



The Portrait of Education in The Indonesia- Malaysia Border Area (Case Study of Entikong Subdistrict, Sanggau District, West Kalimantan Province)

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ABSTRACT

Background. The condition of education in the Indonesia- Malaysia border area is very striking. In Malaysia, the school is well built and equipped with representative facilities and infrastructure. While in the Indonesian border area such conditions were not found. So it is not surprising that many people in the border choose schools in Sarawak rather than schools in their own country. The West Kalimantan land border with Sarawak East Malaysia stretches for 966 kilometers, has an area of around 2.1 million hectares. The West Kalimantan border with Sarawak Malaysia covers 5 regencies, namely; Sambas, Bengkayang, Sanggau, Sintang and Kapuas Hulu Regencies with 15 Districts and 98 Villages. The border communities carry out their daily activities related to socio-economic tend to go to Sarawak, rather than their own country because the access is closer, easier and the availability of easier transportation facilities. The Indonesia - Malaysia border area has more than 50 paths connecting more than 55 villages in West Kalimantan with 32 villages in Sarawak. The conditions of social welfare, economy, education and life skills of border communities lag behind compared to the Sarawak community. Improving the quality of education at the border is an important step to strengthen the national defense system on the front porch of the nation through education and culture. Increasing access to education at the border can remove the stigma of national political inequalities regarding increasing resources and infrastructure, and making citizens in border areas feel part of the unitary state of Indonesia. Solutions that can be given from the above problems include changing social systems related to the education system and improving teacher quality and student achievement and infrastructure readiness.

Keywords: Education, State Border

PRELIMINARY

A. Education in the West Kalimantan Border Region

Education is the main aspect of a country that is useful for improving Human Resources in the face of an increasingly advanced and developing era. In Indonesia, the existing education system is quite advanced, but it is not balanced by the quality of education in each region. Therefore there is a gap between education in one area and another. For example, education in urban areas is considered more advanced with adequate facilities than education in border areas, where the quality of education is still low and facilities are still lacking. The border area is a terrace or front yard of a country because it is directly adjacent to a neighboring country. As the Indonesian state borders land with Malaysia, Timor Leste and others. As a terrace, the state should be able to give a good picture of how the country exists.

A manifestation of the functions and objectives of national education, the Government has exempted school fees and implemented compulsory nine-year basic education. In fact, the Government discourse to eliminate the cost of education cannot yet be realized as expected. The implementation of uneven education, free and

compulsory nine-year basic education is more apparent in certain places.

On the island of Java, the development of education is very rapid, all supporting educational facilities are very adequate, the teaching staff is also very qualified. However, it is very different from the islands outside Java, including the implementation of education in West Kalimantan Province which is directly adjacent to neighboring Sarawak Malaysia, East Kalimantan which is directly adjacent to Sabah, East Malaysia and in all education in border areas and the implementation of education on the islands small islands throughout the country.

The problem of the lack of educational facilities is very much felt by our brothers in the border areas whose conditions have not been noticed by the government. Many of our brothers who want to go to school must travel tens of kilometers to get to school. The road they traveled to get to school was not a smooth road but the path of rats twisting and going up and down hills, where there were also wild animals and poisonous snakes, all of which they never cared about just because they wanted to pursue education. Not because of their willingness to walk in nature like that, but because there was no Government intervention and natural conditions in the border areas and scattered islands that made them behave like that.

Education is the main factor in determining whether a person is qualified or not. With education, one can know all kinds of information and knowledge. Education is a very important factor to support a country's progress. Not only an academic education, but moral and skills are also important in realizing the creation of good nation genres. But, has our education received special attention from the government? Moreover, the regions that are directly adjacent to neighboring countries, we know the answer ourselves.

Education at the West Kalimantan border is so inadequate that most residents choose schools in Sarawak rather than schools in their own country, the reason is very relevant and logical. Schools in Malaysia are free of charge until graduation, while schools in Indonesia whose advertisements are free are just a thumbs up. Then Malaysian schools are equipped with excellent educational support facilities and the building is much better than the buildings we have, the teaching staff (teachers) in Malaysia are far better and more dedicated than we have.

Land border West Kalimantan - Sarawak East Malaysia stretches for 966 kilometers, has an area of around 2.1 million hectares or almost as large as the Province of West Nusa Tenggara and North Sulawesi Province. Administratively it covers 5 Sambas, Bengkayang, Sanggau, Sintang and Kapuas Hulu Regencies with 15 Districts and 98 Villages. Residents in carrying out socio- economic activities tend to go to Sarawak, because of easy access and better availability of facilities.

The border area has more than 50 pathways that connect more than 55 villages in West Kalimantan with 32 villages in Sarawak. Geographical conditions and topography of the West Kalimantan border region that is still isolated, due to limited road infrastructure, land transportation, rivers, and other public facilities. This condition has an impact on the conditions of social welfare, economy, education and life skills of the border communities that are still left behind compared to the Sarawak community.

The development process in the border region in the future is getting more and more constraints, if such conditions are not immediately taken strategic steps, the slower handling of responses and public support fades in line with the spirit of nationalism and nationalism fades due to the lack of progress in the border areas. The double impact that can occur is the increasing vulnerability of Kamtibmas stability and State Defense in the Kalimantan border region.

It is a red light for the Government apparatus in carrying out development tasks on the border which have very minimal facilities, coupled with the majority of people who have multiple KTPs, will complicate the implementation of Community Security in the border region. As a lecturer in Pancasila and Citizenship Education, the problem is in terms of national resilience that the appalling conditions will have an impact on the weakness of the national defense. Territorial fostering apparatus in realizing strong border defenses and defense forces for national defense.

Through increasing public awareness of the importance of the defense of the country with the many people

who have multiple KTPs and the patterns of socio-economic life that depend on neighboring countries, there will be many obstacles faced in the field. This obstacle risks decreasing the spirit of defending the country (love of the homeland) so that it erodes the resilience aspects of state insight. Thus in order to realize a difficult defense area, a strategy that is synergized with other Government apparatus is necessary.

The problem of development in the border area of West Kalimantan is due to the vastness of the area, far from the center of the Provincial and District Governments, limited accessibility which has resulted in difficulties in conducting guidance, supervision, and security. In this connection, it causes the level of inequality of the border community with Sarawak, both economic and social. The vulnerability of the state sovereignty problem is that there is still an incomplete agreement on state borders, damage to boundary stakes, not yet socialized national boundaries ranging from government officials to border communities. The complexity of border conditions is also due to the lack of law enforcement and the existence of economic disparities between regions, resulting in increasingly widespread cross-border illegal activities such as illegal trading, trafficking, mining, and logging.

In this Reformation era, the Government views that the border area is the front porch of the country (outward looking) so that in the future it needs attention in the development of all fields. Relating to the regional autonomy program and the expansion of government administrative areas carried out by the Government today with a temporary moratorium while evaluating the implementation of regional expansion. In the future, the policy of regional expansion should be prioritized on development in border areas which in reality is still far behind. This is in line with the essence of the decentralization policy in order to accelerate the achievement of community welfare and prosperity. The discourse of regional expansion (West Kalimantan) and several regencies in the border region should be addressed positively as long as the aim is to improve the welfare of the community, especially in the border areas. Education

EDUCATION AND BORDERS

According to Ki Hajar Dewantara, "Education is a demand in the life of the growth of children, as for the purpose, education is to guide all the natural forces that exist in these children, so that they as humans and as members of society can achieve safety and happiness as high as possible "According to (Satori, 2007: 1.15), "Education is a situation where there is a dialogue between students and educators that allows students to grow in the direction desired by educators to be in harmony with values that are upheld by society".

"Education is human activity and effort to improve his personality by developing his personal potentials, namely spiritual (thought, intention, feeling, creativity and conscience). Education also means institutions that are responsible for determining the ideals (goals) of education, content, systems and educational organizations. These institutions include families, schools and communities "(Ihsan Fuad, 2005).

So it can be concluded, education is a human endeavor since children to foster their personal potential in order to achieve safety and happiness later."The border is a region that is geographically directly adjacent to neighboring countries with the main function of maintaining state sovereignty and public welfare. The area in question is a part of the province, regency or city which directly intersects the state (or state) boundary line and/or has a functional relationship "(Ganit Yunitha, 2013)."Indonesia has regional boundaries. The north borders directly with five countries, namely Malaysia, Singapore, Thailand, Vietnam, and the Philippines. The west is directly adjacent to the Indian Ocean and Indian waters. The east is directly adjacent to the mainland of Papua New Guinea and the waters of the Pacific Ocean. The south is directly adjacent to Timor Leste, Australian waters and the Indian Ocean "(Azki M.H, 2013).

THE BORDER REGION IS THE HOME OF A COUNTRY

The border area is a terrace or front porch of a country that can be directly assessed by neighboring countries. This should be the government's introspection because basically all citizens have the same right to get an education. How can the government want to advance human resources if this uneven education

system continues to be left alone. The border people look forward to the guaranteed education and are eligible as citizens who have the same rights and obligations. The border community is also our brothers who are entitled to a better future.

The fate of Indonesians on the border seems to experience identity division, caught between two choices and the love of the country. This is evident as happened in the interior of West Kalimantan with Sarawak Malaysia. In the interior of East Kalimantan with Sabah, East Malaysia, and other provinces with the borders of other neighboring countries. The border community of this country lives in a variety of disadvantages, how it is not: access to information, education, and infrastructure development are all lacking and lagging with neighboring countries. This is a fact among the sparkling nuances of education in big cities with competitive systems and national and international standard infrastructure. No wonder the Indonesian border is a vulnerable area because the feeling of love for the country is very thin. Moreover, underdevelopment in the education sector has made Indonesian citizens in the border areas feel backward as citizens.

The Government's attention to the border area will provide important effects for the progress of thinking, perspective and access to information and equitable development. Through a comprehensive education program at the border, from the lowest level to higher education, it will spur the spirit of learning of our citizens who are in the border area. In addition, the expansion and improvement of the quality of education at the border will also strengthen the concept of equality education, which is actually as stated in the Preamble of the 1945 Constitution.

The fact of the diversity of Indonesian citizens, inherited from the civilization of the archipelago, is a great potential to recognize cultural diversity, local technology sourced from local wisdom by recognizing the potential of natural wealth in accordance with the perspective of local residents. Thus, education does not dramatically change the identity of local residents, without paying attention to local wisdom. So far, education standards have been generalized from the center to the regions in cases of education outcomes such as the implementation of national examinations that have recently occurred. Said the National Examination, but what happened was even the Provincial Examination, due to the Government being unable to manage the timetable and facilities needed for the national examination.

Quality improvement and access to learning in border areas is an important part of the national resilience system. The real defense system is not only in the form of military power, but also comes from diplomacy and the power of culture. Cultural strength will emerge if humans are able to recognize, understand and feel the richness of the environment, which is supported by the learning process as developed in the local environment. Improving the quality of education at the border will also be one of the strongholds to strengthen Indonesia's national defense system.

Improving the quality of education at the border is an important step to strengthen the national defense system in the nation's front porch through education and culture. Increasing access to education at the border can also remove the stigma of national political inequalities regarding increasing resources and infrastructure, and making citizens in border areas feel part of the unitary state of Indonesia.

EDUCATIONAL CONDITIONS IN THE DISTRICT ENTIKONG SANGGAU DISTRICT, INDONESIA-MALACCA FRONTIER,

The conditions of education in the Indonesia-Malaysia border area are very real inequality. In Malaysia, schools are well-built, sometimes equipped with student dormitories. Teachers sent to teach there are young teachers who are capable of teaching and given decent and decent salaries, while in our own areas such conditions are not found, even those that are very alarming. Empirical evidence such as that found in Suluh Tembawang Village, Entikong District, Sanggau District, West Kalimantan Province. The teaching and learning conditions there were very apprehensive for one teacher to teach 111 elementary school students. It was also found that a Principal also served as a teaching teacher for students from class I to class VI. It's

really worrying. Let alone improving the quality of education, the number of teaching staff is not sufficient. This is the real condition of education in border areas and remote and inland areas.

In one of the border areas of West Kalimantan, elementary school instructors were the Indonesian National Armed Forces (TNI) who were on duty in the border area, while there were no teachers who were truly backgrounded teachers or instructors. If we imagine that this situation is very sad, hearing the words "children in the border areas lack education in the age of a school child." How is governance in Indonesia, education problems alone cannot be solved, while problems that are not important and can spend state money are always number one, right? If the situation continues, when will Indonesia advance? Indonesia is advancing in bad terms, corruption and corruption are prioritized.

The government should act quickly to find the best solution to this problem. Because the government is supporting all the main factors. For example, the government must increase teachers in border areas and in remote areas. Facilitating what has become a constraint so far in the border areas such as the lack of vehicles to go to school and all educational support such as a damaged school building must be repaired as soon as possible and road access to the school should not be overlooked.

The border area is the terrace of our country terrace which can be directly assessed by neighboring countries. This should be the government's introspection because basically all the same rights that each community has. How can the government want to advance human resources if this uneven education system continues to be left alone. The border people look forward to education that is guaranteed, feasible because they are our brothers who are entitled to a better future. They are the nation's successors too.

Education is one of the capital that is very important to live a social life, with education we can know various kinds of information. We can get a moral education, discipline, religion, social, and much more that we can get. But today education is no longer considered an important thing, in Indonesia, there are many cases that pollute the world of education, for example, namely:

1. Textbooks containing dirty things, stories, and pictures that are not suitable for reading by elementary school children.
2. A lot of cheating when accepting new students.
3. Lack of teaching facilities and other supporters.

The last example above is very much happening, especially in the border areas in Indonesia. Why are remote areas often not a concern of the government, while large cities are always provided with facilities, this is not comparable. This is a worrying situation, how not? On the island of Java, many schools have spread a lot with facilities both standard and international. However, if we look at the islands outside Java, on islands that are still remote, such as Kalimantan Island, Papua, and even small islands in Indonesia, the situation may not have been noticed by the government. And even more sad is the state of education in Indonesia's border areas. I have heard in various media that Indonesian children have to travel far enough to get to their school. Their school is not owned by the Indonesian government but belongs to the Malaysian government. So what they should do every Monday the ceremony raises the red and white flag and proclaims the Great Indonesian song, but they must surrender to respect for the Malaysian flag and Sing the Malaysian national anthem. Besides that there is also a more sad situation, wherein the border areas there is a shortage of teaching staff and school buildings, so it is the TNI (the Indonesian Army) that keeps the border areas as teaching teachers, and their guard places are also used as classes, while the right teachers there is no single background of a teacher or teacher. If we imagine this situation is very sad, hearing the word "children in the border area lack education in the age of a school child." And strangely again when starting the registration of new students, not students and their parents who go to school to enroll their children, but the teachers who come to the homes of students and invite them to go to school. How is governance in Indonesia, the problem of education alone cannot be resolved, whereas problems that are not important and can be spent on state money are always number one. If the situation continues, when will Indonesia advance. Indonesia is advancing in terms of bad things like corruption,

tauran among villages, and so on.

This is a true story that happened in the border areas of Indonesia and Malaysia precisely in Entikong, Sanggau, West Kalimantan. Entikong is the territory of the Republic of Indonesia, but the conditions there are very worrying far from the lives of other people who live close to the government, children must go to a place that is far from feasible as a place to study places of learning, a place where young people are ready To get to school they need a long trip, they have to walk without shoes or footwear, there are those who have to climb the boat to get to school. It is indeed sad that in the days that people said they were free, there are still national children who are very difficult to feel the true education of every citizen. It is inversely proportional to the country next to Malaysia which borders Indonesia. Children who are far from the government can still get a proper education. They are given free educational facilities. What's with Indonesia, which is said to be a rich and fertile country but cannot fulfill the needs of proper education for children in the border areas.

What is the response of the central government officials, whether they close their eyes to this reality, they only give promises during the campaign but after they have come to power they forget the promises they once made, they complacent with their positions and easy ways to get money. they are cool with corruption, cool to abuse state money which should be for the people's welfare. What about the fate of this nation, if the leaders of the government do not care about their people, those who live near the government are very concerned about what else is far from the government. If the Indonesian leaders care about the lives of all the people who live close to the government or who are far from the border there might be the fate of children of the next generation of quality. because the next generation of quality nations can advance the Indonesian nation. The Indonesian nation will be able to compete with other developed countries. Hopefully, someday a fair and equitable government will be realized throughout Indonesia so that the Indonesian people feel real independence so that the Indonesian people feel that a beloved country can provide a decent livelihood for the continuation of the nation's next generation.

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