Community Learning Center (CLC) Management in Indonesia-Malaysia Border Area on Education for Sustainable Development (ESD

[1]Uyu Wahyudin, [2]Achmad Hufad, [3]Purnomo, [4]Dadang Yunus

Abstract--Education in Indonesian Border Area is one of the studies about education equity in Indonesia. Indonesian Consul General provided Community Learning Center (CLC) to fulfil the needs of compulsory education for Indonesian Workers' children in Sabah Malaysia. This study will examine about the management analysis of CLC in border area to facilitate education access for Indonesian workers' children in Malaysian schools. This study applied qualitative analysis and descriptive method. CLC as an institution manages programs started from the identification of learning needs, identification of potential sources, formulating the programs, planning the learning activities, implementation of the learning activities, supervision, and evaluation.

Key words--Community Learning Centerp, Society Empowerment, Independence

I. INTRODUCTION

Education is a significant aspect for national development. Education is every Indonesian people's right as UUSPN No. 20 *Tahun* 2003 Section 5 Article 1. Development in education area is one of the effort to produce high-quality, potential, and productive human resources through formal education, non-formal education, or informal education.[1] Government formulated some policies in education field to encourage the education equity in Indonesia including the border areas.

The majority of Indonesian citizen in border area had low level of education. The lack of infrastructures forced the children in border area to go to Malaysian Schools and accompanied their parents to work there as Indonesian workers. Border area needs some good quality education to improve the quality of the human resources. [2, 3, 4]

Indonesian Consul General provided CLC to fulfil the needs of 9-years compulsory education for Indonesian Workers' children in Sabah, Malaysia. The goal of CLC is to prevent the children from illiteracy because some children accompanied their parents and helped them work

[1]*Professor, Universitas Pendidikan Indonesia, Bandung, Prof. Dr., M.Pd, Universitas Pendidikan, Indonesia, Email: dinpls@upi.edu*
[2]*Professor, Universitas Pendidikan Indonesia, Bandung, Indonesia*
[3]*Lecturer, Universitas Pendidikan Indonesia, Bandung, Indonesia*
[4]*Lecturer, Universitas Pendidikan Indonesia, Bandung, Indonesia*

Figure 1. CLC in Kinabalu, Sabah, Malaysia

According to Aung (2014), the main activity of CLC is to promote community development, human resources and information services, education and training, and networking and coordination.[5] Every CLC has the objective to promote disadvantage people as well as the community development by empowering them. [6, 7, 8, 9]

This study applied descriptive method towards CLC in Kinabalu, Sabah, in order to provide an explanation of the problems that arise in the present time. The objectives of this descriptive analysis are to (1) analyse the condition and problems (*state of the art*) as it is based on the agreed conceptual framework. By this framework, the management of CLC is expected to be explainable based on the indicators obtained empirically from data sources; (2) from *state of the art,* normative analysis was carried out to get a solution based on the agreed conceptual framework. The solution was formed as alternative formula led to the improvement and revamping or management of CLC in Kinabalu, Sabah, Malaysia.

II. LITERATURE REVIEW

State border areas are regency/city areas that are geographically and demographically directly adjacent to neighbouring countries and/or the high seas. These areas consist of land and sea areas spread widely with various typology from the inland to small outer islands.[10]

In some border areas in Indonesia, some communities have culturally similar character, nature, and tradition. They might be the descendent of the same ancestors. Therefore, it is common to find some very close kinship between people in border areas, especially in the Indonesia-Malaysia border.

UNESCO (2005) explained that *Education for Sustainable Development* (ESD) is a learning process based on goals and principles that underlie the sustainability and relate to all levels and kinds of education. ESD promotes four basics of learning to provide quality education and foster the sustainable humans. Those are *learning to know, learning to do, learning to live together, and learning to be.*[11]

One kind of community participation in teaching and empowering the community is through CLC. CLC can be a motivator, innovator, dynamist, and facilitator in community learning and empowerment in the certain areas. Furthermore, CLC is an information centre for the community or local area in fulfilling the community learning needs.

III. METHOD

This study applied descriptive method towards CLC in Kinabalu, Sabah, Malaysia that was directly chosen by Indonesian Embassy in Malaysia.

The approach of this study was qualitative. It was expected to describe the research object clearly, as Taylor in dalam Moleong (2007) stated that research procedures that produce descriptive data in the form of written or oral words from people and observed behaviour.[12]

The appropriateness of using a qualitative approach was also based on the problems in this study and with considerations: 1) it was easier to deal the fact or reality, 2) it provided directly the relation between the researcher and the respondents, 3) it was easier to adjust to many sharpening of the mutual influence on the patterns of encountered values (Lexy J. Molleong, 2014).[13]

IV. RESULT AND DISCUSSION

General Description of CLC Contribution to Indonesian Workers' Children

Kinabalu is the capital of Sabah located in East Malaysia. The population in 2012 reached 3.371.700 people. Indonesia citizen (WNI) in Sabah is 462.506 person. (Kemdikbud, 2015).[14]

In 2016, the number of Indonesian citizen's children in Kinabalu for primary and secondary education totaled 15,454 people consisting of 12,743 elementary students, 2,507 junior high school students, and 204 high school students who were accommodated in 174 CLCs, both CLC and Humana (there are 92 CLC *ladang* and 84 CLC non-*ladang*). There were 461 teachers in total consisting of 231 teachers from Ministry of Education and Culture and 230 local teachers (166 Indonesian citizens and 64 foreign nationals). 10 Indonesian Workers' Children did not get proper education services from the Malaysian government. Indonesian Embassy in Malaysia by official letter No. 120/DI/ VI/2008/02/01 per Juni 16th 2008 submitted a request to the Indonesian Minister of National Education to establish *Sekolah Indonesia Kota Kinabalu* (SIKK) or Kinabalu Indonesian School. On Desember 1st 2008, *Sekolah Indoensia Kota Kinabalu* officially operated by using a room in Alamesra Shop House, Kinabalu.

In 2019, there were 152 CLCs under *Sekolah Indonesia Kota Kinabalu* from primary to secondary schools with 7.248 primary school students and 2.888 secondary school students. For the equality programs, *Paket A* (equal to primary school) had 1.783 students, *Paket B* (equal to junior high school) had 298 students, and *Paket C* (equal to senior high school) has 217 students.

CLC based on UNESCO (1998) in Kamil (2009;85)[15] stated that *Community Learning Center* is an educational institution outside formal education system that is directed to the rural and urban community and managed by the community itself. CLC opens bigger opportunities for the community to develop various learning models in order to improve their ability and skill to improve their quality of life.

CLC elements consist of organizers/managers, tutors/facilitators, students, fostered villages, learning programs, and CLC's partners. (Koo, 2015); (Giannini, 2015); (Subiyanntoro, S., Tjahro., 2017)[16,17,18] Organizer/manager is a group of people and/or institution organizing themselves to form and/or organize/manage a CLC in order to obtain the goals of CLC in a certain fostered area or community. Tutor/facilitator is a group of people who has the certain ability or competence that is needed by the community.

Fostered community/area is a certain group of people who live in a certain limited area with similar characteristics in a limited environment and is as a learning targets by CLC. CLC partners are all parties, both

individuals and institutions, whether intentionally motivated or based on their own awareness, understand the vision and mission of the CLC and have a commitment to support its achievements both directly and indirectly, both in the form of material support and non-material support.

SWOT Analysis of CLC Management

The result of SWOT analysis in CLC Kinabalu, Sabah, Malaysia is concluded in the following matrixes.

S-O Strategies

Table 1. S-O Matrix

External/internal factors		Opportunities (external factors)		
		opportunities for teachers or facilitators participate in a seminar, models in CLC can be developed programs based on "from by		
Internal factors		1	2	3
Strengths		S-O Strategies:		
Most of the CLC organizers are qualified as bachelor	1	. Education qualifications of tutors/teachers or facilitators will support the access to information and communication which are necessary to increase knowledge, skills, and mental attitude of renewal and development. (S1, O1)		
The implementation of the CLC program is more flexible and not focused on the pattern of formal institution education	2	. The implementation of the CLC program is carried out by applying innovative method that is developing a local culture adapted to the conditions of community. (S3, O2)		
The implementation of CLC is closely related to local culture and adapted to the conditions of the community	3	. Make a guideline regarding the implementation of the CLC program, so that there is clarity about the		
There are transparency and support from the	4			

central level and SIKK towards CLC programs	follow-up program. (S2, O3)

Table 1 showed the strengths and the opportunities of CLC in organizing a program. From both aspects, the organizers are expected to keep innovating and updating the information in order to be able to develop the local culture and education development. (Rizka, M. Arief., 2016); (Ajisukmo, Clara.R.P., 2012); (Wijayanti dan B. Ismanto, 2015).[19, 20, 21] It was suggested to link every activity in a guidance for more organized program and better follow-up in the future.

S-T Strategies

Table 2. S-T Matrix

External/internal factors	Threats (external factors)	
	The CLC program curriculum is led to community as conferment need	understood philosophically and
Internal factors	**6**	**7**
Strengths	**S-T Strategies:**	
Most of the CLC organizers are qualified as bachelor	**1**	. The curriculum is adjusted to the needs of the community which is socialized through the Ministry of Education and Culture and the analysis of community education needs (S4, T6)
The implementation of the CLC program is more flexible and not focused on the pattern of formal institution education	**2**	
The implementation of CLC is closely related to local culture and adapted to the	**3**	. There should be socialization, counselling, or training activities carried out at the central level that

conditions of the community		are related to the role of CLC in realizing lifelong learning. (S4, T7)
There are transparency and support from the central level and SIKK towards CLC programs	4	

Table 2 showed the strengths and the threats of CLC in organizing a program. The threats are the competitions and demands of community needs to cope with industrial revolution. It can be managed by adjusting the curriculum based in the need analysis of the community. In addition, coaching activities, such as promotion, counselling, or training, must continue to be carried out to strengthen the role of CLC in supporting lifelong education.

W-O Strategies

Table 3. W-O Matrix

External/internal factors		Opportunities(external factors)		
		teachers or facilitators to participate in a	models in CLC can be developed	There are opportunities to develop the CLC programs based on " from, by, and for the community"
Internal factors		1	2	3
Weaknesses		**W-O Strategies:**		
Very ordinary learning infrastructures	5	. Educational staffs at CLC who have not been qualified regarding to some competencies are given the opportunity to take part in seminars, workshops, and training (W5, O1)		
Most of the CLC organizers and teachers/tutors are lack in education and training competencies	6	. Increase the insight and understanding of the organizer about the implementation of CLC so that they realize the main principle of CLC that is "from, by, and for the community." (W8, O3)		
Limited facilities and	7			

External/internal factors		Opportunities(external factors)
infrastructures in the implementation process of CLC		
The organizers have weak insight and understanding related to community education programs (non-formal education)	8	
CLC's collaboration with external parties is still limited caused by the rules that bind CLC Indonesia to run programs in Malaysia	9	

Table 3 showed the weaknesses and the opportunities of CLC in organizing a program. Limited components of CLC such as human resources and infrastructures should not be the obstacles. CLC staff can participate in a seminar, workshop, or training to improve their competence in order to perform better as a professional for a good quality program. (Rosalina, V., H., & Dwiyatno, S., 2019); Andita, L.R., Christy, Herning Suryo. (2016); (Davis, K., 1977).[22, 23, 24]

W-T Strategies

Table 4. W-T Matrix

External/internal factors		Threats (external factors)			
		The CLC program curriculum is led to community	not been understood philosophically and institutions,	especially Malaysian schools	demands the CLC to be equipped with
Internal factors		6	7	8	9
Weaknesses		**W-T Strategies:**			
Very ordinary learning infrastructures	5	. Increase the facilities and infrastructure procurement for CLC activities by utilizing the existing opportunities to create a learning community (W7, T7)			
Most of the CLC organizers and teachers/tutors are lack in education and training competencies	6	. There is a collaborative effort among CLC, SIKK and Malaysian Government in terms of education and industry (W9, T9)			
Limited facilities and infrastructures in the implementation process of CLC	7				
The organizers have weak insight and understanding related to community education programs (non-formal education)	8				
CLC's collaboration	9				

with external parties is still limited caused by the rules that bind CLC Indonesia to run programs in Malaysia		

Table 4 showed the weaknesses and the threats of CLC I organizing a program. From both aspects, the strategy applied is to improve the infrastructure procurement that supports the program. Moreover, collaboration with external parties should be enhanced to actualize a program optimally and realize the learning community.

V. CONCLUSION

The existence of CLC has changed the mindset of non-formal education institution organizers and community, where learning can be done on the basis of readiness, willingness, and does not always have to be formally institutionalized. Institutions organizes a program started from identifying the learning needs, identifying the potential resources, formulating a program, planning the learning activities, supervising, until the evaluation.

REFERENCES

1. Depdiknas RI. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System. Jakarta. 2003.
2. Irmawati, A. The Role of Community Learning Activity Centers (PKBM) in Reducing Illiteracy in Karimun District. Journal of Education and Culture, 2017, 2(1).
3. Widjaja. Regional Autonomy and Regional Autonomy. Jakarta: PT. King. Grafindo Persada 2002.
4. A'ing, A. Study of Educational Sector Development in the Border Region of Kayan Hulu District, Malinau Regency. eJournal of Integrative Governance, 2015, 3(4): 545-559.
5. Aung, N. Community Learning Centres Network Based on Open-Source Technology (With Special Reference to Non-Formal Education in Thailand). International conference on Intelligent Systems. Data Mining and Information Technology (ICIDIT'2014), 2014. Bangkok (Thailand). http://dx.doi.org/10.15242/IIE.E0414053
6. Asmin. The Model of Community Learning Center Development: A Case Study of PKBM Assolahiyah in West Java Province. Journal of Social Sciences Mamangant, 2017 6(2), 1-11.
7. Rusdiana, A. Utilizing community through developing the center of community's learning activity (CCLA) in the rural area, 2012, 2(4), 641–645.
8. Tippe, S. (2013). Implementation of Border Country Defender Policy: Case Study in Papua Province. Journal of Sociotechnology, 416-440.

9. UNESCO. Community Learning Centres: Country Reports from Asia. Bangkok: UNESCO 2008. Retrieved from http://unesdoc.unesco.org/images/001 6/001604/160492e.pdf
10. BAPPENAS. Directorate of Special Areas and Underdeveloped Regions, Dynamics of Development of State Border Areas. Jakarta: Directorate of Special Regions and Underdeveloped Regions 2010.
11. UNESCO. United Nations Decade of Education for Sustainable Development (2005-2014): International Implementation Scheme. Paris: UNESCO 2005.
12. Moleong Lexy J. Qualitative Research Methodology. Bandung: PT Youth Rosdakarya 2007. Offset.
13. Moleong, Lexy J. Qualitative Research Methodology. Bandung: PT Youth Rosdakarya 2014. Offset.
14. Ministry of Education and Culture of Indonesia. Dynamic Data Report on Indonesian School CLC

15. Students in Kinabalu. Sabah: Indonesian Kinabalu School 2015.
16. Kamil, Mustofa. Non-Formal Education: Learning from Japan (Kominkan) Community Learning Centers. Bandung: Alfabeta 2012.
17. Koo, Ahran. Art and eduation for underprivileged people: Community-based art projects case study. Procedia
18. –Social Behavioral Sciences 174, 2015, 64-68.
19. Giannini, Marco. Organization and Quality in School Education. Procedia-Social Behavioral Sciences 174, 2015, 1735-1739.
20. Subiyantoro, S., Tjahjo Prabowo. The Learning of Arts and Cultures in the Farm Field School for the Illegal Indonesian Migrant Workers' Children: A Case Study from Community Learning Center (CLC) at Sabah, Malaysia. Advances in Social Science, Education and Humanities
21. Research (ASSEHR), 2017, 158, 881-889.
22. Rizka, M. Arief. Analysis of Partnership Strategies in Implementing Non-Formal Education Programs (Case Study on Skilled PKBM). Journal of Pedagogy, 2016, 3(1), 12-19.
23. Ajisukmo, Clara.R.P. Important Factors in Designing Out-of-School Education Programs for Street Children and Child Labor. Makara Journal, Social Humanities, 2012, 16(1).
24. Wijayanti dan B. Ismanto. Management Strategy of Community Learning Activity Centers in Organizing Local Arts and Cultural Literacy Programs. Widya Journal, 2015, 17(1), [online]. Tersedia: ris.uksw.edu/download/jurnal/kode/J01044.
25. Rosalina VH, Dwiyatno, SE. Pedagogical For Tutors To Improve Quality of Learning in Community Learning Centers, 2019. https://doi.org/10.31227/osf.io/3cqjw
26. Andita LR, Christy, Herning Suryo. The Role of Kjri Kota Kinabalu in Improving Access to Education for Children of Indonesian Migrant Workers (BMI) in Sabah, Transformation, 2016, 1(30), 150 – 161.
27. Davis K. Human Behavior at Work, Organizational Behavior. New York: Mc Graw-Hill, Inc. 1977.
28. Hasan, Md. Nazmul , N. M. Mahmudul Alam Bhuiya, Mohammed Kamrul Hossain, and . "In silico molecular docking, PASS prediction and ADME/T analysis for finding novel COX-2 inhibitor from Heliotropium indicum." Journal of Complementary Medicine Research 10 (2019), 142-154. doi:10.5455/jcmr.20190525051057
29. Shetty, R., Vivek, G., Pai, U., Nayak, K.A rare variant of single coronary artery presenting with angina(2013) Journal of Cardiovascular Disease Research, 4 (1), pp. 74-75. DOI: 10.1016/j.jcdr.2013.02.010