

Conference Paper

Integrated Community Development in Rural Border Region (Case Studi in Tanjung Hulu Village, Nunukan, North Kalimantan)

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Abstract

Tanjung Hulu is a village in Lumbis, a district in Nunukan area, North Kalimantan Province. The village is included as one of villages located in the border area of Indonesia, bordering directly Malaysia. Based on geography, demography and social phenomena that are growing and developing in the community, three main problems were found in the area. There are economic problems and poverty, low quality of educational and poor public health quality. The CEGs (Community Engagement Grants) programs that have been applied are the economic development programs to increase the productivity of society based on the primacy of human resources and local natural resources, educational programs to improve school facilities and learning methods, and public health programs to improve the general health of the community. There were five methods used to approach the community and solving the problems, which are assessment, group discussion, problem-solving, advocacy, and recommendations. The results are constructed filial primary school, classroom facilities repair, Taman Baca improvement, PHBS enhancement for children and family, nationality enhancement for students, increasing skills of women community (PKK), and joining hands with *Posyandu* to provide health services to the community.

Keywords: community, economic, educational program, public health

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1. Introduction

In 2015, a researchers team from Universitas Indonesia conduct a series of community development activities under the Community Engagement Program (CEGs) Problem-based scheme in Tanjung Hulu Village, Nunukan District, North Kalimantan Province. The village is located in a remote area and close to the Malaysia-Indonesia country border. The status of 'disadvantaged area' and 'border area' are given to the Nunukan

District by the Ministry of the Development of Disadvantaged Areas (based on Minister Decree No. 001/KEP/M-PDT/I/2005 on the National Strategy for Development of Disadvantaged Areas).

Despite the formal acknowledgement that the area is 'disadvantaged', the limited availability of resources has led to relatively little progress. Poverty remains as one of the most important problem, coupled with lack of infrastructures, less of education levels and poor quality in health. Electricity only available on several hours per day, supplied by self-assembled electricity generators. To acquire the basic education, children of Tanjung Hulu have to go to an elementary school in a neighboring village by crossing a wide river with a small boat with an alarming level of safety. Despite their struggle, their reading, writing and counting capabilities are fairly low. Awareness of their personal health and environment is also very alarming. People usually rely on river water for bathing, washing and drinking every day.

To assist the villagers to solve the persistent problems, the focus of the 2015 CEGs program is to develop a better education facilities and to develop a better the living standard of village economy. We believe that purposes are strongly correlated: improved quality of education is expected to be an important driver of poverty alleviation, and better economy means better awareness for better education. By capitalizing on local wisdom and resources, the program be expected to assist the village of Tanjung Hulu to raise the living standards of its people.

2. Literature Review

2.1. Border region district

Border region district can be defined as an area are located between districts in provinces at the same country or contiguous with district in foreign countries. [11]. According to Undang-Undang Nomor 26 Tahun 2007 that border regional are the districts geographically and demographically contiguous with foreign countries and/or high sea, with main characteristics are limitations and backwardness of economy, culture and social conditions, local government finance, accessibility, and infrastructure availability. So, the main problems are usually ensue to borders communities are poverty and backwardness.

Under development in social, cultural, economic and financial sectors in border area needs real effort to solve it, such as: organizing a social community development activities which aims to improve the social and economic welfare. According to Migley

(1995 in [8]) social development is a planned process of social change, designed to improve people's lives, in which development is conducted complementary in economic development process.

2.2. Community development

Community development is a mean to increase the dignity of society which is unable to escape from the poverty and undeveloped. Briefly, social development is a process to encourage the society to solve social problems independently. Community development efforts not only strengthen individuals, but also institutions that include implementation of norms and positive cultural values such as hard work, thrift, transparency and responsibility.

According to Sutaat (2012) empowerment is an effort to encourage, build and develop awareness of potential ability, followed by strengthens of the community eminency. One of efforts to strengthen the eminency of the community is by creating a positive climate and atmosphere, increasing additional facilities, opening up the access to the opportunities that can push the people to be more developed. Community development is realized through three methods, that consist of: creating a good condition that allows the potential development in society (enabling), reinforcing the potential resources of community (empowering), and providing protection (protecting) (Kurniawati, Supriyono, and Hanafi, n.d.).

In this article, researcher interested in community development and will raised the topic of integrated community development on rural in border region with focus study in three critical aspect, there are economic, educational and public health. Discussion will be preceded by exploring and elaborating many problems are related to aspects.

2.3. Economic aspect

Society's economy is an economy that is held by the people, based on potential and strength of the whole community to stimulate an independent economy (Hutomo, 2000). The main problem of economy in border region is limited access to economic institutions, which has impact in inequality and poverty. One of efforts to improve the economy condition in society is throughout economic empowerment by increasing productivity, providing business opportunities, giving capital accessibility, and also ensuring the cooperation and partnership between the developing and undeveloped society (Hutomo, 2000).

2.4. Educational aspect

Education is a basic need of human being and a conscious effort to prepare students through teaching, counseling and training to prepare a better generation. Improving the quality of education has an important role in achieving sustainable social development. The educational sectors contribute a major role in improving the quality of life in the future [8]. One of major social problem in border region is the low quality of educational. To develop education sectors the government ought to enhance the quality of teachers, administration and education facilities. Development in educational sector is one way to achieve better quality and productive human resources that can be achieved through both formal and non-formal education. Development in education encourage a good atmosphere in learning which aims to develop the knowledge and ability of students [1].

2.5. Public health aspect

Public health, interpreted through the use of a multitude of definitions appears to refer to the general health of the population and their longevity and resistance to disease. The influences of public health are acknowledged as extensive, setting public health in a model that is a juxtaposition of science and art. The outside influences on health such as social policy must in response to this, develop a strategy that recognizes the wider determinants of health and the role others outside bio-medicine can play in improving public health. To be successful in raising the profile of public health and bringing about improvement, researching the topic has shown that we must direct our approaches through the most appropriate model for our society, at a given time, supported by a comprehensive and explicit definition (Joyce, n.d.). Main characteristics of public health in border region are poor sanitation, unhygienic environment, inadequate healthy services and facilities, epidemic diseases, etc.

3. Research Method

This research uses qualitative–descriptive method that emphasizes the meaning, reasoning, and the definition of the specific context. Descriptive research is used to describe and to analyze in detail the social phenomena. This study uses primary and secondary data. The primary data obtained from direct interview and observation by researchers. While the secondary data obtained from the assessment of local

government that is village report, village profile, and RPJMDes (Rencana Pembangunan Jangka Menengah Desa). Then the primary and secondary data are analyzed using an interactive model of data analysis. The steps are data collection, data selection, processing and presentation, and inference. Types of research is community development – problem based and using a method is named ‘Rural Elementria Development’ (RED) Model. The model was developed by researcher in an integrated program to develop three interrelated important elements, those are economic, educational and public health.

4. Profile

Tanjung Hulu Village is one of the villages in the Lumbis Subdistrict, Nunukan District, North Kalimantan Province. Tanjung Hulu Village is located in a remote area and close to the Malaysia–Indonesia border, so it is included to ‘Daerah Perbatasan’. Tanjung Hulu is relatively a new village, as it was established in 2013 as part of the ‘regional autonomy’ program of the government. Before, the village was part of two villages, Tanjung Hilir and Sumalumung villages. Following the ‘expansion’ program, the people now known as the villagers of Tanjung Hulu are ‘moved’ to their ancestral land (which is now known as the Tanjung Hulu village).

Three hundred and five peoples from 69 families are living in the village. Most of the villagers are native people of Lumbis from Dayak Agabag ethnicity. Based on sex, the man is more than woman. Man is about 162 and the woman is about 143. Based on age, Tanjung Hulu Village is a young community. Most of the population are under 40 years old. Only 50 persons are aged 41 or more. Unfortunately, the levels of education are generally low. About a third of the population never attend a school. Only 5 people are graduated from a university level [10].

5. Problem Analysis

Based on the preliminary assessments, researchers identified several important problems need to be tackled. These problems are classified into three important categories, they are **economic welfare, educational quality, and public health**.

According to Sutaat (2012), there are two factors that cause social problems, that is internal factors and external factors. Internal factors consist of less educational quality, less skill, asset ownership, and the weakening of social capital. While external factors include government intervention, government agencies, and private entrepreneurs.

The quality of educational is one factor that contribute to social welfare issues. According to Mufizar, Arkanudin, & Achyar (2012) education is a basic need and a conscious effort to prepare students through guidance, teaching, and training for its role in the future.

There are three main problems that exist in Tanjung Hulu, that are the poor economic welfare, less education quality, and less awareness about public health. The first problem that will be discussed in this article is the economic empowerment to improve the economic welfare. The second is educational quality, and the last is the less awareness of society on health and the environment. Here are the factual conditions that have been collected through assessment:

5.1. Economic condition

1. The economy depends on the forest and small-scale farming. No further processing of forest resources and no value added.
2. Household income relatively unstable.
3. Creative economy is not developed. Only old people practice the art of traditional handicraft.
4. Home industry is not developed. People with the ability to process cassava (the main product of their farms) only produced food for traditional events and not to be sold in the market.
5. No marketing channels and capacity.
6. Lack of infrastructure. Electricity only available several hours per day, supplied by self-assembled electric generators. The main source of water—not 'clean water'— is the river.

5.2. Educational condition

1. Teaching activities in the elementary school SDN 006 Tanjung Hilir (in the neighboring village) is not supported by adequate facilities.
2. Lack of motivation and discipline among students. Low interest in learning mathematics and other basic lessons such as reading and writing. This correlates to the low ability of the students to read, write and doing mathematics.

3. Safety and security level of the transportation to attend the school is alarming. To get the basic education, children of Tanjung Hulu have to go to an elementary school in a neighboring village by crossing a river with a small boat with an alarming level of safety.
4. Lack of awareness on the importance of education.
5. Little response and support from the government.

5.3. Public health condition

1. Lack of awareness for self-cleanliness and health. Children take their bath in the river without soap and do not brush their teeth. They are not used to wash their hands before eating.
2. Lack of awareness for environment. There is no sanitary landfill for household garbage.
3. There is no sanitation facility

6. Programs

Community development program aims to develop the local economy, improving the quality of education and public health that include to education about hygienic behavior and healthy. Community development program carries a new paradigm of development, that is, *“people centered, participatory, empowering, and sustainable”* where development is not only to fulfill the basic needs or mechanisms to prevent the further poverty, but also sustainable development (Suharto, E 2005 in [11]).

According to Sutaat (2012), empowerment is an effort to encourage, build and develop awareness of the potential which is followed by the strengthening of resources of society. Efforts are needed for strengthening the resources of society can be realized by create a climate and a positive atmosphere, additional facilities, improving the accessibility of the opportunity that able to push the people to be more developed.

Chaskin (2001 in [11]) explains that there are three types of community development including the development of skills-learning and training opportunities for individuals and groups, and sharing through networks and mutual support, development of organizational structures and strengths of community groups and networks, and development of support to enable the development of skills and structures.

Community development programs hold in Tanjung Hulu classified into three major programs, that are economy development, improving the quality of educational and improving public health quality. Here are the community development program conducted by researchers based on the need assessment and society conditions:

6.1. Economic development of rural areas

There are four programs that aim to develop the economy and social welfare. **First** program is food security development aims to inform about many kinds of the way to crop up, tending nursery garden, like cassava, durians, papaya, dragon fruit, etc. It is realized by ask the PKK community to join in culinary training that conducted by researcher. **Second** is family finance planner aims to develop basic understanding on family financial planning and management. The activities are financial planning for small-scale business management training. This program involves small-scale entrepreneurs and Lumbis sub-district government.

Third is art and culture development aims to increase the productivity of traditional handicraft. There are two activities to support this program, supporting *anjat* bag (rattan bag) artisans and training about create new accessories. **The last** is product marketing program aims to help artisans to reach broader market. There are some activities, encompass handicraft gallery, developing website (*Tanjunghulu.com*), etc. Product marketing program involves small-scale entrepreneurs and Lumbis sub-district government.

6.2. Improving educational quality

There are four education programs that aim to build and improve education quality. **First** program is improving school facilities, researchers provide new books and others educational tools and medias of classroom. The purpose is to improve the quality of learning effectivity. Researcher collaborate with management of school (SDN 001 Tanjung Hilir) to get maximum objective achievement. **Second** program is 'Rumah Pelangi' aims to improve the student's desire about study with funny ways. It is not only about academic skills but also about non-academics skills, like the way to take a bath, take care about environmental and others, etc. This program is realized by additional time for reading, writing, and math lessons, trainer for training, planting vegetables and fruits activity, and student camp. To achieve the main objective, Researcher collaborate with the students, parents, teenagers, and the society. **Third** program is volunteer

teacher aims to help official teacher about school activities. The big problem is the teacher cannot teach routinely, through this program not only help the official teacher but also to communicate the solution. **The last** program is establishing a Filial School, that aims to minimize the safety risk to reach out the school. The students from Tanjung Hulu must pass the Sembakung River to get the school at Tanjung Hilir, it is very dangerous. Researcher collaborate with villagers, school, local government, and educational authority to maximize objective achievement. After filial school program, students from Tanjung Hulu can study on filial school at Tanjung Hulu.

6.3. Enhancing public health

The approach that's used in public health quality improvement activities targeting toward adults and children. Researcher conducted periodic checkup program through *pos yandu* health services. Researcher also improving the mini library program to educate the children about healthy life and the cleanliness of the house and the environment.

7. Outcoming

The real manifestation of successful implementation of the program described in two perspectives that are initial conditions and final conditions after the programs. Presentation of the two conditions based on the reality and objectivity that felt by the public directly. This the description of condition before and after program implementation more than one month, are:

7.1. Economic development of rural areas

One of the main purpose of community development activity is to encourage community to improve their economic welfare independently. Several activities to improve the economic welfare that are assisting the PKK community practice about nursery garden utilization, planting the dragon fruit tree, and processing the main crop, that is cassava into various healthy snacks with economic value added. Researcher provide education about business opportunity of the rattan handicrafts, Silad leave, and beads with high artistic value. Mentoring, motivation, sharing new knowledge for the community aim to increase the craft that give value added.

Economy development program not only to develop the PKK community but also develop the financial planning ability of the SME community. This program aims to educate financial planner to the owners of small and medium enterprises. So the SME owners are able to manage its micro-businesses finances. In addition Researcher also provide business education to the craftsmen, it aims that the craftsmen aware and concerned to improve the quality of products. The last session is design the product marketing artisans systems. Researcher create a design gallery, located in the district office of Lumbis as media to display and promote the products.

7.2. Improving educational quality

SDN 006 Tanjung Hilir is the nearest primary school from Tanjung Hulu that separated by a wide river called Sembakung. The physical condition of the school building is proper, but lack of learning facilities. Through community development activities, the Researcher accommodate some of the facilities that considered important as the UUD 1945 books, books about health, the national anthem books, story books and educational comics, Indonesia map, photos of presidents, and others.

The students use *ketinting* (cano boat) to reach out the school. This condition is very dangerous for the students, especially for primary school pupils aged 7–12 years old who usually go to school alone. The program that aims to solve this problem is hold a filial school located in Tanjung Hulu. Filial school program collaborate with government districts, UPTD, the school managers and parents. Through intense communication and cooperation result succeed establish filial school located in Tanjung Hulu. At the beginning of learning activities, researcher involved role as a teacher assistant for several weeks before the school assigns four teachers at SDN 006 Tanjung Hilir to teach students in grade 1–4 in the filial elementary school.

Researcher also increasing the function of mini library that located at Tanjung Hulu. Mini Library built by K2N Researcher in 2014. Researcher try to build the interest in reading and the spirit to study. Researcher gives books collection and other facilities that improve the study process. Researcher also make an exclusive group that assigned to manage the mini library activities.

7.3. Enhancing public health

Community health improvement program executed by record society's health data and medical history. Researcher collaborate with the district health centers to do health

checks program for adults and a toddler. Researcher create the health profile to ease the government health agencies in implementing the next public health program. The other health program concern to children. One of the mini library activity is conducting health and healthy environments education for children. The activities are teaching about how to take a bath, washing hands, washing hair, and cut nails properly. The event was attended by children of primary school age with enough enthusiasm and with a participation rate of almost 100% (40 children). The other activities are environmental program by cleaning and disposing the garbage properly, attach attributes (sticker) about the smoke prohibition, live clean, take out the trash, etc. Children are also educate to use the land environment by planting seeds of papaya and dragon fruit trees.

8. Conclusion

This community development programs integrate the economy development, education and public health. The third aspect is quite fundamental problems that must be addressed seriously and sustainably. Problems that found in Tanjung Hulu mostly can be found in almost all frontier society.

Economy development approach is a major aspect and the first to be tackled because economy problems are directly related to the people living in the border areas with limited access and lack of eligibility standards of living.

The further approach is to increase the quality of education throughout the fulfillment of learning facilities. Education leads to public awareness to be able to realize their roles and responsibilities to create a generation with better economic throughout develop the advantages economic potential and their resources.

The last approach is to improve the quality of public health. Public health awareness contributes toward better life expectancy and quality of life is getting better.

This community development programs can be used as a model of community development that are relevant for vocational educational program, because it integrated of applied sciences and the practice of real problem solving in people's lives. This model requires further development and improvement with the involvement of various stakeholders, including national and local governments, businesses and the community development observers and activists of other border regions.

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