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## KOTA KINABALU INDONESIAN SCHOOL IN MANAGEMENT 9 YEARS OF BASIC EDUCATION IN SABAH.

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### **ABSTRACT**

**T**he mandate contained in the preamble of the 1945 Constitution which is one of the purposes mentioned "intellectual life of the nation". Education services in Indonesia are divided into 3 major sections, namely primary education, secondary education and higher education. The implementation of basic education should be more of a concern to the government because it acts as a foundation. This is stipulated in the 1945 Constitution Article 31 paragraph 1 and 2, which mentions that every citizen has the right of the state to be entitled to education and every citizen must follow basic education and the government must finance it. Until the year 2010 schools are still active and operating there are 14 SILN (Indonesian School of Foreign Affairs), One of them through the establishment of the School of Indonesia Kota Kinabalu (SIKK). Commitment to provide educational services for children of school age in Sabah. In order to carry out its operational activities, funds received and managed by SIKK to provide education services in Sabah and Sarawak are large, channeling funds to each CLC still using cash transactions. SIKK's organizational management is no longer intended for only one school, but it accommodates all the existing school branches (CLC). Based on the background, the question of this research is how SIKK in the management of 9 Years Basic Education in Sabah.

**Keywords :** Kinabalu, Education, SIKK

## 1. Introduction

The mandate contained in the preamble of the 1945 Constitution which is one of the purposes mentioned "intellectual life of the nation". Accordingly, when viewed from the achievement of Human Development Index (HDI) or Human Development Index (HDI) Country of Indonesia Year 2015 based on data (<http://hdr.undp.org/en/countries/profiles/IDN>), Indonesia is at the order of 113 of the 180 countries measured. Measurements from the United Nations Development Program (UNDP), one of the measurements used is the length of time of school and the number of people who are literate. This indicator is also used by the Central Bureau of Statistics (BPS) to measure the Human Development Index (HDI). Education is one of human development benchmarks in addition to health and income. From the results obtained by Indonesia, it can be described that this is an undeserved achievement to be proud of.

By comparison, Singapore is one of the small countries in ASEAN with limited natural resources but proves its quality of human resources (107% primary education APK and 72% higher education APK) becomes one of the world's 2nd advanced countries from 144 countries, with revenues per capita reached US \$ 49,261 (2011), well above Indonesia which only reached US \$ 3,509. (Source: Global Competitiveness Index (CGI), 2015).

Education services in Indonesia are divided into 3 major sections, namely primary education, secondary education and higher education. (Ihsan, 2005) All levels to be the development of the Indonesian people as a whole and build the whole of Indonesia. The implementation of basic education should be more of a concern to the government because it acts as a foundation. This is stipulated in the 1945 Constitution Article 31 paragraph 1 and 2, which mentions that every citizen has the right of the state to be entitled to education and every citizen must follow basic education and the government must finance it.

Equity and expansion of educational access is directed at expanding the capacity of educational units and providing equal opportunities for all learners from different social groups, socially, economically, gender, residence and intellectual ability and physical condition. Based on the measurement results of the strategic plan of the Ministry of Education and Culture 2010-2014 the completion of nine years compulsory education reaches 66.15% of all districts in Indonesia (340 out of 514 districts, 2014). Improving access to basic education is one of the targets in the strategic plan of the Ministry of Education and Culture 2015-2019 to meet the nine-year compulsory education program. It is expected that in line with this program, there will be an increase in access program in the twelve-year compulsory education program.

Based on the provision, all school-aged children, regardless of their background, should have access to basic education services, including school-age children residing abroad. The unquestionable fact that not a few Indonesian citizens of school age live and are abroad, they should get the same educational services as school-age children residing in the country. The same educational service means that adequate infrastructure is available, provided with qualified personnel and educators, provided with school management training for the managers and gained the same opportunity to develop the curriculum, no difference with the schools and personnel provided for the school within country.

## 2. Discussion

Until the year 2010 Indonesian School of Foreign Affairs is still active and operating there are 14 SILN (Indonesian School of Foreign Affairs), with varying conditions and typology. With reference to its management on the Joint Decree of the Minister of Foreign Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 191/81/01 and Number 951 / U / 198 Year 1981, re-renewed the second joint regulation No. 7 of 2015 and No. 1 of 2015 management and administration of education in Indonesia abroad.

One of them through the establishment of Indonesian School of Foreign Affairs in Kota Kinabalu, Sabah, Malaysia. The commitment to provide educational services for children of school age in Sabah is demonstrated through the agreement of the President of the Republic of Indonesia with the Prime Minister of Malaysia, the Vice President of the Republic of Indonesia with the Deputy Prime Minister of Malaysia and the Minister of National Education of the Republic of Indonesia with Malaysian Education Minister dated 6-8 July 2008 permission to establish Kota Kinabalu School of Indonesia (SIKK).

An interesting fact is from the organization of the Indonesian School of Foreign Affairs in Kota Kinabalu, Sabah Malaysia. The school has a branch or Community Learning Center (CLC) of 141 pieces, spread across Sabah and Sarawak (Data As of January 2017). Serving approximately 20,000 children out of approximately 45,000 children Indonesian citizens (mostly migrant workers) residing in Sabah are children of school age. Data as of November 2016 shows that in Kota Kinabalu (Sabah, Malaysia) Indonesian School of Schools, the number of Indonesian School-Age Children per Junior High School has not been served formal education for about 8,473 elementary students and junior high school about 2,118 students. While the number of children who have received education services for Primary School about 9,386 students and junior high school about 3,898 students. Meanwhile, children served by NGO (Non Government Organization) Humana 12,784 school age at the elementary school level. (Source: Consulate General of the Republic of Indonesia, 2017).

These children are the children of Indonesian workers seeking fortunes in the country. In this land of Sabah their existence can be said to be alienated, as a foreigner, they do not have the same rights as the rights of Malaysian children. Included in the right to education, the Malaysian government can not facilitate Indonesian children to attend education in Malaysian schools due to incomplete documents they have and other issues. Practically, tens of thousands of Indonesian children are in this region in a state of non-schooling. The Kota Kinabalu School of Indonesia has the responsibility to facilitate the education of children of Indonesian workers in Sabah. Following the establishment of SIKK, Indonesian children in Sabah are entitled to education as other Indonesian children.

The invisible SIKK organization is a school like most other schools. Place for teaching and learning activities. But the function is more done SIKK led by a principal who oversees the parent school (SIKK) and all branches of schools spread across the country Sabah and Sarawak. The principal is a teacher who is given additional task to lead the school in the implementation of teaching and learning tasks or place of interaction between teachers who give lessons and students receive lessons. The principal's principal task as a leader is to organize situations, control group activities, organizations or institutions, and act as a group spokesperson as well. To run this large SIKK organization wheel, it takes a leader who has extra managerial skills, given the extent of the burden and work area. Of course very different leadership that must be executed a principal and a bureaucracy.

The Kota Kinabalu School of Indonesia with an area of 15,823 m<sup>2</sup> is located at No.6 Jl. 3B Kota Kinabalu Industrial Park (KKIP) South Two, Sepanggar, Kota Kinabalu, Sabah, Malaysia is recognized as a

private school with the recognition of the registration of educational institutions. XVVSF01 and needs to be renewed every five years by the Government of Malaysia. From the Government of Indonesia, this school stands on the basis of Minister of National Education Decree Number 094 / O / 2008. Considering the function of SIKK as the center point of education of Indonesian children in Sabah, Malaysia, besides conducting formal education, SIKK is also the main school / coordinator for education service at Community Learning Center (CLC) spread and scope 3 RI Representative, Kota Kinabalu, KRI Tawau, and Kuching Consulate, or covering two states namely Sabah and Sarawak, Malaysia. New CLC-CLC development programs continue to be needed to accommodate school-aged children.

The SIKK organization is also strengthened by human resources that support teaching and learning activities, both sent from the Ministry of Education and Culture as well as the results of recruitment of local personnel, especially for education personnel. Data as of January 2017, there are 316 teachers and 14 education personnel assigned to provide educational services in the region. The status of the educator and the education personnel is the contract teacher, for a contract period of 3-5 years. Based on education level, the existing human resources consist of 62 teachers in SIKK (including Principal), 15 graduates of S2 and 47 graduates of S1. A total of 50 teachers (including school principals) have educator certificates, 10 teachers have attended the PLPG in 2016, and 2 teachers have not attended professional education. This amount is still lacking to manage the compulsory education 9 years. Based on the ideal ratio of 1,500 educators and education personnel to serve basic education.

In order to carry out its operational activities, the funds received and managed by SIKK to provide education services in Sabah and Sarawak are quite large, more than 20 billion rupiah per year. The majority of the allocation of funds is used to finance the existing CLC operations. This funding comes entirely from the budget of the Ministry of Education and Culture. In 2015 and 2016, the Ministry of Education and Culture has disbursed Rp. 21.638.639.363, - and Rp. 22.846.595.919, -. Funds of this size require proper planning, use and reporting. SIKK has responsibility for managing the fund. Please note that, at this moment SIKK channel funds to each CLC still using cash transactions. This has a great security risk, given the spread of CLC reaching out into the remote parts of Sabah. Financial management should get more attention, so that existing programs run well. For further development of funding and even then still not adequate.

SIKK's organizational management is no longer intended for only one school, but it accommodates all the existing school branches (CLC). Kota Kinabalu Sabah Malaysia School is required to provide services and development of 9 years compulsory education access for all school-aged children in Sabah and Sarawak. SIKK acts not only as a school, more like a government organization. When we compare with in Indonesia it can be said this school is an education office at district or city level.

In the aspect of Strategic Leadership, Headmaster Leadership is different from other principal of Indonesian School of Foreign Affairs, the total of students in SIKK is approximately 23,000 students, it needs managerial skill, because they have to manage around 279 CLC, and must be led by people who has credibility, high motivation, because its location includes Sarawak and Sabah. The role of headmaster is enormous, managed funds are very large 36-40 billion, while the Consulate is 25 billion, this can cause bad *perseden*.

In the aspect of the Organizational Structure, the LO within the structure of the Foreign Ministry is not known, the LO in the Foreign Ministry should be discussed as the structure of the Ministry of Foreign Affairs approved by the RB Sector, the placement of PKLN under *dikbud*, and SIKK only informs the helpers but not structurally; With regard to SOTK, the boss of the Liaison Coordinator is *ATDikbud*, inversely proportional to the work area that should be in the representative. Structurally unrelated, to permit Liaison Coordinator as teacher, but report to *atdikbud*; Administration is an educational staff with

administrative background, administration, but the existing rules in the Malaysian government, with a residence permit must have permit to stay and permit work, the residence permit is adjusted to the existing rules in Kuala Lumpur, SIKK sends teachers who have administrative skills, with permit teaching or teaching.

In the aspect of Human Resources Management, local community teachers and teachers recruited by GTK with majority local teachers are still high school graduates, some have S1 graduates, but have not been given basic knowledge about teacher training; Among the Bina Teachers, Local Teachers, Pamong Teachers, there are also classes, occurring from representatives, who have already made reports, because some teachers, teachers not like those sent by Jakarta, there are still ego centric, bina from Jakarta has abandoned the style, delivering less good, salary and egocentric differences become a problem among the Teachers.

In the aspect of Financial Management, SIKK is still dependent like other pilot, Block Grant, can rise can go down yet enter the fixed DIPA; CLC whose funding is delayed using CLC operations in the fields,

In the aspect of Infrastructure, there is an arbitrary, even more concerned, community built infrastructure, made of plywood; schools do not have four-wheeled vehicles for operations; CLC Hanim has moved six times, during its establishment, CLC Hanim stands alone, has no permit, while his students are already crowded, CLC Hanim uses home for teaching and learning activities; CLC may not own land owned by the Malaysian government, the manager in the field only provides.

In the aspect of Program and Service Management, the existence of SIKK to manage basic education in Sabah for the improvement of the quality of learning is in the Directorate of PKLK, the children of the plantation, can not get access, because there is a law of Malaysia, finally the children become illegal; The implementation of the curriculum runs smoothly, which is a constraint CLC lacks understanding of the groundwork for implementing the curriculum; What the students need in the fields is the permit to stay, the Indonesian government, has been strict to issue permits for migrant workers in Sabah.

In the aspect of Process Management, found in the fields, CLC Teachers teach 2 hours; Generally permit permits, the process each year must be updated, the problem as conveyed, the KSN Bureau, GTK teachers, is out of sync; SIKK is more technical to academic, because of the standard of teaching, quality, including curriculum, competence coaching. Mutation, residence permit, permit permit, person asking for permission, illness, representative who handles; The Liaison Coordinator sends the teacher, monitors, evaluates, administers Permit Permit, verifies it, and then brings it to the representative.

In the aspect of the Inter organizational linkage, the movement of the Indonesian government to non-farmers has not been granted permission from the Malaysian government, in mutual agreement with CLC only CLC is built in the shifting areas, not in the general city, so if it is not regulated, it has no legality.

### 3. Conclusion

The mandate contained in the preamble of the 1945 Constitution which is one of the purposes mentioned "intellectual life of the nation". Education services in Indonesia are divided into 3 major sections, namely primary education, secondary education and higher education. The implementation of basic education should be more of a concern to the government because it acts as a foundation. This is stipulated in the 1945 Constitution Article 31 paragraph 1 and 2, which mentions that every citizen has the right of the state to be entitled to education and every citizen must follow basic education and the government must finance it.

There are eight primary characteristics that determine in the Management of 9 Year Basic Education in Sabah, namely (1) Strategic Leadership, (2) Organizational Structure, (3) Human Resources Management, (4) Financial Management, (5) Infrastructure, (6) Program Management, (7) Process Management, and (8) Inter organizational linkage.

The Kota Kinabalu School of Indonesia must have strong Synergi (Synergy) between sections within the SIKK and formulate existing organizational structures for the development of the SIKK, and another factor to note is the infrastructure policy in the management of 9 years of basic education in Sabah.

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