

**THE CONCEPT OF HAI AMONG THE AMUNGME IN THE SOUTH
CENTRAL HIGHLANDS OF IRIAN JAYA AND ITS IMPLICATIONS FOR
NONFORMAL EDUCATION**

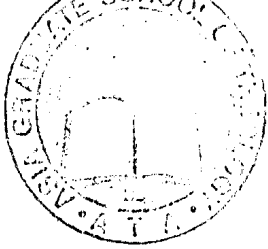
by

Noakh Nawipa

A Dissertation
Submitted to
Asia Graduate School of Theology
Philippines

In partial fulfilment of the requirements
for the degree of
DOCTOR OF EDUCATION

July 27, 1995



OFFICE OF THE DEAN
ED. D. IN CHRISTIAN EDUCATION
and Floor Alliances Building
University of the Philippines, Diliman
Tel. No. 338-1111

July 27, 1995

WE HEREBY APPROVE THE DISSERTATION

SUBMITTED BY:

REV. NOAKH NAWIPA

ENTITLED

THE CONCEPT OF "HAI" AMONG THE AMUNGME IN THE
SOUTH CENTRAL HIGHLANDS OF IRIAN JAYA AND
ITS IMPLICATION FOR CHRISTIAN EDUCATION

As Partial Fulfillment of the Requirement

For The Degree

Ed.D. in Christian Education

Anne C. Kwantes, Ph.D.
Chairman

Carol B. Herrmann

Carol B. Herrmann, Ph.D.
Program Director
AGST

Michael McDowell

Michael McDowell, Ph.D.
Co-Chairman

James C. DeYoung

James de Young, Ph.D.
Philippine Area Dean

William Gopfarth

William Gopfarth, Ed.D.
Reader

ACKNOWLEDGEMENTS

Many people have provided assistance and encouragement in my doctoral program:

- Dr. Carol B. Herrmann, program director; for prayers, encouragement, understanding, and financial assistance.
- Dr. Ann C. Kwantes, mentor and advisor; for providing guidance, encouragement, stimulation, prayers and direct assistance in many ways.
- Dr. Michael and Mrs. Donna McDowell; for reading drafts, meaningful comments, cargo cult materials and the final editing jobs.
- Dr. Wil Gopfarth; for reading and the meaningful suggestions.
- Dr. Russell and Mrs. Lynn Stapleton; for their hospitality and friendliness.
- The Program Committee of the second AGST-Ed.D.; for facilitating this study program and their encouragement.
- The Christian and Missionary Alliance Mission of Irian Jaya; for prayers and financial assistance to cover living expenses.
- Lastly, my beloved wife, Christina Salimbongan Nawipa; for her understanding, encouragement and faithfulness.

ABSTRACT

Religious movements of what Westerners call cargo cult movements are the manifestation of deeper perceptions in the world and life view of Melanesians. Christian educators are confronted with the understanding and application of the Word of God to every social, cultural and historical context. This presents the challenge of increasing our understanding of the Scriptures as well as the cultural themes in the process of integrating them into the life and ministry of believers. An analysis is needed to probe more deeply into cultural aspects of cargo cults, and one such phenomenon is Hai.

This study seeks to investigate the concept of Hai among the Amungmes of the South Central Highlands of Irian Jaya and to note how Biblical truths can be applied to the concept of Hai as it appears in traditional myths and contemporary cargo beliefs. Then, it also intends to propose a Christian education guideline for adult nonformal Christian education among the Amungmes.

Data for this research were collected by interviewing community leaders in the two different villages of Amungme people in Irian Jaya. These participatory observations as well as data collection of written materials were used.

This research contributes to a deeper understanding of cargo cult movements among Melanesians, including Irianese, from the perspective of Christian education thoughts and practices. An analysis of the Hai concept of the Amungme myths and cargo cult beliefs is presented from the perspective of Christian faith. It also contributes to the process of contextualization of Christian faith in the context of the Amungme people in Irian Jaya as a practice of Christian education ministries.

It is seen that a strong relationship exists between Amungme myths and the contemporary cargo cult movements in relation to the idea of Hai. This study has found that Hai is a core belief of the Amungme world and life view and value systems. Therefore, the Biblical world and life view must be integrated into the context of the Hai world view and value systems through a God-centered education approach among the Amungme in a nonformal adult Christian education setting.

The principles of nonformal adult Christian education is developed as a guideline for the practice of Christian education among the Amungme people in Irian Jaya. These principles may serve as a guide to the practice of Christian education as a whole.

The research finally contributes ideas for those who work as nonformal adult educators in the community development basis, church education ministries with the knowledge of the Amungme world and life view to become better acquainted with the people and their way of life.

Mentors: Dr. Ann C. Kwantes and Dr. Michael L. McDowell Number of words: 410

TABLE OF CONTENTS

CHAPTER I. INTRODUCTION	10
Importance of this Study	14
Statement of Purpose	18
Research Questions	18
Conceptual Framework	19
Scope and Limitations	20
Definitions	20
Assumptions	22
Related Research	24
Methodology and Organization	25
CHAPTER II. RESEARCH OF RELATED LITERATURE	28
Cargo Cult Movements in Irian Jaya	28
What Actually are Cargo Cult Movements?	29
What is the Cause of Cargo Cult Movements?.....	33
Interpretations of Cargo Cult Movements	35
The Socio-Political Interpretation	35
The Christian-Ethical Interpretation	39
The Cultural-Historical Interpretation	44
The National-Economic Interpretation	46
The Eclectic or Synoptic Interpretation.....	47
Amungme Socio-Cultural and Historical Backgrounds.....	51
Amungme, "The First Man"	51
Amungme Land	54
Socio-Economic Backgrounds	54
Amungme Cultural Contacts	56
Governments and the Development Processes	59
Early Missionary Works	64
Early Catholic Missionaries and their works.....	65

The early works of Christian and Missionary Alliance	68
Christian Adult Nonformal Education	74
Nonformal Education and Other Education Systems	74
Adult Learner	77
Andragogy as a Theory of Adult Learning	81
Adult Learning in Third World Countries	84
Educational Contextualization and Nonformal Curriculum.....	85
CHAPTER III. HAI MOVEMENTS: THEIR MYTHS AND THEIR HISTORY	94
An Understanding of Melanesian Myths	94
Functions of Myths in the Primal Societies	96
Amungme Myths Retold	104
A Loss of Hai	105
A Women and Her Brother	106
An Amungme Origin Myth	107
Mythological Basic Themes in Melanesia	107
History of Hai Movements among Amungme People.....	109
The Pre-Western Contact Hai Movements	110
The Post-Western Contact Hai Movements	112
Latest Stories of Hai Movements	117
Dimpan Kobogau Hai Movement	117
Otto Janempa Hai Movement	118
Conclusion	118
CHAPTER IV A THEOLOGICAL REFLECTION ON CONCEPT OF HAI.....	121
Doing Theological Reflection	121
Hai as an Amungme World and Life View	125
The Meaning of "Life in All Its Fullness" in John 10:10.....	131
Implications for Christian Education	139
CHAPTER V. GUIDELINES FOR ADULT NONFORMAL CHRISTIAN EDUCATION	142
Early Christian Education Practices Among Amungmes.....	142
Jesus' Practice of Teaching	144

Insights from Jesus' Style of Teaching	150
The Question of Values	153
A Biblically Based, God-Centered Approach to Education	156
Basic Christian Principles for Education	161
The Bible as Content for Christian Education Ministries	162
The Uniqueness of Jesus Christ	163
The Salvation of a Lost and Sinful World	167
Conversion.....	168
Present Ministry of the Holy Spirit.....	173
Hope for the "Other New World"	174
The Spiritual Unity of Believers in Our Lord Jesus Christ.....	176
Christian Education Structures	178
Relationship Between Formal, Nonformal and Informal Education Systems.....	179
Methods for Nonformal Christian Adult Education	182
CHAPTER VI. CONCLUSION AND RECOMMENDATIONS	186
Conclusion	186
Recommendation for Adult Nonformal Teaching-Learning Practices	188
Recommendation for Community Development Training.....	189
Recommendation for Educational Methods for Adults.....	190
Recommendation for a Curriculum Development.....	191
Recommendation for a Christian Community.....	193
Recommendation for Theological Schools.....	194
APPENDIX A Map I Irian Jaya	196
APPENDIX B Map II Amungme/Damal Valleys	196
APPENDIX C BIO-DATA	197

APPENDIX D INTERVIEW PROTOCOL	199
APPENDIX E INTERRELATIONSHIP OF WORLDVIEW AND CULTURE....	200
APPENDIX F THE SYSTEMS VIEW OF NONFORMAL-ADULT EDUCATION PROGRAM	201
REFERENCES.....	202