



Reactualizing living values education in the settlement of border land disputes

Fransiskus Markus Pereto Keraf¹, Yanuarius Sani Feka², Marsianus Falo³, Yohanes Pebrian Vinney Mambur⁴,
Simon Juan Kune⁵

^{1,2,3,4,5}Universitas Timor, Timor Tengah Utara/Kefamenanu, Indonesia

fransiskusmarkus@unimor.ac.id¹, yanuariussanifeka@gmail.com², fallomarsianus@yahoo.co.id³,
vianneymambur@gmail.com⁴, simonjuankune@gmail.com⁵

ABSTRACT

Resolving disputes between regions at the border, in general, must always involve interaction between the two countries. The resolution of the dispute must be through applicable international legal mechanisms and based on the results of international court decisions. Apart from using legal mechanisms, other methods that countries in dispute can take are diplomacy and mediation. This research examines the re-actualization of life values education used in resolving border disputes through mediation. The research approach used in this research is qualitative research with a case study model. Data collection uses observation techniques, interviews, and documentation studies. The data analysis technique uses the Miles and Huberman model, which consists of data reduction, data display, and conclusion. There is a model of stimulus values, receiving information, exploring real-world values, discussion and sharing information, personal emotions, and interpersonal communication, developed using the Living Values Education approach. The value model in implementing living values education can be internalized to resolve border disputes in the pre-mediation, implementation, and post-mediation stages.

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ABSTRAK

Proses penyelesaian sengketa antar wilayah di perbatasan pada umumnya harus selalu melibatkan interaksi antar kedua Negara. Penyelesaian sengketa tersebut harus melalui mekanisme hukum internasional yang berlaku serta berdasarkan hasil penetapan pengadilan internasional. Selain menggunakan mekanisme hukum, adapun cara lain yang bias ditempuh oleh negara yang bersengketa yakni diplomasi dan mediasi. Penelitian ini mengkaji tentang reaktualisasi pendidikan nilai kehidupan yang digunakan dalam penyelesaian sengketa perbatasan melalui mediasi. Pendekatan penelitian yang digunakan dalam penelitian ini yakni penelitian kualitatif dengan model studi kasus. Pengumpulan data menggunakan teknik observasi, wawancara, dan studi dokumentasi. Adapun teknik analisis data menggunakan model Miles and Huberman yang terdiri dari reduksi data, display data dan penarikan kesimpulan. Terdapat model nilai stimulus, menerima informasi, menjelajahi nilai - nilai dunia nyata, diskusi dan sharing informasi, emosional pribadi dan komunikasi interpersonal, dikembangkan menggunakan pendekatan Living Values Education. Model nilai dalam pengimplementasian living values education dapat diinternalisasi dalam penyelesaian sengketa perbatasan yang terdapat dalam tahapan pra mediasi, pelaksanaan, dan pasca mediasi.

Kata Kunci: *living values education; perbatasan; reaktualisasi*

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INTRODUCTION

In general, it is not difficult to deal with border conflicts between countries, especially the border between Indonesia and Timor Leste in particular. The boundary line of the border area has an important legal significance in determining a country's sovereign territory. The historical background, which is often used as evidence to support state sovereignty over an island or contested territory, is one of the factors that can cause territorial disputes. One of the areas that often becomes a dispute is the border in the area of Napan Village and the Oecusse Enclave (Firdaus & Mutmainah, 2020; Lutfie *et al.*, 2024). Of course, several steps and processes are involved in resolving border disputes between Timor-Leste and Indonesian indigenous leaders. These stages hold many values and meanings. Reactualization of life values education as one of the solutions that can be applied in resolving regional conflicts. Life values such as love of peace, respect and tolerance, responsibility and cooperation, happiness and honesty, humility and simplicity, freedom and togetherness are instilled through education to realize a global civilization (Patimah & Herlambang, 2021).

Indeed, life values education serve as a guide when mapping travel routes and places to provide a higher overall quality. Education in livelihood values in the above incidents will be the standard for conflict resolution in border areas (Patimah & Herlambang, 2021). Based on the results of initial observations, pillars or manual poles are still used as a boundary in the border area of Indonesia and the Exclave of Oecussi. This shows that no wall or main gate is separating the two areas. In addition, the kinship system and socialization patterns of residents also prove and support the implementation of the mediation system used when resolving disputes at the border. Resolving disputes between regions on the border, in general, must involve interaction between the two countries using legal mechanisms. In contrast, another method that the disputed countries can use is mediation. Mediation, one of the tools to resolve conflicts, has been used throughout human history. Mediation refers to the non-military actions of a third party to peacefully resolve a conflict or reach an agreement between the warring parties (Abbas *et al.*, 2022; Guliyev & Gawrich, 2021; Mamasoliev, 2024; Wani *et al.*, 2023).

Mediation in the context of living values education is important because it prioritizes dialogue and mutual understanding. The importance of this mediation lies in its ability to reduce tension through open and respectful communication. A mediation process with the principles of living values education will prevent narrow and selfish understanding, often exacerbating tensions. The reactualization of living values education, such as empathy, justice, and respect for human rights in the mediation process, can create an atmosphere that makes each party feel valued and listened to. If mediation is carried out with a heart full of human values, then every decision will be fairer, more transparent, and more sustainable. The mediation procedure has not found a proper place in dispute resolution. This is due to the lack of socialization with the public as potential dispute participants and law enforcement officials, and there is still a gap in legislation. However, today mediation must be a way to combat complex conflicts, including conflicts between countries that threaten international peace and security. This method can be used as a basis for consideration to obtain international legal decisions (Abbas *et al.*, 2022; Guliyev & Gawrich, 2021; Mamasoliev, 2024; Wani *et al.*, 2023).

Several previous studies have examined forms of border dispute resolution outside international courts. Previous research has identified a form of problem resolution using mediation techniques as an alternative to conflict resolution (Abbas *et al.*, 2022). In addition, other studies attest to the achievements of using mediation to resolve conflicts between Armenia and Azerbaijan (Guliyev & Gawrich, 2021). The same view is expressed in the latest research, the effectiveness of resolving border conflicts through mediation through three stages: pre, mediation, and post-mediation (Mamasoliev, 2024). Previous research has focused more on resolving border conflicts between Indonesia and Timor-Leste within the

larger framework of bilateral diplomacy, international law approaches, and the role of state institutions (Trijono, 2011). On the other hand, recent research touches on cultural aspects and the role of local communities, but has not explicitly integrated value education approaches in the dispute resolution process (Arman *et al.*, 2024). Based on this background, the author concludes that there has been no in-depth study of the reactualization of living values education in resolving disputes in border areas outside international courts. This research is a new cutting-edge study that aims to examine the mediation model carried out by mediators to resolve land disputes in border areas by internalizing the value of living and education. The value of living values education is the primary foundation for the mediation activities.

LITERATURE REVIEW

Living Values Education

A value education program called Living Values Education offers people a variety of hands-on activities and valuable techniques to help them discover and cultivate important social and personal values. Peace, respect, love, responsibility, happiness, cooperation, integrity, humility, tolerance, simplicity, and unity are some of those values. The education of life values positively influences the development of people's character. Living values education aims to build and nurture character values that emerge inside and outside the classroom. Finding educational ideals that can be a guideline in creating and solving problems is the direct goal of education in life values (Komalasari & Apriani, 2023).

Living by belief in education can be done anywhere and in any circumstances. In social and communal contexts, life values can be applied methodically and consistently. Revitalizing values education that can be used as a rule in social interaction is known as the reactualization of life values. To overcome the problems that arise, the community can take advantage of events or events that arise in the social context to interpret the values of life (Rahayu & Taufiq, 2020; Keraf *et al.*, 2023). The living principles of living values education include introspection, information intake, and exploration of values in daily life. It begins with promoting ideals to achieve relevance and purpose, followed by conversation, exploration of concepts and thoughts, creative expression, growth of social and emotional skills, personal development, and transfer of learning (Komalasari *et al.*, 2021).

Several value models can be developed using the living values education approach (Patimah & Herlambang, 2021). These value models include the following.

1. Stimulus value. A value stimulus is used at the beginning of every Life Value Education activity. The scheme mentions three categories of value stimuli: gaining knowledge, thinking within the heart, and investigating values in the outside world.
2. Receive information. This is the most conventional approach to teaching values. Stories and facts about Indonesian culture offer many resources for investigating the values of life. To better understand the impact and importance of values and behaviors, people can find literature or related media related to the problems they face.
3. Explore real-world values. This virtue can be achieved by studying the phenomenon of small communities living on the streets and offering small help or contributions to discover the value of love for strangers. When one carefully examines every truth in the field, one comes to the conclusion that everyone has a definition of goodness.
4. Discuss and share meaningful life experiences. An important step in this process is to create an environment that encourages honest and polite conversations. Sharing personal experiences and engaging in sincere communication can become even more important when one finds commonality in the other's experiences or circumstances.

5. Personal, social, and emotional skills. This model teaches various intrapersonal skills, such as assisting a person in calming down, lowering tension, improving focus, and controlling emotions. Fostering diversity can also help develop understanding of one's good qualities, allowing people to explore their own emotions and gain insight into the emotions of others, as well as increasing positive thinking and accountability.
6. Interpersonal Communication Skills. Building emotional intelligence involves several exercises that develop knowledge about the functions of hurt, fear, and anger and their influence on interpersonal relationships. Interpersonal communication skills can also be developed through cooperative play, positive communication, and group projects. When these abilities are developed, one can look back at one's past actions and learn from them.

Border Land Dispute Resolution

Land border disputes in the country's border areas can be resolved in several ways: conciliation, mediation, and arbitration. The countries in dispute can carry out all such forms of settlement. Of course, all the peace patterns carried out must be adjusted to the culture and customs of these countries. In addition, settlement in the manner referred to above must be through the consent of the disputing party. In addition, the disputing party must provide an opportunity to determine the pattern or method that is considered most suitable. The model of peaceful settlement of land disputes in border areas has different uniqueness and ways (Arsal, 2024).

Basic commercial border disputes can be time-consuming and expensive, and can disrupt state operations. Litigation is often considered the primary option for resolving commercial disputes. However, this can be costly and time-consuming. Alternative dispute resolution (ADR) mechanisms, such as mediation, arbitration, and negotiation, are growing popular as an efficient and cost-effective way to resolve border disputes. Alternative dispute resolution mechanisms offer more flexibility, allowing parties to tailor procedures to suit their needs. The ADR mechanism also offers greater privacy and confidentiality, and is important in disputes between countries involving sensitive and confidential information. However, the ADR mechanism has weaknesses, such as a lack of legal precedent and the potential for uneven or biased outcomes.

Border dispute resolution can be based on establishing a boundary area agreement. The output of the boundary area dispute settlement agreement must be reviewable by the disputed country. This must be done so as not to leave a double and ambiguous interpretation. Misinterpretation can lead to future disputes and quarrels for future generations. Experts have conducted research and studies on borders and have paid great attention to the relationship between border disputes and the dynamics of border dispute resolution. However, there has been no comparative conclusion on the mandatory methods or models that can be used to resolve land border disputes in border areas (Oztig & Okur, 2023).

There are similar constitutions that can serve as a guide for resolving border conflicts outside the international legal system. Based on Pasal 6 point (b) Perjanjian Sementara tahun 2005, local communities, in this case indigenous peoples or traditional leaders on the border, are allowed to participate in the process of resolving conflicts that arise on the borders of the two countries by prioritizing peaceful and non-violent means. The customary law order applies as a guarantee for both groups by Pasal 8 Perjanjian Sementara tahun 2005, which states that the people of Timor Timur (Timor Leste) and West Timor (Indonesia) have the same socio-cultural background. The same thing happens in this society. Disputes over land and customary boundaries can be governed based on substantive customary law rules, and indigenous leaders may be able to negotiate a solution.

The customary-based agreement on customary boundaries between the Kingdoms of Liurai Sila, Sonbai Sila, Beun Sila, and Afo Sila has been recreated according to their oath in several border settlements ahead of the crucial meeting between Indonesian and RDTL traditional leaders, on November 14, 2017. The Government of the Republic of Indonesia and RDTL can ratify this agreement as a peaceful way to determine the country's borders, and this needs special attention. Regarding border areas, customary institutions seem to have the equivalent meaning of official institutions. This situation arises mainly because these institutions are close to the community and affect the daily life and activities of the local community. To resolve the boundary point agreement, the Kupang Regency Government, the TTU Regency Government, and the people of Oecusse District took a cultural/customary approach ([Mangku, 2019](#)).

Border Region

The Oecussi Exclave is in West Timor and part of the Democratic Republic of Indonesia. The first meeting of the Technical Subcommittee on Demarcation and Border Regulation of the RI-UNTAET (United Nations Transitional Administration for East Timor) (TSCBDR) in 2001 marked the beginning of border negotiations between Indonesia and Timor-Leste. The Land Border Agreement (Provisional Agreement) signed on June 8, 2005, by the Ministers of Foreign Affairs of Indonesia and Timor Leste establishes 907 coordinate points constituting the border between Indonesia and Timor Leste. Based on the agreement between the Dutch and Portuguese colonial governments on October 1, 1904, regarding the border between Oecusse and Ambeno, the boundary of the Oecusse enclave is specifically 119.7 km long, stretching from the mouth of Noelbesi to the mouth of the river (Thaleug). The RI-RDTL border area is another location that still plays a traditional aspect ([Mangku, 2019](#)).

The management of border areas has been a widely studied topic for many years, as it is a priority issue for world integration and reducing territorial disparities. Borders are not just a dividing line, but also a symbol of the strength of national identity and collective history. Coordination and cooperation across regional borders can arise from good trade and/or neighborly relations between countries. Two certainties are often relevant to the growth of resources at the border. This means there is an economic or functional dependence to produce cross-border relationships. In addition, when politics and institutions mediate cross-border relations, networks of government actors at the local-central level and/or other organizations negotiate in these processes ([Brunet-Jailly, 2022](#); [Fang & Li, 2020](#); [Wong-Villanueva et al., 2022](#)).

The history of a nation cannot be separated from its borders. The history of border areas cannot be separated from the history of the founding or death of a country. The former Dutch colonies were incorporated into Indonesia's borders after its independence in 1945. It is based on the doctrine of international law, *Uti Possidetis*. This idea does not raise many problems when viewed in a broader context. This idea supports the claim of Indonesian territory from Sabang to Merauke, Miangas Island in the southern part of Rote in NTT, and Dana Island to the tip of North Sulawesi. Simply put, several complications arise when macro issues are implemented locally, such as establishing border benchmarks, especially on the mainland. This is because Indonesia cannot determine the location of its border benchmark itself; instead, the country should consult with countries that directly border it ([Payon et al., 2023](#)).

Border areas are the main face of a nation's homepage. The measure of the nation's development and progress can be seen on the homepage of the progress of its border areas. Today, the concept that is in the general public's imagination is very complex and abstract about borders. Border areas are often identified with symbolic objects such as flags, gun codes, bureaucracy, barbed wire, walls, and checkpoints. Border areas have a significant influence and impact on the existence of a nation.

Economic progress, infrastructure development, job provision, and natural resources must be explored more closely. The existence of guarantees for these factors significantly affects the progress of border areas. Thus, people's lives in border areas do not cause social and political gaps. The narrative of the border that is carried away from the border line has an indirect and direct impact on the lives of citizens (Adotey, 2023; Dzawanda *et al.*, 2023; Madsen, 2023; Patel, 2021; Venhovens, 2023).

METHODS

Research Design

The author uses a qualitative research approach. The researcher carried out qualitative research with a case study model. Researchers have various reasons behind the use of research models with case studies. The following factors are the basis for the researcher's decision to use the case study method:

1. The research can focus on the nuances of complicated social circumstances in Napan Village. The relationship between the parties to the dispute in the border area in Napan Village and Oceccuse District cannot be explained through surveys, so the researcher must describe it in depth.
2. To obtain a realistic picture of the actual conditions of the issues between the community in Napan Village and the Ocecece District being studied, this research must utilize various techniques and data sources to identify the saturation of data obtained at the research location.
3. Research activities can be conducted by observing events that occur naturally, thus avoiding any changes in the situation or fictitious data about Napan Village.
4. Although case studies are suitable for small-scale research, they focus on a single case of a research problem to obtain comprehensive and in-depth knowledge about resolving territorial disputes in Napan Village and the Oceania District.

Indeed, qualitative research aimed at understanding the experiences of research participants, including motivations, perceptions, behaviors, actions, and others, is known as qualitative research. A series of natural techniques will be employed to describe language and text. Qualitative research utilizes techniques such as document examination, interviews, and observations. Qualitative research is conversational; data collectors must maintain a clear boundary between what is communicated and what is conveyed to the participants. Conversation is a social act that requires giving and receiving. People are happy to discuss what they hear and learn, and so are researchers. (Mirza *et al.*, 2023).

Participant

The participants in this research are determined using purposive sampling techniques. The researcher will select participants based on specific considerations. The indicators are individuals directly involved in dispute resolution in border areas. In addition to being directly involved, the selected individuals also play a crucial role in resolving these disputes. The participants comprise 20 individuals, including traditional leaders, community leaders, youth leaders, and village heads. The participants involved in the research are often engaged in addressing various problems in the border areas of Napan Village and Ocecece District. Based on this perspective, the participants in this study include employees of the *Pos Lintas Batas Negara* (PLBN), police officers, military personnel, village heads, village officials, religious leaders, community leaders, elderly individuals, adults, youth organization leaders, and teenagers. In addition to participants from Indonesian Citizens, the researcher endeavors to involve Citizens of East Timor in uncovering answers to the studied phenomena. Identifying research participants will undergo changes and replacements should the researcher observe potential discoveries of new phenomena during the research. Participants will be deliberately selected by the researcher rather than being

randomly sampled. This is because research participants are strategically identified, ensuring that the chosen participants are relevant to the research questions. (Bekele & Ago, 2022).

Research Facility

This research was conducted in Napan Village, North Bikomi District, North Central Timor Regency, East Nusa Tenggara Province, Republic of Indonesia. The village is located in the border area with the Exclave of Oecusse, which explains the selection of this location. Furthermore, activities addressing land boundary disputes have previously been carried out in that region peacefully or outside the law and international courts.

Data Collection

The primary data source in this research is information obtained directly from informants in the field, namely through interviews via Focus Group Discussions (FGD) and observations. The primary data for this research was collected from informants using the following methods. (Denny & Weckesser, 2022):

1. Observation method. The researcher employs a role-switching observational technique. The initial role involves the researcher visiting the observation site as a non-participant, merely to witness the first stage of the research. The researcher chooses to engage in the research field when they establish a positive rapport with the research subjects. The researcher will make prudent and descriptive field notes during this observation phase. Extensive field notes are recorded both during and after the events. The researcher will associate all data and ongoing activities to facilitate a comparative data analysis.
2. Focus Group Discussions (FGD) gather key material. FGDs consist of group interactions and the content of discussions. This method is commonly used to clarify or expand data collected through other methods. Focus group discussions are typically recorded audio-wise, with the consent of participants, and then transcribed verbatim. Written notes may be utilized in the analysis. FGDs are conducted with police, military personnel, village heads, village officials, religious leaders, community figures, parents and adults, youth organization leaders, and adolescents. FGDs help compare information gathered from individual sources with information collected from group sources. The steps for resolving the formulated problems will be discussed subsequently. Researchers gather informants and hold meetings. The data obtained is further processed using analysis methods and data validity checks.

Secondary data sources complement or support primary data. This research collected secondary data sources through data and activity archives from the Village Office, TNI Task Force, and PLBN archives. Secondary data is utilized to combine information from reports prepared in accordance with statistical requirements, scientific documents, government documents, personal documents, and archives.

Data Analysis Techniques

After applying the data collection methods according to the abovementioned procedures, the research proceeded with data analysis. All information gathered through the data collection methods will be compiled according to the indicators of necessity. The researcher will categorize the data based on the stages of mediation activities in border dispute resolution, mediation activities, and the reactivation of living values education present in resolving border area disputes. Information not aligning with the research needs will not be used in the data categorization. All categorized data will then be systematically organized using tables according to the grouping of research activities. Subsequently,

based on the data display results, conclusions will be drawn to obtain outputs regarding the reactivation of living values education in resolving border disputes out of court.

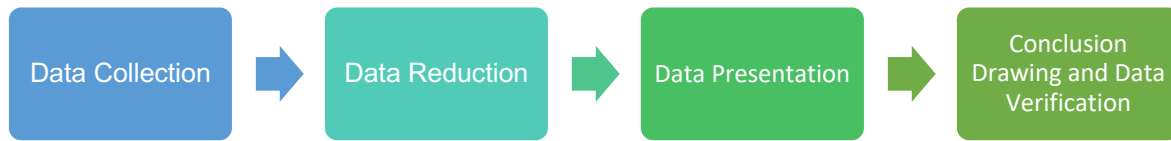


Figure 1. Components of Qualitative Data Analysis
Source: (Mirza et al., 2023)

Figure 1 illustrates the stages conducted by Miles and Huberman, which encompass a series of activities including data reduction, data presentation, conclusion drawing, and verification, commonly referred to as data analysis techniques. These techniques are utilized descriptively in the completion of research data analysis. The activities involving data reduction, data presentation, and conclusion drawing represent a sequence of analytical tasks that occur consecutively or form an interactive cycle. The components of the data analysis method can then be explained as follows (Mirza et al., 2023). After the data is analyzed, a verification process is conducted using source triangulation.

RESULTS AND DISCUSSION

Results

Resolving land disputes in border areas can be achieved through various methods, namely conciliation, mediation, and arbitration. Mediation is the method used to resolve the land dispute between Napan and Oekusi outside of court. Based on observations in the border area, it is apparent that the territorial boundaries are only marked by poles or pillars as evidence of territorial recognition. It is observed that boundaries marked by barbed wire or separating walls in the region have not yet been established. This indicates that resolving territorial disputes applies to living values education, as stated by the Head of Napan Village.

“Kami selalu menggunakan sistem mediasi untuk menyelesaikan semua bentuk konflik yang terdapat di wilayah perbatasan. Saya akan memfasilitasi tokoh adat dari Timor Leste dan Napan untuk bertemu di wilayah perbatasan dan membuat kesepakatan-kesepakatan. Tentunya kesepakatan tersebut berdasarkan kesepakatan bersama dan sesuai dengan adat istiadat masyarakat di sini,” (Kepala Desa Napan).

Based on the interview results with the Head of Napan Village, it is emphasized that mediation is often employed to resolve conflicts in the border area between Indonesia and Timor-Leste. The results of the observations and interviews above indicate that mediation is effective in eliminating disputes over land borders. The parties in dispute should be allowed to determine the appropriate pattern or method of mediation to resolve the border disputes (Arsal, 2024). Traditional leaders who play a vital role in resolving disputes in border areas emphasize the use of mediation systems in addressing issues.

“Ya, benar sekali. Kami menggunakan sistem mediasi untuk menyelesaikan masalah di wilayah perbatasan, termasuk batas-batas wilayahnya. Biasanya dari sini saya yang berbicara mewakili masyarakat Desa Napan. Kami akan berdiskusi dan bertukar pikiran terkait solusi yang harus ambil untuk menyelesaikan persoalan. Biasanya kami menggunakan ritual adat dalam penyelesaiannya,” (Martinus Siki).

A young man emphasized that mediation is used to resolve border disputes.

“Di sini kalau ada sengketa di perbatasan, kami biasanya ada mediasi yang difasilitasi oleh kepala desa. Kami akan dikumpulkan di suatu tempat di perbatasan, kemudian akan ada upacara adat untuk mencari solusi terkait permasalahan yang sedang dihadapi bersama. Baik pihak Timor Leste dan Indonesia, sama-sama terbuka untuk menerima masukan dan mencari solusi terbaik,” (Matron Siki).

The interviews conducted through FGD suggest that the dispute resolution process in the border area between Indonesia and the Exclave of Oecusse in Napan Village is carried out through mediation. The parties involved in this land dispute resolution are Traditional Leaders, Community Leaders, Youth Leaders, Village Heads, and Security Forces. The mediator in the dispute resolution process is the Village Head of both parties. The results of source triangulation can be identified in **Table 1**.

Table 1. Source Triangulation

Informant A	Informant B	Informant C	Result Informantion
Settlement using mediation, which consists of pre-mediation, mediation, and post-mediation.	Through mediation with 3 (three) stages facilitated by the Village Head	Settlement using mediation between the East Timorese and the Indonesians	Accurate

Source. Research 2024

Table 1 shows that the results of source triangulation show the accuracy of the results of interviews with three informants.



Figure 2. Implementation of Focus Group Discussions
Source: Research, 2024

Figure 2 shows the FGDs with informants on the stages of the mediation process. Furthermore, the FGD results show that the mediation process is conducted through three stages. These stages include.

1. Pre-Mediation. This stage involved the Napan Village Head and other officials. The mediator plans the time and place of the mediation. It also determines the actors who will be involved in the mediation. The mediation preparation process takes a long time because it still adjusts to the time and willingness of the disputing parties. Both parties agreed to implement mediation because of the border uncertainty between the two countries and the cases in the border area. Often, these cases are caused by the lack of an ideal border between the two countries.
2. Implementation of Mediation. The mediation was conducted at the boundary of Napan Village and Oekusi Exclave. The mediator presented both parties to discuss matters relating to the boundary dispute. Each party was allowed to defend its respective interests. The groups of both parties were asked to form a circle in a sitting position. The boundary area at that time was considered complicated in reaching an agreement. It was reasoned that the boundary at that time was only determined by a few large rocks. The displacement of these stones further complicated the situation due to flooding and other natural conditions. Traditional leaders, community members, youth, and security forces represented by Mr. Martinus Taeki, Mr. Selvianus Anunu Ato, Mr. Wilibrodus Tamama, Mr. Baltasar Siki, and DANSEKTOR BRIMOB Yustinus Kolo confirmed the events that occurred at the border at that time. The delivery of messages and objections, proven by custom, was carried out peacefully and deliberately. Until all representatives of both parties agree to build several boundary markers as a sign of agreement on the border area, the agreements made by convention were then agreed upon by both parties through a mediator. Interest notes and terms are referred to as "PILU," an agreement in customary law. This means that if tomorrow or in the future there is a problem related to national borders, then they must sit together to solve the problem. In the context of customary territorial agreements, communities in the area have long had customary systems and structures that have been carried out for generations. One known form of agreement is "NOEL

EKAT”, which is guarded and protected by two traditional chiefs, PEOT MAUNU and PETO SNOE. PETO SNOE is from the Buk area, while PEOT MAUNU is from Napan. The border areas or customary gates are called Tasasi and Tasako, symbolizing the connection between regions. Kinship relations and customary diplomacy are also strong between the Amfoang people and the Ustaku kingdom, as well as in the Wini region, known as the BIN ANA BINI NAEK TAMUKU TONBES customary system. This relationship is strengthened by customary cooperation with the Ambenu region, which already has its customary structure and identity. The strength of this community stems from the long history of local kingdoms that existed long before the arrival of the Portuguese and Dutch. These long-established customary structures are an important foundation for maintaining the stability and security of the region to this day.

3. Post-Mediation. After the mediation, representatives of both parties perform a traditional peace ritual called “OELA MATMESE MA, UP MESE,” which means eating and drinking in one place and one house. The ceremony begins with the slaughtering of an animal, and then the meat is burned and the blood is made. Before the meat is burned and consumed, the traditional leaders from both sides take the liver and heart to be interpreted. The local people believe that the divination results show the positive and negative sides of events that will occur in the future. The ritual is performed at a location called “HUEBAKI”, so along the HUEBAKI, there are springs, namely “OE MAT MESE AND UP MESE”, which symbolize unification between the two countries.

Discussion

All forms of settlement can be carried out by the disputing countries. Of course, all patterns of peace must be adapted to the culture and customs of these countries. In addition, the disputing parties must agree upon the above-mentioned settlement methods. In addition, the disputing parties must be allowed to determine the pattern or method that is considered most suitable for use. The model of peaceful settlement of land disputes in border areas is unique and has different methods. One of the “non-litigation” ways of resolving disputes is mediation. In this regard, mediation is no longer seen as an out-of-court way of resolving conflicts. Instead, it is now considered a component of the problem-solving process in court. However, mediation is not always conducted outside the court (Arsal, 2024).

Mediation activities are carried out to resolve disputes in the border area in Napan Village and Ocecece District as a form of internalization of living values education. Mediation is a neutral third-party dispute resolution procedure conducted in an environment of honest, open, and impartial discussion and exchanging opinions to reach an agreement. Mediation can be used by a neutral party to resolve disputes outside of court. The mediator can shape and present parties and dispute resolution solutions. In addition, the mediator's offer can be considered a substitute for an agreement in conflict resolution. Alternative solutions taken by the mediator are expected to consider the interests of each party to the dispute. Without feeling like there are winners or losers, mediation can help the parties reach an agreement. The parties involved in the practice of dispute resolution at the border directly apply the fundamental values of education in life (Abbas *et al.*, 2022; Guliyev & Gawrich, 2021; Mamasoliev, 2024; Wani *et al.*, 2023).

Living values education is then used or translated as part of the indicators used by disputing parties to resolve disputes. The use of mediation to resolve conflicts is a step towards the use of non-litigation methods. Indonesian court bodies have used this mediation technique. A fundamental component of the mediation process is the increased involvement of the disputants, based on their good faith and willingness to participate in reaching an agreed-upon settlement. The values contained in living values education are applied directly by the disputing parties in problem-solving mediation. Based on the theory and concept of living values education above, the internalization of value indicators in the mediation

activities can be described. The internalization of living values education in border area dispute settlement mediation activities can be classified in the table below

Table 2. Description of Living Values Education in Resolving Border Land Disputes

No	Living Values Education	Description
1	Value Stimulus	The ability of disputing actors to receive information from the mediator, then reflect on it personally to decide to accept the invitation to mediation to resolve the dispute
2	Receiving information and exploring value in real time Discussion and Sharing	Identification of contextual inheritance of customary and cultural values to the next generation through out-of-court dispute resolution ceremonies/rituals
3	Discussion and Sharing	There was an atmosphere of discussion through deliberation for consensus at the border of Napan and Oekusi. There is also an atmosphere of exchanging stories, respecting opinions and ideas, and finding common ground between the two disputing parties in the disputed area.
4	Emotional Personal	The mediator tried to control the situation that began to heat up between the two parties during the discussion. This ability affects the group's ability to calm itself and manage stress. The result of this living values education can create a feeling of complementarity between groups, respect differences between disputing groups, and improve public speaking skills responsibly.
5	Interpersonal Communication	The mediator's ability to manage the mediation process is highly professional. These skills were created through emotional control strategies caused by hurt feelings and anger from both parties. The mediator created positive communication and collaboration between the two parties to build interpersonal communication skills. The mediator tried to reflect on events between the two parties related to blood relations, kinship systems, traditional activities, and social activities in the past. The reflection resulted in settling the border dispute area calmly and peacefully. The settlement process became an implication of past events to obtain wisdom from them.

Source. Research 2024

Table 2 describes the indicators of living values education in settling the border land dispute between Indonesia and Timor Leste in Napan Village and Oecuse District. Based on the views of the sources above, the reactualization of living values education in the settlement of the border land dispute between Indonesia and Timor Leste outside the international court can be identified in various indicators. In the implementation of education, learning through Civic Education can also be an alternative to emphasize this value, as an effort to introduce living values education as a form of mediation at the border based on local wisdom prevailing in the local community (Hasugian *et al.*, 2024; Komalasari & Saripudin, 2018; Nasikin *et al.*, 2025).

CONCLUSION

The land border dispute between Indonesia and Timor-Leste around Napan Village and Oekusi Exclave was resolved peacefully through mediation. Pre-mediation, mediation implementation, and post-mediation are the three stages of the mediation process. The principles in the steps and procedures for resolving land disputes in border areas can be used to reactualize the teaching of living values. There

are five values of living values education: stimulus value, receiving and analyzing information in real life, discussing and sharing, personal emotions, and interpersonal communication. These five values are part of identifying the reactualization of living values education in settling the land border dispute between Indonesia and Timor Leste outside the international court. Future research is recommended to examine the integration of living values education in community-based conflict resolution mechanisms in border areas, with an interdisciplinary approach that combines the perspectives of value education, sociology of conflict, and international law. This study can focus on developing a mediation model rooted in living values education, such as cognitive stimulus, the ability to receive and analyze information critically, participatory discussion, personal emotion management, and constructive interpersonal communication, as an instrument in building social resilience and sustainable peace after disputes. This research can also be directed towards a long-term evaluation of the effectiveness of applying these values in shaping more harmonious cross-border interaction patterns, while enriching the non-litigative conflict resolution literature in the context of developing countries.

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