

Education in Border Areas: How to Fulfil the Right to Education of the Community on Lemukutan Island

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ABSTRACT

The right to education in disadvantaged and remote areas is essential for fostering human development, reducing social inequality, and improving long-term economic outcomes. However, geographic isolation often leads to unequal access to educational resources. This study investigates the condition of education and the fulfillment of the right to education in Lemukutan Island, a border region in West Kalimantan, Indonesia. A qualitative descriptive approach was employed to explore the educational landscape on Lemukutan Island. Data were collected through in-depth interviews, direct observations, and document analysis. Informants included local residents, students, and school personnel. Data were analyzed using an interactive model consisting of data condensation, data display, and conclusion drawing. Findings revealed that access to education on Lemukutan Island is severely limited. The island only has one early childhood education center (PAUD), one elementary school, one junior high school, and no senior high school (SMA/SMK). Educational infrastructure is in poor condition, particularly at the junior high school level, where buildings are physically damaged and lack basic amenities. Students must travel 2–3 hours by sea and land to access high school education, contributing to a low level of educational attainment in the community. The study highlights the urgent need to improve infrastructure, ensure equitable distribution of qualified teachers, and provide locally relevant curricula. Addressing these issues is critical for fulfilling the educational rights of border communities and enhancing their human resource development.

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1. INTRODUCTION

Education is the spearhead of the development of the quality of human resources in a country, UNESCO emphasizes that education is the main key to paving the way in building and advancing a

country (Yenugu, 2022). Indonesia is one of the countries that prioritizes the field of education to realize the national goal stated in the Preamble to the 1945 Constitution, which is to educate the nation's life (Pujiastuti et al., 2021). In addition, the education sector in Indonesia has the highest budget in the State Budget, when compared to other fields, juridically this is stated in the 1945 Constitution in article 31 paragraph (4) which reads that the state prioritizes the education budget at least 20 percent of the State Revenue and Expenditure Budget (APBN) and from the Regional Revenue and Expenditure Budget (APBD) to meet the needs of national education implementation (Aditya & Al-Fatih, 2021). The purpose of national education itself is stated in Law Number 20 of 2003 concerning the National Education System in article 3, which is to develop the potential of students to become human beings who believe in and devote themselves to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Nuryadi & Widiatmaka, 2023).

The government as the implementer of the Law must be able to work hard to realize the goals of national education, if these goals can be realized, then indirectly they can also realize national goals, especially in educating the life of the nation (Widiatmaka et al., 2023). However, the problem is that even though the State Revenue and Expenditure Budget (APBN) and the Regional Revenue and Expenditure Budget (APBD) are high in Indonesia, it does not guarantee the quality of education in Indonesia. This can be proven by the results of a 2018 survey conducted by *the Programme for International Students Assessment* regarding the quality of education in countries in the world which shows that Indonesia is ranked 74th out of 79 countries, meaning that Indonesia is ranked 6th lowest out of 79 countries (Kurniawati, 2022). This can happen because one of the factors is the equitable distribution of education that is not optimal and centralized on the island of Java. Equitable distribution of education is a measure of progress in a region, equitable distribution of education is characterized by the role and policies of the government in monitoring and evaluating the implementation of education as an effort to improve the quality of education (Dimmera & Purnasari, 2020). Equitable distribution of education is a program of regional autonomy, which means that local governments have the authority to set policies that are tailored to the needs of each region to achieve their vision and mission, especially in improving the quality of education (Ninghardjanti et al., 2023).

Geographically, Indonesia is an archipelagic country that has approximately 17,000 islands with 5 (five) large islands, namely Kalimantan, Papua, Java, Sumatra, and Sulawesi, this has an influence on the uneven and centralized demographics on the island of Java (Wahyudi & Lutfi, 2019). In addition, the unequal distribution of education in Indonesia has also had an impact on the Human Development Index in several regions in Indonesia. The Human Development Index or HDI can be measured by the level of longevity and healthy life, level and access to education as well as well-met living standards, which can be calculated by real expenditure per capita. This is an important factor to measure the quality of human resources owned by a country (Nainggolan et al., 2021). Based on data from the Central Statistics Agency in 2018, it shows that the Human Development Index nationally has a value of 71.39, but out of 416 districts in Indonesia, there are 74 districts experiencing inequality that is below the national Human Development Index line. Of the 74 regencies, most of them are outside Java, such as Papua, Kalimantan and so on, one of the regencies is Bengkayang Regency which is in West Kalimantan Province (Wahyudi & Lutfi, 2019).

Equal distribution of education is the main problem in Bengkayang Regency, considering that there are still a small number of high schools so that the distance between home and school is relatively far and the socio-economic condition of the people in the district (Dimmera & Purnasari, 2020). Based on data from the Basic Education Data of the Directorate General of Early Childhood Education, Primary and Secondary Education, Ministry of Education, Culture, Research and Technology in 2022, the overall number of schools from kindergarten to high school/vocational school is 611 schools and there are no universities in Bengkayang Regency (Kemendikbud, 2023).

Lemukutan Island is an archipelago or area located on the west coast of Kalimantan Island which is directly adjacent to the South China Sea, precisely in Sungai Raya Kepulauan District, Bengkayang Regency, West Kalimantan Province, the island is directly adjacent to the South China Sea (Ristanto et

al., 2018). Based on initial observations on March 1, 2024, the journey to Lemukutan island must use land and water travel, access to the island is not easy so it is undeniable that the area is far from the government, especially the local government of Bengkayang Regency.

The relationship between national education issues and specific challenges in underdeveloped areas on Lemukutan Island is very close and mutually influential. At the national level, the government usually has education policies and programs that aim to improve the quality of education throughout the country. However, the challenges that exist in the Lemukutan Island area often complicate the implementation of these policies. Some important relationships between the two issues are access to education, Lemukutan Island one of the main challenges is limited access to education. Poor education infrastructure, such as a lack of school buildings, inadequate facilities, and a lack of teachers, make it difficult for children in the area to access quality education. This is in contrast to urban areas which usually have better facilities and teachers. In addition, there is a gap in the quality of education. Although the national education policy aims to equalize the quality of education throughout Indonesia, in reality, the quality of education in underdeveloped areas is often lower. This is due to factors such as a lack of qualified teachers, a curriculum that is less relevant to local conditions, and inadequate facilities. This gap exacerbates the inequality between developed and underdeveloped areas.

Education in border areas has unique challenges and opportunities that often require special attention in its management. Here are some things that have been learned about education in border areas, namely Access and Infrastructure Challenges. Border areas are often located in areas that are difficult to reach, such as remote areas or areas with difficult terrain (mountains, forests, seas). This causes difficulties in building adequate educational infrastructure, including access to schools, availability of transportation, and other supporting facilities. Insights gained from education as a unifier of the nation: In border areas, education functions not only as a means to increase knowledge, but also as a unifying tool that connects various social, cultural, and linguistic backgrounds. Education that is inclusive and sensitive to cultural diversity on the border is essential.

Research was conducted by Alfonso in 2021 about the learning motivation of elementary school students in the 3T (Frontier, Remote, and Disadvantaged) areas of Bengkayang Regency during the covid-19 period, the results of the study showed that the motivation before the covid-19 pandemic was still relatively low considering the inadequate facilities and infrastructure, while during the covid-19 pandemic it was declining, considering that learning was carried out online and the equitable distribution of the internet network was still lacking Evenly (Alfonso, 2021). The next research was conducted by Sanoto et al. in 2021 regarding the influence of academic supervision on improving teacher competence in frontier, remote, and disadvantaged areas in Bengkayang Regency, the results of the study showed that the academic supervision process in the 3T (Frontier, Remote, and Disadvantaged) areas has not run optimally considering that the range is wide when compared to distance, time, cost, and the number of schools. Based on the regression test, it shows that the academy supervision process has an influence on the competence of teachers in Bengkayang Regency, but the influence is very low because the academic supervision process can be said to be inappropriate and needs to be improved (Sanoto et al., 2021).

This research has novelties or differences from research conducted by previous researchers, the study undertaken by Alfonso emphasizes on learning motivation in 3T areas (Frontier, Remote, and Disadvantaged) and the survey conducted by Sanoto et al emphasizes the process of academic supervision and teacher competence in 3T areas (Frontier, Remote, and Disadvantaged), while this study emphasizes on the fulfillment of the right to education in border areas which has implications for social life of the community on the island of Lemukutan. This study aims to find out the condition of the community on Lemukutan Island and to find out the fulfillment of the right to education for people on Lemukutan Island which is a border area. Thus, the research question is how are the conditions of society and the fulfillment of educational rights for the people on Lemukutan Island.

2. METHODS

Research related to the condition of the community and the fulfilment of education in the outermost area of the west coast of Kalimantan Island was carried out on Lemukutan Island, Sungai Raya Kepulauan District, Bengkayang Regency, West Kalimantan Province and the research was conducted from May 2024 to July 2024. This research uses a qualitative approach and the research method used is descriptive. The data collection techniques in this study are in-depth interviews, observations (observations of elementary and junior high schools located on Lemukutan Island) and documentation (photos, school data, research journals, research reports, books and so on).

Table 2. Informant Data

No	Name	Work	Age
1.	Johan	Farmer	51 Years
2.	Saipul	Fisherman	45 Years
3.	Daud	Merchant	38 Years
4.	Andika	Student	14 Years

The data analysis technique used is interactive data analysis, with procedures 1) data collection, 2) data condensation, 3) data presentation, and 4) conclusion drawing (Miles, Huberman & Saldana, 2014). The first step in this analysis is to collect data through interviews, observations and documentation related to the inequality of educational services to the community on the island of Lemukutan, then after the data has been obtained from the field, it is presented by concentrating the data to answer the problem formulation. The next step is to condense the data or sort the data so that the data is structured and the last step is to draw conclusions, which will be the basis for determining recommendations for various parties, especially the local government of Bengkayang Regency, the community of Lemukutan island, and teachers. The data validity test in this study uses source triangulation, so that the researcher checks data from various sources, especially those obtained through in-depth interviews comparing with data obtained from observation and documentation (Sugiyono, 2013). The researcher conducted a data wetness test by comparing data obtained from interviews with observations and documentation related to inequality in educational services on Lemukutan island on the west coast of Kalimantan Island.

3. FINDINGS AND DISCUSSION

Bengkayang Regency is an area in West Kalimantan Province that is still found by many families who are classified as poor, low economic level and also low education. In addition, the district is in the 7th poorest position in West Kalimantan Province. The low level of the economy has an impact on the low level of education of the people in Bengkayang Regency, so that many young people drop out of school after graduating from junior high school. Infrastructure development in Bengkayang Regency is also a problem considering that there are still many roads that are not suitable to pass and this is an obstacle in fulfilling the rights of every Indonesia citizen (Risal et al., 2022). In addition, Bengkayang Regency also has 12 islands, which are located in the Natuna Sea waters, there are 5 uninhabited islands and 7 inhabited islands, one of which is Lemukutan island (Sofiana et al., 2021). Lemukutan Island has an area of about 1,236 hectares and can be reached by using sea access. The use of land on the island is mostly used for plantations, the main livelihood besides farming is fishermen, so it is undeniable that on Lemukutan island there are many types of fish, shellfish, sea cucumbers and so on. In addition, Lemukutan island has beautiful marine tourism potential, with a stretch of white sand and coral reefs that are still good and maintained, so that the island has become a tourist destination that is widely known, especially in West Kalimantan (Darmadi, 2015).

Education in border areas such as Lemukutan Island has unique challenges and opportunities that often require special attention in its management. Here are some things that have been learned about education in border areas, namely the challenges of access and infrastructure. Lemukutan Island is located in an area that is difficult to reach, such as remote areas or areas with difficult terrain (mountains, forests, seas). This causes difficulties in building adequate educational infrastructure, including access to schools, availability of transportation, and other supporting facilities. Insights gained from education as a unifier of the nation: In the Lemukutan Island area, education functions not only as a means to increase knowledge, but also as a unifying tool that connects various social, cultural, and linguistic backgrounds. Education that is inclusive and sensitive to cultural diversity on the border is very important.

Collaboration between the government, non-governmental organizations, and local communities is essential in creating solutions that can address education challenges on Lemukutan Island. Initiatives such as scholarships, improving educational infrastructure, and strengthening teacher capacity will have a long-term impact on the quality of education.

The role of education is significant for the community in every region, the main key economic development is quality human resources that can be born through the educational process. Improving the quality of education can encourage everyone to take advantage of technology in their daily lives (Ahsan & Haque, 2017). Facts in Indonesia show that there is inequality in access to education, which is basically the right of every citizen. This can happen due to uneven infrastructure development factors in each region, so the government is currently focusing on equitable distribution of infrastructure development so that educational equality can be realized (Fitrianto et al., 2023). However, based on the results of observations in the field on June 1, 2024, it shows that the infrastructure on Lemukutan island is still far from expectations, from the land and sea roads so that from Teluk Suak, Bengkayang Regency to Lemukutan island there are only 1 to 2 boat trips in one day, the ship is not a facility from the local government but a fishing boat that wants to get additional income by bringing people who want to go to Lemukutan island and to Suak Bay, Bengkayang Regency.

The Director General of Early Childhood Education, Primary and Secondary Education explained that the success rate of education is influenced by educational programs (learning tools), facilities and infrastructure (buildings, learning tools, books, and so on), educators, community participation or stakeholders, and the carrying capacity of the environment, both internal and external (Oktari et al., 2018). Based on the interview with Daud shows that when viewed from the level of education of the people on the island of Lemukutan is still relatively low, most of the junior high and high school graduates, considering that here there are only elementary and junior high schools and if they want to continue to high school, people have to cross to Bengkayang or Singkawang, the sea trip takes us more than 1.5 hours, then continues the road trip for approximately 1 hour (interview: June 2, 2024). Then, based on observations in the field conducted on June 2, 2024, it shows that on Lemukutan island there is only one Community Learning Activity Center (PKBM Islands), one Early Childhood Education (PAUD Tiara), one elementary school (SD Negeri 6 Pulau Lemukutan), one junior high school (State Junior High School 4 Sungai Raya Kepulauan), and no high school/vocational high school. The condition of the building is very worrying and actually it is no longer feasible to carry out the learning process in the space because many have been damaged from the floor, walls and roof. In addition, the internet network on Lemukutan island does not exist, even for the signal there is none, so it is undeniable that it is difficult for students to increase their motivation to learn because the facilities and infrastructure do not support, even more interested in working to help their parents as fishermen.

The following is a picture of the building of State Junior High School 4 Sungai Raya Kepulauan which is located on the Lemukutan island:



Figure 1. Floor of State Junior High School 4 Sungai Raya Kepulauan
Source: Researcher Photo (2024)



Figure 2. The roof of State Junior High School 4 Sungai Raya Kepulauan
Source: Researcher Photo (2024)

School education facilities and infrastructure on the island of Lemukutan are still inadequate so that the learning process is not conducive, this is in line with an interview with students at State Junior High School 4 Sungai Raya Kepulauan grade 7 named Andika who explained that learning in the classroom is not comfortable because many school facilities are damaged, because many facilities are inadequate so that students are often sent home early, For example, entering at 07.00 and then returning home at 10.00. So I often go home early. Based on basic education data as of June 21, 2024 from the Director General of Early Childhood Education, Primary Education and Secondary Education, Ministry of Education, Culture, Research, and Technology shows that the number of teachers at State Junior High School 4 Sungai Raya Kepulauan is only 8 (eight people), and education staff 1 (one) person with a total of 66 (sixty-six) students from grades 7 to 9 (Kemendikbudristek, 2023). In fact, adequate and directed facilities and infrastructure have a positive impact on students, especially in the learning process (Juneja & Shikha, 2019).

Problems with educational facilities, especially facilities and infrastructure, often occur in the outermost areas, based on the results of research conducted by Falah & Hadna (2022) There are several problems of educational facilities in the 3T (frontier, remote and disadvantaged) areas, namely 1) internet network, 2) limited educational facilities and infrastructure, 3) minimal number of educators and education personnel, 4) inadequate quality of educators, 5) low income of students' parents, and 6) inadequate infrastructure and long distance to school. Educational facilities in Bengkayang Regency, especially on the island of Lemukutan are still far from expectations, even though the area is no longer a 3T (Frontier, Remote, and Disadvantaged) area, when referring to Presidential Regulation Number 63 of 2020 concerning the Determination of Disadvantaged Areas for 2020-2024, but ironically the educational facilities in the area are like those in the 3T (Frontier, Remote, and Disadvantaged) areas. Educational facilities are a means that function as a tool to support the learning process (Cindy et al., 2022). The existence of educational facilities is an absolute necessity in the educational process, without educational facilities the educational process will experience serious obstacles, to thwart the educational process (Akpan & Oluwatuyi-Akpan, 2022). On the other hand, education is a very important aspect for economic growth and increasing people's income, besides that it can also reduce the level of crime so that it is undeniable that the role of education is central to building a civilization and community welfare. Education is basically the spearhead to build community welfare, especially the people on Lemukutan Island.

4. CONCLUSION

This study found that the level of community education on Lemukutan Island remains relatively low, primarily due to inadequate educational facilities and infrastructure. The island currently has only one early childhood education center, one elementary school, and one junior high school, with no senior high school or vocational school available. Moreover, the condition of existing infrastructure, particularly at the junior high school level, is poor, with damaged floors and roofs that hinder the learning process. Students wishing to pursue higher education must travel 2–3 hours by sea and land, presenting significant barriers to access and contributing to the region's limited human resource development. A key limitation of this research is its focus on physical infrastructure, without a broader analysis of other factors affecting educational attainment, such as teacher quality or socio-economic challenges. Future research should explore these additional dimensions and evaluate the effectiveness of alternative solutions, such as digital education platforms. As a policy recommendation, it is suggested that government authorities allocate funds to improve school infrastructure and develop online learning programs to support distance learners.

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