

Experiences of the Yapis in Extending Human Resources in Tanah Papua

Rudihartono Ismail

Universitas Amal Ilmiah Yapis Wamena, Indonesia
rudihartonoismail6889@gmail.com

Helmawati Helmawati

Universitas Islam Nusantara, Indonesia
hhelmawati@uninus.ac.id

Ismail Suardi Wekke

Institut Agama Islam Negeri (IAIN) Sorong, Indonesia
The Jusuf Kalla Research Center for Bugis Makassar Cultural Studies,
Universitas Muslim Indonesia
iswekke@stainsorong.ac.id

Didiharyono Didiharyono

Andi Djemma University, Palopo, Indonesia
muh.didih@gmail.com

Abstract

Quality education can form quality human resources. It certainly has a significant correlation with the development process, the success of which depends on the quality of its human resources. This research, using a qualitative descriptive approach, focused on determining the role of the Islamic Education Foundation (YAPIS) in generating Educated Human Resources in Tanah Papua. The results showed that YAPIS, as an Islamic Education Foundation engaged in education, is a strategic partner of the government to advance the people of Papua through education. The Papuan people contribute exceptionally to the development of their region. Through quality education, indigenous Papuans will be able and ready to compete in this era of globalization. Many factors influence the success of education development in Indonesia, including in remote, underdeveloped, and outermost (3T) areas, such as in Tanah Papua (although not all of its areas are classified as remote and underdeveloped). These factors are in the form of challenges and opportunities. On the positive side, the more challenges they face means that there are more opportunities for humans to advance and develop in their lives.

Keywords

Islamic Education Foundation (YAPIS), Human Resources, Tanah Papua.

1. Introduction

Education is a process that is inseparable from human life. It has an important role in helping humans cultivate their individual unique potential and nature. It also helps them become educated human beings and ready to develop society, nation, and state. All citizens from all categories: young and old, male and female, poor and rich, physically normal and disabled, in urban and rural areas, as well as in urban centers and in remote areas, have the right to education (education for all) as mandated by the constitution saying that every citizen has the right to education (Latif, 2006) (Noor, 2018).

All citizens from Sabang to Merauke have the right to education. The role of the community, especially in remote areas, appears to be very high in an effort to improve education, as marked by the establishment of the Islamic Education Foundation (YAPIS) in Tanah Papua whose purpose is none other than an effort to help the government to

educate the nation's life and build educated human resources (HR), especially in Tanah Papua (Nuruddin, 2018). Education helps humans maximize their potentials using their given senses of hearing, sight, taste, and heart, by which they know new things and have knowledge and skills in various fields. They need each other to share knowledge, skills, and life experiences (Azra, 2006; Helmawati, & Ismail, 2018).

In the context of humans as social beings, educational efforts definitely cannot be separated from various elements that interact and interconnect with one another. Parents' sensitivity and awareness of the importance of education to assist the development of education for the next generation is a must (Majid, 2008). Cooperation between various parties, including the community, the environment, and the government, accelerates the realization of the educational process that leads to the expected quality of human resources. The sociological theory states that social interaction is the primary condition for social activities (Soekanto & Sulistyowati, 2017). The educational process means a social interaction between the involved elements which are interrelating with each other in improving basic literacy for all groups (Didiharyono & Qur'ani, 2019).

Education with school-based management is applicable to achieve common interests. All elements of society having an interest in schools can work together about the learning model and curriculum to be provided by the schools to obtain a unique educational model rooted in the society to realize educational democracy. Changes are sought so that education in a country does not lag far behind that in others. A nation should develop education based on its educational philosophy system, whose values animate and provide its educational identity (Oniel, 2002).

In Tanah Papua, there are five (5) main educational foundations, namely YPK (Christian Education Foundation), YPPK (Catholic School Education Foundation), YAPIS (Islamic Education Foundation), Adventists, and YPGI (Indonesian Churches Fellowship Education Foundation). The managers of the five educational foundations communicate intensively by holding regular meetings to improve the quality of education to improve human resources in Tanah Papua (Dute, 2019). The author got information from them that the Islamic Education Foundation (YAPIS) has been actively playing a role in helping the people and government in Tanah Papua improve the quality of their human resources intensively and with high commitment. The indicators would be disclosed in further discussion (Arifin, 2015; Nuruddin, 2018).

YAPIS has made different changes. The Islamic educational institutions under its supervision have been developing in Tanah Papua, an area with extreme geography and most of the population is non-Muslims. The challenges it faces in developing education in Papua include narrow individual thinking, low quality of human resources, negative traits (laziness, lack of discipline, lateness, and giving up), regional culture (such as community demands for customary rights), low socioeconomic, geographical conditions, security, in-group versus out-group, management of educational institutions, ideology, education policy, and globalization (Helmawati & Ismail, 2018) (Mulyono & Wekke, 2018).

More specifically, in the education process, the challenges consist of several components, including curriculum, processes, graduates, educators, infrastructure, and financing. Other factors are grouped into several categories, namely distance and time, transportation access, government, health, culture, global competition, and security. Great opportunities for the future of the Papuan people can be achieved through the implementation of quality education under YAPIS (Wekke, 2013) (Musthan et al, 2018). In addition to increasing knowledge, the community can improve their welfare. Educated humans will also have the competence to be employed in increasing dignity and civilization.

2. Method

This study used a descriptive qualitative approach to education, especially how YAPIS plays its role in building quality education in Tanah Papua. Information containing data and facts presented in the discussions in this book was from the primary sources, such as YAPIS administrators, both of central and branches, managers of educational institutions (UPTs) under YAPIS, students, and education stakeholders. The instruments used to obtain information were observation, interviews, questionnaires, and documentary studies. The analysis of the validity of the information obtained in this paper using the crosscheck method or data triangulation method.

Based on the description and analysis presented, there is a hope that the struggle in education can be well-organized in remote areas affected by challenging geographical conditions to form an educated community with competence and qualifications and ready to compete in the era of globalization. Such a struggle in remote areas should get more attention and become a lesson for all parties that all citizens have the right to quality or quality education.

3. Results and Discussion

3.1 Brief information about YAPIS

YAPIS was founded on the spirit of fighting for education for the next generation and the historical story that Islam was in Irian Jaya far ahead of other religions. The spread of Islam is known to have been carried out by sea voyages by traders while trading and then some settling in particular areas (Wekke, 2013) (Tukwain et al, 2018). Tanah Papua is one of the largest islands in Indonesia, which is located in the center of Papua Island or the easternmost part of Indonesia's Papua region. The eastern part is bordered by the state of Papua New Guinea. Papua Province was initially covering the entire western part of Papua. However, in 2004, it was divided into two provinces, where the eastern part continues to use the name Papua, while the western one uses the name Papua Barat. Papua is the second-largest island in the world and the first largest in Indonesia (Yudiawan & Sunarso, 2021).

Based on history, in line with the power of the Sultan of Ternate/Tidore in North Maluku, which was most clearly seen on the South Coast, in Fak-Fak Regency, Sorong Regency, and Merauke, the term Raja Ampat in Sorong has nothing but close ties to the aforementioned Islamic sultanate. Meanwhile, the terms Fatagar Kings, Patipi, Rumbati, and Ati-Ati in Fak-Fak, Namatote in Kaimana, Sekar in Kokas, and many more, are known (Dute, 2019) (Arifuddin et al, 2019). YAPIS was established urgently based on the situation faced by Muslims in Papua at that time. Those who were sent to Papua (at that time Irian Jaya), both civil and private Muslim employees, found difficulty when going to send their children to school. The history describes that during the Dutch colonial era, the educational institutions developed were those founded by the Christian Foundation (Muslim, 2014) (Munirah, 2018).

After Irian was liberated, the first Muslims who tried to realize Islamic education were those in Kaimana by build buildings, and for the first time, in early 1963, the government of the Republic of Indonesia assisted Muslims in Irian Jaya. The Madrasah building is now a YAPIS Elementary School in Kaimana and the first asset belonging to YAPIS, apart from its assets in Merauke. Meanwhile, along with the times, an Islamic organization called Muhammadiyah developed, followed by various political streams into Irian Jaya (Ismail & Siswandani, 2018).

The Islamic Education Foundation (YAPIS) in Papua was established on Sunday, the 24th of Ramadan in 1380 Hijri or coincided with December 15th, 1968 AD. Its vision was To Realize Intelligent, Skilled, Healthy, Prosperous, and Faithful Humans in Tanah Papua, while its missions are (a) to educate the life of the nation with Islamic nuances in developing science and technology based on faith and piety to Allah SWT, (b) to prepare human resources who are intelligent and skilled and can apply Islamic knowledge and technology for the welfare of humans, (c) to develop the potential of independent human resources with noble characters and ability to overcome problems in society and the environment, and (d) to realize a balanced attitude of physical and spiritual life in the life of society, nation, and state. Its motto was Ilmu Amaliah Amal Ilmiah (Nuruddin, 2019).

3.2 Challenges faced by YAPIS in Tanah Papua

1. Components of Education

The educational components that will be discussed in this section are only those presented in the results of a survey of students in Tanah Papua. Those highlighted include curriculum, processes, graduates, teaching staff, infrastructure, and financing.

a. Curriculum

1) Curriculum development needs to be facilitated to accommodate the talents, interests, and potential of students.

The education curriculum in Tanah Papua must, of course, be adapted to the needs and conditions of the people. Local contents need to be added to the intra-curricular in addition to the main materials determined by the government. The curriculum must also be adapted to the development of science and technology, especially information and communication technology (ICT) (Munir, 2010) (Mujahid et al, 2019).

In addition, in the future, it is necessary to develop elective programs according to the talents, interests, and potential of students, as well as the demands of the global era. It has become the focus of the students because, in Wamena, STISIP Amal Ilmiah has only provided the Faculty of Social and Political Sciences with several study programs. Most people choose the Social Science Department at STISIP YAPIS because many graduates become employees and officials. This condition, in the future, will certainly change along with the proposal of STISIP Amal Ilmiah to become

Universitas Amal Ilmiah YAPIS. The plan is to open the Faculty of Agriculture. There is also an opportunity to open other faculties needed by the community (Qahar, 2012).

2) Mastery of Science and Technology Materials, Foreign Languages, and Tourist Areas.

In today's industrial 4.0 era, mastery of science and technology and foreign languages to make it easier to communicate internationally are a must. Papua, which is internationally famous for its tourist areas, needs to include materials in the local content to introduce and control tourist areas.

b. Process Stage

In addition to undergoing the process of learning the subject matter or courses given, students need to develop themselves outside of lecture hours. There needs to be an organization on campus to accommodate their potentials; it is necessary to form a Student Welfare and Activity Development Unit following the needs of their talents, interests, and potentials.

c. Graduation

1) Competence of graduates, compared to those from outside the island of Papua, is still low.

For regions or areas that are difficult to reach by education, the competence of graduates is still low. The fact that most of the workers in Tanah Papua are elementary school graduates is an indicator of the low level of education there.

2) Build mental attitude.

Many education experts state that almost all graduates of educational institutions in Indonesia have mental attitudes which are not in line with educational expectations and goals. You can imagine the difficulty of forming the mental attitudes of children in the mountains or on remote islands when access to education is minimal and economic conditions are low. Without quality education, students or children will have low attitudes, knowledge, and skills.

3) Graduates have not met the standards even though they have degrees.

Due to the extreme natural conditions, students' attendance becomes an award in itself. Without adequate means of transportation and amid sometimes unfriendly weather, they need hours to get to school; and even though the time to go home has not yet arrived, if it is dark, they have to go home immediately because there is a journey to be taken with difficult terrain. This condition makes educators unable to achieve the target of good quality education standards. The main goal in education is to fulfill the literacy program (reading, writing, and counting). Based on the conditions, it is natural if there are graduates who do not have the competence according to the type and level of education they are undergoing (Syamsidah et al., 2021).

4) There are still many unemployed people due to their inability to compete.

The number of graduates who do not meet the standards indicates a lack of ability, which results in difficulty in competing for jobs. As a result, many graduates are unemployed. Cases like this do not only occur in Papua but also throughout the world.

5) There is no mental independence that has been formed among students.

Independence certainly cannot grow just like that. It needs habituation and will only be obtained when the educational environment emphasizes this attitude.

6) Many people have not been able to invite the community to change for the better.

YAPIS was founded by government officials assigned to Tanah Papua. Then, several migrant communities, both those voluntarily working in YAPIS or entrepreneurs, jointly built YAPIS to advance the people in Tanah Papua through education. Education is one of the media to be able to change people for the better. Apart from education, of course, having the participation and role model of their respective tribal leaders to change the indigenous Papuan people to a better life is necessary. A leader has a great influence in changing individuals, society, and the environment (Wekke, 2013).

d. Educators

1) The number of teachers is limited (lack of educators, especially in remote/mountain areas). Based on the source of the YAPIS Strategic Plan SWOT analysis for the 2012-2017 period, the quality of teachers and teaching staff is inadequate in the Technical Implementation Units and Branches located in regions because not all

teachers/lecturers and people who have competence are ready to be sent to remote, underdeveloped, and outermost (3T) areas. In addition, geographical conditions and difficult access and security issues also affect the number of educators.

- 2) Lack of foreign language teachers (English). In the “3T” areas, the number of educators with various expertise in science and skills is also very less.
- 3) The placement of the foundation human resources is not optimal: not in accordance with the job description.
- 4) Educator welfare. Wages/incentives for teachers and employees are still low and there is no government attention to the appointment of honorary teachers in the 3T areas.

e. Facilities and Infrastructure

- 1) Schools located in rural or remote areas lack media and infrastructure. Schools in the mountains or on islands lack facilities and infrastructure for education, such as classrooms, computer labs, language labs, markers, erasers, standard textbooks or reference books, and teaching aids.
- 2) Internet Network. The impact of the development of technology and information has not been fully felt. The use of ICT for 3T areas is of course still largely a dream that is expected to soon become a reality.

f. Financing

Economic problems include financial problems or the high cost of education. There are still many people from the lower economic class: poverty is the main factor that prevents children from going to school. The poor still face difficulties to meet the costs of education, such as transportation costs, books, and uniforms. They are even still lacking in meeting their basic needs, let alone sending their children to school. Even though there has been the Wajar Dikdas program, the personal costs of education are still high. Moreover, for the types and levels of education that are not subsidized by the government, the costs are very expensive for people with low economies. At the same time, YAPIS does not yet have sufficient and sustainable funding sources.

2. Other Factors

Other factors are grouped into several categories, namely distance and time, transportation access, government, health, culture, global competition, and security.

a. Distance and Time.

The distance from the place of education to be taken. Geographic difficulty level; the distance between schools and the students' residences in the mountains or on the islands is another factor that becomes a challenge against education in Papua. The long distance between the residences and the schools certainly makes them take time to arrive at the destination.

b. Transportation Access.

Means of transportation to school locations are difficult to reach and rare. In some areas, there is no public transportation to help and make it easier for children to get to school.

c. Government

Lack of attention of the local government. The lack of budget with many programs certainly makes not all programs can be implemented. Priority scale will be used in development. For this reason, some programs do not get attention from the local government.

d. Health Issues

Problems of drugs, alcohol, and HIV. Unhealthy lifestyles, habits, and the influence of irresponsible parties make young people and the community fall into the problems of drugs, alcohol, and HIV.

e. Culture

- 1) Cultural factors include the lack of parental attention, especially of parents who are native Papuans, in education. The low economy makes children asked to help their parents work. With steep geographical conditions and difficult or even non-existent transportation access, the people put formal education aside.

- 2) There is a mental attitude “what is important is that the child passes the level of education even though the quality is not good enough.” As previously explained, extreme natural conditions (for mountain and islanders) and minimal means of transportation make children take hours to get to school, and even though it's time to go home, if it's dark, they must go home immediately because there is a difficult journey to pass by, make educators have not been able to achieve the target of education standards with good quality. The main goal in education is to fulfill the literacy program (reading, writing, and counting). Based on the conditions, it is natural that graduates do not meet the expectations of national education goals.
- 3) There are community demands for customary rights. The existence of community demands for customary rights hinders development development. The Technical Implementing Unit does not have sufficient land to carry out the development of school or higher education institutions.

f. Global competition

Global competition is characterized by free trade and foreign workers who can work in this country. Graduates who do not have the competencies and standards set will certainly not get a strategic position in work. Strategic positions will be only occupied by people who have certain competencies and standards, including foreigners.

g. Security

The security of the educational place is less guaranteed or less conducive (for example, in case a demonstration is occurring). Security affects educational activities. Teachers, lecturers, and students will certainly not be able to carry out the teaching and learning process in unsafe conditions. What's even sadder is that many migrant teachers end up moving or resigning and returning to their hometowns. In addition, there are security disturbances to school assets and activities by community elements. Many assets of schools or colleges were stolen, thus hampering the education and learning process.

3.3 The Role of YAPIS for the Advancement of Education in Tanah Papua

a. Education Advancement

The real condition of Papua, which is still limited in educational facilities and infrastructure, is a golden opportunity for Yapis to improve the quality of human resources. Quantitatively, several educational institutions under YAPIS have contributed to advancing education in Papua. Educational institutions known as Technical Implementing Units (UPTs) provide education level services starting from the pre-school, basic, secondary, to tertiary educational institutions and various types of expertise (vocational). Education programs and facilities and infrastructure in each UPT are met and developed according to needs. The number of students is almost equivalent to those of other Educational Foundations and state educational institutions.

The existence of UPTs under YAPIS helps align the people in Tanah Papua with those in other regions in Indonesia through education. Not only the quantity, the quality of education is also the main concern of the managers. Good quality indicators of the management of educational institutions can be seen from the accreditation achieved by UPTs under YAPIS.

Education that is increasingly advanced in Papua is also supported by human resources and adequate work equipment; complete organizational structure; clear work systems and procedures; adequate facilities and infrastructure; strategic school location; cooperation, support and trust from the community and stakeholders (business and industry), and; high public interest for schools in YAPIS. Education in YAPIS is an Islamic education. So, in addition to the programs above, YAPIS has a flagship (typical) program, namely strengthening the understanding of the Islamic religion. Strengthening the understanding of Islam applies from UPT leaders to students. For students, additional content for Islamic Religious Education is given.

b. High Tolerance of Diversity and Religion

People in several places in Tanah Papua, based on direct observations, interviews, and surveys in YAPIS, including UPTs, have a high level of tolerance. Questionnaires distributed to students, migrants, and indigenous Papuans and Muslim and non-Muslim emphasized that the interaction and integration of believed religions, local culture, and education is harmonious. Figure 1 shows the results of the 2018 research in Tanah Papua on education: religious tolerance in the region was categorized as Good.

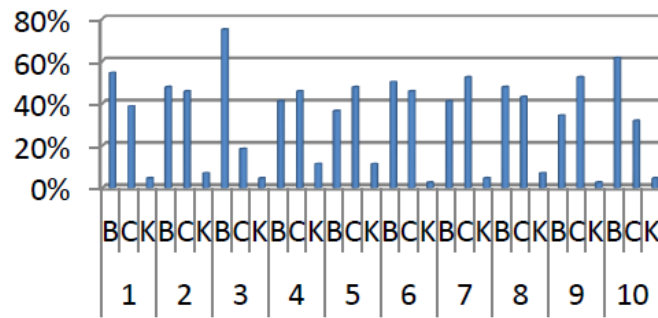


Figure 1. Religious Tolerance

Interaction or communication in a harmonious life and mutual understanding provide opportunities to develop competence or abilities as provisions for living in society. The attitude of having harmonization in diversity occupies the achievement higher than the attitude of acquiring knowledge and others does, showing that a good mental attitude affects the success of development and success in life wherever you are. This condition becomes an indicator of good opportunities for the people of Tanah Papua to move forward together in the development and improve welfare.

c. Entrepreneurial Ability

The results of this study indicated that the ability to entrepreneurship is obtained from the subjects or courses given. In addition, students who have creativity have run businesses with their colleagues. Some develop creativity in the fields of handicrafts, food, and others. Tanah Papua, with its abundant natural resources, provides great opportunities for students and the community to become entrepreneurs in various fields. Such entrepreneurial opportunities lead people in Papua to change their lives to be more advanced and prosperous.

d. Qualified Graduates Ready to Be Competitive

Graduates have the competence to be ready to compete in works with sufficient knowledge. Education has formed competence, knowledge, skills, and attitudes for students. YAPIS as a foundation engaged in education has also contributed significantly to the development of human resources in Papua.

YAPIS graduates who have many competencies have contributed to society, nation, and state. Some of them become government staff and private employees, both in and outside the Papua region. This significant contribution came from the active role of UPTs under YAPIS. Graduates have met the needs of the community and surrounding stakeholders, such as becoming government officials, members of the House of Representatives (in Raja Ampat-West Papua), employees at Freeport and Amicom (starting with fieldwork practices in the type of vocational education), and others.

Vocational educational institutions (schools) spread across various UPTs in cities and regencies in Tanah Papua offer majors in Accounting, Office Management, ICT (in Timika), Multimedia, and Nursing (in Wamena). As shown in the table on the distribution of UPTs in Tanah Papua, 5 SMKs have been established in several districts in Tanah Papua. Some graduates work in local governments and the private sector, such as Telkom. Many graduates of nursing majors have also worked in government hospitals in their regions. Thus, graduates assisted in having good knowledge, skills, and mental attitudes will have good quality. Those with competence will help people in Papua to become intelligent, skilled, advanced, and quality people (Alhamid, 2019).

e. Having Life Skills

Life Skills are skills possessed by a person to have the ability to solve life's problems naturally and proactively and live life with dignity without feeling pressured. Based on this understanding, life skills education means an effort to assist and guide the actualization of the potentials of students to achieve several competencies, both in the form of knowledge, skills, attitudes, and values, which lead to the ability to solve life problems, live life independently and with dignity, and be proactive in solving problems. Law No. 20 of 2003 Article 26 concerning the National Education System states that life skills education provides vocational skills for works or independent businesses.

f. Quality Education Process Opens Up Opportunities for a Better Future

Education is an investment for the future. Competencies consisting of attitudes, knowledge, and skills become capital for the future. The supporting capacity of reliable human resources, such as educators (teachers/lecturers), and education owned by UPTs under YAPIS, in terms of quality and quantity, is the same as those of other educational management institutions supported by the number of educative staff with competence in the disciplines that they already have. Moreover, YAPIS provides support in the process of improving the quality of educational personnel by providing learning opportunities at a higher level of education.

g. Sports Athletes, Artists, and Entrepreneurs

Based on the observations and interviews, people in Tanah Papua, especially students, have various potentials. The potentials that appear to be growing are in the fields of sports, arts, and handicrafts. The availability of supporting facilities and infrastructure, motivation, guidance, and direction from educators can generate sports athletes, artists, and entrepreneurs in Tanah Papua.

h. Abundantly available natural resources

In Indonesia, the majority of the population, around 60% of the total population, is concentrated in the Java-Bali region covering only 7% of the total national area. Meanwhile, Papua has only about 2% of the total population of Indonesia, living in an area of about 22% of the total national territory. Population distribution shows the level of population density concentrated in big cities with fairly high economic growth (Oniel, 2002). The vast territory of Tanah Papua has abundant natural wealth. Jayawijaya Regency, apart from Sorong (Raja Ampat) and other areas, is an area that has abundant natural wealth and truly amazing natural sceneries. Various natural resources can be managed and utilized properly and wisely by all citizens. The beautiful views and indigenous cultures (such as the Baliem Valley Festival) can be incredible attractions for tourism. All is realizable if managed optimally and professionally.

i. Building and Creating Jobs in Tanah Papua

The existence of YAPIS is a blessing in Papua. Its work through education helps the community increase their dignity. It, helping prepare knowledgeable and skilled personnel with good mental attitudes for the future, also provides opportunities for the community to work together in education (Wekke, 2018).

The development and establishment of UPTs in various regions have developed regions in Tanah Papua. In addition, hundreds of UPTs have also created opportunities for employment in Tanah Papua for both indigenous Papuans and migrants. So, the existence of YAPIS and its alumni contributes to the progress and development in Papua.

j. The large number of children at the age of compulsory education

The great number of children at the age of compulsory education is a distinct advantage for the region, the nation, and the country that indicates that there will be many future generations of young people, which means a large productive workforce. This fact must, of course, be well guarded by providing education properly and directing people to have competencies applicable and beneficial in life.

In addition, the competencies practiced by each individual are different from one another, helping them get their jobs. Expertise specifications they own are excellences by which young generation will be ready to compete in the era of globalization.

k. Areas close to the borders of other countries

Papua Province and the provinces in Tanah Papua geographically have a strategic position in the eastern part of Indonesia. They are close to the Australian continent, the Pacific Ocean, and the Arafura Sea and are directly adjacent to the State of Papua New Guinea (PNG), which can be reached by land and sea/river transportation. Besides, there are various aspects of challenges and limitations, especially within the scope of the Papua Province itself (Murtadlo, 2016).

The location close to the borders provides opportunities for people in Papua. The location close to overseas facilitates the establishment of relationships and cooperation in various fields. Relations and cooperation in the progress of society can be carried out in the economic and educational fields.

YAPIS helps provide a golden opportunity for the future of the people in Tanah Papua through education by, first, educating the nation's life through education that is increasingly advanced to be able to enhance literacy in Tanah

Papua; secondly, preparing educated personnel with competencies that are ready to compete; thirdly, training people to have Life Skills; fourthly, providing entrepreneurial skills by managing abundant natural resources available in Tanah Papua; fifthly, creating job opportunities and helping people work on a better social status, and; sixthly, encouraging people in Tanah Papua to be able to contribute to development in their regions. To maintain good quality educational institutions, YAPIS has designed its vision, mission, goals, and programs, implemented programs with strategic management, and carried out controlling through monitoring and evaluation.

The existence of YAPIS is certainly a blessing in Papua. Its work through education helps the community to have a better social and economic status. Knowledgeable and skilled workforces with good mental attitudes certainly play a significant role in life, for a more advanced and better future of the nation.

4. Conclusion

Quality education can generate quality graduates. Education certainly is significantly correlated with development. Successful development depends on the quality of human resources; no development without qualified human resources and, vice versa, no quality human resources without development in education. Education is a vital aspect of nation-building. Therefore, almost all nations place education development as a top priority in national development programs. Quality human resources, which are educational products, are the key to the success of a country's development. YAPIS, an Islamic Education Foundation engaged in education founded by government employees and assigned to Papua in 1968, becomes a strategic partner of the government in advancing the people of Papua through education.

Papuans greatly contribute to the development of their region. Through quality education, indigenous Papuans will be able and ready to compete in this era of globalization. Many factors, in the form of challenges and opportunities, influence the success of education development in Indonesia, including in remote, underdeveloped, and outermost (3T) areas, such as in Tanah Papua (although not all areas in Tanah Papua are classified as remote and underdeveloped). The positive point of view shows that the more challenges humans face, the more opportunities they get to advance and develop their lives.

References

- Alhamid, I. *Pedagogi Identitas Keagamaan: Official Knowledge dan Interkulturalisme Pendidikan Islam di Papua*. *Jurnal Pendidikan Agama Islam (Journal of Islamic Education Studies)* 7.1 (2019): 37-54.
- Arifin, H. M. *Effect of Competence and Motivation on Teacher Performance and Primary and Secondary Education Quality at Yapis Education in Jayapura-Indonesia*. *Australian Journal of Basic and Applied Sciences*, 9(31), (2015); 630-637.
- Arifuddin, A., Wekke, I. S., & Firdaus, F. *Family and university collaboration: Student guidance practices from the islamic university of alauddin in makassar, indonesia*. *International Journal of Innovation, Creativity and Change*, 7(5), (2019); 337-344.
- Azra, A. *Indonesia, Islam, and democracy: Dynamics in a global context*. Equinox Publishing, (2006).
- Didiharyono, D., & Qur'ani, B. *Increasing Community Knowledge through the Literacy Movement*. *To Maega: Jurnal Pengabdian Masyarakat*, 2(1), (2019); 17-24.
- Dute, H. *Pendidikan Toleransi Hidup Beragama di Yapis Papua*. *IQ (Ilmu Al-qur'an): Jurnal Pendidikan Islam*, 2.2 (2019): 166-188.
- Helmawati, & Ismail, R. *Pendidikan Meningkatkan Kualitas Manusia*. Bandung, Alfabeta, (2018).
- Ismail, R., & Siswandani, E. D. *The Learning Concept of the Higher Education Students in the Central Mountainous Region of Papua, Indonesia: A Case Study of Students at the STISIP Amal Ilmiah YAPIS Wamena*. *HONAI*, 1(2), (2018).
- Latif, Y. *Inteligensia Muslim dan Kuasa: Genealogi Inteligensia Muslim Indonesia abad ke-20*. Mizan Pustaka, (2006).
- Majid, N. *Islam, Kemodernan, dan Keindonesiaan*. Mizan Pustaka, (2008).
- Mulyono, M., & Wekke, I. S. *Academic and culture development strategy management for islamic higher education in indonesiaian*. Paper presented at the IOP Conference Series: Earth and Environmental Science, 175(1), (2018). doi:10.1088/1755-1315/175/1/012163
- Murtadlo, M. *Perkembangan Pendidikan Madrasah Di Tanah Papua*. *Al-Qalam*, 21.2 (2016): 347-360.
- Munir. *Kurikulum Berbasis Teknologi Informasi dan Komunikasi*. Bandung: Alfabeta, (2010).

- Munirah, H. M. The Positive Attitude of Islamic Education Students toward Indonesian Language at the STISIP Amal Ilmiah in Wamena, Papua, Indonesia. *HONAI*, 1(1), (2018).
- Muslim, A. Dakwah Peka Kultur ala Aipon Asso: Potret Keberislaman Pegunungan Tengah Papua. *Harmoni*, 13.3 (2014): 7-21.
- Musthan, Z., & Wekke, I. S. Students' knowledge on various types of research based on problem characteristics at Islamic higher education of Indonesia. *International Journal of Management and Business Research*, 8(1), (2018); 148-159.
- Mujahid, I., Minsih, M., Ghafur, W. A., & Wekke, I. S. (2019). Teaching and learning in inclusive classroom; case in elementary school. *Journal of Advanced Research in Dynamical and Control Systems*, 11(8 Special Issue), 557-568.
- Noor, T. Rumusan tujuan pendidikan nasional pasal 3 undang-undang sistem pendidikan nasional No 20 Tahun 2003. *Wahana Karya Ilmiah Pendidikan*, 3.01 (2018).
- Nuruddin, S. Kiprah Setengah Abad Yayasan Pendidikan Islam (Yapis) Papua: Membangun Harmoni Beragama Melalui Dunia Pendidikan. *Al-Qalam*, 24.1 (2018), 65-72.
- Oneil, W. F., *Ideologi-ideologi Pendidikan*, Yogyakarta: Pustaka Pelajar, (2002).
- Qahar, A. Pendidikan Islam Berbasis Kemajemukan di SMA Hikmah Yapis Kota Jayapura. Doctoral dissertation, Universitas Islam Negeri Alauddin Makassar (2018).
- Soekanto, S., & Sulistyowati, B. *Sosiologi Suatu Pengantar*. Edisi Revisi, Jakarta: Rajawali Pers, (2017).
- Syamsidah, S., Ratnawati, T., Qurani, B., & Muhiddin, A. Peningkatan Kualitas Profesionalisme Guru dengan Pelatihan Model Model Pembelajaran. In *Seminar Nasional Pengabdian Kepada Masyarakat*, (2021).
- Tukwain, S. M. F., Fatimah, F., & Wekke, I. S. (2018). Religious expression in coastal area of muslim society west papua. Paper presented at the IOP Conference Series: Earth and Environmental Science, 156(1) doi:10.1088/1755-1315/156/1/012033
- Wekke, I. S. Islam di Papua Barat: Tradisi dan Keberagaman. *ULUL ALBAB Jurnal Studi Islam*, 14.2 (2013): 117-134.
- Wekke, I. S. Pesantren, Madrasah, Sekolah, Dan Panti Asuhan: Potret Lembaga Pendidikan Islam Minoritas Muslim. *At-Tajdid: Jurnal Ilmu Tarbiyah*, 6.1 (2018): 128-144.
- Yudiawan, A., & Sunarso, B. Successful Online Learning Factors in COVID-19 Era: Study of Islamic Higher Education in West Papua, Indonesia. *International Journal of Evaluation and Research in Education*, 10(1), (2021); 193-201.

Biographies

Rudihartono Ismail is an Assistant Professor of Universitas Amal Ilmiah Yapis Wamena, Indonesia. He earned his doctorate in Universiti Muslim Indonesia, Makassar. He lead the university as the rector since 2020. Before transformation as the university, it was the college.

Helmawati Helmawati is an Assistant Professor in the Postgraduate Program of Universitas Islam Nusantara, Bandung, Indonesia. She earned her doctorate under supervision of Didin Hafiduddin. Her experiences on research and development was about Yapis Wamena.

Ismail Suardi Wekke is an Assistant Professor in the Postgraduate Program of Institut Agama Islam Negeri (IAIN) Sorong, West Papua, Indonesia. He earned his Ph.D. in the Faculty of Education in Universiti Kebangsaan Malaysia under Ford Foundation International Fellowship Program.

Didiharyono Didihayono., is a Mathematics Lecturer at Andi Djemma University, Palopo, Indonesia. He completed his bachelor's degree at UIN Alauddin Makassar Indonesia in 2011, master of science at Hasanuddin University Makassar Indonesia in 2014 and doctoral program at UNHAS since 2019 until now.