2003–2006, WWF conducted mapping in the Lorentz National Park area in Yahukimo District, and in 2006–2007 the mapping was carried out in the Asmat District.

The Papua province is rich in mining and mineral resources, such as copper, nickel, gold, coal, diamonds, and others. One copper mining company cooperating with PT Freeport Indonesia Company (United States) since March 3, 1973, was in the Tembagapura Regency. This company, which has operated and exploited Papua's natural resources since 1967, has more than 2.6 million hectares, including 119,435 hectares of protected forest areas and 1.7 million hectares of conservation forest areas. The exploitation of this company not only helped to displace some of the land rights of indigenous people, but also led to economic, political, environmental and local indigenous issues. From an economic aspect, PT Freeport Indonesia is the largest contributor to the gold industry daily, but it only contributes relatively little to the Indonesian government yearly. From a political aspect there was an insistence that

the Indonesian government reviews the work contract. From the environmental aspect, at least 291 thousand tons of Freeport mining waste are dumped into the river every day which causes mercury contamination of the wells belonging to residents in Papua. In terms of indigenous people, they have not significantly benefited educationally from the company, resulting in the impoverishment of thousands of Papuans to damage to nature and community agricultural land (Kompasiana, 2015).

Issues of environmental damage and the impoverishment of indigenous Papuans, like or dislike tend to give rise to negative responses to the Indonesian government. The community feels that they have not received any protection and beneficial treatment from the Indonesian government. They assume that their independence has been seized, one of which is the customary land or ulayat land which has been a source of livelihood for indigenous people but is now lost and turned into a mining area that cannot be enjoyed.

Regional Sentiment

Factors of policy commitment, management of dormitory schools, character education, and the environment are thought to have an influence on strengthening or weakening students in internalizing the values of nationalism into themselves. Dissatisfaction with the reality of these factors can strengthen regional sentiments in the form of opinions or views based on excessive feelings towards the place of origin of the region and ethnicity, and high solidarity with regional groups. Regional sentiments are awareness, attitudes, and behavior that are based on regional ties, loyalty, ancestral origin, kinship, and believe in certain beliefs. Regional sentiments can give rise to ethnocentrism attitudes and behaviors, namely the tendency of someone to assume one group is better than the other groups so as to encourage irrational actions (Harris ed., 1999; Both, 2014).

The weakening of national identity, supported by the strengthening of regional sentiment, will further facilitate the acceptance of the influence of extreme ideas or thoughts on indigenous Papuan students. The ideas and behavior shown by a group of people who meet in the Free Papua Organization with demands to separate and establish their own country can infiltrate and spread to students who are being educated in dormitory schools. Dissatisfaction with the government's treatment in supporting the smooth running of education and the exploitation of environmental resources that are considered not to have an impact on welfare, will diminish hopes for a better life, demands for fulfillment of educational facilities and others that tend to be neglected. If allowed and not seriously responded to by the Indonesian government, it tends to only strengthen support for the movement among Papuan students. For instance the cry for independence of the Papua region not only takes place in the Papua region, but also students schooling in other provinces, especially on the island of Java. Astawa (2017) notes that one of the obstacles to

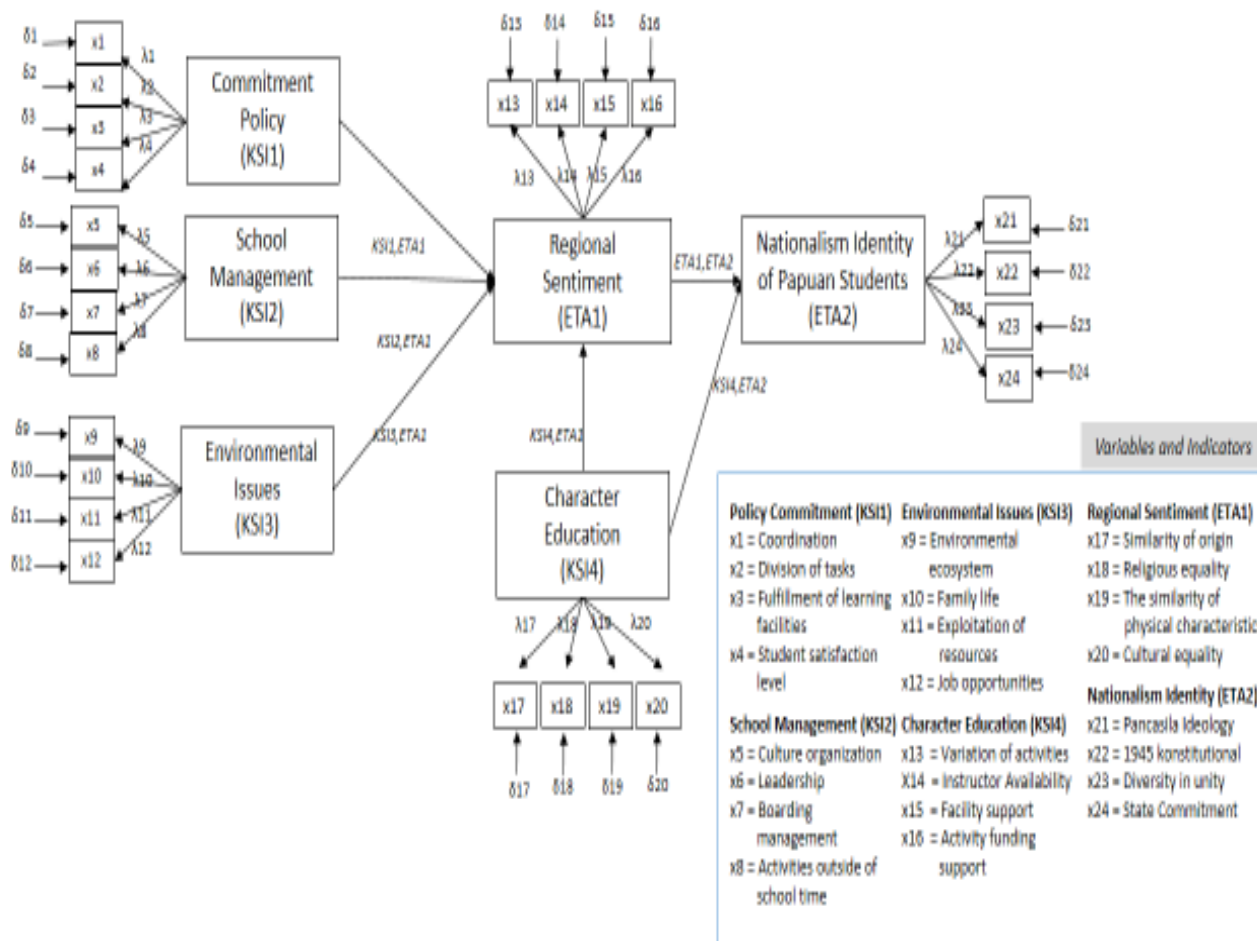


Figure 1: The influence of commitment policy, boarding management, environment issues and character education on ethnic sentiment and nationalism identity of Native Papuan students at the Dormitory School

national integration is the factor of dissatisfaction with inequality and inequality in development. This is observed in the model seen in Figure 1.

METHODOLOGY

Sample respondent

This text is part of the results of boarding school studies in the Papua province in 2018. The object of research is five boarding schools located in Mimika Regency, Nabire District, Jayapura City, Jayapura Regency, Jayapura Regency, Jayapura Regency, and Keerom Regency. Taking the location of the study on the grounds at the dormitory school, indigenous Papuans undertook the education process at the high school level with a total of 1,561 people (Mimika District = 332 people; Nabire District = 378 people; Jayapura City = 301 people; Jayapura District = 301

people, and Keerom District = 87 people). The sample of 120 students consisted of 30 students each in the Mimika district and Jayapura City school dormitories, and 20 students each in boarding schools in Nabire District, Jayapura District, and Keerom District were obtained from 12th-grade students through random sampling techniques. The 12th-grade students were determined because they are often regarded as seniors, become role models, informal leaders, and often communicate with parties outside the dormitory (one of them is an alumni). Samples of students are respondents who must answer the questions in the questionnaire distributed to them.

Collecting data and information technique

Data collection was done through the distribution of questionnaires, interviews, and focus group discussions (FGD). Regarding the questionnaire, before being distributed to students a test was carried out to determine

the validity and reliability of the questions. The validity and reliability test criteria used the criteria of Pearson and Cronbach Alpha using the SPSS version 24.0 program. The minimum validity criteria for the validity test was $= 0.361$, and the reliability test was ≥ 0.6 . Only proven questions that were valid and reliable were used in subsequent field research. The interview technique was carried out to collect relevant information, both from students, teachers, dormitory managers, and the school principals. The FGD was conducted by inviting school principals, teachers, parents, and local community leaders.

Analysis data technique

Data was analyzed by Structural Equation Modeling (SEM) using Lisrel 8.80 program. SEM can be done, because the number of samples meets the minimum requirements of 100 respondents (Kusnendi, 2009; Haryono and Wardoyo, 2013).

FINDINGS

From the distribution of questionnaires, it was found that 74 people (61.67%) were male and 46 (38.33%) were female. In terms of age, the respondents of Papuan students were between 15 - 22 years, with the highest number (81.67%) between 17 and 18 years. The majority of students said they came from inland or coastal areas and only a small number resided in urban areas long enough to follow their parents. From the field, it was found that students in the five research locations came from various tribes in Papua, such as: Amungme, Asmat, Dani, and others. As many as 54 students (45.00%) come from parents who support the livelihood system of gardening and livestock, 35 (29.17%) from fishing families, 15 (12.50%) from labor families, and 16 (13, 33%) other work.

Dormitory schools studied were government schools, and all education costs were borne by the government starting from school fees, meals, uniforms, textbooks, and others. Receipt of school funds was obtained from routine funds and school operational assistance from the central government and regional governments for the components of expenditure on teaching and learning activities, consumption, salaries, procurement and maintenance of facilities and infrastructure. Some students also received assistance in financing the Smart Indonesia Program (PIP) from the government to support their education, such as: buying books, uniforms, shoes, and so on (Minister of Education Regulation Number 19 of 2016; Zamjani, 2019).

Condition of nationalism

The implementation of character education in dormitory schools, especially aspects of nationalism, is no different from other schools. Development of nationalism is carried out through monolithic Citizenship Education subjects or integrated into other subjects, and activities such as sports,

arts, martial arts, and others. On a scale of 1 to 5 (1 = very low; 2 = low; 3 = moderate; 4 = high; 5 = very high), the nationalism conditions of students in Papua school dormitory are still categorized as being moderate, as shown in Table 1.

Table 1 presents the nationalism conditions of students in the dormitory school studied. This condition is categorized as sufficiently average but requires serious attention from interested parties. Students in dormitory schools need special treatment to increase awareness of nationalism. Various phenomena around lead to the vulnerability of external influences, both in terms of the government's commitment in supporting education, economic aspects, exploitation of natural resources, and local politics. The separatist movement by a group of people fast or slow can affect the weakening of student nationalism, if the conditions and situations are not changed.

Confirmatory factors analysis (CFA) results

Validity Test Results

Latan (2012) suggests that Confirmatory Factor Analysis (CFA) is conducted to test the dimensionality of a construct or variable. CFA needs to be implemented as a test of validity and reliability to determine whether indicator variables really form the latent variables studied (Haryono and Wardoyo, 2013). Validity test is done to find out whether the question items meet the standardization value of the factor. If the value of the standard loading factor is greater than 0.5, the question item is valid (Ghozali, 2016). Table 2 shows that all items in the statement or indicator in this study are valid, because they have a loading value which is greater than 0.5.

Goodness of Fit

Structural model analysis in SEM aims to test the suitability of the overall model, which is based on the Goodness-of-Fit Index (GFI) indicator of LISREL output (Hair et al, 2006). Overall, a summary of the critical values of the model compatibility test is shown in Table 3.

The model match test results show that RMSEA, GFI and AGFI, NFI, NNFI, CFI, IFI, and RFI meet the suitability of the model, because most test scores are included in the Good Fit category. In conclusion, the model fits the data.

Structural Model Results

Data processing results can be seen in the structural equation modeling (SEM) as follows in Figure 2.

Hypothesis testing

Hypothesis tests are conducted by examining the critical value (CR) at a 95% confidence level or a 5% error. Table 4 shows that 11 hypotheses are accepted by obtaining a

Table 1. Conditions of nationalism of students in the dormitory school Papua (Average)

No.	Aspects	Location					Total (Ave)
		District Mimika	District Nabire	Municipality Jayapura	District Jayapura	District Keroom	
1.	Pancasila ideology	2.35	2.42	2.58	2.45	2.36	2.43
2.	1945 Constitution	2.55	2.57	2.62	2.45	2.67	2.57
3.	Different of unity	2.46	2.58	2.65	2.80	2.46	2.59
4.	State commitment	2.24	2.66	3.12	2.44	2.52	2.60
5.	National Insight	2.15	2.25	2.42	2.28	2.18	2.26
	Total (Ave)	2.35	2.50	2.68	2.48	2.44	2.49

Table 2. Validity CFA Results

Variable	Indicator	loading factor	Conclusion
KSI1	X1	0.86	Valid
	X2	0.68	Valid
	X3	0.86	Valid
	X4	0.78	Valid
KSI2	X5	0.81	Valid
	X6	0.75	Valid
	X7	0.84	Valid
	X8	0.93	Valid
KSI3	X9	0.77	Valid
	X10	0.74	Valid
	X11	0.68	Valid
	X12	0.55	Valid
KSI4	X13	0.74	Valid
	X14	0.75	Valid
	X15	0.69	Valid
	X16	0.60	Valid
ETA1	X17	0.92	Valid
	X18	0.95	Valid
	X19	0.86	Valid
	X20	0.57	Valid
ETA2	X21	0.91	Valid
	X22	0.86	Valid
	X23	0.90	Valid
	X24	0.75	Valid

Table 3. GOF Test Results

Size Degree of Match	Value	Acceptable level of compatibility	Conclusion
Goodness of Fit Indices (GFI)	0.98	GFI \geq 0.9	Good Fit
Root Mean Square Error of Approximation (RMSEA)	0.078	RMSEA \leq 0.08 (good fit)	Good Fit
Normed Fit Index (NFI)	0.93	NFI $>$ 0.90	Good Fit
Adjusted GFI (AGFI)	0.92	AGFI \geq 0.90	Good Fit
Comparative Fit Index (CFI)	0.96	CFI $>$ 0.90	Good Fit
Incremental Fit Index (IFI)	0.96	IFI $>$ 0.90	Good Fit
Relative Fit Index (RFI)	0.91	RFI $>$ 0.90	Good Fit
Goodness of Fit Indices (GFI)	0.98	GFI \geq 0.9	Good Fit

value of t which is greater than 0.05 or 1.96 (Hair, et.al., 2006).

In Table 3, the environmental issue variable (KSI3) is shown to have the greatest influence on strengthening regional sentiment (ETA1), then regionalism sentiment has

a significant influence on the development of the nationalism identity of Papuan students in the dormitory school. Another variable that also has a considerable influence on the development of regional sentiment (ETA1) is the management of dormitories, followed by policy

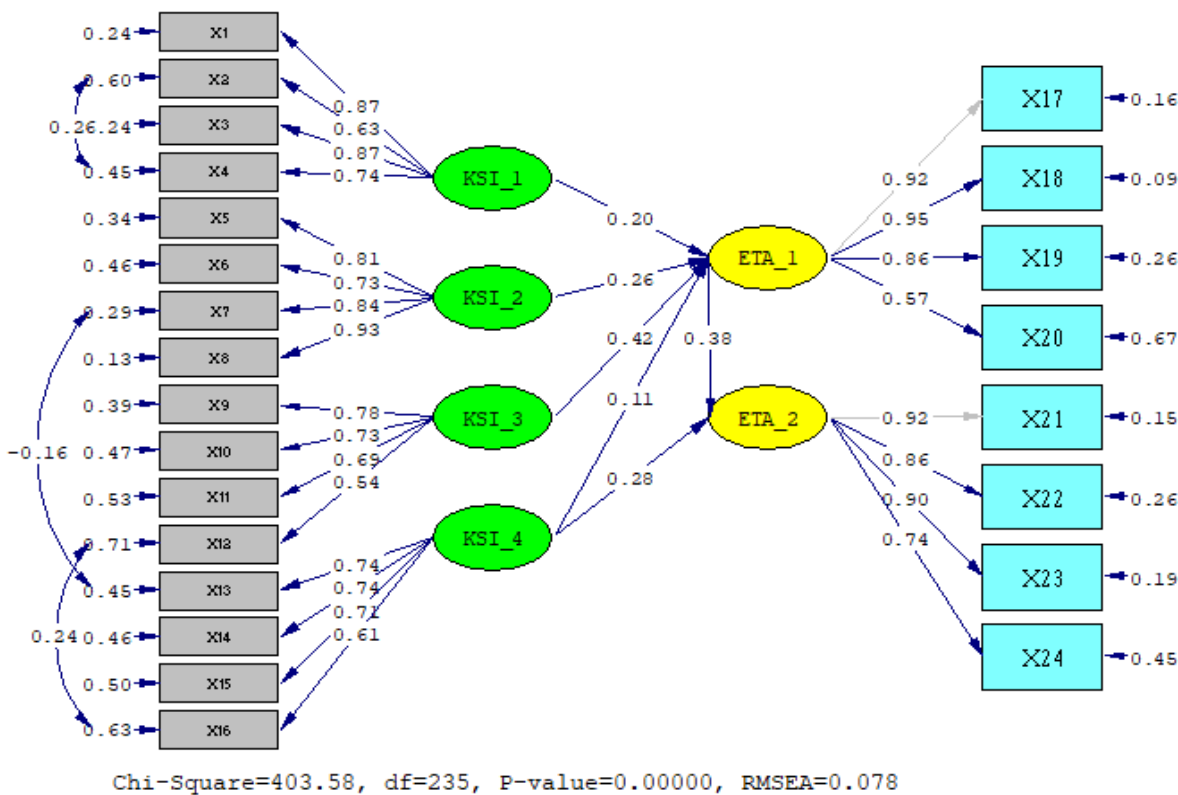


Figure 1. Structural Relationship Test

Table 4. Hypothesis Test Results

No.	Hypothesis	Loading	Conclusion
1.	Policy Commitment (KSI1) toward Regional Sentiment (ETA1)	0.20	Hypothesis is accepted
2.	School Management (KSI2) toward Regional Sentiment (ETA1)	0.26	Hypothesis is accepted
3.	Environmental Issues (KSI3) toward Regional Sentiment (ETA1)	0.42	Hypothesis is accepted
4.	Character Education (KSI4) toward Regional Sentiment (ETA1)	0.11	Hypothesis is rejected
5.	Character Education (KSI4) toward Nationalism identity (ETA2)	0.28	Hypothesis is accepted
6.	Regional Sentiment (ETA1) toward Nationalism Identity (ETA2)	0.38	Hypothesis is accepted

commitments.

Explicit, environmental issues, school management, and commitment to implementing dormitory schools have a significant influence on fostering regional sentiment. Environmental issues are crucial aspects that mostly influence regional sentiment. Exploitation of the environment which is considered to cause damage and its utilization which does not have a positive impact on improving the welfare of the local / regional community, will lead to the strengthening of these sentiments, on the contrary weakening the sense of nationality. The sentiment will be even stronger if faced with a reaction to the government's lack of commitment in providing education for them through a school dormitory. Although the government seeks to foster nationalism through character education for Papuan students, its influence is relatively

small and the program mechanism tends to show less success in involving students.

Testing indicators in variables

An analysis model developed by the Correlated-Multivariate Model is characterized by four exogenous variables and two endogenous variable. The results of testing the relationship of indicators between variables are shown in Table 5.

DISCUSSION

In Table 4, the Policy Commitment (KSI1) variable has a significant influence on the development of regional

Table 5. Test Results of Relationships Between Exogenous Latent Variables and Indicators of Endogenous Latent Variables

Variable	Indicator	Loading value	Construct Coefficient	Contribution
Policy Commitment (KSI1)	x1= Coordination	0.24	0.87	0.2088
	x2= Division of Tasks	0.60	0.63	0.3780
	x3 = Fulfillment of Learning Facilities	0.24	0.87	0.2088
	x4 = Student Satisfaction Level	0.45	0.74	0.3330
School Management (KSI2)	x5= Culture Organization	0.34	0.81	0.2754
	x6= Leadership	0.46	0.73	0.3726
	x7= Boarding Management	0.29	0.84	0.2436
	x8=Activities Outside of School Time	0.13	0.93	0.1209
Environmental Issues (KSI3)	x9= Environmental Ecosystem	0.39	0.78	0.3042
	x10 = Family Life	0.47	0.73	0.3431
	x11 = Exploitation of Resources	0.53	0.69	0.3657
	x12 = Job Opportunities	0.71	0.54	0.3834
Character Education (KSI4)	x13= Variation of Activities	0.45	0.74	0.3330
	X14 = Instructor Availability	0.46	0.74	0.3404
	x15= Facility Support	0.50	0.71	0.3550
	x16= Activity Funding Support	0.63	0.61	0.3843
Regional Sentiment (ETA1)	x17 = Similarity of Origin	0.16	0.92	0.1472
	x18 = Religious Equality	0.09	0.95	0.0855
	x19 = Similarity of Physical Characteristics	0.26	0.86	0.2236
	x20 = Cultural Equality	0.67	0.57	0.3819
Nationalism Identity (ETA2)	x21 = Pancasila Ideology	0.15	0.99	0.1485
	x22 = 1945 Constitutional	0.26	0.86	0.2236
	x23 = Diversity in Unity	0.19	0.90	0.1710
	x24 = State Commitment	0.45	0.74	0.3330

sentiment (ETA1) for Papuan students. Table 5 shows that the task distribution indicator (x2) contributes the highest value of 0.3780 to the Policy Commitment variable (KSI1) followed by the contribution of the indicator value of Student Satisfaction Level (x4) of 0.3330, and the indicator of Coordination and Fulfillment of Learning Facilities of 0.2088. These results indicate the desire of students, so that between the central, provincial and district/city governments can work coordinately and synergistically by carrying out their respective roles and functions in supporting the implementation of education in dormitory schools. A senior student at the Mimika Regency dormitory said "this division of tasks which was considered less coordinative and synergistic was still a problem in the field, so that until last year who was most responsible for the renovation of damaged student dormitories and endangered residents was unknown".

In the School Management (KSI2) variable which also has an influence on regional sentiment (ETA1), Table 5 shows the Leadership (x6) indicator contributing the highest value of 0.3726, followed by the Culture Organization (x5) indicator of 0.2754, Boarding Management (x7) of 0.2436, and activities outside of school time was 0.1209. This shows the importance of the Principal's leadership in dormitory school, especially in managing all aspects of education in schools and carrying out roles and functions as coordinators, motivators, facilitators, initiators, supervisors, and so on. In the Indonesian context, through Minister of Education Regulation No. 13 of 2007, the school principal is mandated to have personality competence

(moral, integrity, open, and able to control); managerial competencies (able to arrange school planning, develop schools, utilize school resources optimally, manage teachers and staff, manage relationships between schools and communities, etc.); entrepreneurial competence (creating innovation, having strong motivation, having entrepreneurial instincts); supervision competence (planning and implementing an academic supervision program, following up on academic supervision results to improve the professionalism of the teacher's term); and social competence (working with other parties for the interests of the school, participation in social activities, social sensitivity, etc.) Without the ownership of competencies required, the implementation of education in schools will lead to failure, including in this dormitory school in Papua.

In Table 5, the employment opportunity indicator (x12) also shows the highest contribution of 0.3834 to the Environmental Issue variable (KSI3), followed by the Exploitation of Resources indicator (x11) of 0.3657, Family Life of 0.3431, and Environmental Ecosystem of 0.3042. These results indicate that students want job opportunities after they finish their education. From interviews with a number of students, they were able to accept the exploitation of the wealth of natural resources around them, with the requirement to be able to absorb them as workers thus becoming an avenue for improving family life, and preventing severe environmental damage. The government must be responsible for the environmental ecosystem apart from the large number of people who rely

on it as their main source of family life. The fact has been that exploitation of mines and minerals in the surrounding area is considered to have less impact on the lives of local communities who tends to still struggle with poverty.

Character education in dormitory schools lacks a significant influence on student regional sentiment, and even tends to be rejected. However, Table 5 shows that the indicator of funding support for activity (x16) contributed the highest value of 0.3843 to the Character Education (KSI4) variable. This means that this funding support is sufficient to play a role in the implementation of character education and the achievement of results, especially in supporting the strengthening or attenuation of the orientation of student regional sentiments. Another indicator is the condition and situation of Facility Support (x15) which contributes a value of 0.3550, followed by an Instructor Availability (x14) indicator of 0.3404, and Variation of Activities (x13) of 0.3330. Strictly, all these indicators are interconnected in influencing the high or low character education activities in dormitory schools, as well as the possibility of conditioning that appears in the regional sentiments of Papuan students.

Regional Sentiment (ETA1) is an endogenous variable influenced by exogenous variables (KSI1-KSI4). The indicator that contributed the highest value was Cultural Equality (x20) of 0.3819, followed by an indicator of Similarity of Physical Characteristics (x19) of 0.2236, Similarity of Origin (x17) contributed 0.1472, and Religious Equality (x18) contributed 0.0855. This shows that the cultural equality of indigenous Papuans is the main element of the emergence of regional sentiment, supported by the similarity of physical characteristics and has been descending from the land of Papua. Even though there are frequent conflicts (tribal war) among tribes in Papua, the current generation sees them more as residents who have a number of similar characteristics, the emergence of awareness and behavior of a group of people from various tribes in Papua as a whole, Papuans, one of which was shown through the separatist movement of the Free Papua Organization which voiced freedom from the Indonesian state.

Finally, the Nationalism Identity (ETA2) variable has the influence of Character Education (KSI4) and Regional Sentiment (ETA1) variables. The ETA1 view shows a coefficient of greater value (0.38) than KSI4 (0.28) against ETA2. From the ETA2 variable, the indicator that contributed the highest value was the State Commitment (x24) of 0.3330, followed by 1945 Constitutional (x22) of 0.2236, Diversity in Unity (x23) of 0.1710, and Pancasila Ideology (x21) of 0.1485. Implicit, variable Character Education (KSI4) and Regional Sentiment (ETA1) can have a positive influence in fostering Nationalism Identity (ETA2) for Papuan students on the condition that they require conducive management and strengthen the sense of nationality. But if the phenomenon shows elements that tend to be negative, then for example, it is considered to be less impartial, less caring, tends to ignore, be destructive, and others tend to lead to weakening that sense of

nationality.

The discussion above shows that the state of consciousness and national behavior of native Papuan students who are studying in school dormitory is influenced by the complexity of external factors, including policy commitment, school management, environmental issues, character education, and regional sentiment. These factors are exogenous variables which have a significant influence on endogenous variables of regional sentiment; then regional variables themselves can be exogenous variables that have a positive influence on endogenous variables of national identity. On this basis, efforts to develop conditions and conducive treatment of exogenous variables KSI1, KSI2, KSI3, and KSI4 must be taken seriously by the government to hinder and reduce the strengthening of regional sentiments so that they do not lead to situations that are easily affected by the separatist stimulus. The weakening of regional sentiment will strengthen the national identity of Papuan students as an integral part of the unitary state of the Republic of Indonesia.

A sense of nationality will emerge if environmental issues are considered positive by Papuan students when the nation become a place that provide jobs, provide improved welfare, and maintain balance and prevent the destruction of environmental ecosystems. In terms of policy commitment, it is hoped that a division of labor can be developed in accordance with the roles and functions of the central, provincial and regional governments, and to provide satisfaction for Papuan students in supporting their education, coordination and fulfillment of the required educational facilities. In terms of school management, conducive school leadership should be realized, a school culture that is oriented to the quality of high learning outcomes should be built, dormitories should be managed, activities outside of school hours should be supported. All of these things tend to strengthen the identity orientation of the Papuan students because they receive concern from the government (central, provincial, and regional), and the benefits are felt in obtaining a better level of life later.

Conclusion

This study shows that the variables of community commitment, school management, environmental issues, and character education have a significant influence on regional sentiment. The latter is said to have a significant influence on fostering the nationalism identity of indigenous Papuan students who are studying at the dormitory school. In essence, the conditions and situations that are consistent and conducive to the implementation of policy commitments in holding dormitory schools for indigenous Papuan students, management of schools that have a vision - systematic - and quality, exploitation of natural resources that provide employment opportunities - are beneficial for improving the welfare of the local community - preventing damage to ecosystems, as well as

the implementation of planned character education both with complete instructors and supporting facilities, which tend to weaken the orientation of regional sentiments, and vice versa.

The influence of the variables above which tend to strengthen regional sentiment will not only lead to ethnocentrism, but also be relatively easily influenced by ideas that contradict nationalism awareness and behavior. The existence of a significant relationship between regional sentiment variables and national identity, strong regional sentiment will weaken the national identity of Papuan students, especially those influenced by poorly managed character education both in conceptual and operational terms. The government of course must be more vigilant and concerned about the issue of the national identity of these Papuan students. Just look at the support of intellectuals who are increasingly widespread towards separatist movements, ranging from lecturers, Papuan students who are studying in higher education inside and outside Papua, as well as high school students, one of which is caused by dissatisfaction with the government which is supposed to reflect care and justice. If allowed to worry that support will increase and strengthen this will eventually become a serious problem for the republic.

A wise and drastic measure is highly expected from the central, provincial and regional governments to be able to foster a strong national awareness and behavior from indigenous Papuans.

Conflict of interests

The authors declare that they have no conflict of interests

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