THE STRATEGY FOR EDUCATION POLICY IN BORDER AREA IN THE POST-COVID-19 PANDEMIC DIGITAL ERA
A Study Using a Human Security Approach in the Policy Management of the Indonesia-Malaysia border area in Nunukan Regency, North Kalimantan Province

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Abstract

The Human Development Index (HDI) has three primary indicators: health, education level, and economy. Education is one of the vital indicators in the HDI, and it is highly relevant to the context of developing the country's border areas. The border areas in Indonesia are still vulnerable to disparities in facilities and quality of education. Nunukan Regency, as a border area between Indonesia and Malaysia, has various dynamics and policy needs to improve the education sector. This paper elaborated on the adaption and alternative education policy in Nunukan Regency as an area with border characteristics in the post-Covid-19 pandemic digital era. The theories used in this paper are related to border management policy, the Theory of Boundary Making from Jones S. B and Human Security from Roland Paris, and the concept of digitalization from Yoo and Lyytinen. A qualitative method was used, with the research results were expected to provide solutions for policy strategies in the educational management at the borders.

Keywords: Digital, Human Security, Education, Border.

1. INTRODUCTION

This paper elaborates on the education strategy of the state border areas in the digital era with various developments and adaptations. The study is also relevant to conditions of the post-Covid-19 pandemic with Nunukan Regency in North Kalimantan Province, especially Krayan District, a locus study. This area has the characteristics of a land border that is directly adjacent to the state of Malaysia. It is relevant because of the development of the current digital era, which is not even just the industrial revolution 4.0 but towards society 5.0, so this area needs innovation and adjustment. Likewise, the global Covid-19 pandemic has driven digital transformation and acceleration even for national border areas. The digital world is undergoing rapid development in various sectors.

Likewise with the policy strategy in border management finds its relevance to digital developments and shows its urgency. However, at the same time, two possibilities could emerge: 1) digital developments bring benefits to the management of the education sector or 2) the emergence of a new reality that presents a digital gap in the education sector at the border. Ririek Adriansyah, as the head of a state-owned telecommunications company (BUMN), states that this pandemic has accelerated digital adoption 5-7 years forward.[1] Similarly, McKinsey's research report states that digital adoption in Indonesia showed a significant number. Indonesia is the fastest country in digital adoption as studies conducted in 15 countries and involved 17,000 people.[2]

Before the pandemic, digital adoption in Indonesia showed an increasing rate, even though the numbers were even more significant during the Covid-19 pandemic. It also conditionally requires border areas to follow the pace of the development of the digital era. The variety of interactions changes and continues to require measures that need adaptation. An interesting problem to be elaborated on here is the reality of the disparity in the development of urban (urban) and rural (rural) areas, especially in border areas with all their characteristics. Krayan, a sub-district in Nunukan Regency, which is directly adjacent to Malaysia, can reach the urban centers of that neighboring country in only 4-6 hours trip, while to go to urban areas in Indonesia must use air transportation in limited quantities and frequencies. The limitations of educational infrastructure and equipment and even digital access are also very poor.

The digital divide and the low internet link ratio are problems in border areas during the pandemic where the teaching and learning process relies on online services due to social restrictions. Small border islands are the territory of the Unitary State of the Republic of Indonesia (NKRI), which are directly adjacent to neighboring countries, have a strategic role in development.[3] The potential for border islands can be grouped into three: (1) potential for natural resources and environmental services, (2) economy, and (3) basis for national defense.[4] As the world's largest archipelagic country with 17,491 islands, the border management strategy of Indonesia must surely take a closer look at matters related to connectivity, including digital connectivity. Now various sectors can be driven by digital media that the border development with a human security approach becomes more tangible and relevant following innovations and development.[5]

Based on these arguments and explanations, the author proposed several research questions, which are as follows: 1) How is the digitalization of the educational system at state borders during a pandemic? 2) What is the strategy for education policy at state borders during the pandemic and post-pandemic? Particularly in Krayan District, Nunukan Regency, North Kalimantan Province, the border area of Indonesia and Malaysia. These two questions are the elaboration points of this research with the theme "Strategy for Education Policy in the Post-

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[1] It was stated by the President Director of PT Telkom Indonesia (Persero) Tbk Ririek Adriansyah when he was the keynote speaker at the CNBC Indonesia Tech Conference, Tuesday (14/9/2021). https://www.cnbcindonesia.com/tech/20210914101900-37-276047/teknologi-5g-di-ri-belum-maksimal-ini-kendalanya

[2] McKinsey Research Reports published on February 11, 2019. https://www.mckinsey.com/industries/financial-services/our-insights/digital-banking-in-indonesia-building-loyalty-and-generating-growth

[3] Abubakar, Mustafa. Menata Pulau-Pulau Kecil Perbatasan: Belajar dari Kasus Sipadan, Ligitan, dan Sebatik. Jakarta: Penerbit Buku Kompas, 2006. Page 18

[4] Dahuri, R. Pengelolaan Sumber Daya Wilayah Pesisir dan Lautan Secara Terpadu. Jakarta. PT Pradaya Paramitha. 2004. Page 13

[5] Tampomuri, Harsen Roy. Digitalization and Human Security: State Border Management Strategies on the Era of Industrial Revolution 4.0. Proceeding ICTESS (International Conference on Technology, Education and Social Sciences). Ejurnal.unisri.ac.id. Page 316.

Covid-19 Pandemic the Digital Era (A Study Using a Human Security Approach in the Policy Management of the Indonesia-Malaysia border area in Nunukan Regency, North Kalimantan Province).”

2. METHOD AND THEORETICAL FRAMEWORK

The locus of this paper covers the border area between Indonesia and Malaysia, specifically in Krayan District, Nunukan Regency, North Kalimantan Province. Case studies and qualitative approaches are used, which specifically used instrumental case studies. The author intends to reveal something unique and was different from what was obtained from other objects. This paper uses 2 (two) data collection techniques, which are: 1) interviews with key informants deemed to have sufficient access to information as primary data sources and 2) library research as secondary data sources by collecting various writings, manuscripts, and relevant information both contained in books, journals, reports, research notes, and news media.

In elaborating this study, the Theory of Border Management policy from Stephen B. Jones, Boundary Making Theory, was used by dividing the scope of border management into four areas: allocation, delimitation, demarcation, and administration. The fourth area, administration, has evolved in its meaning and implementation, which has shifted to border management. Illustration 1 below explains the Boundary making Theory:
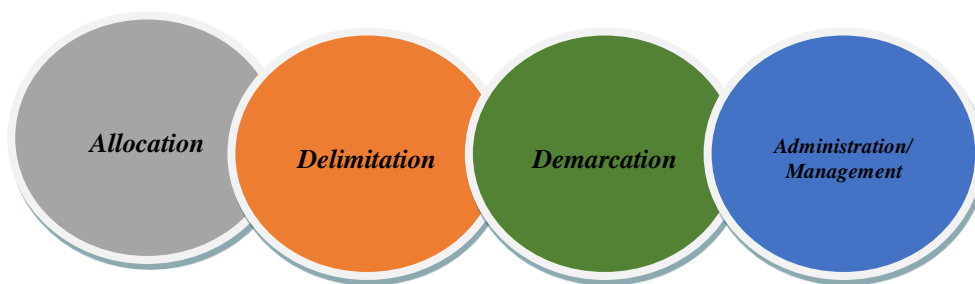

Ilustration 1. Boundary Making Theory (Jones, S. B. , 1945)

Furthermore, the theory of human security from Roland Paris, and the concept of digitalization from Yoo and Lyytinen, were used in this study. Roland Paris suggests 7 (seven) specific elements : a) economic security, b) food security, c) health security, d) environmental security, e) personal security, f) socio-cultural security, and g) political security. Socio-cultural security, mainly education, was used in this paper given that human security is in line with the Human Development Index (HDI) indicators: economy, education, and health. Human security perceives the welfare and quality of human life as a determining indicator of security. Moreover, the concept of digitalization is seen in the ideas of Yoo and Lyytinen by observing digitalization historically with 3 (three) stages: (a) The transition of analog content to digital content, (b) Separating devices that were historically tightly coupled (c) The emergence of novel products.

3. RESULTS AND DISCUSSION

Digitalization of Education at State Borders

Since the separation of East Timor in 1999 and the exclusion of Sipadan and Ligitan Islands in 2003, the issue of border area management has earned more attention from various groups[6]. Likewise, the number of issues in the Malacca Strait, Sulawesi Sea, and North Natuna Sea have brought the public to look closely at the state border issues. The land border between Indonesia and Malaysia is located in Kalimantan, with a border length of around 2000 km, stretching from Tanjung Datu in the West to the East Coast of the Sebatik Island in the East. The determination of these boundaries refers to the agreement between the Dutch East Indies and Britain in 1891, 1915, and 1925. The joint-demarcation program began in 1973.[7]

There are quite a lot of border dispute issues (Indonesia-Malaysia) that often appears in the news media, both regarding land borders and sea borders, including for land borders 1) shifting/removing boundary markers, 2) trafficking, 3) illegal logging, 4) smuggling, 5) transboundary crimes and the separation of ethnic communities due to political boundaries. Not only have to look at the problem of state borders from the point of view of boundary markers and all security approaches, but also the prosperity approach, which later became known as human security as a current border issue. One of them is in the education sector, which affects the socio-cultural life of the community. It also shows the complexity of the pandemic in which it provides a multiplier effect in various sectors.

In general, border areas are always left behind, in terms of development, compared to other areas which are easier to reach, even in some places. The border areas seem like no-man's land because of the government's lack of attention, so that the level of life of the people in the area is classified as poor and underdeveloped. This condition certainly has an influence and is increasingly complex during the Covid-19 pandemic. It can be seen from the information given by several Krayan residents as follows:

> *"The pandemic has greatly affected the teaching and learning process of students and lectures on campus because it has been able to shift the old way of learning towards digital. However, access to journals is limited, and sometimes the signal is not supportive in the learning process."*[8]

In line with the statement above, a young man from Krayan Nunukan Lio Bijumes and a high school teacher in Krayan stated that:

> *"The Covid-19 pandemic today affects the learning process to be disrupted because we have to adjust to several media such as zoom meetings, which are not supported by internet and telecommunications networks which are still very limited."*[9]

and

> *"The pandemic greatly affects the learning process, and children are confused because there is no face-to-face learning. We can't learn online like children in the city. As a teacher, I am very concerned and think about what students can get during this pandemic. Since the pandemic, the*

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[6] Nugraha, Aryanta. Institusionalisasi Pengelolaan Wilayah Perbatasan di Indonesia dalam Mengelola Perbatasan Indonesia di Dunia Tanpa Batas: Isu, Permasalahan dan Pilihan Kebijakan. Yogyakarta: Graha Ilmu. 2010. Page. 37.

[7] Sutisna, Sobar dan Kusumo Widodo. Permasalahan Penegasan Batas Internasional Darat dan Alternatif Solusinya dalam Mengelola Perbatasan Indonesia di Dunia Tanpa Batas: Isu, Permasalahan dan Pilihan Kebijakan. Yogyakarta: Graha Ilmu. 2010. Page. 50-51.

[8] Result of interview with Jefhorison, S.I.P. Master's student from Krayan Nunukan and an activist of campus/student organizations. September 28, 2021.

[9] Result of interview with Lio Bijumes, S.Sos., M.M. Doctoral Student and youth figure from Krayan Nunukan. September 28, 2021.

character of children is very difficult to build. Here, if we want to zoom, we have to be the single

network controller, as for the paid but expensive ones, which are around 100 thousand a day for 2

(two) hours."[10]

The conditions in Krayan Nunukan, as a border area, are highly affected during the pandemic, especially in the digital and educational infrastructure. According to Charlenchi, one of the teachers at Krayan, they need a 4G or 5G network in order to access the internet from home, and they are currently still using 2G and 3G. Of course, with the pandemic conditions implementing social distancing, it is not easy to carry out educational or academic activities for both students at schools and universities who return home and attend online lectures from Krayan. Many parents are dissatisfied with the conditions and means of online learning provided by teachers and schools during the COVID 19 pandemic. Without a stable internet network, online learning is ineffective. It is no secret that children living in rural areas find it hard to get adequate facilities.[11]

Many children receive an education that is not following Indonesian educational standards, making them unable to keep up with the times and various educational innovations. This condition is very concerning when viewed by the border as the front yard of the country, and it becomes considerably unequal with the development of public education in neighboring countries with direct land borders. Securing the border area as a benchmark of state sovereignty is not enough by solely applying a security approach. However, it is required to have a welfare approach that brings border communities apart from development disparities and fulfills every constitutional right affirmed in the constitution. The human security approach is needed to ensure that the welfare and quality of human life, especially in the education sector, are rights to be fulfilled and enjoyed by the nation's generation at the state border.

Strategy for Education Policy During the Pandemic and Post-Pandemic

To overcome the problems in the education sector in Krayan, a border area, of course, the best and measurable strategies need to be carried out by the government, both during the pandemic and long-term policies after the pandemic. Cases found at state borders must be recognized and given solutions with non-traditional security approaches and prioritize approaches with human security aspects. Border issues should not be viewed partially but must be holistic and comprehensively. During the pandemic, there are several efforts made by the government of the Nunukan Regency, especially in the implementation of education in the Nunukan District. Among them are as stated as follows:

"The internet is very difficult, so we sometimes learn via group SMS or telephone if the network is

good, and the WA group. But among the 19 students I taught, only 5-7 students put the educators in

a dilemma. We mostly do zoom meetings, online training, but we can't do it optimally because the

costs are expensive. Then, as usual, when the network is not friendly, we back off regularly. So the

training provided is not optimal, whenever there is such training, we are rarely called because the

only access to cities in Indonesia from the Krayan is by airplane. So the costs and accommodations

are not worth what we have to spend, so it is very rare for us to attend any training."[12]

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[10] Result of interview with Mrs. Marlinche, S.PAK High school teacher (SMAN 1 Krayan) from Krayan Nunukan. 28 September 2021.

[11]https://kumparan.com/hary-prasetyo-dharmawan/kualitas-pendidikan-anak-pedalaman-di-nunukan-kalimantan-utara-di-new-normal-1wapysT1Rzh

[12] Result of interview with Mrs. Marlinche, S.PAK High school teacher (SMAN 1 Krayan) from Krayan Nunukan. 28 September 2021.

During the pandemic, the government implemented a policy of restriction towards community activities and meetings, then learning was changed from offline to online, but not optimal. Due to the digital-based educational infrastructure not been supported by adequate infrastructure, the objectives of the learning process cannot be maximum. Even before the pandemic, there had been problems in developing the quality and capacity of teachers and students. It will be certainly in parallel with the quality that is decreasing far below the national education standard during the Covid-19 pandemic. For educators in Krayan, there are things that the government needs to do, which are:

> *"Actually the government has paid attention, but the condition is like this. In the high school where I teach, we need a new building because, for more than 50 years, the current one has not been rebuilt. As for the new building over there, it has holes in it. Then books and their access to Krayan are much expensive, and here requires the internet so that children in the hinterland and borders can at least be equal with children who live in cities."*[13]

It is necessary to make policies and strategies by transferring the technology to border areas so that the younger generation at the border can get an equal education. In addition, it is also necessary for the government to provide assistance, provide IT services that are the same as in cities, and strategies to adapt to conditions at the border area today. If the logic of building from the border, as the front yard of the Republic of Indonesia, then it must be truly implemented. If it is not, it means that logic is still mere jargon and is re-positioned on strengthening the infrastructures of Cross-Border Post (PLBN) as symbols only while the aspects as important indicators have not been fulfilled. Indeed, the role of various relevant stakeholders (Penta helix) is also needed, such as the community, universities/academics, the private sector, and the mass media.

4. Conclusions

Digital transformation and acceleration are needed, as an effort to build education in border areas, both during the pandemic and even in the post-pandemic, for the sustainable development of state border areas. Border areas should not only be built by logic on security but with attention to the aspects of welfare and/or human security to ensure the fulfillment rights of every citizen at the border. In general, border areas are backward and hinterland that are not developed compared to other regions in Indonesia. Thus, the choice to build from the border area as a front yard must be followed by rational policies and strategies and can be implemented or have good feasibility. It needs to be emphasized that building border areas is not only focused on building the splendor infrastructure of the Cross-Border Posts, and disparities widely continue. But to provide solutions so that welfare and progress are distributed in all sectors, with clear and measurable indicators of achievement targets.

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[13] Result of interview with Mrs. Marlinche, S.PAK High school teacher (SMAN 1 Krayan) from Krayan Nunukan. 28 September 2021.

in research notes, books, journals, and news in the media, enriching this short article and the organizers of this extraordinary conference.

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