ABSTRACT

This study explores the challenges and solutions of education policy in border areas through a narrative literature review approach. Based on an analysis of 13 previous research articles, it was found that border areas face significant constraints in the education sector, including limited infrastructure, lack of qualified teaching staff and low community participation. Existing education policies are often inappropriate for the specific conditions of border areas, requiring adjustments that take into account local characteristics and the active involvement of all stakeholders. Proposed solutions include collaborative approaches, strengthening locally-based character education and improving educational infrastructure and resources. In addition, the government is expected to improve the quality and welfare of educators through special incentives and professional training. Effective education policies that are responsive to local needs are expected to improve the equity and quality of education in border areas, providing equal opportunities for all children to get a quality education. The results of this study emphasize the importance of regular policy monitoring and evaluation to ensure successful implementation.

Keywords: Education Policy; Border Areas; Narrative Literature Review.

INTRODUCTION

Border regions often face unique and complex challenges in the education sector (Van Hook & Glick, 2020). Limited access to education facilities is one of the main issues. In many border areas, the number of primary and secondary schools is very limited, so students have to travel long distances to reach the nearest school (Hafsari et al., 2022; Maulido et al., 2024).

In addition, the quality of available facilities is often inadequate, including decent classrooms, libraries, laboratories and sports facilities, all of which negatively impact the quality of learning and students' well-being. Alunaza & Sudagung (2020) in their research mentioned that many teachers choose to return to their home areas due to inadequate school conditions. The shortage of qualified teaching staff is also a serious problem. Many schools in border areas experience a shortage of adequate teachers, with an insufficient number of teachers and low qualifications (Bustang et al., 2018). Teachers in these areas often lack adequate training and professional development, and face difficult working conditions and a lack of incentives, leading to high teacher turnover rates and negatively affecting the stability and continuity of teaching (Nurfatimah et al., 2022). Inadequate infrastructure is also a major challenge. Poor road conditions and inadequate transportation infrastructure make access to schools difficult, especially during the rainy season. In addition, many schools in border areas still do not have access to stable electricity and internet connection, which hinders the use of technology in the learning process and access to wider learning resources. Long distances to education centers add to the difficulties
for students, with inadequate transportation and limited boarding or accommodation facilities, so
students have to commute daily over long distances, which drains their energy and time.

Low socioeconomic conditions in border areas exacerbate education problems. High
levels of poverty affect families' ability to support their children's education, with many children
having to work to help the family economy, thus sacrificing their time to study. Parents' low
education levels and lack of awareness of the importance of education are additional barriers,
resulting in a lack of support and motivation for children to pursue higher education. In addition,
cultural and linguistic diversity in border areas adds to the complexity of the education problem.
The difference between the language of instruction used at school and the daily language at home
creates difficulties in the learning process, and ethnic and cultural diversity can be a challenge in
creating an inclusive and harmonious learning environment. Together, these factors result in low
levels of educational participation and the quality of education received by students in border
areas, leaving them often behind students in other areas in terms of academic achievement and
opportunities for higher education.

Although various programs have been launched by the government, many of them have
not been able to significantly improve the quality of education in border areas. One of the main
factors is the limited implementation and monitoring of these programs. Infrastructure built in
border areas is often not well maintained, so it is damaged and cannot be used optimally.

The many education problems that occur in border areas certainly have an impact on
national resilience (Aina et al., 2021; Irhamsyah, 2019). Alunaza & Sudagung (2020) mentioned
that almost all residents in border villages use education facilities from neighboring countries for
free. The government has a crucial role in addressing education issues in border areas through
appropriate and effective policies. Education policies specifically designed to address the
challenges in border areas are essential to ensure that all children, regardless of their geographical
location, have equal access to quality education. These policies should cover various aspects,
from infrastructure development, improving the quality and quantity of teaching staff, to
providing special programs and assistance to support students and teachers. Overall,
comprehensive and sustainable government policy interventions are needed to address education
issues in border areas (Aina et al., 2021). With the right policies, the government can ensure that
all children, regardless of their geographical location, have equal opportunities for quality
education, which in turn will improve their quality of life and their contribution to regional and
state development.

Some examples of policies that have been implemented include the development and
improvement of education infrastructure through programs such as “Sekolah Tapal Batas”, which
establishes schools with adequate facilities in border areas to ensure equal access to education,
and the revitalization of remote schools, which includes renovating buildings, providing learning
facilities, and improving basic facilities such as clean water and electricity. To improve the quality
and quantity of teaching staff, the government runs the “Guru Garis Depan (GGD)” program
which sends qualified teachers to border areas with special incentives and facility support, and
provides special allowances for teachers serving in remote areas to improve their welfare.

In addition, the government provides special programs and assistance such as the
“Program Indonesia Pintar (PIP)” which provides tuition assistance for students from
underprivileged families in border areas, and “Bantuan Operasional Sekolah” (BOS) for special
region which provides additional funding for school operations in border areas, supporting
teaching and learning activities and educational facilities. Community development and
collaboration programs are also in place, such as “Desa Pintar” which is a collaborative program to improve the quality of education in border villages through infrastructure development and teacher training, and partnerships with international agencies such as UNICEF and UNESCO to improve access and quality of education in remote areas. These policies aim to address the challenges in the education sector in border areas and ensure that all children have equal opportunities for quality education.

Although various programs have been launched by the government, many of them have not been able to significantly improve the quality of education in border areas. One of the main factors is the limited implementation and monitoring of these programs. The infrastructure built is often not well maintained, so it is damaged and cannot be used optimally. Based on this description, it is known that there are still a number of challenges in implementing education programs in border areas. Therefore, it is important to find out more about the effectiveness of these programs, the factors that can influence and hinder these programs and policy recommendations that can be made so that the programs that have been initiated by the government can improve the quality of education in the border areas. This paper aims to conduct a narrative literature review on the effectiveness of education policies in border areas.

METHOD

This research method uses the Narrative Literature Review approach to explore education policy in border areas. Narrative Literature Review is a research method used to compile, analyze and synthesize literature relevant to a particular research topic. This approach aims to describe, summarize and interpret findings from various existing literature sources in a narrative manner, without conducting formal statistical analysis (Pradana et al., 2021).

The data search process was conducted through the Publish or Perish application by utilizing the Google Scholar database. The search was conducted with the keywords “border education policy”, “border education”, “border school program”, and “frontline teacher program”. The searched data was filtered based on the time span from 2020 to 2024. The next step was to screen the journals found. Screening was done by checking the relevance of the journals to the topics to be discussed in this study. Journals that are irrelevant or not in accordance with the focus of the research will be excluded from the list. Based on the screening results, a total of 13 journals related to education policy in border areas were found. These journals will be the main materials in this narrative literature review research. Each selected journal will be analyzed in depth to gain a comprehensive understanding of education policies in border areas, as well as the factors that influence their implementation. The data will be analyzed by identifying patterns, trends and important findings from each selected journal. The information obtained from the journals will be used to develop a comprehensive narrative on the effectiveness of education policies in border areas, the barriers faced and policy recommendations to improve the quality of education in border areas.
RESULTS AND DISCUSSION

Based on the review of 13 research articles related to education policy in border areas, some research results from each article can be described as follows:

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<th>No.</th>
<th>Researcher Name</th>
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<th>Research Objectives</th>
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<tr>
<td>1</td>
<td>(Dimmera, et al., 2023)</td>
<td>The Effectiveness of the &quot;Merdeka Belajar, Kampus Merdeka&quot; Policy for Students in Border Areas</td>
<td>To find out the effectiveness of the &quot;Merdeka Belajar, Kampus Merdeka&quot; (MBKM) policy for students in border areas.</td>
<td>Qualitative</td>
<td>This study found that the MBKM policy has not been appropriate in several aspects: policy, implementation, target, and environment. Socialization of the MBKM policy has been carried out, but students do not fully understand its benefits. Policy implementation is not in accordance with the conditions of universities in border areas. Education equity has not reached the desired target, and information about education development in border areas has not been conveyed properly. In addition, public understanding and response to the MBKM policy in border areas is still not ready.</td>
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<td>2</td>
<td>(Rochmawati et al., 2021)</td>
<td>Sustainable Policy: A Case Study of Education Policy in Aruk Border, Sambas Regency, West Kalimantan Province</td>
<td>This research aims to describe and analyze policies in the field of sustainable education on the land border between Indonesia and Malaysia in Aruk, Sambas Regency and gain new knowledge, understanding and concepts through empirical analysis for the development of public policy science.</td>
<td>Qualitative</td>
<td>The results of this study reveal that although there are three education policies that regulate education in Indonesia, namely Law No. 23 of 2014, Law No. 20 of 2003, and Sambas Regent Regulation No. 22 of 2019 on the Regional Government Work Plan (RKPD), these policies have not been able to increase the Expected Years of Schooling (HLS). In addition, the political system in education is dominated by formal political actors, with no participation from informal political actors who can voice the needs of education in border areas. Local needs in the Aruk Border are also not specified and met, so the necessary action programs have not been planned, let alone implemented.</td>
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<td>3</td>
<td>(Yoku et al., 2023)</td>
<td>Development Strategy for Education in the RI-PNG Border Area in Muara Tami District, Jayapura City 2019-2020</td>
<td>The purpose of this study is to look at development strategies in the education sector in the RI-PNG border area in Muara Tami district,</td>
<td>Qualitative</td>
<td>The education sector development strategy in Muara Tami District has not been fully achieved, but there are some targets that have progressed in this case in the form of building renovations,</td>
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<td>4</td>
<td>(Alui &amp; Fathurrahman, 2024)</td>
<td>Various Education Reform Initiatives in Improving the Quality and Equity of Education in Border Areas: Reflections from Mahakam Ulu District</td>
<td>This research aims to analyze the various reform initiatives in education undertaken by the Mahakam Ulu district government in improving the quality and equity of education as one of the border regions.</td>
<td>Qualitative</td>
<td>The results of the analysis show that infrastructure development and the provision of educational scholarships to increase human resource capacity are the most prominent initiatives among the various strategic programs undertaken by the Mahakam Ulu district government as an effort to reform education in the region.</td>
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<td>5</td>
<td>(Rupita et al., 2021)</td>
<td>Collaborative Governance in the implementation of education policies during the Covid-19 Pandemic in the West Kalimantan Border Region</td>
<td>This research aims to analyze the situation of education at the border before and after the Covid-19 pandemic and understand collaborative governance in education policy in the border areas of the country.</td>
<td>Qualitative</td>
<td>The results show that the implementation of the national policy of &quot;learning from home&quot; has not been fully maximized in the border areas of the country, mainly due to limited infrastructure and inadequate access. Collaborative governance, i.e. collaboration between the government, the school community (teachers, students, parents) and the community, is considered an effective solution to meet education needs during the pandemic.</td>
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Asri Nur Aina.; Education Policy In Border Areas: A Narrative Literature Review

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<td>6</td>
<td>(Hafsari et al., 2022)</td>
<td>Fulfillment of the Right to Education of Border Communities in East Kalimantan (Case Study in Long Apari District, Mahakam Ulu Regency)</td>
<td>This study aims to discuss the fulfillment of the right to education of border communities in East Kalimantan.</td>
<td>empirical juridical method</td>
<td>The results of this study conclude that based on Law No 23/2014, all authority regarding the management and utilization of border areas rests with the central government, while local governments do not yet have local regulations governing the management and implementation of education to fulfill the right to education of people in border areas. In addition, the characteristics of border areas with low population density and dispersed nature are an obstacle to the provision and development of education infrastructure, as well as the supervision and guidance of schools and teachers. This study recommends the need for an integrated systems approach in</td>
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Government Policy in Fulfiling the Right to Primary and Secondary Education in Border Areas of the Country

**Itasari, 2021**

This study aims to analyze government policies in fulfilling the right to primary and secondary education in the border region. Normative and prospective legal research methods.

The results of this study show that in West Kalimantan Province, education and culture policies are prepared by the Education and Culture Office (Dinas Dikbud) in the form of a Strategic Plan (Renstra), which guides the implementation of education and culture programs. The current Renstra is the 2013-2018 Renstra, which is elaborated in the annual Work Plan (Renja). The provision of compulsory education facilities and infrastructure is very important to support the expansion of access to basic education. For SD/MI and equivalent, this includes additional facilities for special service education, as well as rehabilitation and revitalization of damaged facilities. For SMP/MTs and equivalent, the provision of facilities and infrastructure is directed at the construction of New School Units (USB).
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<td>8</td>
<td>(Brata, 2020)</td>
<td>Authority and Budget for Education Services in the Border Area: Case Study in Sebatik Island, North Kalimantan</td>
<td>New Classrooms (RKB), laboratories, libraries, and textbooks. These efforts are expected to improve the quality of basic education and achieve the completion of the 9-year compulsory basic education, with the main focus on junior secondary schools and equivalent levels.</td>
<td>The results of this study show that border areas are often considered as the &quot;backyard&quot; of the Republic of Indonesia, so the development of the education sector in border areas far from the center of power is marginalized and left behind. In the education sector, the lack of classrooms, teachers and other learning facilities is a major problem on the Indonesia-Malaysia border in Sebatik Island, Nunukan Regency, North Kalimantan. Education services in this region also serve the children of Indonesian migrant workers (TKI) in Malaysia. Dozens of</td>
<td>Qualitative</td>
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<td>9</td>
<td>(NBC et al., 2021)</td>
<td>Collaborative Roles of Stakeholders in Improving the Quality of Primary Education Service in Border Areas: A Study in Malaka Regency and The Democratic Republic of Timor Leste</td>
<td>This research aimed to describe, analyze, and interpret stakeholders' collaborative roles in improving the quality of primary education services in the border areas of Malaka Regency and the Democratic Republic of Timor Leste (República Demokratika Timor-Leste or RDTL).</td>
<td>Qualitative</td>
<td>TKI children cross the border every day to study on Sebatik Island because they cannot access education in Malaysia, as they are not Malaysian citizens. The results show that the service and quality of basic education in border areas, including Malacca and the Democratic Republic of Timor Leste (RDTL), are still inadequate in terms of facilities and infrastructure, human resources (teachers) and access to services. Therefore, efforts to improve the service and quality of basic education in border areas, especially East Kobilma sub-district in Malacca district, are the responsibility of all stakeholders, including the government, schools and other parties.</td>
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<td>10</td>
<td>(Atmaja et al., 2020)</td>
<td>Strengthening Character Education Based on Entikong Border High School (SMA) West Kalimantan</td>
<td>This study aims to determine the implementation of strengthening school-based character education in Entikong Border High School in West Kalimantan</td>
<td>Qualitative</td>
<td>The results showed that the strengthening of school-based character education at Entikong Border High School in West Kalimantan was carried out through 3 (three) programs, namely (1)</td>
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<td>11</td>
<td>(Dimmera &amp; Purnasari, 2020)</td>
<td>Problems and Solutions of the Smart Indonesia Program in Bengkayang Regency and alternative solutions that are needed in realizing equitable education in Bengkayang Regency.</td>
<td>Descriptive Qualitative</td>
<td>The results of this study identified six main problems according to the views of local government, school principals, teachers, learners and the community. These problems are: uneven distribution of the Smart Indonesia Card (KIP), incomplete disbursement of Smart Indonesia Program (PIP) funds, KIP recipients who are not on target, parents of KIP recipients who do not manage PIP funds properly, lack of community involvement in the implementation of PIP, and lack of community understanding of the policies and mechanisms for distributing PIP funds. The proposed...</td>
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<td>12</td>
<td>(Rosmana et al., 2023)</td>
<td>Efforts to Equalize Continuing Education in 3T Areas</td>
<td>This study aims to describe the efforts of education in the 3T areas and provide solutions to the problems of education in Indonesia.</td>
<td>Descriptive</td>
<td>The results of this research suggest the Education for Sustainable Development (ESD) program as a solution to equitable distribution of sustainable education in the 3T (Frontier, Outermost, Disadvantaged) areas. This program aims to overcome the education gap in Indonesia through a curriculum tailored to local potential, educators with special expertise, an education system that encourages the creativity of teachers and communities, improving the welfare of educators in 3T areas, as well as providing adequate infrastructure and a family atmosphere among educators. The implementation of this program is...</td>
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<td>13</td>
<td>Syamsijulantio et al., 2022</td>
<td>Character Education Based on Local Wisdom Traditions of Border Malay Communities in Elementary School Students</td>
<td>The purpose of the research is to reveal the urgency of character education based on the local wisdom values of the Malay community at the Entikong border for students in elementary schools.</td>
<td>Literature Study</td>
<td>expected to overcome the problem of educational disparity in Indonesia. The results of the study found that religion, independence, responsibility, social care and love of reading are characters based on local wisdom values that need to be implemented in character education for students in elementary schools. The implementation of character education based on the local wisdom of the border Malay community will shape the personalities of students who are in line with the values embraced by the community.</td>
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Overall, the study identified key challenges in education policy in border areas, including a lack of understanding and proper policy implementation, the dominance of formal political actors, and limited infrastructure and resources. The proposed solutions involve collaborative approaches, strengthening locally-based character education and tailoring policies to the specific conditions of border areas. This research emphasizes the importance of involving all stakeholders in formulating and implementing education policies to achieve equity and improve the quality of education in border areas.

Discussions on education policy in border areas show that policy adjustment to local needs is crucial. Research by Dimmera et al (2023) and Rochmawati et al (2021) found that education policies often do not fit the specific conditions of border areas, so there needs to be adjustments that take into account local characteristics such as population density and accessibility. Collaboration between stakeholders is also key to successful education policy implementation. Rupita et al (2021) and NBC et al., (2021) emphasize the importance of collaboration between the
government, schools and communities to create a supportive educational environment, especially in emergency situations such as the COVID-19 pandemic.

The provision of adequate infrastructure and resources is another important factor. Yoku et al (2023) and Brata (2020) highlighted the urgent need for improved education infrastructure in border areas, such as classrooms and laboratories. Alui & Fathurrahman (2024) emphasized the importance of equitable distribution of educational resources to address educational inequality. Strengthening locally-based character education is also very important (Alui & Fathurrahman, 2024). Syamsijulianto et al., (2022) and Atmaja et al (2020) showed that the implementation of character education in accordance with local values can help shape students' personal integrity and adaptiveness.

Curriculum development that is responsive to local needs, as proposed by Rosmana et al., (2023) can improve the relevance and effectiveness of education. In addition, improving the quality and welfare of educators, as identified by Itasari (2021) and Dimmera & Purnasari (2020), is crucial to improving the quality of education. Community participation and understanding are also crucial. Rupita et al (2021) noted that community education and involvement in the decision-making process and implementation of education policies are crucial to ensure the success of education programs. Finally, policy monitoring and evaluation, as proposed by Dimmera & Purnasari (2020) can help identify problems and implement necessary improvements.

Overall, the success of education policy in border areas requires an integrative, adaptive and collaborative approach. Adjusting policies to local conditions, improving infrastructure and resources, and active participation from all stakeholders are key factors in achieving equity and improving the quality of education in border areas. This comprehensive approach is expected to overcome the existing challenges and have a positive impact on education in border areas. To improve the quality of education in border areas, the government needs to adapt policies to local needs, improve infrastructure and resources, and strengthen collaboration between stakeholders. Curriculum development that is responsive to local potential, improving the quality and welfare of educators, and educating and involving communities in the education process are essential. In addition, regular policy monitoring and evaluation, as well as strengthening locally-based character education, will ensure the effectiveness and relevance of education policies. Incentive support for teaching staff in remote areas, as well as the provision of adequate facilities and infrastructure, will help create equity and improve the quality of education in border areas. With these measures, the government can ensure that all children, regardless of geographical location, have equal access to quality education.

CONCLUSION

The conclusion of this study shows that education policy in border areas still faces significant challenges, including a lack of understanding and proper policy implementation, the dominance of formal political actors, and limited infrastructure and human resources. Despite various initiatives and programs that have been launched, such as the "Merdeka Belajar, Kampus Merdeka" policy and the Smart Indonesia Program, their effectiveness is still not optimal in achieving equity and improving the quality of education in border areas. The proposed solution involves a collaborative approach involving all stakeholders, strengthening local-based character education, and adjusting policies to the specific conditions of border areas. This research emphasizes the importance of involving all parties, including the government, schools, communities and informal political actors, in formulating and implementing education policies.
To achieve equity and improve the quality of education in border areas, the government needs to adjust policies based on local needs, improve infrastructure and resources, and strengthen collaboration between stakeholders. In addition, regular policy monitoring and evaluation as well as strengthening locally-based character education are also important steps to ensure the effectiveness and relevance of education policies in border areas. With these steps, it is expected that access to and quality of education in border areas can improve significantly.

**REFERENCES**


