

# Social Environment And Mission of Social Studies; A Draft for Aceh School Post-Conflict

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**Abstract**—The social environment post-conflict in Aceh has caused trauma. They reflect the condition of the past with their behavior in the present either. On the other hand, post-conflict regional education policy has not yet realized its strategic position. This research intends to answer the questions: 1). How is the social environment in Aceh post-conflict society that forms the behavior of child victims of conflict?, 2. What are the efforts that schools can do to encourage social behavior that promotes social integration? Qualitative research used in naturalistic settings. Data collection techniques supported by observation, deep interview and literature study. The results show that social environment create social pathology that causes social integration to be hampered. This is one of the reasons for the weak common ground in developing peace in Aceh. Educational environment can function as a social institution to understand and influence the social environment of students. Social Studies can make this happen through the internalization of 'Aceh Caroeng' and 'Aceh Meudab' programs. These programs in line with the mission of social studies fostering students with knowledge, attitudes and skills to be able to play a real role as members of the community and good citizens.

**Key words:** Aceh post-conflict, social institution, social environment, social studies

## I. INTRODUCTION

The Helsinki MoU is the first phase of peace process. Aceh is currently entering its second phase of a more fragile transition and consolidation (Sugito, 2013: 48-55). Therefore, peace development must be comprehensive (Aspinall, 2007; Morfit, 2007). Inappropriately, peace development often leaves the *vulnerable group* handling. They are children who experience conflict (Goodhand, 2012; Hanifah, Santoso, & Asiah, 2019).

The short-term handling for the children victims of conflict has been done physically and logistically in form of humanity aids (Sindre, 2014). Whereas, those children victims are still traumatically suffering from the conflict. Consciously or not, they

reflect on their past conditions with current behavior (Gill & Niens, 2014b). This can be seen from their behavior and way of thinking (Jannah, 2016). Taniza (2002) state more clearly that the effects of conflict trauma can be seen into 4 aspects, namely physic, cognitive, affective (emotion), and behavior.

Meutia (2018) on her research findings mentions that traumatic experience among Aceh students are tremendously high. At the level of Senior High School, Hatta (2016a) finds the similar variable that relevant. Physical barriers emerged in indicator of being aloof, quiet, difficult to concentrate, lazy and some other *symptom trauma*. Therefore, researcher such as Christie, Tint, Wagner, & Winter, (2008), (Njenga Ng'ang'a (2014), Deutsch & Coleman (2012) and Maebuta (2019) agreed that psychological handling is the most priority needed. This is important to do to free the children victims of conflict from hereditary revenge, choose to loving peace, being tolerance and avoid violence. This is a prerequisite for achieving *positive peace*. An atmosphere where there are prosperity, freedom, and justice (Sukendar, 2011:276).

Psychosocial handling effort for child victims can be implemented systematically through an education environment. Without education intervention, children will tend to have justification for conflict actions. It would be realized into the act of revenge for what happened to them and their family (Sukendar, 2011: 271). Previous researcher have made effort to promote this mission. Shah & Lopes Cardozo (2014) concludes the role of education is important for advancing the post-conflict social transformation in Aceh. Unfortunately, they only saw the redistribution of opportunity and education budget support as a solution. Suadi, Saifuddin, & Fadli (2018) have move forward. Their research in Aceh Timur has resulted in a recommendation on the importance of peace education to be implemented in post-conflict schools. Nevertheless, the above research did not show the aspect of the social and psychological conditions which should be the prominent base of

needs for student as a victim of conflict. They also found the evidence that Aceh government did not have specific program to make it happen. These things phenomenologically will be explored in this research.

This research has an important role in post-conflict development by arranging systematic recovery steps through education (Triyono, 2009; Sukendar, 2011; Gill & Niens, 2014a; Gill & Niens, 2014b). The current research is aimed at analyzing various possibility to make sure that school able to run the peace education as well as psychosocial handing of children victims of conflict in integrative way. This can be done by identifying the children's social environment after conflict and arranging the social attributes in it. The collected data are used to answer 2 research questions: 1). How is the social environment that forms the behavior of child victims of conflict? 2). How are the efforts conducted by schools through Social Studies to encourage social behavior for the student's victims of conflict?. A Field Theory of Kurt Lewin will be used as a main tool to find out the connection between social environment and formed behavior, and a role of social studies that influence it.

The research results are expected to explain the roles and efforts of educational institutions in post-conflict areas.

**II. METHODS**

This study used qualitative method of phenomenology approach with a naturalistic inquiry strategy. The research steps were as follows:

- a. Determining the research location based on regional characteristic. Being analyzed according to a shift in the intensity of armed conflict in the past and security threat in the aftermath of the conflict. Obtained from: archives study of local newspaper, documents of Aceh National Unity, Political, and Community Protection Agency (Kesbangpol), reports from the Commission for Disappeared and Victims of Violence of Aceh (Kontras), Regional Development Planning Agency (Bappeda), Statistics Of Aceh Province (BPS), report of the Aceh Human Right NGO Coalition, random interview and literature study.
- b. Identifying social environment that was formed after conflict in Aceh. The data was collected from government documents, observations, and interviews.
- c. Analyzing students' behavior in social process. The data analysis was obtained based on in-depth observation and interview. The subject study was chosen based on particular characteristic: Junior High School (SMP) students in the region of past conflict excesses, ethnic background, religion, heterogeneity and homogeneity of students' social. A triangulation was conducted with other informants'

- d. Analyzing the mission of Social Studies that enabled the achievement of research objectives. It was conducted through content analysis.
- e. Analyzing the opportunity of Aceh government's work program applications to meet the research objectives.
- f. Conclusion and provides recommendations

The validity of the data was based on triangulation theory, source and concept. Analyzing the data was using modeling interactive technique (Huberman, M., & Miles, 2002).

**III. RESULTS AND DISCUSSION**

The choice of behavior of children who are victims of conflict is influenced by various factors. One of them is living condition (social environment). The factor is related to social background, basic ethical value, norms, economics, and history of the surrounding society. The following are the result of the study of these aspects:

**Table 1.** Aspect of Social Environment of Aceh Post-conflict

No	Aspect	Indication
1.	Demography	Aceh Singkil, Southeast Aceh, Lhokseumawe, Langsa, Banda Aceh is more plural and relatively conducive (Statistics of Aceh Province, 2019)
2.	Economic disparity and Human Development Index	The children victims of conflict are the disadvantage parties. Aceh Utara, Pidie, Bireun, Aceh Timur shows a high open unemployment rate. The percentage of poverty and unemployment rate is sufficiently high (Statistics of Aceh Province, 2019; Badan Perencanaan Pembangunan Daerah (BAPPEDA) Aceh, 2015a: 2015b)
3.	Geopolitical	Areas with armed conflict escalation in the past have shifted into a security prone status. Which were considered hotspot areas during the war, such as Aceh Timur. Red triangle in east and west gate distric (Kontras, 2006; Qahar Muzakar, 2011;

		Kesbangpol, 2013; Lutmar & Ockey, 2018) 2006)
4	Social structure inherited from the conflict	Parents status during the conflict has become a historical burden. It is reasonable if many children of the headmen face dualism situation. The historical burden is borne by children of civilians' who were spies for both the Military (TNI) and Free Aceh Movement (GAM).
5	Basic value, ethics, and norms	Have a basic value of peach as well as value that supports violence (Fasya, 2010; Bustamam-Ahmad, 2017)
6	Interaction individual, group, and organization	It is affected by homogeneity and heterogeneity of the social environment. The interaction of child victims of conflict with people in the past and in the present will affect their perspective, thinking and behavior, including in sustainability development.

Source: processed by researcher

Children victims of Aceh conflict scattered in several prone to security threats areas. These area are connected with the difficult economic situation in the past, where the roots of armed conflict are closely related (Goodhand, 2012).

In the past, security issues were associated with armed groups and separatism with various political demands. After the signing of Helsinki MoU, the security issues shifted to the criminal aspect (Siregar, 2012:51). This condition are triggered by economic, social, and political as indicator problems of people's welfare that have not met expectation (Muhajir, 2018:194). Thus, the children as victims of conflict who lives in an arena that has not yet been resolved could face a bad situation.

Historical experiences of violence, loss, and other bad things could form collective memories. Consciously or not, these experiences would be derived to the next generation. The inheritance memory process is explained as follows. The Aceh people keep a series of past conflicts with phases that seems having pattern(Asnawi., Akob, Bachtiar., Riyani, 2015: 41 - 42). This dynamic is used as benchmark for subsequent historical patterns (Mahfud, M., Ismail, T., Zoelva, H., Maarif, A. S., ASP, M. J., Hidayat, A.,... & Thohari, H. Y. (2012). Prediction

could occur with a forced repetition system. The victims unconsciously tried to repeat or re-experience the conflict or trauma that they suffered to reverse even control the situation (Freud, 2009). In Robert Stollar's word "Turning trauma into victory". In this context, the students are frequently inheriting the same social cognition.

Then, the condition is worsened by the existence of *basic values, ethics, and norms* that support violence. For example, ethics and values of demand-defense (*tueng bila*) (Wibowo, 2014). Moreover, this term has become one of the values in the lullaby songs in Aceh (Anwar, 2016).

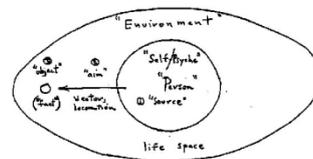
The highest conflict intensity, such as in Aceh Timur (Kontras, 2006) has caused the people being in a state of physical and psychological wounds. The stressand trauma from past violet events have caused several emotional or psychological disorders, which is commonly called *Post Traumatic Stress Disorder* (PTSD). Post-traumatic disorders eventually result in impaired social abilities (Hatta, 2016: 4-5). In conflict-prone areas, an equilibrium situation (social cohesion) is often temporary (Brata, 2010).

Students who are as the conflict victims reflect on their social process. Their interactions among *intragroup process* and *intergroup process* (Agung & Surur, 2018:38) being disturbed.

Nonetheless, heterogeneity and homogeneity of the social environment determined the references that formed behavior. If it is described in Kurt Lewin's field theory, means that individual/ group behavior (B) = the whole interactions (f) that generated by mental structure of individual/ group (P) with their environment (E).

In the context of the research, the social environment of post-conflict society is a life space (Ls) which affects the psychological environment of an individual or group. These relationships can be described as follows:

Picture 1. The Relation of Social Environment as Individual Life Space



Source:

<http://www.psicopolis.com/Kurt/taxonpsydis2.htm>

The social environment that formed after the conflict creates a psychological force field where individual react is called "Life Space" (Duch, 2016:4). *Life space* caused various pressures from shifting values, structures, norms, ethics, and historical factors. For instance: the people he/she meets, the material object faced, and the mental functions he/she has. The living space includes environmental aspects that felt at a certain level, either consciously or unconsciously (Burnes & Cooke, 2013). Based on this theory, individual behavior must be seen as a comprehensive

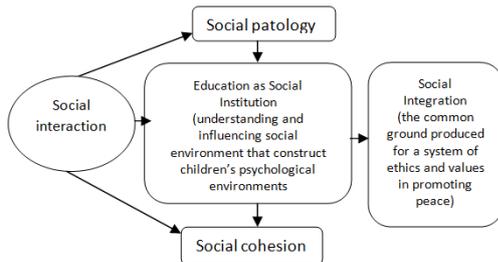
unit. In the form of attraction between social and psychological environment.

Therefore, in a situation where feelings of hatred and hostility towards child victims of conflict are still exist, active cooperation is needed as a bridge between the past and future. It can be pursued with a *common ground* (Sukendar, 2011:273).

Through learning spaces, children victims of conflict could be assisted by the teacher to express their perspectives, future goals, and obstacle faced. Besides, it helps them to rid the obstacles. The educational environment helps students to repair their perspective on the past and future periods through the wise way. By this effort, the social dissociative process can be directed towards the associative process.

The learning process can function as a psychotherapist container. This condition may occur in accordance with mandate of the Law (UU) of National Education System (Sisdiknas) No. 20 of 2003 Article 32. If depicted in chart form, these interventions can be linked as follows:

**Picture 2.** Education Intervention on the Social Process for Children Victims of Conflict



Source: processed by researcher

The National Education System Law (UU Sisdiknas) through article 32 on special education services presents a challenge for schools to manage diversity. As claimed by Munadlir (2016) that the school needs to develop collective awareness and sensitivity toward diversity, nations' plurality such as ethnicity, culture, religion, and even political orientation. Refers to Tilaar and Sutaryadi, there are three functions of education: (1) as a dynamic preservation function from all educational institutions; (2) as a participatory (partisipatoris) function; and (3) as a preparation (preparatoris) anticipatory (antisipatoris) function which is associated with future societies (Ridwan, 2016).

Social Studies is a potential path for teaching peace education. It is closely relevant with the nature of social studies itself. Ridwan (2016) stressed a statement of (Sumaatmadja, 2001:20). He mentioned that social studies education aimed at developing the students' potentials to be more sensitive to social problems occurs in the society, having a positive mental attitude towards all of correcting imbalances, and are skilled in solving the daily problems befall on them or public life.

The social studies can internalize the Aceh government's programs on the mission of Human Resources development through 2 programs namely, *Aceh Caroeng* and *Aceh Meudab*. These programs are the Policy Direction for the development of Aceh Special Region and Human Resources in 2020 (BAPPEDA ACEH, 2020).

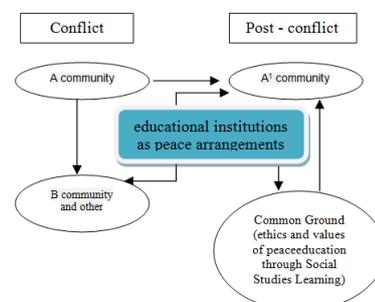
Especially in the program of *Aceh Meudab*, social studies can formulate social attributes that help to change social pathology into social cohesion. Social attributes can be formulated into social studies learning materials and practices. The attributes consist of; social norm, social capital, social wisdom, social skill, and social intelligence as well as other useful social factors in a way for updating social cognition of children victims of conflict. It is proper with the objective of the *Aceh Meudab* program, which aims to rebuild Islamic, pluralistic, and egalitarian values of Acehnese culture for all Aceh people.

Social studies learning has a more open space for studying social factors as previously mentioned. This learning is not only in the cognitive domain, but also requires an affective and psychomotor impact. The teacher can assess social skills that show changes in behavior.

Social studies can help student identifying their social environment as a living space. Literally, living space constitutes of variety of social attributes used as material for social studies. The teacher only needs to get closer to the living space that felt by students. They also need to find as well as to direct the students in solving some problems. Furthermore, social studies opportunities in realizing schools' integrity are strengthened by other research (Wasino, Kurniawan, & Shintasiwi, 2019; Cahyo, Suyahmo, & Karyono, 2019)

The educational institution's role as a social party, in communicating ethics and values of social integration, could follow the logic flow developed by Berger (Ulum, 2013).

**Picture 3.** The Role of Social Studies in Post-Conflict Society Development



Source: (Ulum, 2013: 30) proceed by the author according to the research context

#### IV. CONCLUSION

The educational environment through social studies learning plays role in influencing the social environment of post-conflicts communities. In this case, at least education has at least 2 important roles: *firstly*, as a social environment that understands the students as victims of conflict. Such as their conditions and interactions in the middle of daily social environment. *Secondly*, becoming social environment who construct new perception on the students about their social environment. So that behavior with social skills could turn to be applicative skills.

The Social Studies learning, through the realization of *Aceh Meudab* and *Aceh Caroeng* programs, can be an educational intervention to understand the psychosocial conditioning peace development (Lambourne & Gitau, 2014). The ultimate goal is to achieve a long-term peace development (Deutsch & Coleman, 2012). These programs in line with the mission of social studies fostering students with knowledge, attitudes and skills to be able to play a real role as members of the community and good citizens.

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