

A NEW CAPITAL FOR INDONESIA

City of Our Future project 2022



Fig. 1. Students project group 2022

Herenwegschool Wassenaar Sekolah Indonesia Den Haag (SIDH)

HISTORY OF A SCHOOLS PARTNERSHIP

The collaboration of two schools in Wassenaar - one Dutch, one Indonesian - started in the year 2020, when countries and municipalities all over the world celebrated 75 years of freedom after the end of World War II. The men and women, who as young adults had survived the war, were already in their old age. Historians collected their life stories and at official commemorations of the end of the war in Europe and in Southeast Asia they were the special guests.

For the commemoration of 75 Years of Freedom the Mayor of Wassenaar, Mr. De Lange, approached Mrs. Joty ter Kulve - van Os to write a creative proposal for a commemoration. Born and raised in the former Dutch-Indies, she was migrated to the Netherlands soon after the war. Later, as a widow, she moved to Wassenaar, where she lived near her Dutch family in an apartment at the Stoephout estate. With her motherland Indonesia she always kept a special connection. Through the years she had followed the development of the country and its people with warm interest.

So, Ibu Joty, as she was called by her Indonesian friends, came with a special plan, that was approved and supported by the Municipality of Wassenaar. In her view the end of war gave us space and connections to the flourishing of life, which she also wishes for the younger generations. So, this commemoration was meant for the younger generations and their future on Planet Earth. As a symbol of 75 Years of Freedom she chose the planting of trees, three Trees of Freedom in Wassenaar and 500 trees in a reforestation project in Kalimantan, Indonesia.

The three Trees of Freedom - for the Netherlands, Indonesia and the United Nations were planted by the Mayor of Wassenaar, the former Dutch Minister of Foreign Affairs, and the Chargé d’Affaires of the Embassy of Indonesia. When they planted the trees in the park near the city hall, students of the Herenwegschool and the Sekolah Indonesia Den Haag (SIDH) sang ‘We are the World, we are the children’ accompanied by angklung music. Finally, the founder of Borneo Initiative announced that his foundation was going to plant a tree for all students of both schools in a reforestation program in Kalimantan, Indonesia.

The commemorative event became the starting point for a collaboration between the two schools. In 2021 Mrs. Joty ter Kulve visited their joint Minecraft project ‘The Climate Village for Malino. Unfortunately, on 5 July 2022 at the age of 95 years she passed away in her apartment in Stoephout. Ibu Joty will not join the presentation of ‘Ibu Kota Nusantara’ but it is in her spirit that the two schools present their project.

The Indonesian word ‘Ibu’ means ‘Mother.’ The Indonesian phrase ‘Ibu Kota’ means Capital City, as a tribute to Mother Nature. Jakarta is still the Ibu Kota of Indonesia.



Fig. 2. Photo of Mrs. Joty ter Kulve – van Os in front of the three Trees of Freedom



Fig.3. Trees of Freedom for The Netherlands, Indonesia & the UN in park The Paauw, Wassenaar

LESSONS ON DEMOCRACY



Fig. 4. Visit of the students to the Senate, 14 October 2022

From the remarks of
Prof. dr. J.A. Bruijn, Chair of the Dutch Senate
H.E. Mr. Mayerfas, Ambassador of the Republic of Indonesia
Mr. De Lange, Mayor of Wassenaar

Although they are still too young to vote, Mr. Bruijn, Chair of the Senate, welcomes the students as 'active members of our democracy.' 'By participating in the project City of our Future,' he says, 'you experience what democracy means - that democracy only functions, when people work together, discuss and exchange ideas.' This important issue was the reason why he was recently in Indonesia, in Jakarta, to discuss with presidents of parliaments the importance of democracies. The meeting was part of the G20. After his warm welcoming words, Mr. Bruijn, explains to the students the political role and meaning of the Senate of the Netherlands. 'Together with the House of representatives we are the parliament of the Netherlands.' The parliament scrutinizes the proposals from the government. Members of the parliament are called representatives, because they are chosen by the people. Mr. Bruijn wishes the students 'Best of luck with building your city of the future.'

Ambassador Mayerfas is happy with the schools' joint project 'City of Our Future'. He remarks the historical fact that on January 18th this year, the Indonesian House of Representatives agreed to the idea brought up by the Government and decided that Indonesia would have and build a new capital in Kalimantan, to replace Jakarta.

Decision-making was not easy, if you imagine that Indonesia has the fourth biggest population in the world with 275-million people who live across an archipelago with 17.000 islands. The people represent more than 1.300 different ethnic groups, many of them speaking different languages. It makes the Ambassador ask: 'How can we live alongside with each other if we are so different? How do we make decision for all the people?' It is like solving the problem of making an apple fly. Of all possible solutions, which one will be chosen? Will it work in Indonesia?

The Ambassador explains why it will. 'First' he says, 'we have Pancasila, the Five Principles. It is rooted from the values that are in the DNA of Indonesian people, of our ancestors, that we uphold as a nation. They are among others: spiritual, tolerance, harmony, respect, and gotong royong, or togetherness. With these values and principles, the people of Indonesia have survived uncounted downfalls and crises. It is time-tested. We survive, we recover, we are resilient, and we grow stronger.' With these values and principles, the Indonesian people exercise 'Demokrasi Pancasila'.

Summarizing, the Ambassador says: 'In making our country better, every decision is made by listening to the people, including you, as students. You can share your voice, your thought, your aspiration.' He hopes that through this project, students will learn how to deal with differences—of languages, of ideas, of time and space. But also, that they 'will learn about tolerance, respect, work together in harmony to make the project a success.' And he expresses his best wishes. 'So, students, have fun, get creative. Together, we will share a better future.'

Mr. De Lange, Mayor of Wassenaar, shows a little Lego-block, that reminds him to his own creative building hours, when he was of the same age as the students now. Using Minecraft must give them the same joy and creative fascination that he had when he was a boy. Now, being the Mayor of Wassenaar, the value of democracy for the welfare and wellbeing of a city is dear to him. So, he is happy with the new project education *City of Our Future* of the Indonesian School and the Herenwegschool.

The voice of children is taken seriously in Wassenaar, he says. And he is proud to share the story of the children of the Herenwegschool with the public. In 2021 they came twice with good ideas to the local governance to solve some local problems. First, for improving an unsafe traffic environment around their Herenwegschool. And second, by finding creative solutions for the planning of a new entrance to the beach. In both cases the children had project education at school, in which they built virtual models of real life environments by using Minecraft. The solutions they showed were relevant for the city governance and got approval from the local council. For their new collaborative project the Mayor too wishes the students success and fun.

21ST CENTURY LEARNING



Fig. 5. Creative building in a Minecraft world



Fig. 6. Students working together

What are the skills students need, to prepare for a rapidly changing society? More often this requires different problem-solving skills than has been the case up to now. Students must be able to think outside the box and see new connections. They also must fit best in coordination with others and in a specific context. In the Netherlands SLO, the National Expertise Centre Curriculum Development identified the following eight 21st century skills. ¹

¹ Thijs, A., Fisser, P., & Hoeven, M. van der, (2014), *21ste eeuwse vaardigheden in de ontwikkeling van het curriculum van het funderend onderwijs*. Enschede: SLO

1. Creativity
2. Critical thinking
3. Problem solving skills
4. Communicating,
5. Working together,
6. Digital literacy (ICT skills, information skills and media literacy)
7. Social and cultural skills
8. Self-regulation

The next important question is then how education should pay attention to the development of these skills. The integration of 21st century skills should contribute to the broad mission of the school and provide space for new forms of learning and teaching. It must be about meaningful education, in which learning is linked to social issues and questions that appeal to students. Therefore It is desirable to strengthen the position of the skills in the envisaged and implemented curriculum. Schools and teachers play a crucial role in this.

In 2016 the Research and Development Department of the Ministry of Education and Culture of the Republic of Indonesia issued a vision on the adoption for 21st century learning.² According to this view the skills every student needs in the 21st century are:

Character Quality	Devotion / Integrity / Respectful / Curiosity / Initiative / Persistent / Adaptability / Leadership / Social and Cultural Awareness
Basic Literacy	Reading and Writing Literacy / Numeracy / Scientific Literacy / ICT Literacy / Financial Literacy / Cultural and Civic Literacy
Competency	Critical Thinking and Problem Solving / Creativity and Innovation / Communication / Collaboration

The City of Our Future project fits perfectly well in a 21st century learning curriculum. It is a form of project education that appeals to the 21st century skills of the students and gives them the opportunity to develop these skills. It is about creativity, initiative, collaboration, problem solving and critical thinking. Communication skills, digital skills, and also an open and tolerant attitude are indispensable.

The project is also a form of action research, because the students have to come up with solutions to an existing task/challenge. They have to work together and collaborate in task groups. In addition, accessibility to relevant information is necessary, as well as contact with (experiential) experts and guest lecturers.

And it is a form of design thinking because the students have to build solutions in time and space constructs. The use of Minecraft, a Microsoft app, is an important tool in this project. The assignment that the students is given, is to build a model of a City of Our Future in a virtual world. In this case, the new capital of Indonesia. Since the Indonesian parliament approved the government proposal for

² *An Adoption of 21st Century Learning in Indonesia*, Indonesia 6th Annual Forum 2016, Research and Development, Ministry of Education and Culture, Republic of Indonesia

the new capital, the development and construction of Ibu Kota Nusantara in East Kalimantan has started, in real life and for the students in Minecraft.

Democratic decision-making is important for any urban planning project. For this reason the school project gives attention to a closer acquaintance with democracy, through contact with the city council and the national parliament.

Further, more than ever; values and context matter. The task groups in this project work on solutions that take into account standards of sustainability (SDGs), Environment, Quality of Life, Human Rights, SDGs, Globalization, Democracy, Unity in Diversity.

Just as in former projects the privilege of connectedness between the Herenweg school and SIDH gives students and teachers a unique opportunity to get to know each other better and to enjoy the beauty and strength of difference.

PROJECT EDUCATION IN THE CLASSROOM REPORT OF ACTIVITIES



Figure 7. Bob van den Steenhoven, director of the Herenweg school, reflects on why the voice of children must be heard.

The project was developed and executed by a project team, consisting of the directors and teachers of the Herenweg school and the Sekolah Indonesia Den Haag (SIDH), with an educational IT developer and a coordinator. In the summer of 2022 the project team decided to apply a new concept of project education in the classroom with Minecraft, *City of Our Future*, to designing the future capital of Indonesia *Nusantara*. The Embassy of Indonesia in Den Haag and the Indonesia Nederland Society (INS) supported this initiative. With the help of excellent guest teachers and connected to a school in Kalimantan the project was imbedded in a real life context.

In the 2022 project participated 75 students from the Herenweg school and 15 students from the Sekolah Indonesia Den Haag (SIDH) age 11-14. The project lasted eight weeks and consisted of lectures by guest teachers and design thinking in different task groups. Indonesian and Dutch guest speakers gave the students information and food for thought about building a sustainable capital for Indonesia in Kalimantan. The students (75 of the Herenweg school, 15 of SIDH, age 11-14 years) collaborated in task groups on the subjects: Infrastructure & Transportation; Community; Vegetation; Clean Water Management; Health Care; Clean Air; Food Security. There was also a reporters group.

By invitation of the Indonesian Embassy the schools were invited to give a presentation of their design of the Kota Ibu Nusantara in a session of the "Indonesia Now" conference of Dutch Culture in Amsterdam. On December 1, 2022, two Indonesian and two Dutch students (age 11-14) presented the playful and imaginative city design for Indonesia's to be built new capital in Kalimantan. On two screens the students showed a power point and a guidance tour through the future capital, built in Minecraft by the ninety Dutch and Indonesian students from the Herenwegschool and the Sekolah Indonesia Den Haag (SIDH). For the schools this presentation was the international launching of the City-of-Our-Future education project. It was a sparkling presentation in a session on Sustainable Development in Indonesia. Mrs. Pudji Lestari, the moderator, commented that the students 'bring us the optimism and energy of the younger generation.'

DAY 1: PLAYING GAMES

Indonesian school students in the Hague came to the Herenwegschool, and played several traditional games which are well known in Indonesia and the Netherlands. There were approximately eight games played by students: Giant Jenga, Giant Micado, Throwing cans, Rope Skipping, Clog Race, Skippyballen, Shuffleboard, Badminton (famous and favourite game in Indonesia).

This meeting was held to increase mutual acquaintance and cooperation as well as increase the emotional bond to each student before the Minecraft project can be carried out. Thus, the students may already know the name, behaviour and other students' characteristics.

DAY 2 : MINECRAFT IN PROJECT EDUCATION

In the Warenaar, an auditorium in Wassenaar, the students got an introduction to the project by Richard Meijer, educational IT developer. The Minecraft introduction was attended by all the SIDH and de Herenwegschool students along with representatives from the Indonesian embassy to the Netherlands as well as the school committee. Then, this introduction was also online (zoom meeting) followed by students and teachers from schools in Kalimantan, Indonesia.



Figure 8. Introducing Minecraft oleh Mr. Richard di Auditorium

The purpose of the introduction of Minecraft is to make it easier for students and to understand better what Minecraft is and how Minecraft works; specially the purpose of using Minecraft in the IKN (Future

City) development collaboration with seven important pillars: Infrastructure & Transportation, Community, Vegetation, Clean Water Management, Health Care, Clean Air, Food Security.

DAY 3 : DIVISION OF 7 TASK GROUPS & PRESENTATION FROM A SCHOOL AT KALIMANTAN

Team grouping was done based on the topic they like. Then they started to discuss who would be the leader in a group. And they also discussed what they wanted to build in the future city.

Furthermore, there was also a presentation by the local school students in Kalimantan with information about the conditions and characteristics of Kalimantan island and specifically, the area of the future city, its flora & fauna (Biodiversity), its ethnic and social society (Culture). Students of the local school in Kalimantan answered questions of the students in Wassenaar regarding behaviour of local people, weather differences, wild animals, protected wild plants, school systems, staple food in Kalimantan, transportation and infrastructure in Kalimantan.



Figure 9. Online presentation by students from a local school in Kalimantan



Figure 10. The division of groups based on the 7 topics

DAY 4 : VISIT TO THE DUTCH SENATE

Students from SIDH and the Herenwegschool visited the Dutch Senate and were welcomed by the president of the Senate and by the mayor of Wassenaar.

The students received motivation, ideas and explanation by the Indonesian Ambassador, the Mayor of Wassenaar and the Senate President in terms of healthy cities development, presenting Indonesia as Archipelago state and also as a diverse country, having many races, ethnicities, tribes, religions, languages. Furthermore, about how the people can coexist well and work together.

The mayor and the president of the Senate are very proud of the students; they show cooperation despite different nations, cultures, language limitations in order to build a future city of Indonesia and maintain a clean environment by using technology. One other important thing is that they share the same goals to save the earth and that this project can grasp and influence the value and insight of democracy. The Indonesian Ambassador points to the characteristic of Indonesia as a country (population, number of island, tribes/ethnic groups and languages), the government system, its community culture and behaviour etc. The president of the Senate hopes that this project can be

carried out further by taking locations (case) in the Netherlands regarding, in particular, the problem of developing safe residential areas in the Netherlands.



Figure 11. The mayor of Wassenaar is having a discussion with students about what it means to have a good environment, a clean and healthy city. He listens to the students' opinions about projects carried out with using Minecraft as a tool. The students explain and show how Minecraft works in building the future city they want.

DAY 5 : GUEST LESSON BY WIWI TJOOK, LANDSCAPE ARCHITECT



Figure 12. Mrs. Wiwi explains the policy purpose to preserve trees and nature in the in the new capital.



Figure 13. Presentation the design of the future city of Indonesia to the students

Mrs. Wiwi Tjook, landscape architect and member of the IDN Task Force *Liveable Cities*, explained the concepts, designed by the Indonesian government, for the IKN (future city) development. In the power point she showed Mrs. Tjook discussed the following items:

- National Identity values in monuments, such as unity in diversity
- The Capital City as a symbol of advancement in society
- Green and sustainable concept.

- Just as Indonesia is an archipelago, the new capital becomes an archipelago of islands not in the sea, but in the sea of forests.
- Forest first and then comes the city; The new capital as a tropical forest city
- Green mobility infrastructure
- Smart infrastructure and smart mobility
- Smart distribution and smart waste management
- Ministry building complexes and an IKN Command Center and Data Center
- An Pancasila Mangrove Eco Parc
- Residential blocs with shaded pedestrian paths

One of the subjects was the winning architectural design for a vice president's palace in the new capital by Indonesian architecture studio SHAU. See: <https://www.twinmotion.com/en-US/spotlights/shau-wins-design-competition-for-the-new-indonesian-capital-s-vice-presidential-palace-with-twinmotion>



Fig. 14. Winning design vice president's palace, Architecture studio SHAU

DAY 6 : ACTUAL INFORMATION FROM KALIMANTAN BY MS. YULIA

Ms. Yulia, Water agent and member of IDN Task Force *Liveable Cities*, explains the history of the name *Nusantara* for Indonesia's future capital. She then tells the students about her recent visit to Kalimantan and what infrastructure already had been built in the region of the new capital. She also informs them about the conditions of the area and further developments which need to be improved.



Figure.15. Ms. Yulia shows the current situation of Indonesia's future city development.

DAY 7 AND 8. FINISHING THE PROJECT AND PREPARING FOR FINAL PRESENTATION

In the task groups the students collaborate to finalize the visualization of their designs. Four students, who will represent the schools, are preparing for a final presentation on December 1, 2022 at the "Indonesia Now" conference in Amsterdam.

GUEST SPEAKERS

H.E. Mr. Mayerfas, Ambassador of the Republic of Indonesia
Drs. Leendert de Lange, Mayor of Wassenaar
Prof. Dr. Jan Anthonie Bruijn, President of the Senate
Mrs. Wiwi Tjook, Landscape Architect, Task Force IDN Liveable Cities
Ms. Yulia Yulia, Member of IDN Liveable Cities, The Water Agency

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