

Dynamics of Education on the IndonesiaMalaysia Border: An Ethnopedagogical Study Analysis

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Abstract. This research examines education dynamics in the border region between Indonesia and Malaysia, specifically in Bengkayang Regency. The study focuses on the challenges of maintaining cultural identity and nationalism amidst the strong influence of foreign cultures. The educational units comprise one kindergarten, 18 elementary schools, six junior high schools, one Senior High School, and three vocational schools. In Jagoi Babang, there is one private kindergarten, two private elementary schools, one private junior high school, and two private vocational schools. Only a few schools include vision and mission statements aimed at building and maintaining nationalism. This study explores educational practices and the role of Ethno pedagogy in strengthening nationalism among students. Using a qualitative research method with an ethnopedagogical approach, the research team analyzed education dynamics at the border through ethnopedagogical studies. The results indicate that special attention is still needed for local genius and local wisdom through the articulation of cultural values, as educational practices in various domains emphasize local wisdom as a source of innovation and skills that can be empowered for community welfare. The local wisdom relates to how knowledge is generated, stored, applied, and managed. In supporting the success of core learning in schools, information obtained from students reveals that obstacles such as facilities and infrastructure and gaps in learning during class hours are still frequently experienced by students. The research findings show that schools in Jagoi Babang suffer from a lack of facilities and infrastructure, hindering access to education. Additionally, the integration of local values into the curriculum needs to be higher, contributing to the degradation of local culture. The study finds that despite efforts to build nationalism, the lack of innovation in teaching methods remains a barrier. There is a need for government attention to improve the quality of education and infrastructure. The novelty of this research lies in its emphasis on the role of Ethno pedagogy in education in border areas, providing valuable insights for policymakers and educators in designing more effective programs to support education and strengthen national identity.

Keywords: educational dynamics, ethnopedagogical studies, frontiers

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INTRODUCTION

Education and society are two things that are interrelated, education is a product of society and society is a product of schools which are educational institutions. According to (Ramadhan, I., Manisah, A., Angraini, DA, Maulida, D., Sana, S., & Hafiza, 2022) education as a field that plays an important role in improving human resources (HR). Developed communities are aware of this and therefore will invest heavily in education (Maber, 2016). Educators can integrate local cultural values into the educational process. Ethnopedagogical

studies bridge the gap for the younger generation to preserve local culture amidst the tide of globalization. Humans can have knowledge and understanding of something, even with knowledge humans can distinguish what is good and what is bad, what to do and what to leave behind, (Kamali & Nawawi, 2023). Education is important for every human being. Developing all children's social, intellectual and personal potential to the highest level is the main mission of education (Juliasandi, 2019). Equitable education has become a necessity of the government's attention throughout the country. In Indonesia there are 4 important issues at the border, one of the most important issues at the border is education. Meanwhile, education in border areas always needs to receive global attention (Yunyun & Te, 2016).

According to Khansa, (in Ramadhan et al., 2022) Education units must educate students with various efforts and under any conditions encountered. Various educational problems in border areas are inseparable from the poor Indonesian education system, which lacks equity. Therefore, educational equality should be considered both materially and nonmaterially. This paradoxical effort to cross borders and strengthen borders can be seen simultaneously in highlighting educational equality (Rudolph & Chatelier, 2018). Effective collaboration to level education needs to be strengthened, not only between education stakeholders in the country, but improve relations between higher countries to improve educational institutions, research institutions, and companies in a joint effort to promote technological innovation and develop industry high technology (Ogunniran, 2020). There is a need for growth in educational relations across national borders (Marginson, 2023). A country's border has an important role in determining the boundaries of sovereign territory, utilizing natural resources, and maintaining the security and integrity of the border area. According to (Ramadhan, 2021) Education is the answer to the problems faced by humans. UNESCO sets out recommendations to stakeholders to governments, higher education providers, quality assurance and accreditation bodies for student bodies, and academic and professional recognition bodies, urging all these stakeholders always to collaborate and take joint initiatives to protect students from lowquality education (Trifiro, 2018). West Kalimantan is an area directly adjacent to Sarawak, East Malaysia, which stretches for 966 kilometres, has an area of around 2.1 million hectares, and administratively covers five areas of Sambas, Bengkayang, Sanggau, Sintang and Kapuas Hulu Regencies with 15 Districts and 98 Villages. (Mujiono, 2022).

The IndonesiaMalaysia border region in West Kalimantan has a very important meaning both economically, geopolitically, and in defence and security because it is directly adjacent to the territory of the neighbouring country (Sarawak) East Malaysia, which has a relatively better economic level (Nur Fitriani et al., 2016). One of the border areas between the state and foreign countries that has not received proportional attention is the Jagoi Babang border area, Bengkayang Regency, West Kalimantan. Most education units face lowquality of human resources implementing education (Dyer, 2018). Underdevelopment still shackles the people in the region. According to (Ramadhan & Imran, 2021) Humans have the right to education, whoever, wherever and whenever, every individual has the same right to get education, moreover education is something that is very important, therefore it is necessary to be prepared for the end of life, namely in the process of education will produce activities activities related to social, economic, cultural, health and so on.

The culture of society can be a source of learning so that students are able to think comparatively, critically and systematically (Ghantous & Belkhiria, 2023). As for the Jagoi Babang area, around 1,537 souls of poor people live on the border of Jagoi Babang (Umahuk, 2017). The current development in the sociocultural field is still not optimal. This is because culture and education are complex phenomena and have a causal relationship with each other (Giorgetti et al., 2017). When people are in an environment they were not born in or depend on other countries for their needs, they should always emphasize the importance of maintaining the culture and identity of the characteristics of different groups or communities, (Nada & Araújo, 2019). The border areas in West Kalimantan generally require the provision of quality education in order to be able to improve the quality of local human resources at national borders. Students need exploration of understanding and cultural competence in learning because many students need support to overcome problems that occur around their culture, (Gao & Hua, 2021). We can observe how important education is for the nation's

strategic reconstitution in facing globalization and as a strengthening in the country's border areas, (Rudolph & Chatelier, 2018). Solidarity with a sense of nationalism is needed to provide literacy to young people regarding the conceptualization of citizenship and the global, (Gerrard, 2017). Based on this, to produce quality education in border areas, it is clear that attention and analysis are needed on all existing educational subsystems or components, including student input, infrastructure, human resources, education costs, curriculum, and learning outcomes. Jagoi Babang is an area that has ethnic (tribal) culture domiciled in Jagoi Babang District consisting of Dayak, Malay, Javanese, and Batak ethnicities. Most of the Jagoi Babang people work as farmers, artisans and traders.

An approach to education that is based on culture (local wisdom) and emphasizes the importance of human relations is very helpful in organizing education. The learning process can be carried out anywhere and at any time (Sudarmo et al., 2021). Then, people's perceptions of the world around them can be empowered for the benefit of society through a conducive learning environment that creates a learning culture to achieve national education goals. From the results of research conducted by (Aminuyati et al., 2022) it was concluded that the people in Jagoi Babang District were still receiving education in this country or choosing schools in the Unitary State of the Republic of Indonesia. Families have a role in paying attention to children's education, apart from choosing an educational unit in the country, attention is also needed in discussions about subject choices, educational paths and careers (Anderson et al., 2023). However, the socioeconomic conditions (economy, education, health services, infrastructure) of the Jagoi Babang community are still far different from those of Sarawak, East Malaysia, whose conditions are far more advanced. So that is the reason why the Jagoi Babang people prefer to transact in Malaysia. For this reason, the District Government and the Bengkayang Regency Government need to improve or take steps so the community can feel justice and equity in implementing education. Education is an effort to improve human quality (Rajab et al., 2022). The Jagoi Babang subdistrict has a level of education of 2 kindergartens, 18 elementary schools, 6 junior high schools, 1 Senior High School, and 3 vocational Schools in Jagoi Babang, which have private status. Implementation of education in the Jagoi Babang area requires a strategy to be implemented. A supportive learning environment is very important for implementing optimal learning activities because it will affect how effectively students carry out their learning activities. Student involvement is important (Mukminin et al., 2019) or student center.

Based on this, the implementation of education in the region Jagoi Babang needs special attention on local genius and local wisdom through disclosing cultural values, as educational practices in various domains emphasize local wisdom as a source of innovation and skills that can be empowered for the welfare of society. According to (Sugara & Sugito, 2022) Local wisdom acts as a source of innovation which is followed by multicultural education. Local wisdom is related to how knowledge is generated, stored, applied, managed, and passed on to the next generation. Border areas are areas that experience much disturbance. The economic sector becomes one that experiences dysfunction and, ultimately, crossborder interrelation as the flow of people and goods across national borders (Knippschild & Schmotz, 2018). Apart from that, the lives of people living near the border are quite difficult compared to others. Borders are complex phenomena that consist of multifaceted, multilevel, and interdisciplinary institutions and processes that collectively influence the situation at the border. Such dividing spaces exist not only geopolitical and administrative but also cultural, economic, and social in nature, (Kousar & Bhadra, 2021). So, in this study, the research team conducted an ethnopedagogical study on education dynamics on the IndonesiaMalaysia border in the Jagoi Babang subdistrict, Bengkayang district. Border regions deal with very diverse regions and contexts, (Nienaber & Wille, 2020).

Ethnopedagogy can be implemented through experiences and practices from the surrounding environment (Sarira et al., 2024), because local wisdom is a heritage from ancestors and distinguishes the Indonesian nation from other (Indrawati et al., 2023). Learning based on ethnopedagogy can be integrated with the values of local wisdom (Nugrahanta et al., 2024). The border areas need a touch of quality education to be empowered to improve the quality of human resources. Various parties who have authority should pay

attention to educational units across borders and collaborate competitively to improve the implementation of learning in these areas, (Maber, 2016). From research conducted by (Jinhui & Mengjin, 2016), countries such as the United States, England, Australia, New Zealand and several other countries show that the education system in the border areas of these countries has a tendency towards diversification. The education models in European countries, the United States and Japan focus on basic academic skills and moral traits to foster nationalism (Myers et al., 2018). The higher the efforts made to improve the quality of education, the higher the educational opportunities available for children in the area (Garcia et al., 2023), especially border areas.

This research highlights the importance of collaboration between educators, the community, and the government in creating a learning environment that supports preserving local culture and developing students' character. There are results of research conducted by (Purnomo, 2022) regarding the dynamics of education in the IndonesiaMalaysia border region, it was found that education can support the strengthening of nationalism through citizenship subjects in implementing learning aimed at young people in educational units. Right. However, another fact was also discovered: through ethnopedagogical studies, researchers could find answers to the dynamics of education in border areas and try to solve cultural degradation. The study was conducted at Senior High School Negeri 1 Jagoi Babang.

METHODS

The method used is descriptive qualitative method. Descriptive research is research that is used to describe and describe the data that has been collected as it is without intending to make general conclusions or generalizations, (Sugiyono, 2023). This research is located on Yamaker Sei Take Street, Jagoi Babang District, Bengkayang Regency, West Kalimantan. In general, the stages of implementing this research were through qualitative methods. Starting from pre-research, the researcher discovered the problems that the Jagoi Babang community was facing, including the erosion of local culture in the Indonesia-Malaysia border area. Next, the researchers conducted research through naturalistic observation to get answers in the form of causes and provide solutions to cultural degradation in the Jagoi Babang area. Thus, the steps in this research consist of identifying the problem, limiting the focus of the problem to educational dynamics involving local genius and local wisdom, conducting research, processing data, exploring theory and preparing a research report.

The selection of informants was done purposively. Data was collected through three main methods: observation, in-depth interviews, and document analysis. Observations were made to get a direct picture of the educational conditions in the school, including facilities and interactions between students and teachers. Interviews used open-ended questionnaires to explore participants' views and experiences related to education and ethnopedology. Additionally, document analysis was conducted on the curriculum, educational policies, and teaching materials used in the school to understand the integration of local values into the learning process. Data validity was ensured through triangulation by comparing data obtained from various sources and data collection methods. Data analysis was conducted descriptively by organizing and categorizing the information obtained and presenting it in a narrative form that describes the dynamics of education in Jagoi Babang. The data that the researcher obtained will then be presented in the form of a description regarding the dynamics of education on the Indonesia-Malaysia border through an Ethno pedagogical study in the Jagoi Babang District, Bengkayang Regency. The data that the researcher obtained will then be concluded with credible data.

This research must use qualitative rather than quantitative methods because answers in the form of facts will be obtained through in-depth descriptive data related to the dynamics of education in Jagoi Babang. Ethno pedagogy, which originates from the culture of a tribe in its implementation, uses a transformation (Sugara & Sugito, 2022), because research on educational dynamics in border areas requires depth and detailed data, not quantity of data, using quantitative methods will be difficult if one wants to find elaborative research answers. Based on the questions in this research, the research results show that educational practices based on ethnopedagogical studies at Senior High School Negeri 1 Jagoi Babang still need more innovation and creativity from educators and students in the learning process, as well as extracurricular and cocurricular activities. The

low level of learning based on local wisdom is not only due to geographical factors in the border areas but also due to infrastructure, innovation and the need to increase the professionalism of teaching staff at Senior High School Negeri 1 Jagoi Babang.

RESULTS AND DISCUSSION

Communities in Jagoi Babang District and people living in Sarawak have a common culture. They treat the Gawai culture as a shared culture. They perform Gawai rituals according to their values and norms, including setting dates, events, and even agreements to visit each other without crossborder passports for three days on Gawai day. Schools in border areas often face significant challenges, ranging from limited infrastructure to inadequate access to educational resources. Located far from city centers, these schools frequently need more basic facilities such as proper buildings, laboratories, and libraries. Teachers in border regions also need more access to training and professional development. Moreover, the generally low socioeconomic conditions of the surrounding communities further affect the level of student participation and motivation to learn.

The current shift in culture and local wisdom presents a challenge for the government and the education sector to revitalize the values contained within them, as both are agents of social change in society. Education is considered a preventive alternative to shaping a better new generation for the nation (Sarira et al., 2024).

The image depicts a school located at the IndonesiaMalaysia border, specifically in Siding, Bengkayang Regency, West Kalimantan. The school is Junior High School Negeri 4 Siding, as indicated by the signboard in front of it. The school building stands in a relatively remote area, with an unpaved ground background and some plants decorating the surrounding environment. The school has a simple structure with a blue roof and white and light blue painted walls. A banner welcoming the Accreditation Assessment Team from the National Accreditation Board for Schools/Madrasahs is displayed, indicating that the school is undergoing an accreditation assessment in 2023. The banner also reflects the school's commitment to improving educational quality and meeting national standards. The school's location at the national border highlights challenges and the high educational spirit to advance the younger generation in remote areas. Communities in Jagoi Babang District are more familiar with daily household needs supplied from Serikin, Sarawak's most staple goods (rice, sugar, LPG gas, snacks, etc). Circulating in the border areas is dominated by goods from Malaysia. Ordinary people use the rupiah and ringgit to exchange money, but most transactions use Malaysian ringgit. According to (Sudiar, 2015) people hear that border areas are synonymous with areas that are left behind and isolated. Socially, it is proven by visiting each other when there are marriages, births, or deaths of relatives in the two countries. There were even marriages between citizens.

Students face many challenges in education at the border, (Mupindu, 2017). Apart from the challenges of meeting economic needs, social life tends to be difficult and oriented towards neighbouring countries. No exception, culture can also become a personality. There were even marriages between citizens. This is because culture has values that are always inherited, interpreted and implemented along with the process of social change, (Handayani et al., 2023). Senior High School Negeri 1 Jagoi Babang is the only high school in the Jagoi Babang District area. one can form a growing, intellectual and synergistic effect, which is a manifestation of the digital transformation of education and the shift to a new level of quality (Klochko & Fedorets, 2022). Low community participation in education is often caused by a lack of participation, this is also due to low education in some communities, (Sipayung et al., 2023).

The image depicts a school located in a border area, as evidenced by the surrounding atmosphere and conditions. The school building has a simple yet sturdy structure, with a red roof and creamcolored walls accented with bright green and yellow. The building consists of several neatly aligned classrooms, reflecting efforts to provide adequate educational facilities despite limited resources. At the front of the school, there are steps connecting the main building to the field. The field includes a simple basketball court, whose surface shows signs of wear, indicating high usage by the students. Surrounding the field, green vegetation adds to the

scenic atmosphere, although some barren areas highlight the environmental challenges of the border region. The Indonesian flag waving in front of the school symbolizes the spirit of nationalism and the dedication of educators and students in the area. Despite the minimalistic facilities, the presence of ornamental plants around the building indicates efforts to create a pleasant and supportive learning environment. Overall, the condition of the school building reflects the challenges and limitations faced by educational institutions in border areas. Nonetheless, the school is strongly committed to continuing to provide adequate education for children in the area. This spirit is evident in the efforts to maintain cleanliness and order in the school environment and the upkeep of the building, which, although straightforward, remains functional. The presence of the sports field also underscores the importance of physical activities in the daily lives of the students despite the limited facilities.

The image depicts activities at a school in Tawang, Bengkayang, a border between Malaysia and Indonesia with the Head of Senior High School 1 Sajingan in Sambas Regency. During the meeting, they discussed permissions and coordination related to research activities and community service. The atmosphere appears familiar and warm, reflecting a collaborative spirit between the higher education institution and the high school. The lecturers and students are engaged in serious yet relaxed discussions, while the Head of the School welcomes and actively participates in the conversation. The meeting aims to establish effective cooperation to enhance the quality of education and positively contribute to the surrounding community.

Senior High School Negeri 1 Jagoi Babang is the only Senior High School in the Jagoi Babang District area. This school is a school that guides, directs, and not just transfers knowledge to its students as a form of forming and honing the skills of its students in order to help address or answer the challenges of education and change in this nation. Skills to increase students' desire to learn can start from teachers in creating interactions for children to learn, such as the skill of having to see with children's eyes and using "the power to observe what is happening to children, and the point is to be responsive to children (Grosvenor & Pataki, 2017).

The image shows a community service activity carried out by the Sociology Education Study Program team from FKIP UNTAN at Senior High School 1 Sajingan. In the picture, several participants, consisting of teachers, are seen discussing and interacting in a classroom. There are laptops and teaching materials used during the ongoing learning activities. This activity includes a presentation on the implementation of teaching modules based on the Merdeka Curriculum delivered by the speaker, Tri Wijaya, M.Pd. The participants appear enthusiastic and actively engaged in the activity, discussing and possibly practicing or delving into the material being presented. From the point of view of the completeness of facilities or facilities and infrastructure to the educational infrastructure in the Jagoi Babang District area to support education, it still needs attention by various policy makers, and policy directives cannot succeed in realizing quality education in every education unit without paying attention to the physical and nonphysical implementation of education in the IndonesiaMalaysia border region, especially at Senior High School Negeri 1 Jagoi Babang. According to (Kamali & Nawawi, 2023) Humans need education, so that humans have knowledge and understanding of something. Without teachers who are qualified and effective in implementing learning strategies, this will result in low student outcomes, (Mitchell et al., 2022). As for education in Jagoi Babang still requires facilities and infrastructure to support education, such as tables, chairs and other physical equipment. Apart from that, attention to the education system can be increased through improving teacher and student development (Alenezi, 2017). At a broader level, national education systems such as the newly born one in Australia are part of the nation's strategic reconstitution in the face of globalization and transnationalism, (Rudolph & Chatelier, 2018). As with education problems in border areas, they face various problems in general. The Jagoi Babang area needs help and attention. This is different from the conditions in education units in the city, which compete to improve the quality of students through school programs. Education is also a stronghold for communities in border areas in instilling the character of nationalism to guard against problems and provide pedagogy to children (Golding, 2017).

The image depicts activities at a school in Tawang, Bengkayang, a border between Malaysia and Indonesia. In the picture, students are lined up and participating in a flag ceremony in the schoolyard. The

students are wearing school uniforms with red and white attributes, symbolizing the Indonesian flag. This flag ceremony is a form of character education that instills a sense of patriotism and nationalism in the students. The school is adorned with red and white flags and pennants, showcasing pride in national identity. Given the school's location in the MalaysiaIndonesia border zone, this activity also holds significant importance in asserting the sovereignty and territorial boundaries of the country. The flag ceremony activities in the border area help strengthen identity and national spirit among the residents living in the region. There is visible participation from various parties, including students, teachers, and the surrounding community, demonstrating solidarity and togetherness in celebrating national identity.

Overall, this image illustrates how education and school activities, especially in border areas, play a crucial role in fostering a sense of nationalism and pride in being Indonesian. This information is obtained from students who need help and attention. This is different from the conditions in educational units in cities, that compete to improve students' quality through school programs. However, Senior High School Negeri 1 Jagoi Babang still needs more learning facilities and infrastructure. In addition, students often face classroom vacancies because of the teacher's busyness. At the same time, one of the components of educational success is influenced by the quality of educators. According to (Ramadhan et al., 2022) education as a field that plays an important role in improving human resources (HR). Education is part of determining a country's income, this is influenced by the quality of its people (Richards, 2019). The government must pay a lot of attention to the physical condition and skills of teachers. Some of these factors can reduce the quality of education in the Jagoi Babang area. Individuals who cross national borders often engage in cultural codeswitching due to their deep understanding of the language and cultural norms of the nation they frequently visit (Falcón Orta & Monk, 2021). However, behind this, students still have high hopes for better education in their own country, rather than studying in neighbouring countries with more complete facilities than in their own country. Many problems arise in education, and these problems are essentially caused by external systems and system mechanisms that surround education (Xue & Li, 2020). As we can observe in our daily lives, the dissemination of information and knowledge occurs very quickly, almost instantly, because we have various resources, especially technological equipment (Santos et al., 2021).

The image shows a lecturer from the Sociology Education Program at Tanjungpura University posing with elementary school children in Tawang, Bengkayang Regency, which is on the IndonesiaMalaysia border. The lecturer is seated in the middle of the children wearing orange and purple sports uniforms. They are posing in front of a building that looks like a classroom or school building, with pink and white walls and a brown wooden door. All the children and the lecturer appear to be smiling and cheerful while taking the photo together. The problems faced by students, educators and the community regarding education in the Jagoi Babang area are road access, which still needs to be improved, and internet access, which makes it very difficult to support education. So that it becomes an obstacle to community activity. However, the good thing is that the school has facilitated students to develop their talents and abilities through extracurricular activities. Apart from that, to improve the quality of education, something new for Senior High School Negeri 1 Jagoi Babang students is the provision of clothes and school supplies. This is done, of course, in order to support better education and the learning process for students. Education is the process of sowing the seeds of culture and human life that live and live based on values or visions that grow and develop in a society, (Suradi et al., 2022).

This image depicts a view of green hills with houses scattered across a rural area located on the border between Indonesia and Malaysia. In the background, lush trees and a clear, cloudless sky reflect the natural beauty largely untouched by modernization. The houses in the image are simple, indicating a peaceful and tranquil life in the border area. This setting illustrates the strong nationalism of the local community. Despite being in a border region, they proudly maintain their Indonesian identity and culture. The Indonesian flag waving among the houses symbolizes the spirit of nationalism and pride in the homeland. Life in border communities often serves as the frontline in safeguarding the nation's sovereignty, showing that nationalism is evident in major cities and the country's remote areas. This also highlights the importance of development and government attention to border areas to ensure the wellbeing and security of those living there.

This image shows the condition of the access road leading to Tawang in Bengkayang Regency, located on the border between Malaysia and Indonesia. The road consists of rough stones and an uneven surface, reflecting residents' daily challenges. Dense vegetation with various plants and trees along the roadside showcases the area's natural wealth. In the distance, hills covered with green trees provide a picturesque backdrop, highlighting the remoteness and difficult access to the area. A thin mist enveloping the mountain adds a cool and tranquil atmosphere to the surroundings. Despite the rough terrain, the natural scenery along the journey offers extraordinary beauty for those passing through.

As in general schools, this only high school which is in the border area when there is a national holiday, still holds traditional competitions which are attended by all school members. The language of instruction for interaction between teachers and students is Indonesian. However, outside of teaching hours the language used in class is the local language. The language lessons provided by the school to students are only Indonesian and English. Apart from that, teaching that has quality assurance to provide international skills to students is still lacking, (Kallo & Semchenko, 2016). The lack of educational development from the perspective of the surrounding culture needs attention. According to (Dodi, 2019) Education is a means to advance all areas of human life in Indonesia, both in the economic, social, technological, security, skills, noble character, welfare, culture and national glory fields. One of the main drivers of change in higher education is the increasingly widespread use of technology, (Nascimbeni et al., 2021). As for classic problems, changing the behaviour, culture and routines of educational institutions' users, such as students, educators, and school leaders, is very difficult. As a result, achieving change seems to be more difficult when the change process is carried out suddenly and forced, especially when most universities are forced to continue the teaching and learning process during the COVID19 pandemic (Aina & Ogegbo, 2022). Analyzing the needs of the surrounding community and making use of the autonomous rights of education can be a solution for education implementers to empower students to become human beings that society needs. Providing an understanding of the surrounding culture is carried out with the aim of reviving cultural values that are stable and have been undermined by foreign culture, (Kurudayioğlu & Sahin, 2015). As for local wisdom, the first concern of newcomers is the traditional house or traditional house owned by the Jagoi Babang community.

Recent findings from the research reveal several significant challenges and opportunities in implementing Ethno pedagogy. Additionally, there needs to be more understanding and training for educators regarding the concept of ethnopedagogy in learning. Many Senior High School Negeri 1 Jagoi Babang teachers have yet to fully realize the importance of integrating local culture into the learning process. This results in low innovation and creativity in the teaching methods used. Educational facilities also need to be more robust to effectively applying the ethnopedagogical approach. Schools in this area often lack resources, such as textbooks relevant to local culture and teaching aids that can support Ethno pedagogybased learning. Despite these challenges, the community in Jagoi Babang strongly desires to preserve local culture through education. Many parents support the school's initiatives to organize activities involving cultural values, such as the Gawai celebration, a local tradition. These activities strengthen students' cultural identity and create a sense of togetherness and pride in their cultural heritage. However, closer collaboration between schools, parents, and local governments is needed to maximise this potential in designing educational programs that prioritize ethnopedagogy.

The Siding Village Office in Bengkayang Regency is not far from the IndonesiaMalaysia border, featuring a scenic view and a beautiful backdrop of green mountains. Several houses with red roofs are neatly lined up in front of this simple yet clean village office. Some villagers can be seen engaging in activities around the office, adding a sense of community to the area. The concrete roads connecting the various buildings indicate adequate infrastructure in this border village. In terms of policy, this research finds that local governments must pay more attention to developing curricula that integrate ethnopedagogy. The current educational policies tend to be topdown and often need to consider the local context. Therefore, it is important to involve the local community in formulating educational policies to create curricula relevant and responsive to the community's needs. Training and professional development for teachers should also be a priority to

enhance their understanding of Ethno pedagogy and its implementation in daily teaching. With proper support from the government, the community, and educational institutions, Ethno pedagogy can become an effective tool for improving the quality of education and strengthening nationalism among the younger generation in Jagoi Babang. This research is expected to be a reference for policymakers and education practitioners in designing more inclusive and locallybased cultural programs.

CONCLUSION

Education is one of the determinants of a country's sustainability. So, attention to the quality of education is not unimportant. The government and education policyholders must pay attention to the quality of education in every education unit without exception, or they are neglected because of considerations of areas in remote parts of the country. Education in border areas, such as schools from the implementation side, such as facilities and infrastructure, still needs improvement to get attention. Even though there is already visible effort from schools, educators and the community, simply implementing policies and directives by providing physical assistance will make it easier for the implementing components of education to realize the quality of students. The dynamics of education that are still being faced besides that students conclude that they often experience subject vacancies during the learning process. Access to learning support facilities still needs to be improved. Even though these components contribute to determining human quality produced through education in Jagoi Babang District, the right to education must be felt by all children throughout Indonesia, as well as equity and justice provided by the government. As for education in Jagoi Babang District, education units, teachers and the community continue to strive for it so that community needs can be met in the future through teaching in educational institutions.

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