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## 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

**ABSTRACT:** Education plays a crucial role in the development of human civilization in a country. Through education, humans grow and develop to build an intellectual power, which has been naturally acquired since birth. Without education, humans would hardly adapt to the modern environment as of now. In education, learning process is significantly influential in building the learners' intellectual power. Meanwhile, Higher Education is required to produce employable graduates, who have professionalism in the related field of study, independence, creativity, and logical thinking. The success or failure of a learning process is affected by several factors, such as lecturer, learner, and material. By using descriptive and qualitative approaches, through participatory observations and interviews, the findings show that the Higher Educations in the Central Mountainous Region of Papua, Indonesia, especially the lecturers have experienced a dilemmatic teaching. On the one hand, lecturers are required to improve the institutional quality; but in another hand, human resources, infrastructures, and funds are unavailable. Therefore, it is highly challenging to develop the Higher Educations in the Central Mountainous Region of Papua, Indonesia. Creativity is needed in managing Higher Education in the midst various limitations. This paper elaborates the learning concept of Higher Education students in the Central Mountainous Region of Papua, Indonesia.

**KEY WORDS:** Higher Education; Learning Concept; Central Mountainous Region of Papua; Human Resources Development.

### INTRODUCTION

Papua Province in Indonesia, especially the Central Mountainous Region, is an area with some kinds of peculiarities, such as topography and patterns of life. This

causes a stagnation in the implementation of various Central Government policies in the Central Mountainous Region of Papua. Hence, special treatment or exceptions in Central Mountainous Region of Papua is

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**Suggested Citation:** Ismail, Rudihartono & Errisa Dwi Siswandani. (2018). "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" in *HONAI: International Journal for Educational, Social, Political & Cultural Studies*, Volume 1(2), November, pp.101-114. Bandung, Indonesia: Minda Masagi Press owned by ASPENSI and STISIP Amal Ilmiah, Wamena, Papua, ISSN 2621-1653 (print) and ISSN 2621-3621 (online).

**Article Timeline:** Accepted (September 19, 2018); Revised (October 28, 2018); and Published (November 30, 2018).

rational, including the education policy at Higher Education (Anderson, 2013; Hermino, 2016; and Gorkinski, 2017).

Practitioners of Higher Education in the Central Mountainous Region of Papua, especially lecturers, have experienced a dilemmatic teaching. On one hand, they are required to improve the institutional quality; on other hand, adequate human resources, infrastructures, and funds are not available. Therefore, this becomes a challenge to be creative in developing Higher Education in the Central Mountainous Region of Papua in the midst of various limitation (Anderson, 2013; Mappiasse, 2014; and Gorkinski, 2017).

One of Higher Educations in the Central Mountainous Region of Papua is STISIP (*Sekolah Tinggi Ilmu Sosial dan Ilmu Politik* or College of Social and Political Sciences) *Amal Ilmiah* (Scholarly Deed) YAPIS (Yayasan Pendidikan Islam or Islamic Education Foundation) in Wamena. About 80% of STISIP *Amal Ilmiah* YAPIS Wamena' students are native Papuans from several autonomous regions from Jayawijaya Regency: Yalimo, Yahukimo, Nduga, Tolikara, Central Mamberamo, Lanny Jaya, Puncak, and Puncak Jaya. From economic conditions, most students are from farm families. Some of them work independently as pedicab drivers and daily laborer freelance. This economic condition causes finance problem as a challenge in the learning process. The complex problems can directly affect the learning process, including the quality of the curriculum implementation in Higher Education (Rathgeber, 2006; Upton, 2009; Ismail & Gunawan, 2018; and Yewun, 2018).

Education plays a crucial role in developing human civilization in a country. Through education, humans grow and develop to build an intellectual power that has been naturally acquired since birth. Without education, humans would hardly adapt to the modern environment as of now. Act of the Indonesia on National Education System Number 20, Year of 2003, Article 1 states that education means conscious and well-planned effort in creating a learning environment and

learning process, so that learners will be able to develop their full potential for acquiring spiritual and religious strengths, develop self-control, personality, intelligence, morals, and noble character and skills that one needs for him/her-self, for the community, for the nation, and for the state (Setneg RI, 2003; King, 2011; and Modouw, 2013).

In education, the learning process is significantly influential in building the learners' intellectual power. Higher Educations likewise contribute to the development of students' intellectual ability in order to be able to compete globally. Higher Education is also required to produce employable graduates, who have professionalism in the related field of study, independence, creativity, and logical thinking (Boden & Nedeva, 2010; Antle, Wise & Nielsen, 2011; and Chan, 2016).

The low learning awareness can be seen during the learning process. From a number of students enrolled in a course program, only a few students who attend the class. Students are unmotivated to attend the class. They are sleepy in class and lazy to do tasks. Students do not provide a positive response to the learning process (Antle, Wise & Nielsen, 2011; Dislen, 2013; Cherif *et al.*, 2014; and Hancock & Zubrick, 2015).

Whereas, considering the age range and educational level, ideally the students should be more critical to the environment, including the learning process. Students are expected to be more participative in completing tasks and responsive to the materials they do not understand (Mulyadi, 2010; Meo, 2013; and Hancock & Zubrick, 2015).

## METHOD

The method used in this study is a descriptive qualitative method. Data were collected through observation, interview, and literature review. Furthermore, the discussion focuses on how the learning concept, which has been implemented to the college students in the Central of Mountainous Region of Papua, Indonesia (Creswell, 2003; Williams, 2007; Sutton & Austin, 2015; and Hermino, 2016).

## FINDINGS AND DISCUSSION

**On the Education.** According to Helmawati & Rudihartono Ismail (2018), education helps humans to optimize their potential. Humans use their natural sense, such as hearing, sight, taste, and feeling, to develop their innate potential. Through these senses, humans move from not knowing to knowing new things, having no knowledge to having a lot of knowledge, and having no skill to having various skills. To improve the quality, people need other people who have first developed their potential to share knowledge, skills, and various life experiences (Helmawati & Ismail, 2018:2).

Furthermore, education is a process that aims to build certain patterns of behavior on students. Every educational occasion contains goals, information regarding experiences as the content, and the appropriate method for impressively delivering the contents. So, the formulation of educational theories should involve the discussion of the three main components, namely: goals, content, and methods. The purpose of education becomes important since it determines the content and method. This does not mean that the two other components are not important. The weakness in method or contents will negatively impact on the education process, although the goal is good settled (Langgulong, 2004:28; Bada, 2015; and Suhendi & Purwarno, 2018).

According to Agus Irianto (2011), by citing D. Nandika, G.H. Priowirjanto & Soekartawi (2007), Secretary General of the Ministry of National Education stated that Indonesia encountered numerous problems and challenges in the education sector. The problems and challenges of education in Indonesia include: (1) the education level of Indonesians are relatively low; (2) the dynamics of changes in population structure have not been fully accommodated in education development; (3) education level disparities; (4) good governance is not optimally done; (5) educational service facilities have not been adequate and well-distributed; (6) the quality of education is

relatively low, so students' competencies are not achieved; (7) high education still encountered obstacles in developing and creating science and technology; (8) management of education has not been effective and efficient; and (9) adequate education development budgets have not been adequately available (Nandika, Priowirjanto & Soekartawi, 2007; and Irianto, 2011:11).

The problems above are a problem that is encountered by many developing countries, including Indonesia. Viewed from national development, education contributes to Indonesians and the government development for the long term. The success or failure of education is also influenced by educational development policies as the basis of the country's development (Sulistiyono, 2007; Blomkamp *et al.*, 2017; and Sukasni & Efendy, 2017).

Helmawati & Rudihartono Ismail (2018), by citing Mahmud & Ija Suntana (2012), stated that the development of education in the world has become one of the predominant issues in the last decade, which is characterized by rapid and large expansion. The indication is the number of people who enrolled for an education constantly increase everywhere, including in industrial countries and developing countries (Mahmud & Suntana, 2012:127; and Helmawati & Ismail, 2018). The enrollment for the education of people in the world is found in all education levels, including the basic, middle, and higher education levels. The large expansion is currently called as "qualificationism". This educational expansion is a significant symptom in all or most industrial countries (King *ed.*, 2003; Darmoko, 2016; and Helmawati & Ismail, 2018).

Responding to the challenges and opportunities in the era of industrial revolution 4.0, Samsuniwiyati Mar'at & Lieke Indieningsih Kartono (2006) stated that people do something, because something else pushes them to do that. In modern psychology, the factors affecting human behavior are the combination of these two components, i.e. stimulus and impulse, which then lead to certain behavior

(cf Mar'at & Kartono, 2006:32; Ling & Yazdanifard, 2015; and Schwab, 2016).

**On the Education in the Central Region of Papua.** The decentralized education is highly effective to be implemented in developing education in Indonesia, due to the condition of the large archipelago territory of Indonesia. The regulation of the balance of authority between the center and the regional government is a logical consequence of Law Number 25 of 1999. The regulation is consistent with PP (*Peraturan Pemerintah* or Government Law) Number 25, Year of 2000, which reflects the political will of the central government to mitigate the centralization of power in the past rules (Bell, 2003; Purwanto, 2010; Halmin, 2016; and Aninam, Maryunani & Susilo, 2018).

To avoid access and new regulation, the formulation of the operational policy of regional autonomy should involve education management, including the aspects of institutions, curriculum, human resource, funding, and infrastructure. For effectiveness, the implementation of the regulation is determined based on each region condition. The important agenda is a difficult mission for region government, although several regions have implemented the regulation. The decentralization of education and all its aspects should not be conceived as an effort of the government to escape the responsibility to improve education quality (Darmawan, 2008; Hermino, 2016; and Nasution, 2016).

The government's efforts to reform the national education system towards the principles of decentralization should be supported since decentralization of education aims to give full authority to institutions to manage education and provide authority to the regional government to decide regulation based on need analysis. The roles of the central government are only the director and controller of principal components. Through the decentralization of education, it is expected that the peculiarities of the region can be considered, in which the education can be designed with a need-based

system. This is essential to be prioritized that education should be perceived as an uncentralized aspect in the process of local development (Hanson, 2007; Darmawan, 2008; and Nasution, 2016).

Entering regional autonomy, the education sector as the basic tool in solving local problems, such as providing human resources and determining appropriate curriculum, should be a development agenda which cannot be postponed. The educational process has been implemented inconsistently with the local development; hence, the formal education is implemented to provide human resources who can contribute in solving local problems. This means that the educational process should involve local contents, which significantly needed in the region. Therefore, the educational output is human resources, who can project and solve the local problem which occurs in society (Tanamal, 2003; Mason, 2013; and Hermino, 2016).

Furthermore, Helmawati & Rudihartono Ismail (2018) stated again that decentralization of education is related to a fundamental desire that local needs or also socio-cultural values of each region are different, so it is possible to implement an education system that accommodates the local cultures. On the one side, decentralization of education reduces the central legitimacy in the regional education system (Helmawati & Ismail, 2018).

Regional Regulation of Papua Province Number 5, Year of 2006 on the Development of Education in Papua Province, contains information educational development involve preparing qualified human resources and education infrastructure in the lands of Papua. Educational development aims to build and prepare the native Papuans, who are qualified in knowledge, religion, capability, creativity, independence, health, democracy, noble character, and responsibility (King, 2004; Wulandari & Soesman, 2010; and Hermino, 2016).<sup>1</sup>

<sup>1</sup>See also, for example, "Infrastructure Strategies for Papua and West Papua". Available online at: <https://siteresources.worldbank.org/INTINDONESIA/>



Besides the national education system, Papua also implements special education considering mountainous and ocean geographical conditions of Papua and limited transportation access. Therefore, non-formal education is implemented for Papuans, who need the replacement, addition, or complement of educational service to improve the standard of living, especially in the isolated, remote, and neglected regions. To eradicate the illiteracy in the isolated, remote, and neglected islands, literacy education and skills training are two focus of the implementation of non-formal education in the lands of Papua. The implementation of literacy education is conducted by the Regional Government, which as much as possible involves the community (Ipenburg, 2009; Wulandari & Soesman, 2010; and Hermino, 2016).

Education in the Papua Province prioritizes the native Papuans, specifically the students from an isolated, remote, and neglected area. Native Papuans are people from racial groups and/or people who are accepted and recognized as native Papuans by Papuans community (Wulandari & Soesman, 2010; Anderson, 2013 and 2015; and Hermino, 2016).

The goal of the education in Papua Province is to eradicate illiteracy, poverty, backwardness, and oppression in Papua. Collaboration between Regional Government and communities, who have capability and competences in education development in the lands of Papua, is expected to be able to actualize the educational policy. Education is held in a social environment. In the system theories, a community is a large system which consists of numbers of sub-systems, which are simultaneously integrated and influential one to another to build a unity (Ben-Peretz, 2009; Upton, 2009; Ismail, 2012; and Kusuma, 2017).

**Learning Method: Minimizing Learning Difficulty.** The factors affecting learning difficulties can be divided into

two categories: internal factors and external factors. Several external factors of learning difficulty are learning method, curriculum, lecturer-student interactions, student-student interactions, and educational infrastructures (Epstein *et al.*, 2002; Slameto, 2010; and Clement, 2016).

Such behaviors are considered as learning difficulties caused by several factors. In this context, Mulyadi (2010), and other scholars, classified learning difficulties into several types, as follows: (1) *Learning Disorder* is a condition in which the learning process interrupted by conflicting responses; (2) *Learning Disabilities* is the reflection of students' inability in the learning, hence the learning outcomes are low than their intellectual potential; (3) *Learning Dysfunction* refers to the students who show the symptoms that the learning process does not function properly, even though basically there is no characteristic of mental sub-normality, sensory disorders, or psychological disorders; (4) *Under Achiever* refers to students with a higher level than normal intellectual potential, but achieve low outcomes; and (5) *Slow Learner* is the student who requires more time than other students, who have the same intellectual potential (*cf* Mulyadi, 2010; Slameto, 2010; and Clement, 2016).

Through an observation, the categories of learning difficulty of the students in the Central of Mountainous Region of Papua, specifically the students at the STISIP (*Sekolah Tinggi Ilmu Sosial dan Ilmu Politik* or College of Social and Political Sciences) *Amal Ilmiah* (Scholarly Deed) YAPIS (*Yayasan Pendidikan Islam* or Islamic Education Foundation) in Wamena, are *Learning Disabilities* and *Slow Learner*. This can be seen in the selection of new students, where of them indicate low intellectual competence and systematic ability. Even, some of them cannot read fluently (Ipenburg, 2009; Wulandari & Soesman, 2010; Anderson, 2013; Hermino, 2016; and Yewun, 2018).<sup>2</sup>

<sup>2</sup>See also, for example, "The Fieldnotes Based on Observations When the Selection of New Students at the STISIP (*Sekolah Tinggi Ilmu Sosial dan Ilmu Politik* or College of Social and Political Sciences) *Amal Ilmiah* (Scholarly

[Resources/Publication/280016-1235115695188/5847179-1263873728984/infrastructure.en.pdf](https://www.mindamas.com/index.php/honai/Resources/Publication/280016-1235115695188/5847179-1263873728984/infrastructure.en.pdf) [accessed in Wamena, Papua, Indonesia: June 22, 2018].

Learning method affects the success of student learning. The learning process is an activity to provide opportunities for students to independently develop their potential facilitated by a supportive environment. A proper learning method is expected to minimize learning difficulties experienced by students. A proper learning method is a method which is appropriate to the materials, students' characteristics, and classroom situation. Therefore, a lecturer is required to master a variety of learning methods; hence, the learning process can be conducted optimally (Tanamal, 2003; King, 2011; Halmin, 2016; Dhimaswij, 2017; and IDA, 2017).

Furthermore, the peculiarities of students in the Central Mountainous Region of Papua, especially at the *STISIP Amal Ilmiah YAPIS Wamena*, Papua, Indonesia, are the background and quality of the basic, middle, and higher level education of the students. It is undeniable, especially for students from isolated areas, the quality of the basic, middle, and high schools are categorized as below standard. These will greatly impact on learning process in college; hence, special treatments are needed to handle the students (Wulandari & Soesman, 2010; Anderson, 2013; Dhimaswij, 2017; and Yewun, 2018). See picture 1.

For the students in the Central of Mountainous Region, represented by the students of *STISIP Amal Ilmiah YAPIS Wamena*, the proper method is student-centered approach, i.e. students is the center or focus of the learning process. The lectures only facilitate the students to be independently develop their potential. In addition to "student-centered approach", character education is also needed to be integrated to the learning method to build



**Picture 1:**  
Students of *STISIP Amal Ilmiah YAPIS Wamena*  
(Source: Personal Document of Authors, 22/6/2018)

students' positive character during the learning process (Doyle, 2008; Ipenburg, 2009; and Helmawati & Ismail, 2018).

To improve the quality of learning, the students of *STISIP Amal Ilmiah YAPIS Wamena* are assigned to directly learn about the materials, such as doing practice in the location related to the subject matter. HRM (Human Resource Management) is one the subject which includes archival training. Students were invited to the Village Office to provide training to Village Officials, and they were confident to deliver several unusual statements than they often speak in class during the teaching and learning process. Students showed great communication skill in training the Village Officials (Rafiei & Davari, 2015; Hermino, 2016; and Helmawati & Ismail, 2018).

Students in the Central Mountainous Regions differ in their characteristics and abilities than the students in the Coast Region of Papua, especially the students outside Papua which their socio-cultural value impacts on the learning process. One of the habitual is that students uphold the customary values and live in traditional houses, which in the view of health do not support students to learn effectively. Moreover, students have no time for

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Deed) YAPIS (*Yayasan Pendidikan Islam* or Islamic Education Foundation) Wamena, Papua, Indonesia, on July 2018".  
Unpublished Paper owned by the Authors.

learning, since their communities are busy with the cultural activity. Consequently, the students' understanding of the theory concepts is still low, yet they can quickly understand the concrete explanation by direct observation on the object or concept they learn. The students need a mentor or peer, who has a higher ability than them (cf Tanamal, 2003; Glazebrook, 2008; Munro, 2009; and Helmawati & Ismail, 2018).

#### **Understanding the Curriculum:**

**Theory and Concept.** Higher Education is the highest educational institution that is expected to be able to produce quality, potential, and professional graduates in their field of study. Law of the Republic of Indonesia Number 12, Year of 2012, on Higher Education, stated that science is knowledge explored, prepared, and developed systematically using a specific approach, based on a scientific methodology to explain certain natural and/or social phenomena. Meanwhile, know-how is the mastery of theory and skills in a particular field of expertise, or understanding of methodology and technical skills acquired through experience, or education for certain purposes (Setneg RI, 2012b; Sukasni & Efendy, 2017; and Ismail & Helmawati, 2018).

In accordance with the mandate of Government Regulation Number 17, Year of 2010, on Management and Implementation of Education, Higher Education should be an ideal place for students to transform and develop their skills, including to design what they want to do; implement what has been planned; monitor what they are doing; and evaluate what they have done. Therefore, Higher Educations compile the proper curriculum as an attempt for achieving the vision to produce graduates as the mandate (Ipenburg, 2009; Setneg RI, 2010; Henard & Roseveare, 2012; and Hermino, 2016).

According to Rudihartono Ismail & Helmawati (2018), educational development is needed to produce qualified graduates. The basic stage of education development is integrating all related factors. The integration of philosophical basis and other factors, such as cultural value as Indonesia's educational identity, has colored

the national educational efforts (Ismail & Helmawati, 2018).

Analysis of objectives and identification of successes, difficulties, and even failures is very critical as a valuable knowledge to making move in the future. Science and technology are the other resources that can be used to realize predetermined goals. Furthermore, it is said that the most essential obstacle is integration in compiling various policies to develop the quality of human resources. In general, the components of science and technology, socio-culture, values, and other components must be integrated into education. The integration of these various elements into education is a complicated task, since it must be operationalized into various educational programs (Yunus, 2005; Datta *et al.*, 2011; and Ismail & Helmawati, 2018).

Then, Rudihartono Ismail & Helmawati (2018), and other scholars, stated that after drafting the design of education development, the next step is the implementation. The problem encountered in the implementation process is management capability. Based on the factual condition, education management is still weak; and, hence, the implementation of the design, both at the macro and micro level, is still low. It needs to believe the basic assumption that the development of education for the development of HR (Human Resources) is impossible to be implemented without planning (cf Mappiasse, 2014; Kokela, 2017; Sukasni & Efendy, 2017; and Ismail & Helmawati, 2018).

The education policies are compiled in order to enable Higher Education to produce graduates, who are qualified for the demand of the modern environment. The education process must obey the policies compiled by the government as a standard for quality assurance. One of the educational policies is the policy in building graduates through the KKNi, as abbreviation of *Kerangka Kualifikasi Nasional Indonesia* or Indonesian National Qualifications Framework (cf Setneg RI, 2012a; Mufrodi, 2015; OECD/ADB, 2015; and Sayuti, 2015).

Presidential Regulation of Republic of



Indonesia, Number 8, Year of 2012, on the Indonesian National Qualifications Framework, states that the KKNI is a competency qualification framework that can compare, equalize, and integrate education and work training as well as work experience in order granting recognition of work competencies in accordance with the structure of work in various sectors (Setneg RI, 2012a; Mufrodi, 2015; Sayuti, 2015; and ESACDP, 2016). The regulation was, then, revealed in the Regulation of Minister of Education and Culture of the Republic of Indonesia, Number 73, Year of 2013, on the Implementation of the Indonesian National Qualifications Framework for Higher Education, that stated that qualification is the mastery of learning outcomes that declares its position in the KKNI (Setneg RI, 2012a; Kemdikbud RI, 2013; Mufrodi, 2015; Sayuti, 2015; and ESACDP, 2016).

The achievements of learning are skills, competence, and work experiences. A profession is a field of work that requires certain competencies recognized by the community. In this context, KKNI consists of nine qualification levels, starting from level 1 as the lowest level, up to level 9 as the highest level (Setneg RI, 2012a; Kemdikbud RI, 2013; Mufrodi, 2015; Sayuti, 2015; and ESACDP, 2016).

The peculiarities of the students' character directly impact on the implementation Higher Education curriculum, which applies a national standard. This is a special challenge for lecturers to devote themselves to the Higher Education in Central Mountainous Region of Papua, Indonesia. They are required to be able to obey the principle in the implementation of the Higher Education curriculum, although the quality of students' input which is still below the national standard average (Upton, 2009; Anderson, 2013; Nielsen, 2017; and Sukasni & Efendy, 2017).

According to Helmawati & Rudihartono Ismail (2018), there are actually many graduates who do not have adequate knowledge and skills. Knowledge increases insight gained through reading and/or listening (Helmawati & Ismail, 2018). A survey of Most

Littered Nation in the World 2016 found *Indonesia ranks 60<sup>th</sup> out of 61 countries*, in terms of reading interest (Gunawan, 2016; and Helmawati & Ismail, 2018).

In many vocational schools, media for practices, such as computers, automotive machines, and others are old media, which no longer relevant to use in the current era. This has an impact on the low level of ability or competence of graduates of educational institutions, especially in Papua, specifically in the Central Mountainous region of Papua, Indonesia, where the transportation access is limited. Meanwhile, the learning media continuously develop. Consequently, this negatively impacts on the unqualified graduates (Sayuti, 2015; Tamtomo, 2018; and Helmawati & Ismail, 2018).

Compared to other regions, Papua Province and West Papua show the highest rates of repetition and education drop-outs in Indonesia. The high number of drop-out and repetition in Papua is certainly having negative impacts on labor competency. As stated earlier, the majority of them are dominated by workers with graduates from elementary school (Somba, 2003; King, 2004; Wulandari & Soesman, 2010; Anderson, 2015; Kusuma, 2017; and Bajari *et al.*, 2018).

## **CONCLUSION**

Law on National Education System, Number 20, Year of 2003, Article 1 states that education means conscious and well-planned effort in creating a learning environment and learning process, so that learners will be able to develop their full potential for acquiring spiritual and religious strengths, develop self-control, personality, intelligence, morals, and noble character and skills that one needs for him/herself, for the community, for the nation, and for the state.

The implementation of education in Papua, Indonesia, in addition to implementing the national education system also applies several special education systems considering the geographical conditions of the Papua, which consists of mountains, forests, valleys, and coastal areas where transportation and learning media are still



limited. Therefore, education is crucial to be carried out by paying attention to local wisdom without ignoring the modern learning concept, in order to improve the standards of living in the isolated, remote, and foremost area.

For the students in the Central of Mountainous Region, represented by the students at the STISIP (*Sekolah Tinggi Ilmu Sosial dan Ilmu Politik* or College of Social and Political Sciences) *Amal Ilmiah* (Scholarly Deed) YAPIS (Yayasan Pendidikan Islam or Islamic Education Foundation) in Wamena, Papua, Indonesia, the proper method is a student-centered approach, i.e. students is the center or focus of the learning process. The lecturers only facilitate the students to independently develop their potential. In addition to the student-centered approach, character education is also needed to be integrated into the learning method to build students' positive character during the learning process.<sup>3</sup>

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<sup>3</sup>**Statement:** We are stating that this paper is our original work, and our References are properly included. Likewise, this paper is not product of plagiarism, and only be published in the HONAI journal, not to other scholarly journals.

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**Learning Process in the Higher Education Institution in Papua, Indonesia**  
(Source: Source: Personal Document of Authors, 14/10/2018)

For the students in the Central of Mountainous Region, represented by the students at the STISIP (*Sekolah Tinggi Ilmu Sosial dan Ilmu Politik* or College of Social and Political Sciences) *Amal Ilmiah* (Scholarly Deed) YAPIS (*Yayasan Pendidikan Islam* or Islamic Education Foundation) Wamena, Papua, Indonesia, the proper method is a student-centered approach, i.e. students is the center or focus of the learning process. The lectures only facilitate the students to independently develop their potential. In addition to the student-centered approach, character education is also needed to be integrated into the learning method to build students' positive character during the learning process.