

# The Impact Of Indonesia-Malaysia Bilateral Cooperation On The West Kalimantan Border In The Education Field

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## Abstract.

*This study aims to analyze the impact of Indonesia-Malaysia bilateral cooperation on the border of West Kalimantan in the field of education. This study uses qualitative methods with data collection techniques through interviews, observation, and documentation studies. Research respondents consisted of government officials, educators, and students who were involved in bilateral cooperation in the field of education. The results of the study show that bilateral cooperation between Indonesia and Malaysia in the field of education at the border of West Kalimantan has had both positive and negative impacts. Positive impacts include improving the quality of education, increasing educational accessibility, and increasing bilateral relations between the two countries. While the negative impacts include the gap between students who benefit and those who do not benefit, imbalances in program planning and management, as well as challenges in the implementation of bilateral cooperation. Therefore, efforts are needed to improve program management and the implementation of bilateral cooperation in the education sector so that it can have a greater positive impact on both countries and the people on the border of West Kalimantan.*

**Keywords:** *Bilateral cooperation, Indonesia-Malaysia, West Kalimantan border, education and impact.*

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## I. INTRODUCTION

The development of bilateral cooperation between Indonesia and Malaysia has always been a special concern in efforts to improve relations between the two countries. Education is one of the areas that is the focus of this bilateral cooperation. There have been several previous studies that have examined the impact of Indonesia-Malaysia bilateral cooperation in the field of education, but this research focuses on the impact of Indonesia-Malaysia bilateral cooperation on the border of West Kalimantan. According to Rosidin and Mappalotteng [1], Indonesia and Malaysia have a very important bilateral relationship, especially in the field of education. Indonesia-Malaysia bilateral cooperation in the field of education has been carried out for decades with various programs prepared both independently and together. The results of previous research show that bilateral cooperation between Indonesia and Malaysia in the field of education has had a positive impact, especially in terms of exchanging experiences, technology and educational programs, as well as increasing opportunities for access to education for Indonesian citizens.

However, even though there has been previous research on the impact of Indonesia-Malaysia bilateral cooperation in the education sector, there is still a lack of understanding regarding the impact of bilateral cooperation in the border areas of West Kalimantan. Therefore, this study aims to investigate the impact of Indonesia-Malaysia bilateral cooperation in the West Kalimantan border region in the field of education. This research will use a qualitative approach with data collection techniques through interviews and documentation. The results of this study are expected to provide a more comprehensive understanding of the impact of Indonesia-Malaysia bilateral cooperation in the West Kalimantan border region in the field of education. This is expected to contribute to the development of a more effective Indonesia-Malaysia bilateral relationship, especially in terms of education in border areas.

## II. METHODS

The first related study by Marthin Manurung [2] is entitled "Indonesia's National Interest in Defense and Security Cooperation with Japan 2015-2020". Manurung's study describes defense cooperation between Indonesia and Japan. This cooperation, which has been going on since 2015, has a legal basis in a Memorandum of Understanding which prioritizes the principles of equality, respect for sovereignty, and mutual benefits for the two countries. Manurung's study uses the main concept of national interest to explore

information on Indonesia-Japan defense cooperation through a Memorandum of Understanding and provides an analysis of national interests in defense cooperation carried out by Indonesia, which is a study that helps researchers determine the theoretical framework to be used in this research. The results of Manurung's qualitative research show that Indonesia is more focused on defense and economic interests. Nevertheless, the interest in maintaining world order and ideological interests remained Indonesia's motivation in cooperating with Japan. Apart from the differences in the context of the state actors who are the subject of the research, the difference between Manurung's study and the current study lies in the differences in cooperation between actors, where cooperation with Japan has not yet become a comprehensive collaboration between actors. both countries. Another study relevant to this research is entitled "Indonesia-France Defense Cooperation and Its Influence on the Modernization of the Indonesian Armed Forces and the Indonesian Defense Industry", which was conducted by Aninda Saskia Siti Aisyah [3].

This study focuses on Indonesia's cooperation in the modernization of defense equipment or defense equipment which is very important for a sovereign country to avoid threats. Aisyah believes that the ownership of modern defense equipment will increase bargaining power and increase a country's protection against threats that may arise from within and outside the country. Aisyah's research focuses on cooperation between Indonesia and France. Cooperation between the two countries in the field of defense industry has been going on since the Dutch East Indies colonial period, where France often provided defense equipment grants. In her study, Aisyah wanted to explain how the cooperation between Indonesia and France, especially in the field of defense, as well as the steps taken by the two countries to increase cooperation in the strategic and defense industry. Therefore, Aisyah uses a descriptive analytical research method with the process of collecting data through literature review. Aisyah's research shows that with defense and security cooperation, Indonesia and France benefit from the transfer of technology and knowledge, as well as the joint production of defense systems. This cooperation is also considered vital in improving diplomatic relations between the two countries. By focusing on the development of defense equipment, Aisyah's research is different from current research, because current research will have a broader focus on national interests from an Indonesian perspective. Apart from that, another difference is from the actor's point of view, where this research identifies the relationship between Indonesia.

### ***Border Region***

According to the journal "Indonesia-Malaysia Border: Sociopolitical Study of the Implementation of Border Development in North Kalimantan Province" by Taufik Ismail, et al. [4], the border area is an area that is along the boundary line between two adjacent countries. Border areas often have different characteristics from regions within the country, including in economic, social, cultural, political and security terms. Border areas also often have large natural resource potential, such as forests, agriculture, and fisheries. However, border areas can also be a source of conflict and security problems between two neighboring countries. Therefore, it is important to manage and develop the border area well to prevent conflict and increase cooperation between the two countries. At that time, the Roman juridical concept of border areas had reflected the stipulation of territory and the concept of cooperation in accordance with regulations and the government in power. Boundary setting and cooperation are regulated by both neighboring parties. Border or border is often interpreted as the boundary of the political territory and place of residence. There are two approaches in establishing the physical boundaries of the border areas, namely the natural border and the artificial border. Borders are very influential in wider policies because increased movement of people in border areas can have implications in various fields, such as changes in the nature of international relations, regional development, and the potential for conflict. Changes in the conditions of relations at the border cause the movement of people between countries and the expansion of social networks between different countries. The Kalimantan region has a border of about 1200 km with the State of Sarawak (Malaysia).

### ***Stages and Nature of Bilateral Relations***

In the history of relations between Indonesia and Malaysia, there are five identifiable stages, namely: (1) the pre-independence stage, (2) the period of struggle for independence, (3) the period of confrontation, (4) the Cold War era, and (5) globalization. In the first stage, the relationship between the two countries is based on P-to-P interaction because they are seen as two nations, not two countries. During this period, the

concepts of boundaries and territories were not significantly developed, and relations were based on shared social systems and community structures as the basis of relations. The second stage was marked by a change from cultural relations to a more single political identity, in which both sides fought for independence as an independent nation-state called Indonesia Raya. The third stage was characterized by trials and upheavals, in which Sukarno played a dominant role in determining the political relationship between Indonesia and Malaysia. The fourth stage was characterized by the Cold War era and President Suharto's rule, in which the two countries joined ASEAN. The fifth stage includes a period of globalization marked by increased trade, investment and economic interaction between the two countries.

#### ***International Relations Communication Studies***

According to Anggraeni [5], international communication focuses on the study of international relations, namely the interaction between states and their governments through diplomacy. In the context of international relations, communication science is based on international relations. International communication is understood as a study in the international realm of data and information that enters and exits across national borders. International communication was born in America, England, and almost all parts of Europe in the 20th century. At that time there was a context of propaganda, national expansion, and conquest. America had intentions with propaganda interests in World Wars I and II, thus forming an international communications program as a compulsory study program in all universities in North America. According to McMillin, many graduates of communications degrees between 1920 and 1950 took the disciplines of sociology, political science, and economics.

International communication is difficult to define precisely, as Stevenson said: "It's hard to define, but you know it when you see it." Some experts use different terms, such as Maulana (global communication), Hamelink (world communication), Volkmer (transnational communication), and Kamalipour (intercultural communication, crosscultural communication, transborder communication, and international relations). McMillin argues that international communication occurs between international crossing boundaries, namely the crossing of nation-state boundaries. McPhail argues that international communication is the cultural, economic, political, social, and technical analysis of the patterns and effects of communication between countries. From these definitions, it can be seen that international communication is more focused on the study of international relations and is centered on interactions between countries and between governments carried out through public diplomacy.

#### ***Methods***

This study uses a qualitative research method with a case study approach. According to [6], a case study is "an intensive description and analysis of a single individual, group, or event." Qualitative research with a case study approach can provide a deeper understanding of the phenomenon being studied, in this case the impact of the Indonesia-Malaysia bilateral cooperation on the border of West Kalimantan in the field of education. In addition, this study also uses in-depth interviews and observation techniques as the main data sources. According to Wahida [7], in-depth interviews are used to obtain in-depth qualitative data from participants who have extensive experience or understanding of the phenomenon being studied.

Observation is also used to collect data directly through observation of situations or activities that occur in the field. In this study, in-depth interview techniques were used to interview a number of participants who were involved in the Indonesia-Malaysia bilateral cooperation on the West Kalimantan border in the field of education, such as government officials, school administrators, and the community involved in student exchange programs. In addition, observations were also made to observe directly the situation and activities that occurred in the field, such as the implementation of student exchange programs and other activities related to bilateral cooperation in the education sector. By using qualitative research methods with a case study approach, as well as in-depth interviews and observation techniques as the main data sources, this research is expected to provide a comprehensive picture of the impact of Indonesia-Malaysia bilateral cooperation on the border of West Kalimantan in the field of education.

### **III. RESULT AND DISCUSSION**

### ***Physical and Geographic Conditions***

According to Wardhani [8], the border area of West Kalimantan and Malaysia is located in the northern part of the provincial administrative area, with a cross-country border line length of about 870 km. This border region has relatively hilly topography and similar physical conditions with Malaysia. However, development along the Malaysian border is far more advanced than West Kalimantan. The issue of mass exploitation of forest resources in West Kalimantan is a prominent issue, including damage to conservation areas and illegal logging for sale to Sarawak and Sabah in Malaysia. Therefore, Presidential Decree No. 32 of 1990 regulates the protection of conservation areas including forests in border areas.

Kalimantan Island has great potential for forest resources, but over-exploitation threatens its sustainability. The West Kalimantan-Malaysia border region has prospective sectors to be developed through bilateral cooperation, such as economics and trade, development, forestry and agriculture, tourism, culture, and science and technology. With an understanding as allied countries and geographically close, good bilateral cooperation is expected to improve educational, social, economic, development, cultural and welfare conditions in border areas. Therefore, regulations that facilitate access to transportation, mobility of goods and people, as well as cooperation in various fields in the border area zones are very important to create a developing, advanced, modern border area and have a positive impact on the welfare of residents on the border of the two countries. As stated by Bappenas [9], "Development of border areas is one of the important things in the framework of overall economic development and national development."

### ***Economic Conditions in West Kalimantan as an Impact of Bilateral Cooperation and Its Influence on Education***

According to Bappenas in 2003 [10], the Indonesia-Malaysia border area in West Kalimantan has an important role as a security belt, a gateway and a reflection of the nation's image. However, the central government's military approach to security has been detrimental to the area's development, and there are only military guard posts in the area. On the other hand, Malaysia implements a prosperity belt which emphasizes socio-economic development and economic activity in the West Kalimantan border area, especially cross-border trade, is increasing. Nonetheless, the population of the border region is still small, and population growth is low. Lack of human resources and low education is one of the main problems in the area. The majority of the people work as farmers or planters, and agricultural and plantation commodities such as pepper are the *prima donnas* that are able to prosper the farmers. Entrepreneurs from Malaysia help capitalize the efforts of these pepper farmers, provide vehicle facilities, and accommodate the plantation products at high prices. The educational condition of border communities is still poor, and public awareness of the importance of education is low.

Health conditions are also still low, although they are better now than in the 1980s due to improved health services through the establishment of many community health centers in every sub-district. Based on research conducted on the economic conditions of West Kalimantan as a result of bilateral cooperation and its impact on education, it was found that bilateral cooperation between Indonesia and Malaysia on the border of West Kalimantan had a significant impact on the area's economic sector. However, this impact does not directly have the same effect on the education sector. There are several factors that affect the relationship between bilateral cooperation and education in West Kalimantan, such as the lack of adequate educational infrastructure and the quality of human resources which has not been fully accommodated. Nonetheless, there are efforts to improve the quality of education in the area, such as by expanding access to education and improving the quality of teachers. It is hoped that with these efforts, the positive impact of bilateral cooperation between Indonesia and Malaysia on the West Kalimantan border can be felt more broadly, especially in the education sector which is the foundation for sustainable development.

### ***Availability of Institutional (Academic) Approach Criteria in the Border Development Planning Process***

According to Yong [11], the application of the concept of institutional (academic) capacity in the development planning process for border areas aims to increase the power of local government in creating differences in the quality of places in a non-aggressive manner. The criteria for increasing institutional capacity are derived from Yong [11-12] and Rebecca [13], and are divided into intellectual capital, social

capital (including political capital), and capacity to mobilize institutional capital from an academic point of view. Intellectual capital refers to technical and academic resources [14], which are the backbone of experts working for planning agencies at both the national and regional/regional levels, ministries and other institutions, as well as scholars from outside West Kalimantan. At the local level, several universities in West Kalimantan such as Tanjungpura University, Muhammadiyah University, and Kapuas University can provide sources of knowledge for the development of border areas. However, local knowledge is also very important in the development of border areas, and this is formed through practical experiences and the frames of reference used by local people to give meaning to these experiences.

In addition to local communities, several actors such as NGOs in community development and environmental issues also have different local wisdom, and local governments can obtain input from them for the formulation and implementation of development programs in border areas. Research on the availability of institutional (academic) approach criteria in the border development planning process shows that there is a significant relationship with the impact of Indonesia-Malaysia bilateral cooperation on the border of West Kalimantan in the field of education. Research data shows that the criteria for an institutional approach which includes policies, strategies, programs, and curriculum development methods as well as the selection of qualified and trained teaching staff are the main factors in improving the quality of education in border areas. In bilateral cooperation between Indonesia and Malaysia, the education aspect is the main focus, where Malaysia is one of the main destination countries for Indonesian students to pursue higher education. However, the gap in the quality of education between the two countries is still visible and needs to be addressed through the development of institutional approach criteria that are appropriate to the conditions and characteristics of the border areas. Thus, improving the quality of education on the border of West Kalimantan can be one of the positive impacts of Indonesia-Malaysia bilateral cooperation in the field of education.

#### **IV. CONCLUSION**

Based on the results of research on the impact of Indonesia-Malaysia bilateral cooperation on the border of West Kalimantan in the field of education, it can be concluded that the bilateral cooperation has had a positive impact on both countries. Indonesia and Malaysia have much in common in terms of culture, language and religion, so that the educational collaboration carried out on the border of West Kalimantan is very relevant and beneficial for both countries. In this study, it was found that the availability of institutional (academic) approach criteria is very important in the border development planning process. This criterion helps ensure that the goals of educational cooperation can be achieved effectively and efficiently, and ensures that the educational programs offered are in accordance with the needs and desires of the community.

In addition, the research results also show that bilateral cooperation in the field of education has a positive impact on communities on the border of West Kalimantan. One of the impacts is increasing access and quality of education for the people in the area. In addition, this cooperation also helps strengthen relations between the two countries and promotes peace and stability in the border region. In conclusion, it can be concluded that bilateral cooperation between Indonesia and Malaysia on the border of West Kalimantan in the field of education has had a positive impact on both countries and the people on the border. To ensure the continuity of fruitful cooperation, the availability of institutional (academic) approach criteria must be maintained and improved so that the educational programs offered can continue to be relevant and effective.

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