

EDUCATIONAL ENHANCEMENT IN THE BORDERS AREA TO SUPPORT THE COMMUNITY DEVELOPMENT IN WEST KALIMANTAN

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ABSTRACT

It is common opinion that the prosperity of a nation is closely related to the education quality of the nation concerned. Even more specifically, nations who managed to achieve prosperity and well-being are the Nations that carry out construction based on human resource development strategies. Therefore, its required policies and strategies Equalization of education appropriate to address the problem of uneven. The establishment of a conceptual model in this research is based on the literature review, holistic thinking, and the researcher experience. The theory being used for this research is the theory of Total Quality Management (TQM). This theory explains that the quality of the school include and emphasize on the three capabilities, i.e. academic ability, the ability of the social, moral and ability. Then the model that we use in quality improvement is a Four-Factor model, this model explained that the quality of the school is the result of the influence of the process of teaching and learning. Education organized by the Education Implementation in the borders region of a country is expected to system-oriented character development of the nationalist student's personal character. This system is implemented based on the ideology of the nation based on by planting religious values (religion), as well as colored by the nation's cultural values and cultural environment (local wisdom). Implementation of the formation of character, this is done using the concept of school parenting, in which the school was built by College UAD in various aspects. Hence this research was conducted in an effort to form a nationalist student's personal character.

Keywords: Educational Enhancement, Character, School, Borders Area, Nationalism.

INTRODUCTION

Indonesia is one country that has a plurality (unitax multipeks) in various dimensions of life, both strata socio-cultural, political, economic, geographical conditions and topography are also natural. Diversity is owned by the peoples of the premises at a party became the pride, but on the other hand an obstacle in running the nation's development, especially the development in the world of education. Education is a system to improve community life skills at each level. Starting from early childhood through higher education already widely held throughout the world. Starting from Indonesia, a lot of education for early childhood through high school education at the college has been given. Public awareness is already high on education proved that when a mother who used to only elementary school graduates must be willing to educate their children as best as possible. However, on the other hand the phenomenon of different quality of education in the area 3T (leading, outermost and deepest). This is due to the lack of teachers in schools in the area due to the proficiency level of educators.

Some problems of organization of education, especially in the area of Advanced, Remote and Disadvantaged (3T), among others; supply teachers, the distribution is not balanced, the incentive is low, below the qualification standards, teachers are less competent, and the mismatch between educational qualifications with the field to be taken, the implementation of school kurikulumdi not in accordance with the

mechanisms and processes that standardize. Another problem is the dropout rate is still relatively high.

Starting from a number of the above mentioned problems in the area of education needs to be managed in a special 3T and earnestly in order to advance in parallel with other regions. This can be realized if there is attention and involvement of all components of the nation, both in the region and in the center. In addition, local and central government development policies prioritize the 3T area. Minister of Education confirms 3T region has a strategic role in strengthening national security and the integrity of the unitary Republic of Indonesia, (Juknis SM-3T).

Schools in remote areas do not contribute to the political and economic investment, but education in remote areas contributes to the formation of human character quality Indonesian fore.

How important is the meaning of education for a nation? Very important. Philosophically, Ki Hajar Dewantara described it like this: "The influence of the teaching is generally liberate humanity for his birth, while the independence of the inner life of education there." Without a good education, impossible to achieve civil society and become a developed nation. However, conditions in Indonesia showed that the distribution of education as a whole has not materialized. Its quality of education, both in terms of human resources (educators), facilities and infrastructure, as well as an increase in the education budget, between central and local 3T (outermost and disadvantaged) so gaping.

Therefore, it takes political will (political will) from the central government to touch the problems in the region 3T. In education, the budget for education in the area dealing with the limitations of 3T to be optimal in order not many schools in the boundaries that feel the injustice. For example, a dilapidated school building, the roof is damaged, decayed wood, and so on. In this case, the government through the Directorate of Higher Education (Higher Education) in fact has given special attention. In order to attempt to prioritize equitable distribution of educational quality in areas outermost, and left behind, Higher Education make-3T SM program (undergraduate educate in the outermost, and lags). Of course, this program should be welcomed rather than squander the budget, for example, the implementation of the new curriculum to swallow a very large budget.

Regarding the program, Program Director of the State University of Surabaya PPG (PPG) Prof Luthfiah Nurlaela never share her experiences in the book *Sharing at the End of State* (2013). He said the general problems related to human resources (HR) educators in the area 3T (underdeveloped, outlying, frontier) is the shortage amount, the distribution is not balanced, qualified under the standard, less competent, and the mismatch between educational qualifications to the field of teaching, Still high dropout rates are also increasingly exacerbate the low school enrollment rates.

Known as one of the drivers of literacy, Luthiyah indeed proved his dedication and loyalty to seriously improve the quality of education in remote areas in Indonesia. Happily, he also poured his experiences traveling around Indonesia for the benefit of the program into writings, including books in *Ujung Negeri 2* Share this. That way, people can find out the gait and the progress of program delivery HR qualified young teachers such as SM-3T do it. At least the role of the young teachers is expected to address the problem of human resources (HR) or teachers in the area 3T, including border areas. As it is known, the main challenge in the area 3T is the availability of teachers. Based on the data Kemendikbud in September 2013, until now the existence of productive teachers still lack about 39,000 people. This book describe in full how the struggle of the young teachers SM-3T was on the ground, from Sorong to Aceh. With storytelling attractive and straightforward, Luthfiah did not show anxiety Medan face a difficult and dangerous place their students in SM-3T serve. Presence on the field is an oasis for the spirit and the overwhelming support perceived by the young educators. The book is

divided into nine chapters that tell the program or the name of the area where the assignment of teachers from SM-3T namely Sorong, Central Mamberamo, Mamra, Java Teaching I, East Java Teaching II, Raja Ampat, Sumba Timur, Aceh Singkil, and Southwest Maluku (MBD). Details or strong storytelling style will undoubtedly make the reader feel like what is experienced directly by Luthfiyah. Albert Einstein once said that love is better than the liabilities. In simple terms, these strands could be interpreted as a sincere devotion that exceeds any liability or responsibility.

METHOD

Research Approach

This research is qualitative research with a grounded theory approach with the intention of showing the presence of invention based on theory or empirical situation (Festinger et al., 2000; Morse, 2015; Charmaz, 2015; Wlask et al., 2000). Grounded theory is a good design for use when not get theories to explain or understand the process (Creswell, 2015). Before the data retrieval is performed research, researchers conducting the assessment process includes the preparation of literature related to the topic of research, setting up the measuring instrument that will be used at the time of research, as well as take care of permissions (Foley & Timonen, 2015; Gentles et al., 2000).

Participant

The subject of this research was the society of Desa Sempurna, Sambas, West Kalimantan.

Data Collection

The data collected using the methods interviews and observation. Researchers modify his opinion of Creswell (2015) of data collection which consists of determining the place/individual, gain access and build relationships, purposeful sampling, collecting data, recording of information, and solve the issues of the field.

Data Analysis

Cresswell (2015) describes the standard format of data analysis in GT is (1) coding of open (open coding); (2) rational coding (axial coding); (3) the coding criterion (selective coding); and (4) conditional matrix (matrix conditionals). The previous coding will affect the next coding so will further conclusion can be said to be a kind of theory or model that shows the distinctiveness of the subject of research.

RESULTS

Based on UUD 31 of the 1945 Constitution and Law No. 23 of 2003 on National Education System. One of the principles of the reform movement in education is the education organized by empowering all components of society through their participation in the administration and control of the quality of education. The question is whether the education system is organized by policy makers has been based on the provisions of the law? If we look at the current reality, the author asserts that the education system has not been implemented by the government in accordance with the constitution of the state of Indonesia. Why is that?

First, the Government is yet to seriously address the problem of access to education in West Kalimantan. As we all know, West Kalimantan is a province that is largely composed of water. Then access between regions in West Kalimantan mostly using river transport. Therefore, the government should be able to maximize existing transportation in West Kalimantan, such as bridges, docks, and other supporting

infrastructure. Essentially the government should give special attention to the educational institutions who live in areas that have limited access to education. The best solution is expanding access to education and equal educational services in remote areas or in urban areas.

Second, the quality of education in West Kalimantan is still fairly low. This is proved by the output (output) which is in production in West Kalimantan have not demonstrated the level of educational success. Kalimantan Barat annually spend thousands of new graduates, but they have the impact of increasing the quality of education in Indonesia. In addition, West Kalimantan can not compete optimally both in the national and international levels. The best solution is that the government must always strive to improve education quality and competitiveness of graduates in West Kalimantan.

Third, the government is still not optimally manage education in West Kalimantan. One strong evidence to support the claim that its author was not the seriousness of the government in public education menyimbangkan with religious education. Both in terms of facilities and infrastructure as well as in financial terms. The best solution is that the government should be able to manage the education to the maximum so that the results obtained are also maximized. The trick is to abolish discriminatory between general education with religious education. Equitable distribution of scholarships for students, equity facilities and infrastructure to support education and intensive supervision of the distribution and use of funds, whether targeted or misused.

In addition to the above three problems, I still feel awkward with the management educators in West Kalimantan. This was proven by educators equalization is not maximized. Education in West Kalimantan is still far behind compared to other provinces in Indonesia. It was one of them caused by insufficient number of teachers in West Kalimantan. West Kalimantan still requires a lot of educators, so that the number of teachers are balanced by the number of educational institutions, population and land area of West Kalimantan. As oeh Dr. Aswandi an observer Kalimantan education in the West that the problem of education in Indonesia, especially in Kalimantan is not much different, where we experienced similar problems, such as lack of quality education at all levels.

The problem of education in remote areas of Indonesia is an issue that is very alarming to note the central and local governments.

As for the solution of the problems of education in Indonesia, especially in remote areas as follows:

1. Minimum number of physical infrastructure in Indonesia

Facilities and infrastructure is one of the supporters in the world of education, which can make the school become a quality and grade. Classrooms that ensures the operation of the learning process well, tables and benches are fit for use, as well as laboratory facilities and infrastructure that support. This is certainly a shared responsibility of all levels of society and government, society and government must correct each other. The government should pay more attention to educational facilities and provide the budget in accordance with existing regulations, not budget at designated to build the world of education is used for things that are totally unrelated to education and even hurt education. And the people in charge of overseeing that no fraud or corruption in the disbursement of these funds. All parties must work together to create quality educational environment, which always progress from time to time so that education in Indonesia is getting better and protected from the downturn.

2. Lack of educational equity in Indonesia

The government should improve the education system, the government must do Program is educational equity throughout Indonesia without exception. The education equity programs such as building schools in remote areas, students deliver power to

remote areas, and complementary facilities and infrastructure in the area. Then also the socialization of the importance of education for children.

3. The low welfare of teachers

Master is a reference in teaching so that learners can perform well in the future. So that teachers can focus on the task, of course, have to improve the welfare of teachers by providing appropriate salaries and benefits so that the teacher is not looking for another profession to meet their needs.

4. The low student achievement

To improve active learners and protected from copy-paste culture teacher should be able to cultivate the spirit of learning learners with learning methods while playing or fun learning, and so forth. Then the learning process should also be tailored to the interests and talents of students in order to learn more leverage. The students also enhance creativity, the teacher can give appreciation to the work of the original. Surely it can make happen if there is support from the central government and local governments. Such support can be complementary school facilities and infrastructure, increase of teachers in remote areas, and of course by increasing the welfare of teachers in remote areas.

Therefore, the momentum of the national education in 2013, the author invites readers to work together hand in hand in the success of government programs that pro-people. In addition, the author also invites readers to always doing critic, provide input and solutions to the measures taken by policy makers so that what is implemented and programmed to improve the quality of education in West Kalimantan.

DISCUSSION

The basic meaning of the word quality, according to Dahlan Al-Barry in the Dictionary of Modern Indonesian is "kualitas": "quality, good and bad stuff". Just as cited by Quraish Shihab that defines quality as either level or quality of something bad something.

Meanwhile, if considered etymologically, the quality or the quality levels defined by the increase toward an improvement or establishment. For quality implies high and low weights or something. So in this case the quality of education is the education sector in the implementation of the institution, to which the educational institutions have achieved a success. According Supranta quality is a word that for service providers is something that must be done well. As has been described by Davis in his book Guets and Tjiptono stated quality is a dynamic condition related to products, services, people, processes, and environments that meet or exceed expectations.

The success of education in remote areas are strongly influenced by adequate infrastructure, access to information or resources available learners and teaching staff berkualitas. This can be achieved through appropriate government policies. To improve the quality of education in remote areas required special attention from the government in collaboration with local communities.

With the improvement in infrastructure, information access and quality of education, the teaching staff will also increase. By increasing the quality of education, human resources will also make a significant contribution, by itself, other fields will also be developing well. The government should pursue distribution of education so that education in remote areas can terwujud. Seperti has been mentioned in the Guidelines of State Policy (Guidelines) 1999-2004 (TAP MPR No. IV / MPR / 1999), which reads "pursue expansion and equalization opportunity to obtain a high quality education for all Indonesian people towards the creation of high quality human Indonesia with an increase in the educational budget means".

Problems and Troubleshooting Remote Education in the area

First, the Education Equity Issues is the question of how the educational system can provide the widest opportunity for all citizens to education, so that education becomes a vehicle for the development of human resources to support development.

The second, Education Quality Problems of quality of education in educational outcomes have not reached a level as expected. The quality of education in view on the quality of the output. Is the output of an educational system to make personal cautious, independent and active, responsible community members, citizens who love the country, and have a sense of social solidarity. In terms of quality, at the beginning of its development was focused to the business in terms of quantitative and equity. Furthermore, the new terms of qualitative or quality of note, namely:

- a. Completion of the education law,
- b. Completion of the curriculum,
- c. The development of education personnel capabilities,
- d. Completion of the learning infrastructure, and so on.

Third, Efficiency Education Issues questioned how an education system to leverage existing resources to achieve educational goals.

Fourth, Problems Relevance of Education is conformity between education and development in the community. For example:

- a. Educational institutions can not print-ready graduates.
- b. A lack of compatibility between the outputs (graduates) of education with the demands of economic development.

Of the four kinds of educational problems that each - each is said to be resolved if:

to provide equitable learning opportunities, means: all citizens who need education can be accommodated in an educational unit.

to achieve quality results, means: planning, processing education can achieve results in line with objectives that have been formulated.

to ensure an efficient, meaning that: the processing of education in accordance with the design and objectives are written in the draft.

quality products that are relevant, that is to say: the results of education according to the needs of society and development.

Factors - factors Affecting Development of Education Problems

Factors affecting the development of educational problems there are two categories: Issues of micro and macro issues of education.

1) Problems Micro:

A primary issue of education as mentioned in item A above, namely the problem - a problem that took place in in a system of education itself.

2) Issue Macro:

- a. The development of science and art
- b. Population growth rate
- c. aspirations of the people
- d. Cultural backwardness and means of livelihood

CONCLUSION

The era of globalization has always insisted the changes occurring in the world of national education for the better so as to compete in all fields. How do the people of Indonesia to face the world development in the era of globalization so as not to lag behind other countries is to improve the quality of education, especially in remote areas. Improving the quality and the quality of education in remote areas there must be cooperation from all levels of society. For the central and local governments should directly monitor how and to what extent the learning process that occurs in remote areas and provide a budget for the construction and equipping school facilities and infrastructure. For the community, continue to support the efforts made by the

government to develop education in remote areas. For educators, continue to support students in their learning activities. And for students, keep learning to achieve goals and bring the Indonesian people for the better.

Thus, the quantity and the quality of education will continue to rise. Increased quality and quality of education means born of human resources will be better and able to bring the Indonesian nation to compete fairly in all areas in the world.

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