

BORDER-BASED MANAGEMENT AT MADRASAH IBTIDAIYAH IN SEBATIK, NORTH KALIMANTAN

Sedya Santosa¹, Izzatin Kamala²

UIN Sunan Kalijaga Yogyakarta, Indonesia^{1,2}

E-mail: sedya.santosa@uin-suka.ac.id¹, izzatin.kamala@uin-suka.ac.id²

DOI: 10.14421/al-bidayah.v14i1.891

ABSTRACT

Educational institutions have an essential role in dealing with border issues. Madrasah Ibtidaiyah Darul Furqon uses border issues to develop the governance of educational institutions. This research focuses on two things. First, what are the characteristics of border-based Islamic Elementary Education management at Madrasah Ibtidaiyah Darul Furqon? Second, how is the strength of the management in its participation in responding to border issues? Research with the qualitative method collected data through observation, interviews, and documentation. The analysis comprised three stages: data reduction, presentation, and conclusion. This Madrasah has utilized school-based management to develop border-based Islamic Elementary Education Management. Among the characteristics of border issues concerning its management is branding as the Boundary School, the orientation of student recruitment by taking community groups with problems in border areas as its customer segments, and management of learning management based on border issues. The management implementation gives strength to this Madrasah to manage aspects of the customer segment, value proposition, channel, key partnerships, key activities, and cost structure in the business management of educational institutions to deal with border issues. This Madrasah also utilizes the management to develop inclusive Islamic religious education in the border context.

Keywords: borders; *Madrasah Ibtidaiyah*; management

INTRODUCTION

Handling problems in border areas requires a comprehensive approach. Sebatik Island is just a backwash effect from a neighboring country¹. The problems that plague border communities have complex dimensions. Using a security approach for handling is insufficient². The government has realized the need for a policy shift in dealing with border issues. These efforts take place through a shift from a security-resilience approach to a socio-economic-based approach³. A former officer's note on his experience while serving in Sebatik states that handling border issues (from the law and security to natural

¹ Suharyanto Suharyanto et al., "Pulau-Pulau Kecil Sebagai Pusat Pertumbuhan Ekonomi Di Wilayah Perbatasan Indonesia: Review Aspek Teknis, Sosial Dan Ekonomi," *Buletin Ilmiah Marina Sosial Ekonomi Kelautan Dan Perikanan* 6, no. 1 (June 30, 2020): 73, <https://doi.org/10.15578/marina.v6i1.8934>.

² Ayu Widowati Johannes, "Penanganan Masalah-Masalah Sosial Di Kecamatan Kawasan Perbatasan Kabupaten Sanggau," *Jurnal Ilmu Pemerintahan Suara Khatulistiwa* 4, no. 2 (December 2, 2019): 50–61, <https://doi.org/10.33701/jipsk.v4i2.763>.

³ Wijaksono Sarosa, "Kebijakan Pengelolaan Kawasan Perbatasan Indonesia," *Kemitraan Partnership*, 2011, <https://media.neliti.com/media/publications/45239-ID-kebijakan-pengelolaan-kawasan-perbatasan.pdf>.



resource management) requires a constructive and comprehensive approach involving all cross-sectoral actors⁴. Handling border issues requires an accurate and touching approach to people's lives, allowing the state exercises sovereignty with adequate power in the border area⁵. The local government must also strengthen its capacity to deal with community problems in border areas by sometimes depending on the central government⁶.

Educational institutions have a strategic role in dealing with border issues. Several studies have revealed the contribution of education to handling border issues on Sebatik Island; for example, the contribution of the Tapal Border School in the reconstruction of the nationalism awareness of the Sebatik people⁷. One of the advantages of the Tapal Border School is that this institution can provide dormitories for students from families of Indonesian Migrant Workers (IMW). Management's ability to seek donor funding is one of the keys to this success⁸. Another research has revealed the contribution of Islamic boarding school-based educational institutions in dealing with border issues in Sebatik, for example, the contribution of the Mutiara Bangsa Islamic Boarding School in serving education for BMI families⁹.

Along with the dynamics of changes in educational policy, educational institutions have the autonomy to manage their educational institutions. One form of management of educational institutions is school-based management. There are many forms of creating school-based management practices. One is that schools can use it to become school

⁴ M Mursit, "Indonesia's Efforts in Law Enforcement for Transgressors of Indonesia - Malaysia Borders in Nunukan Regency," *Resolusi: Jurnal Sosial Politik* 4, no. 2 (December 2, 2021): 79–85, <https://doi.org/10.32699/resolusi.v4i2.2205>.

⁵ Budi Hermawan Bangun, "Konsepsi Dan Pengelolaan Wilayah Perbatasan Negara: Perspektif Hukum Internasional," *Tanjungpura Law Journal* 1, no. 1 (2017): 52–63, <https://jurnal.untan.ac.id/index.php/tlj/article/view/18331>.

⁶ Hadi Prabowo et al., "Development of Local Government Capacity in Managing Indonesia-Malaysia Border Area (Study on Sebatik Island)," *The Croatian International Relations Review (CIRR)* 28, no. 90 (2022): 117–34, <https://cirrj.org/index.php/cirrj/article/view/575/490>.

⁷ Sedyanta Santosa and Izzatin Kamala, "Reconstruction Of Nationalism Awareness Through Education In The Border Territory: The Case In The Sebatik Island-Indonesia," *International Journal of Scientific & Technology Research* 8, no. 10 (2019): 891–95, <http://www.ijstr.org/paper-references.php?ref=IJSTR-1019-23331>.

⁸ Nugroho Trisnu Brata, "Authority and Budget for Education Services in the Border Area: Case Study in Sebatik Island, North Kalimantan," in *Forum Ilmu Sosial*, vol. 47, 2020, 19–27, <https://journal.unnes.ac.id/nju/index.php/FIS/article/view/24269>.

⁹ Baequni Baequni, Suryadi Suryadi, and Zaenab Hanim, "The School-Based Pesantren in Border State, An Alternative to Character Education for Children of Indonesian Migrant Workers?," in *Proceedings of the First International Conference on Technology and Educational Science (EAI)*, 2019, <https://doi.org/10.4108/eai.21-11-2018.2282026>.

management based on locality issues around the school. Madrasah Ibtidaiyah Darul Furqon has utilized school-based management to become school management based on border issues. This management choice as an alternative to school governance helps maximize its role in contributing to dealing with border issues. Several previous studies on the Sebatik Boundary School only looked at its abstract contribution to the development of nationalism. This article tries to dig deeper into the unique characteristics of school management that the Boundary School has in its participation in dealing with border issues. The unique characteristic is the development of school-based management into border-issue-based school management. Therefore, this article focuses on two things. First, what are the characteristics of management of primary Islamic Education based on border issues in Madrasah Ibtidaiyah Darul Furqon? Second, how does the management contribute to handling border issues in Sebatik?

RESEARCH METHODS

This study uses a qualitative method. It uses a theoretical framework that school branding is a strategy for developing school management¹⁰. Madrasah Ibtidaiyah Darul Furqon has used a branding name titled "The Boundary School." This branding has helped Madrasah get much help from outsiders. This assistance is useful for maintaining school order and addressing the challenges of freeing students in border areas. The author collects qualitative data in the form of information about school management that Madrasah Ibtidaiyah Darul Furqon School applies to education services in Sebatik. The research looks at how this management's power helps this Madrasah to participate in dealing with some border issues. Data collection took place through documentation, observation, and interviews. The author has made direct observations by looking at the implementation of teaching and learning activities at Madrasah Ibtidaiyah Darul Furqon in July 2019. Along with observation activities, the author also conducted interviews with parties who can answer the needs of this research data. Some of the main respondents were the head of the school, two teachers from Madrasah Ibtidaiyah Darul Furqon, and youth representatives from Sebatik. Interviews were carried out in 2019 and were

¹⁰ Mohamad Joko Susilo, "Strategi Branding Sekolah Dalam Meningkatkan Animo Siswa Dan Awareness Masyarakat," *Jurnal Pendidikan Dompot Dhuafa* 12, no. 01 (2022): 1–6, <http://jurnal.pendidikandd.org/index.php/JPD/article/view/278>.

continued by interviewing former volunteers and youth representatives in 2021 to update the progress of this Madrasah condition. Data collection through documentation was to collect various publications that review border issues in Sebatik in particular and border issues in other regions in general. The data from these publications helped the authors analyze the findings from observations and interviews. The author processed information from respondents and published documentation to answer the characteristics of border-based Islamic Elementary Education management and its influence in dealing with border issues. This study used analysis in three stages: data reduction, presentation, and conclusion¹¹. At the data reduction stage, the writer selected the data. The authors only used the information to answer research questions. At the data presentation stage, the authors systematically processed the information from the observations and interviews to become the narrative in writing the paper. In addition, the authors also analyzed the information from the observations and interviews with theories and findings from existing publications. The authors concluded the analysis in the final stage according to the available data and analysis. In this stage, the author presented answers to the formulation of the problem set.

RESULTS AND DISCUSSION

Management of Primary Islamic Education Based on Border Issues

Madrasah Ibtidaiyah Darul Furqon has implemented school management based on border issues. Several indicators show that the Madrasah uses border issues as the basis for school management. The first is branding it as The Boundary School by naming itself the "The Boundary School." The second is recruiting students living in the border areas. Hence, the primary orientation is to persuade children from IMW families to attend the Madrasah. The third is developing a curriculum according to the need to respond to border issues. One form of realization of a curriculum based on border issues is the involvement of Indonesian National Armed Forces (INAF) members to teach at this Madrasah. The presence of soldiers in teaching and learning activities has inspired the development of learning materials based on the issue of state sovereignty.

¹¹ Matthew B Miles and A Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook* (sage, 1994).

Madrasah Ibtidaiyah Darul Furqon has a branding name titled "The Boundary School." This branding has a long history. At the beginning of its establishment, Madrasah Ibtidaiyah Darul Furqon Islamic was located on Jalan Asnur Daeng Pasau, RT 12, Kampung Baru Hamlet, Sungai Limau Village, Sebatik Tengah District, Nunukan Regency, North Kalimantan Province¹². This Madrasah has earned the nickname The Boundary School because it is near the border between Indonesia and Malaysia. This school is under the auspices of the Ar-Rashid Foundation. The use of The Boundary School has catapulted the existence of this Madrasah. Suraidah began pioneering the establishment of this Madrasah in 2012, and this Madrasah began accepting students in 2014¹³. One year after its establishment, this Madrasah caught the attention of the national media. A film depicting the daily activities of The Boundary School was awarded the Eagle Award in 2015. This Madrasah was awarded the Jury's Recommendation Category¹⁴. Two years after the award from the Eagle Award, the head of the Madrasah, Suraidah, received an award from the Presidential Working Unit for the Development of Pancasila Ideology (UKP-Pancasila) on August 21, 2017. Suraidah received the award at the Indonesian Achievement Festival in Jakarta. Suraidah is one of 72 Indonesian national figures who have received this prestigious award¹⁵.

Appreciation from various parties has brought institutional benefits to the development of Madrasah Ibtidaiyah Darul Furqon. Ultimately, this Madrasah received a wider area than the previous land. The dream of renovating the building has also become a reality, along with the success of obtaining more land. In Kampung Baru (the previous land), this Madrasah only occupied a house on stilts, a former shelter for Indonesian migrant workers who worked as gardeners in Sebatik, Malaysia. Finally, this Madrasah occupied a new land with an address in RT 14, Quran Village, Berjoko Sub-Village, Sungai Limau Village, Central Sebatik District. By getting a new location in Berjoko, the school management successfully constructed a permanent building for the school

¹² Admin, "Sekolah Tapal Batas Di Perbatasan Pulau Sebatik," Sebatik News, n.d., <https://sebatiknews.com/sekolah-tapal-batas-di-perbatasan-pulau-sebatik/>.

¹³ Admin, "Suraidah, Membangun Optimisme Di Sekolah Tapal Batas," Tempo.co, n.d., <https://nasional.tempo.co/read/1227201/suraidah-membangun-optimisme-di-sekolah-tapal-batas>.

¹⁴ Admin, "Sekolah Tapal Batas Di Batas Negara," PRO KALTARA, n.d., <https://kaltara.prokal.co/read/news/679-sekolah-tapal-batas-di-batas-negara>.

¹⁵ Muhammad Radityo Priyasmoro, "Ini 72 Sosok Peraih Apresiasi Di Festival Prestasi Indonesia," LIPUTAN 6, n.d., <https://www.liputan6.com/news/read/3065553/ini-72-sosok-peraih-apresiasi-di-festival-prestasi-indonesia>.

administration. The development of the building got funding from the assistance of government agencies and assistance from companies belonging to the Ministry of Government-Owned Corporation¹⁶.

Attention to dealing with border issues has also become an orientation for Madrasah Ibtidaiyah Darul Furqon in carrying out new student recruitment activities. The target of the Madrasah is to hunt students from IMW families. The initial aim of establishing this Madrasah was to eradicate illiteracy and bring educational facilities closer to children from IMW families in the Sebatik area. Suraidah said she felt sorry for border children and IMW families who had difficulty accessing educational facilities. The few educational facilities make accessing education difficult for border children from non-IMW families. Meanwhile, children from BMI families have multiple difficulties¹⁷. The difficulties of families of Indonesian migrant workers in accessing education are not only in Suraidah's view. Almost all reports regarding the condition of education in Sebatik always discuss these difficulties¹⁸.

Geographically, children from IMW families live in Sebatik, Malaysia, with their parents. Several people from Sebatik, Indonesia, chose to become IMW as plantation workers in Sebatik, Malaysia. This choice occurred because being a farmer in Sebatik, Indonesia did not promote welfare. One study classified the income of rice farmers in Sebatik as less prosperous¹⁹. Some people leave their profession as farmers to become entrepreneurs to survive in Sebatik, Indonesia²⁰. There are villages for IMW in Sebatik, Malaysia. The villages are Bergosong and Bernyoko, located in Sebatik, Malaysia²¹.

¹⁶ Results of the Observation at Madrasah Ibtidaiyah Darul Furqon, Sebatik, July 2019.

¹⁷ Interview with Suraidah, the Head of Madrasah Ibtidaiyah Darul Furqon, Sebatik, July 23, 2019.

¹⁸ Sukoco, "Kisah Anak Di Tapal Batas Berjalan 10 Km Setiap Hari Untuk Sekolah," Kompas.com, n.d., <https://regional.kompas.com/read/2017/08/03/14553801/kisah-anak-di->; Admin, "Pendidikan Bukan Pilihan Utama Bagi Orangtua," RADAR KALTARA, accessed March 22, 2022, [https://kaltara.prokal.co/read/news/5284-pendidikan-bukan-pilihan-utama-bagi-orangtua](https://kaltara.prokal.co/read/news/5284-pendidikan-bukan-pilihan-utama-bagi-orangtua;); Admin, "Pendidikan Bukan Pilihan Utama Bagi Orangtua," makmalpendidikan.net, n.d., <http://www.makmalpendidikan.net/pendidikan-bukan-pilihan-utama-bagi-orangtua/>.

¹⁹ Anang Sulisty, Khaerunnisa, and Suhaena, "Food Security and Welfare Of Lowland Rice Farmers Analysis In The Border Area Of North Kalimantan," *IOP Conference Series: Earth and Environmental Science* 1083, no. 1 (September 1, 2022): 012015, <https://doi.org/10.1088/1755-1315/1083/1/012015>.

²⁰ A Mubarak et al., "The Impact of Motivation on the Willingness of Farmers to Become Entrepreneurs in the Sebatik Sub-District in the Indonesia-Malaysia Border Region," *IOP Conference Series: Earth and Environmental Science* 1083, no. 1 (September 1, 2022): 012055, <https://doi.org/10.1088/1755-1315/1083/1/012055>.

²¹ Admin, "Pahlawan Pendidikan Mengabdikan Di Perbatasan," PRO KALTARA, n.d., <https://kaltara.prokal.co/read/news/7682-pahlawan-pendidikan-mengabdikan-di-perbatasan>.

Children from IMW families experience difficulties in terms of mileage. The village is about 10 kilometers from Sungai Limau Village, Sebatik District, Indonesian territory, where the Darul Furqon Islamic Elementary School is located. Along the distance, there is no public transportation. The environment that surrounds the road along the distance is an oil palm plantation, so there are still frequent attacks from wild animals such as wild boars and snakes. In addition, another obstacle is that parents are happier if their children help work in the garden than go to school. Children also become cheap labor²².

Since the Malaysian government banned access for Indonesian children to Malaysian schools, many children from IMW families need to be made literate²³. This deplorable condition prompted Suraidah to hunt for children from IMW families so they would be willing to attend Madrasah Ibtidaiyah Darul Furqon. Suraidah said that the struggle to find students from IMW families was a challenging thing. Moreover, they live in Sebatik, Malaysia. When trying to find students from IMW families, Suraidah once failed to enter Sebatik, Malaysia, because the Malaysian Police banned her. Then, Suraidah tried to show a photo of herself with the Consulate of the Republic of Indonesia (KRI) in Tawau State. The designation of the photo aims to convince the Malaysian Police that she is an educational activist and that her goal of entering Malaysian territory is not for illegal activities. Its activities are solely for the benefit of humanity. This strategy paid off, and Suraidah could enter Sebatik, Malaysia, to conduct student recruitment²⁴. As a result of Suraidah's hard work, in 2017, this Madrasah had 22 students hailing from the Malaysian region. They are children of IMW families working in oil palm plantations in Malaysia²⁵. The number of students from IMW families increased in 2019. They numbered 25 children²⁶. Another indicator of implementing border-based school

²² Ulfiani Rahman et al., "A Portrait of Religious Education in the Indonesia-Malaysia Border Area (Case of Sungai Limau Village, Central Sebatik District, Nunukan Regency, North Kalimantan)," *Jurnal Elementary Education Online* 19, no. 2 (2020): 1–10, <https://ilkogretim-online.org/fulltext/21.pdf?1613980073>.

²³ Sarkawi B Husain, Lina Puryanti, and Adi Setijowati, "History, Education, and Border Area: An Introduction Study on Education at the Indonesia-Malaysia Border, Sebatik Island, North Kalimantan," *Kasetsart Journal of Social Sciences* 42, no. 4 (2021): 947–52, <https://kasetsartjournal.ku.ac.th/abstractShow.aspx?param=YXJ0aWNsZUIEPTY4MD18bWVkaWFJRDO3MTYz>.

²⁴ Admin, "Pahlawan Pendidikan Mengabdikan Di Perbatasan."

²⁵ Admin, "Sekolah Darul Furqan Sebatik Tiada Batas Untuk Sekolah," BERITA SATU, n.d., <http://www.beritasatu.com/nasional/418677-sekolah-darul-furqan-sebatik-tiada-batas-untuk-sekolah.html>.

²⁶ Archives of Madrasah Ibtidaiyah Darul Furqon, 2019. Results of Observation at Madrasah Ibtidaiyah Darul Furqon, July 2019.

management at Madrasah Ibtidaiyah Darul Furqon is the development of a border-based curriculum. One partner that continues to help until today is the Indonesian National Armed Forces (INAF). The involvement of INAF members has provided a sense of security for residents of this Madrasah. The school's location in the middle of a deserted oil palm forest could invite robbery. The presence of INAF members is an essential guarantee against possible crimes. In addition to security, the presence of INAF members also strengthens attention to the issue of nationalism in learning about Indonesia at this Madrasah. Some school activities as contributions of INAF members are marches, ceremonies, introduction to essential nationalism, etc.²⁷ Even though this Madrasah is located in the remote area of Sebatik, the participation of the Madrasah students is always consistent in the annual ceremony commemorating the anniversary of the independence of the Republic of Indonesia in August. Every year, the students and teachers of this Madrasah always take part in the commemoration of Indonesia's Independence Day. Moments like these further strengthened their sense of nationalism²⁸. In fact, some participants moved and took part in the independence ceremony and were grateful to be Indonesian citizens²⁹.

Strength of The Madrasah in Responding to Border Issues

This study found that school management based on border issues has helped Madrasah Ibtidaiyah Darul Furqon to organize educational institution governance with added value in dealing with border issues. The management has provided several powers to deal with border issues in Sebatik. The authors had read some of these strengths with the business model canvas analysis. Some of the more valuable aspects of Madrasah management are customer segment, value proposition, channel, key partnership, key activities, and cost structure. This study also found that Madrasah utilized the primacy of Islamic religious education as the ultimate strength and characteristic of Islamic primary educational institutions in dealing with border issues in Sebatik.

²⁷ Admin, "Prajurit Satgasmar Ambalat XXV Hadiri Wisuda Murid Di Sekolah Tapal Batas Sebatik," PELOPOR WIRATAMA, n.d., <https://peloporwiratama.co.id/2020/06/23/prajurit-satgasmar-ambalat-xxv-hadiri-wisuda-murid-di-sekolah-tapal-batas-sebatik/>.

²⁸ Muhammad Rajab, "Gelar Upacara Di Sekolah Tapal Batas: Cara Anak-Anak TKI Peringati Hari Kemerdekaan RI Ke-73," PRO KALTARA, n.d., <https://rakyatkaltara.prokal.co/read/news/14000-gelar-upacara-di-sekolah-tapal-batas>.

²⁹ Admin, "Anak Tapal Batas Semangat Ikuti Upacara," RADAR TARAKAN, n.d., <https://radartarakan.jawapos.com/daerah/nunukan/19/08/2019/anak-tapal-batas-semangat-ikuti-upacara/>.

The first strength is the ability of Madrasah Ibtidaiyah Darul Furqon to manage customer segments from troubled groups in the border region. This Madrasah places border children as customer segments. The data shows two categories of border children studying at this Madrasah. The first is border children from IMW families. They face the challenge of splitting their nationalism awareness due to the swift flow of Malaysian media and culture into their daily space. They are closer and often listen to Malaysian songs because the television signal is closer to Malaysia³⁰. The second is students from non-IMW families. Although students' daily experiences in the second category do not frequently clash directly with Malaysian culture, the diversity of their family origins creates social problems in the border areas.

The existence of border children in the first category shows the success of Madrasah Ibtidaiyah Darul Furqon in providing solutions for children from IMW families. They often need help fulfilling the entry and exit administration at the border guard post. Establishing guard posts is an agenda of the national interest of the Malaysian-Indonesian state to prevent smuggling³¹. The rat route between the two countries is a hot spot for illegal trade³². Even though the initial purpose of establishing the post was to protect the two countries' national interests, this could backfire, harming the interests of the children of Indonesian Migrant Workers' families. The difficulty of fulfilling administration for border residents triggers the reluctance of parents of IMW families to send their children to school in Indonesian territory. Another obstacle is geographical conditions. The distance between the school and the place where the parents live is the most significant factor determining the continuity of the children of IMW families to continue their studies. The many obstacles have encouraged schools to try to solve them for the sake of the continuity of education and the inculcation of nationalism through education. Students from IMW families need more attention so that their learning process is safe and comfortable. Recruitment of students from IMW families shows Madrasah's expertise in making vulnerable groups in border areas the target of the customer segment, which gets

³⁰ Rizki Briandana, "Television and National Identity: An Ethnography of Television Audience in the Border of Indonesia-Malaysia," *Jurnal Ilmu Sosial Dan Ilmu Politik* 23, no. 1 (August 14, 2019): 72, <https://doi.org/10.22146/jsp.37586>.

³¹ Nugroho Trisnu Brata, "The Jalur Tikus (Rat Path) Transportation as an Illegal Activity in the Villages of the North Kalimantan Border," 2021, <https://doi.org/10.2991/assehr.k.210918.045>.

³² Abdul Rahim Anuar and Azhar Harun, "Malaysia-Indonesia Cross-Border Governance: Is There a Trade-off between Security and Economic Development?," *Journal of International Studies*, September 5, 2019, <https://doi.org/10.32890/jis.15.2019.8025>.

serious attention. This Madrasah has a customer segment as a clear target in handling border issues. They are border children, especially children of IMW families whose parents work in the Sebatik region of Malaysia. As a customer segment, the children from the IMW families received a solution through guidance to become a border community with strong nationalism³³. Children from IMW families can interpret nationalism as a feeling of love, pride, and willingness to sacrifice for the sake of the Nation and State³⁴.

Meanwhile, recruiting students from non-IMW families also has significant value in dealing with border issues. Some students in this second category come from families with different social and cultural backgrounds. Among the forms of diversity are differences in origin, namely competition between native peoples and immigrant families. Meeting children from families with different backgrounds has reduced the gap caused by the differences in the social groups of immigrants and natives. The original inhabitants of Sebatik are the Tidung people, but they are starting to lose from the domination of newcomers, like the Bugis³⁵. Bugis migrants have become important actors in developing the islands of Sebatik and Nunukan³⁶. The meeting of their children at school has strengthened the unity of the Sebatik community. Feelings as fellow border residents become social capital to strengthen their relationship. Social capital is crucial for forming a good school culture³⁷.

The second strength is the ability of Madrasah Ibtidaiyah Darul Furqon to produce a value proposition by using the name "The Boundary School" as a short message to build its branding. This Madrasah has proven to use this branding to fulfill two interests

³³ Warsono Hardi, Nurcahyanto Herbasuki, and Rifda Khaerani Thalita, "Social Movement at Indonesia - Malaysia Border (A Case Study of Indonesian Migrant Workers' Education in Sebatik Island, a Land Border of Indonesia - Malaysia)," ed. Hadiyanto, Maryono, and Budi Warsito, *E3S Web of Conferences* 73 (December 21, 2018): 11013, <https://doi.org/10.1051/e3sconf/20187311013>.

³⁴ Dendi Tri Suarno et al., "The Meaning and Experience on Nationalism among Indonesian Migrant Workers' Children in Border Area," *International Journal of Evaluation and Research in Education (IJERE)* 11, no. 3 (September 1, 2022): 1595, <https://doi.org/10.11591/ijere.v11i3.21729>.

³⁵ Usman Idrs, "'Belimpun Taka Tugas, Insuai Taka Tapu': Orang Tidung, Marginalisasi Dan Perlawanan Di Pulau Sebatik Nunukan," *ETNOSIA : Jurnal Etnografi Indonesia* 2, no. 2 (December 29, 2017): 134, <https://doi.org/10.31947/etnosia.v2i2.2574>.

³⁶ Muhammad Hairul Saleh, "Dinamika Masyarakat Perbatasan (Eksistensi Perantau Bugis Di Pulau Sebatik Kalimantan Utara: Perspektif Cultural Studies)(The Dynamics Of Border Society (The Existence Of Bugis Migrants In Sebatik Island North Kalimantan: Perspective Of Cultural Studies))," *Jurnal Borneo Administrator* 11, no. 1 (December 31, 2015): 31–48, <https://doi.org/10.24258/jba.v11i1.184>.

³⁷ Heri Maria Zulfiati, Biya Ebi Praheto, and Anselmus Sudirman, "The Role Of Social Capital In Fostering Character Education In Primary Schools: Ki Hadjar Dewantara's Perspectives," *Al-Bidayah : Jurnal Pendidikan Dasar Islam* 13, no. 1 (August 4, 2021): 215–36, <https://doi.org/10.14421/al-bidayah.v13i1.555>.

simultaneously in dealing with border issues. The first interest is to assist the state or government in fulfilling the right to education for border communities. The presence of this Madrasah has alleviated the problem of difficult access to educational institutions. The second interest is using the program to fulfill the right to education and, at the same time, instill nationalism in border communities³⁸. The branding of "The Boundary School" has inspired school management to do more activities with the nuances of building nationalism. Teaching citizenship, defending the country, singing the Indonesia Raya anthem, and scouting extracurriculars, marches, and flag ceremonies³⁹ are learning activities to strengthen nationalism. Some of these learning activities have become the flagship program of this Madrasah. For the people of Sebatik, overcoming border problems means overcoming their local problems. However, the impact of success in overcoming these local problems will provide positive values at the national and international levels. The local problems of the Sebatik community are national and international problems. Therefore, learning by utilizing local issues in Sebatik will produce experiences to learn to understand national and international issues. Not all the benefits of local wisdom stop at local communities. Education that often utilizes local wisdom will produce excellent students who uphold the Nation's noble values⁴⁰.

The third power is the aspect channel, namely the ability of Madrasah Ibtidaiyah Darul Furqon to position itself to bridge the government's interests with the needs of border communities. The government's interest is state sovereignty over border areas and residents. In contrast, the need for border communities is the presence of the state to meet all their needs, including educational needs. This Madrasah has taken on the role of covering up the lack of educational facilities from the state in meeting border communities in remote Sebatik. This Madrasah has played a role in covering the gap in central government policies that have yet to touch the people of remote Sebatik optimally. Problems with children's education from IMW families have yet to receive good

³⁸ Faiq Tobroni, "Pengenalan Hak Asasi Manusia Bagi Siswa Di Perbatasan: Pengabdian Masyarakat Di Pulau Sebatik," *Empowerment: Jurnal Pengabdian Masyarakat* 3, no. 01 (July 18, 2020), <https://doi.org/10.25134/empowerment.v3i01.2876>.

³⁹ Wahyudi et al., "Actualization of Nationalism of Indonesia-Malaysia Border Community in Sebatik Island, North Kalimantan Province," *PSYCHOLOGY AND EDUCATION* 58, no. 2 (2021): 6139–45, <http://psychologyandeducation.net/pae/index.php/pae/article/view/3130/2780>.

⁴⁰ Restu Yulia Hidayatul Umah, "Character Education Based On Local Wisdom: Exploring The 'Dongkreng Dance' Culture As An Effort To Internalize Character Values In Learning Arts In Elementary Schools," *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 12, no. 2 (April 29, 2021): 283–96, <https://doi.org/10.14421/al-bidayah.v12i2.261>.

treatment. This problem happens because there still needs to be more policy synergy between the central government and the regions. On the one hand, the Nunukan Regional Government considers that BMI is not the responsibility of the regional government because it is a matter for the central government. However, on the other hand, the central government's power is still too minimal to reach services for the Indonesian Migrant Workers who are in remote areas of Sebatik, and even those remote areas are included in the territory of Malaysia. At least an educational institution such as this Madrasah contributes to unraveling the impression of neglecting children's education from IMW families. One study has acknowledged the contribution of educational institutions such as this Madrasah in improving the fate of Indonesian migrant workers. This school has become a pioneer of concern for the fate and future of border children to obtain a proper and quality education⁴¹.

The fourth strength is that Madrasah Ibtidaiyah Darul Furqon has key partnerships helpful in improving the quality of educational services. Many partners providing good relations to this Madrasah show the strength of key partnerships at this Madrasah. Some of these Madrasah partners are government agencies, universities, non-governmental organizations (NGOs), certain community groups, and the media. The partners from government elements are some companies from the Ministry of State-Owned Enterprise participating in helping build dormitories and procure school facilities at this Madrasah. Pertamina and several state-owned banks have helped provide dormitories and school equipment. The dormitory building has made it easier for schools to provide facilities for children from IMW families to settle in the school environment. Students do not have to commute from and to camps where their parents live. They are free from administrative problems going in and out of border posts, which is often the reason why some children from IMW families choose not to go to school. The availability of these dormitories is a solution to complaints about public facilities, long distances from homes, and reducing complaints about the high cost of education for IMW families. In 2019, 25 children from families of Indonesian migrant workers received boarding facilities from this Madrasah, so these facilities discouraged them from leaving school⁴².

⁴¹ Siti Muri'ah, "Strategi Pengembangan Pendidikan Wilayah Perbatasan (Studi Kasus Pada Madrasah Ibtidaiyah Tapal Batas Sebatik Dan Nunukan)," *FENOMENA* 10, no. 2 (December 1, 2018): 135–48, <https://doi.org/10.21093/fj.v10i2.1340>.

⁴² Santosa and Kamala, "Reconstruction Of Nationalism Awareness Through Education In The

Another form of partnership with government elements is assistance from INAF members. The soldiers have provided security guarantees and become additional teachers to educate students. Another government assistance scheme for MI Darul Furqon is the Program of *Sarjana Mengajar*. This program is a solution to the need for more border-area teachers. These scholars practice knowledge and skills regarding teaching procedures. Before plunging into the border area, the undergraduate participants in this program had equipped themselves with teaching skills and abilities from lectures. Thus, these scholars can help educational institutions in border areas such as Madrasah Ibtidaiyah Darul Furqon to provide educational services to border children (including children from BMI families) to get a good education and develop nationalism. Several studies have acknowledged the benefits of these activities. Implementing this program continues beyond fulfilling border children's right to education. The implementation of this program developed into a medium to foster a spirit of nationalism because of the creativity of the actors in preparing learning materials from national cultural materials, local culture, citizenship, and discussion of Pancasila⁴³.

The Program of *Sarjana Mengajar* is a good form of innovation. The government must always support its implementation by continuing to evaluate every implementation. This program can support educational institutions in border areas. In addition to increasing the availability of teachers, this program also contributes to forming a forum for State Defense Cadres. The existence of this forum on Sebatik Island has a strategic role in maintaining the sense of nationalism in the community. These cadres' existence assists in overseeing the dynamics of cross-border countries in these border areas⁴⁴. Many studies state that this program has a positive impact on border communities. They feel motivated by educated young people in the border area. This program has inspired people in the border areas to get a better education and advance the lives of their homeland. This program is in line with the need for education in border areas. The community hopes that the Regional Government of Nunukan Regency can also contribute to developing and

Border Territory: The Case In The Sebatik Island-Indonesia.”

⁴³ Roby Zulkarnain Noer, “Urgensi Penumbuhkembangan Nasionalisme Di Tapal Batas Desa Aji Kuning Sebatik Kalimantan Utara,” *Jurnal Pengabdian Masyarakat Borneo* 1, no. 1 (June 29, 2017): 44, <https://doi.org/10.35334/jpmb.v1i1.233>.

⁴⁴ Wahyudi Wahyudi, “Peran Kader Bela Negara Di Kawasan Perbatasan Dalam Dinamika Hubungan Lintas Batas Negara: Studi Tentang Peran Forum Bela Negara Di Sebatik, Kabupaten Nunukan, Provinsi Kalimantan Utara,” *Jurnal Pertahanan & Bela Negara* 7, no. 3 (December 18, 2017), <https://doi.org/10.33172/jpbh.v7i3.227>.

maintaining the sustainability of this program. Indeed, it is good for fulfilling the right to education for children in border areas so that they can impact the development of education in the Indonesia-Malaysia border area in general.

The presence of non-governmental organizations can be seen in the assistance from Dompot Dhuafa to provide teaching staff for Madrasah Ibtidaiyah Darul Furqon. This institution gives teachers on a particular time contract to teach at this Madrasah. The contract system is part of human resource management. Management of human resources has a significant role in determining the quality of teachers⁴⁵. The teacher's salary is not from this Madrasah but from Dompot Dhuafa. In addition to salary, the teacher also gets travel and living allowances while living there. This program is beneficial for this Madrasah in increasing teaching staff⁴⁶. The existence of teachers is vital to transfer nationality lessons to students⁴⁷. This positive partnership for the Madrasah also comes from community groups. A youth group from the Sebatik region established the *Rumah Baca Teras Perbatasan Sebatik* (RUMBATAS). This group consists of the Sebatik Youth from students and graduates from various universities in the country and abroad. They donate and solicit donations from outside parties to provide reading materials for educational institutions in the Sebatik area⁴⁸. This Madrasah is one of those having benefited from the Sebatik youth program.

The role of digital electronic media is also one of the actor's key partnerships. The media not only carries out its role of providing information to the public but also acts as a tool to strengthen nationalism amidst the media siege from Malaysia. The media actively reports on the activities of educational institutions in the Sebatik region, especially Madrasah Ibtidaiyah Darul Furqon. The existence of this Madrasah is well-known in digital electronic media under the name "The Boundary School." Framing from the media has encouraged members of The House of Representatives to visit the

⁴⁵ Makherus Sholeh et al., "Human Resource Management In Improving The Quality Of Teachers In Indonesian Islamic Primary Education Institutions," *Al-Bidayah : Jurnal Pendidikan Dasar Islam* 13, no. 1 (July 26, 2021): 21–36, <https://doi.org/10.14421/al-bidayah.v13i1.628>.

⁴⁶ Interview with Tria Septiana, July 2019. A Volunteer Teacher at Madrasah Ibtidaiyah Darul Furqon. Tria Septiana is a contract teacher from Dompot Dhuafa 2019-2020.

⁴⁷ Asnawi Ojen, Heri Tahir, and Manan Sailan, "Peranan Guru Dalam Penanaman Sikap Nasionalisme Siswa Di Perbatasan Negara Indonesia Dan Negara Malaysia (Studi Di SMA Negeri 1 Sebatik Tengah)," *Jurnal Tomalebbi* 9, no. 1 (2021): 1–8, <https://ojs.unm.ac.id/tomalebbi/article/view/31941>.

⁴⁸ Interview with Muhammad Rizal, a youth from Sebatik, founder of the *Rumah Baca Teras Perbatasan Sebatik*, North Kalimantan, October 2, 2021.

Boundary School⁴⁹. The amount of attention from outsiders is also due to the role of the media. The media has helped this Madrasah get a critical partnership with parties who can provide good relations. This Madrasah collaboration with several of these parties has represented the contribution of education in developing national character in the communities bordering the island of Sebatik. This national character will be a provision for students in daily life oriented to the interests of the Nation and state. Reflection on daily life can provide positive meaning in understanding the relationship between Malaysia and Indonesia⁵⁰. The long-term interest in building national character is to increase the capacity of future generations of border communities to respond to border issues from various aspects, namely economic, political, educational, and social⁵¹. In the end, integrating the government, military, companies, NGOs, and community groups in implementing education on Sebatik Island will become the power of the entire people to maintain Indonesia's sovereignty. Developing a defense and security system in the border region requires a model such as the universal people's defense and security system (Sishankamrata)⁵².

The fifth strength is Madrasah Ibtidaiyah Darul Furqon's ability to innovate key education services activities to respond to border issues. Ideally, a macro education service program to reduce border problems is as follows: providing education that is appropriate for the conditions at the border, facilitating school access, increasing enrollment rates by encouraging children to attend school, reducing dropout rates, involving community participation in supporting their children to schools, and building educational support infrastructure. Meanwhile, micro-activities in schools to strengthen nationalism include ceremonies, marches, memorizing the national anthem, delivering

⁴⁹ Admin, "Komisi X Apresiasi Sekolah Tapal Batas," KOMISI X DPR RI, n.d., <https://www.dpr.go.id/berita/detail/id/19843/t/javascript>.

⁵⁰ Mohd Kamarulnizam Abdullah, Abdul Rahim Anuar, and Abubakar Eby Hara, "Contesting Authority Discourses In Defining Relations Between Indonesia And Malaysia: A Case Study In The Kalimantan Border Areas," *Journal of International Studies* 18 (October 16, 2022), <https://doi.org/10.32890/jis2022.18.7>.

⁵¹ Wahyudi Wahyudi et al., "The Practice of Nation Character Building in Border Communities: A Case Study in Sebatik Island, North Kalimantan Province, Indonesia," *European Online Journal of Natural and Social Sciences* 10, no. 2 (2021): pp-255, <https://european-science.com/eojnss/article/viewFile/6189/pdf>.

⁵² Muhammad Haris Zulkarnain and Kholis Roisah, "Kebijakan Pengelolaan Pertahanan Dan Dampak Kebijakannya Di Perbatasan Indonesia Malaysia," *Jurnal Magister Hukum Udayana (Udayana Master Law Journal)* 7, no. 4 (December 31, 2018): 490, <https://doi.org/10.24843/JMHU.2018.v07.i04.p06>.

national material, and developing a nationalism-contained curriculum⁵³. This Madrasah has processed the implementation key activities in three categories: cognitive, affective, and psychomotor.

The cognitive aspect is a category of educational activities to train students' ability to reason or think. Madrasah Ibtidaiyah Darul Furqon has used this cognitive activity to train students to use Indonesian more often than their local and Malaysian languages. In the Sebatik region, the contest over using the three languages is part of the contest over pride in one's own country⁵⁴. Students' ability to use Indonesian is challenged by the way of thinking of people who prefer to identify as Malays. This awareness causes ordinary people to use the local Malay language more often. The cognitive activity in Madrasah will reduce the frequency of students using the local Malay language. Learning Indonesian is an essential medium for strengthening the national identity of border children. Using the Indonesian language awakens pride in the Indonesian Nation⁵⁵.

Another way of learning the language is by memorizing the national anthem in the morning. The model of learning the national anthem through the activity of morning assembly is to create an interactive learning experience between students and teachers. The interactive learning experience will affect the character of student independence⁵⁶. The learning models contain the communicative-based learning experience. It will train students' verbal abilities⁵⁷. Learning Indonesian at Madrasah Ibtidaiyah Darul Furqon sometimes employs psychomotor abilities. This method occurs in learning that encourages students to speak Indonesian in daily school activities. The habituation of using Indonesian is a strategy for implementing language learning by emphasizing

⁵³ Asri Nur Aina, Siswidyanto Siswidyanto, and Ainul Hayat, "Analysis on Education Provision Policy in Frontier, Outermost, and Underdeveloped Regions to Improve National Security in Sebatik Island, Indonesia," *Journal of Contemporary Governance and Public Policy* 2, no. 1 (April 30, 2021): 1–12, <https://doi.org/10.46507/jcgpp.v2i1.34>.

⁵⁴ Retno Handayani, "Kebanggaan Masyarakat Sebatik Terhadap Bahasa Indonesia, Bahasa Daerah, Dan Bahasa Asing: Deskripsi Sikap Bahasa Di Wilayah Perbatasan," *Ranah: Jurnal Kajian Bahasa* 5, no. 2 (2016): 125–38, http://ojs.badanbahasa.kemdikbud.go.id/jurnal/index.php/jurnal_ranah/article/view/148.

⁵⁵ Martono Martono et al., "The National Identity on the Border: Indonesian Language Awareness and Attitudes through Multi-ethnic Community Involvement," *Journal of Community Psychology* 50, no. 1 (January 19, 2022): 111–25, <https://doi.org/10.1002/jcop.22505>.

⁵⁶ Diah Fitrotul Auliana et al., "The Influence Of Interactional Teaching Style On The Independence Characters Of Elementary School Students," *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 12, no. 2 (April 25, 2021): 151–64, <https://doi.org/10.14421/al-bidayah.v12i2.576>.

⁵⁷ Muammar Muammar, Suhardi Suhardi, and Ali Mustadi, "Developing Communicative-Based Instructional Model Of Speaking Skill In Elementary School," *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 12, no. 2 (April 26, 2021): 199–220, <https://doi.org/10.14421/al-bidayah.v12i2.588>.

students' speaking skills. Speaking activity models are essential for effective language learning⁵⁸. Innovation in learning Indonesian is essential not only for cultivating nationalism but also for meeting the High Order Thinking Skills (HOTS) targets from the Ministry of Education and Culture (MOEC)⁵⁹.

Another category of key activities is an affective activity. This activity stimulates students' emotions, such as appreciation, values, feelings, enthusiasm, interests, and attitudes toward the country's development. The benefit of the affective aspect is a feeling of pride and loyalty to the country, even in a state of limitations within the country⁶⁰. Affective activity will help construct students' awareness that the common enemy is the feeling of dependence on other countries⁶¹. Reducing dependence is vital to strengthening pride in one's own country. Madrasah Ibtidaiyah Darul Furqon has carried out affective activities by increasing teaching and learning activities that invite students to reflect on the people's struggles and heroes in establishing the State of Indonesia. Such learning utilizes the discovery learning model to improve students' critical thinking⁶². Such school activities are vital to fortify border residents from the tendency to regard life in Malaysia as ideal because Malaysian television often conveys the meaning and values of Malaysian nationality to Indonesians⁶³.

The last category of key activities is psychomotor. Madrasah Ibtidaiyah Darul Furqon has processed these psychomotor activities not only to train students' physical health. This Madrasah has also cultivated this activity to forge students' spiritual fitness in strengthening their sense of nationalism. Development in the psychomotor field can be

⁵⁸ Muqarramah Sulaiman Kurdi et al., "Speaking Activities In Madrasah Ibtidaiyah: A Meta Narrative About Character Building And Multiculturalism Point Of View," *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 12, no. 1 (June 30, 2020): 55–82, <https://doi.org/10.14421/al-bidayah.v12i1.534>.

⁵⁹ Rina Rahmi, Iin Nurhalizha, and Nasrin Nabila, "Relevance Of Bahasa Indonesia Main Materials With HOTS (Higher Order Thinking Skills)," *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 12, no. 1 (June 30, 2020): 83–96, <https://doi.org/10.14421/al-bidayah.v12i1.236>.

⁶⁰ Adolfo Setyanto et al., "29. Nationalism in the Border Area A Portrait of Sebatik Island," 2018, <https://doi.org/10.2991/icosaps-18.2018.29>.

⁶¹ Adolfo Eko Setyanto et al., "Indonesian Identity in Indonesia-Malaysia Border Community," *International Journal of Research and Innovation in Social Science (IJRISS)* 3, no. 1 (2019): 275–78, <https://www.rsisinternational.org/virtual-library/papers/indonesian-identity-in-indonesia-malaysia-border-community/>.

⁶² Eni Kurniawati, Ahwy Oktradiksa, and Norma Dewi Shalikhah, "Discovery Learning Model For Improving The Students' Critical Thinking Skills: A Narrative Review," *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 13, no. 2 (December 27, 2021): 345–66, <https://doi.org/10.14421/al-bidayah.v13i2.691>.

⁶³ Rizki Briandana and Azman Azwan Azmawati, "The Influx of National Identity: 'Imagined Communities' on Indonesian Audience in Indonesia and Malaysia Frontier," *Jurnal Studi Komunikasi (Indonesian Journal of Communications Studies)* 5, no. 1 (February 16, 2021): 24, <https://doi.org/10.25139/jsk.v5i1.2846>.

seen in the extraordinary enthusiasm of students in participating in extracurricular activities such as Scouting. Through the activities, they gain a more robust understanding of nationalism⁶⁴. Psychomotor education activities in the Madrasah more often use learning activities outside the classroom. The learning method with outdoor study facilitates student collaboration⁶⁵. Psychomotor activity in this Madrasah has followed the trend of management of educational services from other educational institutions involving youth organizations in developing extra-school activities. The involvement of youth organizations does not only provide positive value in developing nationalism for students. This model of involvement is also beneficial for strengthening nationalism for youth. This management is following the orientation of the youth organization in Sebatik, which is oriented towards directing youth to be committed to carrying out activities for the internal interests of the organization and public interests⁶⁶.

The sixth strength is the ability of Madrasah Ibtidaiyah Darul Furqon to take advantage of its key partnership to support the fulfillment of the cost structure. This Madrasah has advantages in fulfillment cost structure because the funding source does not only come from one source. This educational institution can get funding from the government, private institutions, parents, the business world, and other sources. The many categories of funding sources provide good quality education to serve border communities. The assistance from the central government, regional governments, the private sector such as Dompot Dhuafa, state-owned enterprises, and participation from community groups is sometimes in the form of money. The supports include building construction, grants of school equipment, the assistance of ideas to develop the Madrasah institutions, assistance of teaching staff to reduce the gap in the number of permanent teachers, the assistance of Madrasah's news coverage to attract the attention of the wider community, and other non-financial assistance that helps school management maintain its sustainability to serve border communities. All these forms of assistance have

⁶⁴ Kabir Kabir, "Menumbuhkembangkan Nasionalisme Peserta Didik Melalui Kegiatan Pramuka Di SMA Mutiara Bangsa Gunung Kaler," *JIPAM: Jurnal Ilmiah Pengabdian Kepada Masyarakat* 1, no. 1 (2021): 11–17, <https://jipam.stai-dq.org/index.php/home/article/view/2>.

⁶⁵ Rohmat Edyanto and Woro Sri Hastuti, "Effects Of Outdoor Study On Students' Cognitive Learning Outcomes And Cooperation In Science Subjects," *Al-Bidayah : Jurnal Pendidikan Dasar Islam* 13, no. 2 (December 27, 2021): 331–44, <https://doi.org/10.14421/al-bidayah.v13i2.679>.

⁶⁶ Ridwan Tajul Fahmi et al., "Youth's Social Practice In Youth Organization And Its Contribution To Border Communities In Sebatik Timur, Kalimantan Utara," *Jurnal Ilmu Sosial Mamangan* 10, no. 2 (2021): 70–79, <https://ejournal.upgrisba.ac.id/index.php/jurnal-mamangan/article/view/4642/0>.

supported Madrasah in providing educational services with comfortable building facilities, complete school equipment, skilled teachers and education staff, and an appropriate curriculum for the border conditions. Utilizing the key partnership for cost structure has supported Madrasah in implementing the delayed issues. The financial problem is no longer the dominant factor that buries Madrasah's dreams of innovating in education. This best practice in the Madrasah provides lessons about fundamental values that every educational institution must have to overcome cost structure with a partnership approach. The partnership's sustainability is based on three basic values: integrity, work ethic, and cooperation⁶⁷. Coincidentally, this Madrasah was able to implement these basic values to respond to issues around borders.

The last strength, but not the least, is the ability of Madrasah Ibtidaiyah Darul Furqon to manage its institutional characteristics as an Islamic Elementary education institution to spread the idea of tolerant Islam. This Madrasah has positioned itself as an educational institution that describes a friendly Islam. This movement is crucial to overcome the possibility of horizontal conflict in society due to religious differences. The added value of Islamic Religious Education at this Madrasah does not only instill tolerance education. Islamic religious education in the Madrasah is also helpful in integrating the Islamic spirit and patriotism. The Madrasah students learn to love the Indonesian state and Islam. The potential for conflict in the name of religion could occur on Sebatik Island. Sebatik Island residents are not only Muslim but also Catholic and Protestant. The implementation of the integration of Islamic religious education with the spirit of nationalism can be manifested in the forging of student character. They learn to have honest, responsible, helpful behavior and other good characteristics to build the Indonesian Nation⁶⁸. Some moderate Islamic values that can be the development of Islamic education in Madrasahs are equality, brotherhood, progress, openness, justice, balance, tolerance, and moderation⁶⁹. The orientation of religious education in this

⁶⁷ Daud Nawir and Achmad Zultan, "Pemberdayaan Masyarakat Wilayah 3T (Terdepan, Terluar, Tertinggal) Di Kecamatan Sebatik Barat Kabupaten Nunukan Melalui Revolusi Mental Dalam Mewujudkan Indonesia Bersih Dan Indonesia Bersatu," *Jurnal Pengabdian Masyarakat Borneo* 2, no. 1 (July 26, 2018): 44, <https://doi.org/10.35334/jpmb.v2i1.421>.

⁶⁸ Interview with Nailul Maghfiroh, October 2, 2021. A Volunteer Teacher at Madrasah Ibtidaiyah Darul Furqon. Nailul is a contract teacher from Dompot Dhuafa 2019-2020.

⁶⁹ Sigit Priatmoko, "The Internalization of Wasathiyah Values In Inclusion Madrasah: A Case Study of Integrated Madrasah Ibtidaiyah of Ar-Roihan Malang," *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 11, no. 2 (December 31, 2019): 358–78, <https://doi.org/10.14421/al-bidayah.v11i2.521>.

Madrasah is in harmony with the orientation of the interfaith youth movement in Berjoko. Berjoko Sub-Village has an interfaith youth organization called OM JOKO (Berjoko Youth). This one is a joint organization of mosque and church youth. This organization is concerned with building a spirit of nationalism by combining the strengths of interfaith cooperation⁷⁰.

CONCLUSION

Madrasah Ibtidaiyah Darul Furqon has implemented management of Islamic elementary education based on border issues. The use of this management departs from the development of the concept of school-based management. In this concept, educational institutions have broad autonomy to develop their governance based on the characteristics of the area where the schools are located. Among the characteristics of border issues as an orientation of its management is the branding of "The Boundary School," the orientation of student recruitment by taking troubled community groups in border areas as its customer segment, and the management of the learning process based on border issues.

By taking advantage of border issues, the management of Madrasah Ibtidaiyah Darul Furqon can effectively manage this Islamic elementary education institution to overcome border issues. This effectiveness can be seen from the Madrasah management's ability to maintain the school's sustainability amidst the challenges of limited human and financial resources in border areas. On the one hand, the Madrasah management can meet the needs of border communities. In 2019, 25 children from families of Indonesian migrant workers attended this Madrasah because they received boarding facilities. On the other hand, this Madrasah can survive to maintain its sustainability because of its expertise in fulfilling the cost structure by relying on partnerships with outsiders. This Madrasa does not charge the parents of students for the construction of school buildings, student dormitories, procurement of school equipment, and other school financings because this madrasa can get funding from outsiders.

⁷⁰ Sabara Sabara, "Membangun Semangat Kebangsaan Melalui Agama Pada Masyarakat Perbatasan Di Sebatik Tengah," *Al-Qalam* 26, no. 2 (November 2, 2020): 221, <https://doi.org/10.31969/alq.v26i2.859>.

ACKNOWLEDGMENT

The authors thank the Institute for Research and Community Engagement (LPPM), Sunan Kalijaga State Islamic University, Yogyakarta, for supporting this research in the 2021 fiscal year.

DECLARATION OF CONFLICTING INTERESTS


The authors want to confirm that there will be no potential conflicts of interest in the article's research, authorship, and publication.

FUNDING

This research got funding from the Institute for Research and Community Engagement (LPPM), Sunan Kalijaga State Islamic University, Yogyakarta, in the 2021 fiscal year.

ORCID iD

Sedyo Santosa  –

Izzatin Kamala  <https://orcid.org/0000-0002-8101-7781>

REFERENCES

- Abdullah, Mohd Kamarulnizam, Abdul Rahim Anuar, and Abubakar Eby Hara. "Contesting Authority Discourses In Defining Relations Between Indonesia And Malaysia: A Case Study In The Kalimantan Border Areas." *Journal of International Studies* 18 (October 16, 2022). <https://doi.org/10.32890/jis2022.18.7>.
- Admin. "Anak Tapal Batas Semangat Ikuti Upacara." RADAR TARAKAN, n.d. <https://radartarakan.jawapos.com/daerah/nunukan/19/08/2019/anak-tapal-batas-semangat-ikuti-upacara/>.
- . "Komisi X Apresiasi Sekolah Tapal Batas." KOMISI X DPR RI, n.d. <https://www.dpr.go.id/berita/detail/id/19843/t/javascript>.
- . "Pahlawan Pendidikan Mengabdikan Di Perbatasan." PRO KALTARA, n.d. <https://kaltara.prokal.co/read/news/7682-pahlawan-pendidikan-mengabdikan-di-perbatasan>.
- . "Pendidikan Bukan Pilihan Utama Bagi Orangtua." RADAR KALTARA. Accessed March 22, 2022. <https://kaltara.prokal.co/read/news/5284-pendidikan-bukan-pilihan-utama-bagi-orangtua>.
- . "Pendidikan Bukan Pilihan Utama Bagi Orangtua." makmalpendidikan.net, n.d. <http://www.makmalpendidikan.net/pendidikan-bukan-pilihan-utama-bagi-orangtua/>.

- . “Prajurit Satgasmar Ambalat XXV Hadiri Wisuda Murid Di Sekolah Tapal Batas Sebatik.” PELOPOR WIRATAMA, n.d. <https://peloporwiratama.co.id/2020/06/23/prajurit-satgasmar-ambalat-xxv-hadiri-wisuda-murid-di-sekolah-tapal-batas-sebatik/>.
- . “Sekolah Darul Furqan Sebatik Tiada Batas Untuk Sekolah.” BERITA SATU, n.d. <http://www.beritasatu.com/nasional/418677-sekolah-darul-furqan-sebatik-tiada-batas-untuk-sekolah.html>.
- . “Sekolah Tapal Batas Di Batas Negara.” PRO KALTARA, n.d. <https://kaltara.prokal.co/read/news/679-sekolah-tapal-batas-di-batas-negara>.
- . “Sekolah Tapal Batas Di Perbatasan Pulau Sebatik.” Sebatik News, n.d. <https://sebatiknews.com/sekolah-tapal-batas-di-perbatasan-pulau-sebatik/>.
- . “Suraidah, Membangun Optimisme Di Sekolah Tapal Batas.” Tempo.co, n.d. <https://nasional.tempo.co/read/1227201/suraidah-membangun-optimisme-di-sekolah-tapal-batas>.
- Aina, Asri Nur, Siswidyanto Siswidyanto, and Ainul Hayat. “Analysis of Education Provision Policy in Frontier, Outermost, and Underdeveloped Regions to Improve National Security in Sebatik Island, Indonesia.” *Journal of Contemporary Governance and Public Policy* 2, no. 1 (April 30, 2021): 1–12. <https://doi.org/10.46507/jcgpp.v2i1.34>.
- Anuar, Abdul Rahim, and Azhar Harun. “Malaysia-Indonesia Cross-Border Governance: Is There a Trade-off between Security and Economic Development?” *Journal of International Studies*, September 5, 2019. <https://doi.org/10.32890/jis.15.2019.8025>.
- Auliana, Diah Fitrotul, Arief Rahman Hakim, Dyah Triwayuningtyas, Yulianti Yulianti, Mohd. Faiz Mohd Yaakob, and Diana Wulandari. “The Influence Of Interactional Teaching Style On The Independence Characters Of Elementary School Students.” *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 12, no. 2 (April 25, 2021): 151–64. <https://doi.org/10.14421/al-bidayah.v12i2.576>.
- Baequni, Baequni, Suryadi Suryadi, and Zaenab Hanim. “The School-Based Pesantren in Border State, An Alternative to Character Education for Children of Indonesian Migrant Workers?” In *Proceedings of the First International Conference on Technology and Educational Science*. EAI, 2019. <https://doi.org/10.4108/eai.21-11-2018.2282026>.
- Bangun, Budi Hermawan. “Konsepsi Dan Pengelolaan Wilayah Perbatasan Negara: Perspektif Hukum Internasional.” *Tanjungpura Law Journal* 1, no. 1 (2017): 52–63. <https://jurnal.untan.ac.id/index.php/tlj/article/view/18331>.
- Brata, Nugroho Trisnu. “Authority and Budget for Education Services in the Border Area: Case Study in Sebatik Island, North Kalimantan.” In *Forum Ilmu Sosial*, 47:19–27, 2020. <https://journal.unnes.ac.id/nju/index.php/FIS/article/view/24269>.
- . “The Jalur Tikus (Rat Path) Transportation as an Illegal Activity in the Villages of the North Kalimantan Border,” 2021. <https://doi.org/10.2991/assehr.k.210918.045>.
- Briandana, Rizki. “Television and National Identity: An Ethnography of Television

- Audience in the Border of Indonesia-Malaysia.” *Jurnal Ilmu Sosial Dan Ilmu Politik* 23, no. 1 (August 14, 2019): 72. <https://doi.org/10.22146/jsp.37586>.
- Briandana, Rizki, and Azman Azwan Azmawati. “The Influx of National Identity: ‘Imagined Communities’ on Indonesian Audience in Indonesia and Malaysia Frontier.” *Jurnal Studi Komunikasi (Indonesian Journal of Communications Studies)* 5, no. 1 (February 16, 2021): 24. <https://doi.org/10.25139/jsk.v5i1.2846>.
- Edyyanto, Rohmat, and Woro Sri Hastuti. “Effects Of Outdoor Study On Students’ Cognitive Learning Outcomes And Cooperation In Science Subjects.” *Al-Bidayah : Jurnal Pendidikan Dasar Islam* 13, no. 2 (December 27, 2021): 331–44. <https://doi.org/10.14421/al-bidayah.v13i2.679>.
- Fahmi, Ridwan Tajul, Mohammad Rousyan Fikri Qowim, Tri Gunawan, Nur Faridatul Janah, and Nanda Harda Pratama Meiji. “Youth’s Social Practice In Youth Organization And Its Contribution To Border Communities In Sebatik Timur, Kalimantan Utara.” *Jurnal Ilmu Sosial Mamangan* 10, no. 2 (2021): 70–79. <https://ejournal.upgrisba.ac.id/index.php/jurnal-mamangan/article/view/4642/0>.
- Handayani, Retno. “Kebanggaan Masyarakat Sebatik Terhadap Bahasa Indonesia, Bahasa Daerah, Dan Bahasa Asing: Deskripsi Sikap Bahasa Di Wilayah Perbatasan.” *Ranah: Jurnal Kajian Bahasa* 5, no. 2 (2016): 125–38. http://ojs.badanbahasa.kemdikbud.go.id/jurnal/index.php/jurnal_ranah/article/view/148.
- Hardi, Warsono, Nurcahyanto Herbasuki, and Rifda Khaerani Thalita. “Social Movement at Indonesia - Malaysia Border (A Case Study of Indonesian Migrant Workers’ Education in Sebatik Island, a Land Border of Indonesia - Malaysia).” Edited by Hadiyanto, Maryono, and Budi Warsito. *E3S Web of Conferences* 73 (December 21, 2018): 11013. <https://doi.org/10.1051/e3sconf/20187311013>.
- Haris Zulkarnain, Muhammad, and Kholis Roisah. “Kebijakan Pengelolaan Pertahanan Dan Dampak Kebijakannya Di Perbatasan Indonesia Malaysia.” *Jurnal Magister Hukum Udayana (Udayana Master Law Journal)* 7, no. 4 (December 31, 2018): 490. <https://doi.org/10.24843/JMHU.2018.v07.i04.p06>.
- Husain, Sarkawi B, Lina Puryanti, and Adi Setijowati. “History, Education, and Border Area: An Introduction Study on Education at the Indonesia-Malaysia Border, Sebatik Island, North Kalimantan.” *Kasetsart Journal of Social Sciences* 42, no. 4 (2021): 947–52. <https://kasetsartjournal.ku.ac.th/abstractShow.aspx?param=YXJ0aWNsZUIEPTY4MDI8bWVkaWFJR03MTYz>.
- Idris, Usman. “‘Belimpun Taka Tugas, Insuai Taka Tapu’: Orang Tidung, Marginalisasi Dan Perlawanan Di Pulau Sebatik Nunukan.” *ETNOSIA : Jurnal Etnografi Indonesia* 2, no. 2 (December 29, 2017): 134. <https://doi.org/10.31947/etnosia.v2i2.2574>.
- Johannes, Ayu Widowati. “Penanganan Masalah-Masalah Sosial Di Kecamatan Kawasan Perbatasan Kabupaten Sanggau.” *Jurnal Ilmu Pemerintahan Suara Khatulistiwa* 4, no. 2 (December 2, 2019): 50–61. <https://doi.org/10.33701/jipsk.v4i2.763>.
- Kabir, Kabir. “Menumbuhkembangkan Nasionalisme Peserta Didik Melalui Kegiatan Pramuka Di SMA Mutiara Bangsa Gunung Kaler.” *JIPAM: Jurnal Ilmiah*

- Pengabdian Kepada Masyarakat* 1, no. 1 (2021): 11–17. <https://jipam.staidq.org/index.php/home/article/view/2>.
- Kurdi, Muqarramah Sulaiman, Mardiah Mardiah, Musyarrafah Sulaiman Kurdi, Muhammad Iqbal Ghazali Usman, and Taslimurrahman Taslimurrahman. “Speaking Activities In Madrasah Ibtidaiyah: A Meta Narrative About Character Building And Multiculturalism Point Of View.” *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 12, no. 1 (June 30, 2020): 55–82. <https://doi.org/10.14421/al-bidayah.v12i1.534>.
- Kurniawati, Eni, Ahwy Oktradiksa, and Norma Dewi Shalikhah. “Discovery Learning Model For Improving The Students’ Critical Thinking Skills: A Narrative Review.” *Al-Bidayah : Jurnal Pendidikan Dasar Islam* 13, no. 2 (December 27, 2021): 345–66. <https://doi.org/10.14421/al-bidayah.v13i2.691>.
- Martono, Martono, Jagad Aditya Dewantara, Efriani Efriani, and Wibowo Heru Prasetyo. “The National Identity on the Border: Indonesian Language Awareness and Attitudes through Multi-ethnic Community Involvement.” *Journal of Community Psychology* 50, no. 1 (January 19, 2022): 111–25. <https://doi.org/10.1002/jcop.22505>.
- Miles, Matthew B, and A Michael Huberman. *Qualitative Data Analysis: An Expanded Sourcebook*. Sage, 1994.
- Muammar, Muammar, Suhardi Suhardi, and Ali Mustadi. “Developing Communicative-Based Instructional Model Of Speaking Skill In Elementary School.” *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 12, no. 2 (April 26, 2021): 199–220. <https://doi.org/10.14421/al-bidayah.v12i2.588>.
- Mubarak, A, Rayhana Jafar, Hendris, and MW Agang. “The Impact of Motivation on the Willingness of Farmers to Become Entrepreneurs in the Sebatik Sub-District in the Indonesia-Malaysia Border Region.” *IOP Conference Series: Earth and Environmental Science* 1083, no. 1 (September 1, 2022): 012055. <https://doi.org/10.1088/1755-1315/1083/1/012055>.
- Muri’ah, Siti. “Strategi Pengembangan Pendidikan Wilayah Perbatasan (Studi Kasus Pada Madrasah Ibtidaiyah Tapal Batas Sebatik Dan Nunukan).” *FENOMENA* 10, no. 2 (December 1, 2018): 135–48. <https://doi.org/10.21093/fj.v10i2.1340>.
- Mursit, M. “Indonesia’s Efforts in Law Enforcement for Transgressors of Indonesia - Malaysia Borders in Nunukan Regency.” *Resolusi: Jurnal Sosial Politik* 4, no. 2 (December 2, 2021): 79–85. <https://doi.org/10.32699/resolusi.v4i2.2205>.
- Nawir, Daud, and Achmad Zultan. “Pemberdayaan Masyarakat Wilayah 3T (Terdepan, Terluar, Tertinggal) Di Kecamatan Sebatik Barat Kabupaten Nunukan Melalui Revolusi Mental Dalam Mewujudkan Indonesia Bersih Dan Indonesia Bersatu.” *Jurnal Pengabdian Masyarakat Borneo* 2, no. 1 (July 26, 2018): 44. <https://doi.org/10.35334/jpmb.v2i1.421>.
- Noer, Roby Zulkarnain. “Urgensi Penumbuhkembangan Nasionalisme Di Tapal Batas Desa Aji Kuning Sebatik Kalimantan Utara.” *Jurnal Pengabdian Masyarakat Borneo* 1, no. 1 (June 29, 2017): 44. <https://doi.org/10.35334/jpmb.v1i1.233>.
- Ojen, Asnawi, Heri Tahir, and Manan Sailan. “Peranan Guru Dalam Penanaman Sikap

- Nasionalisme Siswa Di Perbatasan Negara Indonesia Dan Negara Malaysia (Studi Di SMA Negeri 1 Sebatik Tengah).” *Jurnal Tomalebbi* 9, no. 1 (2021): 1–8. <https://ojs.unm.ac.id/tomalebbi/article/view/31941>.
- Prabowo, Hadi, Etin Indrayani, Yudi Rusfiana, and Obsatar Sinaga. “Development of Local Government Capacity in Managing Indonesia-Malaysia Border Area (Study on Sebatik Island).” *The Croatian International Relations Review (CIRR)* 28, no. 90 (2022): 117–34. <https://cirrj.org/index.php/cirrj/article/view/575/490>.
- Priatmoko, Sigit. “The Internalization of Wasathiyah Values In Inclusion Madrasah: A Case Study of Integrated Madrasah Ibtida’iyah of Ar-Roihan Malang.” *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 11, no. 2 (December 31, 2019): 358–78. <https://doi.org/10.14421/al-bidayah.v11i2.521>.
- Priyasmoro, Muhammad Radityo. “Ini 72 Sosok Peraih Apresiasi Di Festival Prestasi Indonesia.” *LIPUTAN* 6, n.d. <https://www.liputan6.com/news/read/3065553/ini-72-sosok-peraih-apresiasi-di-festival-prestasi-indonesia>.
- Rahman, Ulfiani, Idham Idham, Mujizatullah Mujizatullah, Abu Muslim, and Muh Subair. “A Portrait of Religious Education in the Indonesia-Malaysia Border Area (Case of Sungai Limau Village, Central Sebatik District, Nunukan Regency, North Kalimantan).” *Jurnal Elementary Education Online* 19, no. 2 (2020): 1–10. <https://ilkogretim-online.org/fulltext/21.pdf?1613980073>.
- Rahmi, Rina, Iin Nurhalizha, and Nasrin Nabila. “Relevance Of Bahasa Indonesia Main Materials With HOTS (Higher Order Thinking Skills).” *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 12, no. 1 (June 30, 2020): 83–96. <https://doi.org/10.14421/al-bidayah.v12i1.236>.
- Rajab, Muhammad. “Gelar Upacara Di Sekolah Tapal Batas: Cara Anak-Anak TKI Peringati Hari Kemerdekaan RI Ke-73.” *PRO KALTARA*, n.d. <https://rakyatkaltara.prokal.co/read/news/14000-gelar-upacara-di-sekolah-tapal-batas>.
- Sabara, Sabara. “Membangun Semangat Kebangsaan Melalui Agama Pada Masyarakat Perbatasan Di Sebatik Tengah.” *Al-Qalam* 26, no. 2 (November 2, 2020): 221. <https://doi.org/10.31969/alq.v26i2.859>.
- Saleh, Muhammad Hairul. “Dinamika Masyarakat Perbatasan (Eksistensi Perantau Bugis Di Pulau Sebatik Kalimantan Utara: Perspektif Cultural Studies)(The Dynamics Of Border Society (The Existence Of Bugis Migrants In Sebatik Island North Kalimantan: Perspective Of Cultural Studies)).” *Jurnal Borneo Administrator* 11, no. 1 (December 31, 2015): 31–48. <https://doi.org/10.24258/jba.v11i1.184>.
- Santosa, Sedy a, and Izzatin Kamala. “Reconstruction Of Nationalism Awareness Through Education In The Border Territory: The Case In The Sebatik Island-Indonesia.” *International Journal of Scientific & Technology Research* 8, no. 10 (2019): 891–95. <http://www.ijstr.org/paper-references.php?ref=IJSTR-1019-23331>.
- Sarosa, Wijaksono. “Kebijakan Pengelolaan Kawasan Perbatasan Indonesia.” *Kemitraan Partnership*, 2011. <https://media.neliti.com/media/publications/45239-ID-kebijakan-pengelolaan-kawasan-perbatasan.pdf>.
- Setyanto, Adolfo Eko, Ignatius Agung Satyawan, Sri Herwindya Baskara Wijaya, and

- Salieg Luki Munestri. "Indonesian Identity in Indonesia-Malaysia Border Community." *International Journal of Research and Innovation in Social Science (IJRISS)* 3, no. 1 (2019): 275–78. <https://www.rsisinternational.org/virtual-library/papers/indonesian-identity-in-indonesia-malaysia-border-community/>.
- Setyanto, Adolfo, Ignatius Satyawan, Sri Wijaya, and Salieg Munestri. "29. Nationalism in the Border Area A Portrait of Sebatik Island," 2018. <https://doi.org/10.2991/icosaps-18.2018.29>.
- Sholeh, Makherus, Raihanatul Jannah, Khairunnisa Khairunnisa, Nur Kholis, and Ghada Tosson. "Human Resource Management In Improving The Quality Of Teachers In Indonesian Islamic Primary Education Institutions." *Al-Bidayah : Jurnal Pendidikan Dasar Islam* 13, no. 1 (July 26, 2021): 21–36. <https://doi.org/10.14421/al-bidayah.v13i1.628>.
- Suarno, Dendi Tri, Yoyon Suryono, Zamroni Zamroni, Johan Irmansyah, and Faishal Yasin. "The Meaning and Experience on Nationalism among Indonesian Migrant Workers' Children in Border Area." *International Journal of Evaluation and Research in Education (IJERE)* 11, no. 3 (September 1, 2022): 1595. <https://doi.org/10.11591/ijere.v11i3.21729>.
- Suharyanto, Suharyanto, Armen Zulham, Muhendis Sidqi, Arif Sudianto, Arif Widiyanto, Suraji Suraji, and Didit Eko P. "Pulau-Pulau Kecil Sebagai Pusat Pertumbuhan Ekonomi Di Wilayah Perbatasan Indonesia: Review Aspek Teknis, Sosial Dan Ekonomi." *Buletin Ilmiah Marina Sosial Ekonomi Kelautan Dan Perikanan* 6, no. 1 (June 30, 2020): 73. <https://doi.org/10.15578/marina.v6i1.8934>.
- Sukoco. "Kisah Anak Di Tapal Batas Berjalan 10 Km Setiap Hari Untuk Sekolah." *Kompas.com*, n.d. <https://regional.kompas.com/read/2017/08/03/14553801/kisah-anak-di->.
- Sulistyo, Anang, Khaerunnisa, and Suhaena. "Food Security and Welfare Of Lowland Rice Farmers Analysis In The Border Area Of North Kalimantan." *IOP Conference Series: Earth and Environmental Science* 1083, no. 1 (September 1, 2022): 012015. <https://doi.org/10.1088/1755-1315/1083/1/012015>.
- Susilo, Mohamad Joko. "Strategi Branding Sekolah Dalam Meningkatkan Animo Siswa Dan Awareness Masyarakat." *Jurnal Pendidikan Dompot Dhuafa* 12, no. 01 (2022): 1–6. <http://jurnal.pendidikandd.org/index.php/JPD/article/view/278>.
- Tobroni, Faiq. "Pengenalan Hak Asasi Manusia Bagi Siswa Di Perbatasan : Pengabdian Masyarakat Di Pulau Sebatik." *Empowerment : Jurnal Pengabdian Masyarakat* 3, no. 01 (July 18, 2020). <https://doi.org/10.25134/empowerment.v3i01.2876>.
- Umah, Restu Yulia Hidayatul. "Character Education Based On Local Wisdom: Exploring The 'Dongkrek Dance' Culture As An Effort To Internalize Character Values In Learning Arts In Elementary Schools." *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 12, no. 2 (April 29, 2021): 283–96. <https://doi.org/10.14421/al-bidayah.v12i2.261>.
- Wahyudi, Idrus Affandi, Cecep Darmawan, Syarifudin Tippe, and Poppy Setiawati Nurisnaeny. "Actualization of Nationalism of Indonesia-Malaysia Border Community in Sebatik Island, North Kalimantan Province." *PSYCHOLOGY AND EDUCATION* 58, no. 2 (2021): 6139–45. <http://psychologyandeducation.net/pae/index.php/pae/article/view/3130/2780>.

- Wahyudi, Wahyudi. “Peran Kader Bela Negara Di Kawasan Perbatasan Dalam Dinamika Hubungan Lintas Batas Negara: Studi Tentang Peran Forum Bela Negara Di Sebatik, Kabupaten Nunukan, Provinsi Kalimantan Utara.” *Jurnal Pertahanan & Bela Negara* 7, no. 3 (December 18, 2017). <https://doi.org/10.33172/jpbh.v7i3.227>.
- Wahyudi, Wahyudi, Idrus Affandi, Cecep Darmawan, and W Wahyu. “The Practice of Nation Character Building in Border Communities: A Case Study in Sebatik Island, North Kalimantan Province, Indonesia.” *European Online Journal of Natural and Social Sciences* 10, no. 2 (2021): pp-255. <https://european-science.com/eojnss/article/viewFile/6189/pdf>.
- Zulfiati, Heri Maria, Biya Ebi Praheto, and Anselmus Sudirman. “The Role Of Social Capital In Fostering Character Education In Primary Schools: Ki Hadjar Dewantara’s Perspectives.” *Al-Bidayah : Jurnal Pendidikan Dasar Islam* 13, no. 1 (August 4, 2021): 215–36. <https://doi.org/10.14421/al-bidayah.v13i1.555>.
- Interview with Nailul Maghfiroh, October 2, 2021. A Volunteer Teacher at Madrasah Ibtidaiyah Darul Furqon. Nailul is a contract teacher from Dompot Dhuafa 2019-2020.
- Interview with Muhammad Rizal, a youth from Sebatik, founder of the *Rumah Baca Teras Perbatasan Sebatik*, North Kalimantan, October 2, 2021.
- Interview with Tria Septiana, July 2019. A Volunteer Teacher at Madrasah Ibtidaiyah Darul Furqon. Tria Septiana is a contract teacher from Dompot Dhuafa 2019-2020.
- Interview with Suraidah, the Head of Madrasah Ibtidaiyah Darul Furqon, Sebatik, July 23, 2019
- Results of the Observation at Madrasah Ibtidaiyah Darul Furqon, Sebatik, July 2019.

This page is intentionally left blank