

Educational Management of Educational Institutions In Limitation's State Case Studies: Junior High School-Based Pesantren Child's Of Indonesian Migrant Workers "Mutiara Bangsa" In Sebatik Of Nunukan

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Educational Management of Educational Institutions In Limitation's State Case Studies: Junior High School-Based Pesantren Child's Of Indonesian Migrant Workers "Mutiara Bangsa" In Sebatik Of Nunukan District

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Abstract

Junior High School Based Pesantren Mutiara Bangsa is an implementation of community-based management model developed by the government as one alternative in dealing with border education issues, both educational issues due to the characteristics of the border areas themselves, as well as problems related to the education of child's Indonesian Migrant Workers (IMW) who have not met national education policy expectations and Millenium Development Goals (MDGs) commitments.

The focus of this study is the management of integrated educational management of public education units with religious education units; the educational role of existing an educational institution in Sebatik Nunukan North Kalimantan, as a community-based educational institution that supports government programs and helps tackle educational issues in border areas. This study uses qualitative approach in case study method, through data collection through (1) in-depth interviews, (2) participatory observation, documentation and data analysis as used by Robert K. Yin.

Research result titled Educational Management of Educational Institutions in Border Areas, Case Study at Junior High School- Based Pesantren Mutiara Bangsa Sebatik Nunukan District. First : Mutiara Bangsa education institution is the right alternative in the border area to fulfill the hope of increasing human resources of society, the form of strategic government policy, and indirectly maintain the integrity of Indonesian workforce. Second : the nation's education institution implements the function of planning, organizing, actuating and controlling as well as in other educational units, but there are differences in the handling of the child of Indonesian Migrant Workers. Third : the Mutiara Bangsa's education institution has a strategic role in the border area as a container of government program implementation, National defense realizing character education, providing educational services in the foremost, the outermost and the left areas and an alternative education for Childs Indonesian Migrant Workers.

Keywords: Management Education, Boarding School, Child's Indonesian Migrant Workers, Sebatik Sub Distric Nunukan District

1. Introduction

Education is not merely a policy of the Indonesian government, as stated in the 1945 Constitution, that the government is obliged to provide education for citizens, and principally has been mentioned in Law No. 20 of 2003 on National Education System, that the government is obliged to hold nine years compulsory education. Education is even a worldwide commitment, through the UN, education is facilitated by the signing of conventions that

regulate the obligations of states in providing education to children without exception.

In other words, the success of education depends on the ability and willingness of the government to provide the widest access to education to the citizens without any discriminatory attitude (Peter Stalker, Bappenas RI, 2007). Including access to education for children of Indonesian citizens abroad who work as Indonesian migrant workers, because now faced with complicated problems, especially

the children of migrant workers who live with their parents where they work, the problems related to the large number due to experience of dropping out of school (Hadi Susanto, quoted Fayakhun, 2012).

The problem of education of children's Indonesian Migrant Workers, concerning complex problems, not independent factors influenced by complex problems such as motivation factors to find a better job (Jacqueline Joudo Larsen et al, 2018) or problem of the migrant workers economy (Joseph Liow, 2003) or poverty response of origin (Abdul Haris, 2018): The Malaysian government does not provide junior secondary education for children who do not have Malaysia's ID Card (Tuatu Mahmud; 2011) (Republika, 2014); educations providers, Humana educational institution in Sabah Malaysia, but there is no reach to entire plantation areas (Desy Anastasia Christie 2016); education services by the Indonesian government do not reach all the children of Indonesian Migrant Workers (KJRI Sabah, 2018); early marriage due to dropping out of school without document from local government, and low education resulted in weak understanding of religion and religious practice.

Seeing this problem, Mutiara Bangsa's Education Institution East Kalimantan brought some children dropped out of school from the East Malaysian oil palm plantations to be brought to Sebatik Indonesia in order to attend school. The children of these migrant workers are collected in a boarding to attend junior high school education held in the morning. In the afternoon the children of these migrant workers undergo boarding education. In other words, the education institution of Mutiara Bangsa runs two lessons simultaneously, namely learning of general education at the junior high level and Islamic education learning. Currently, at Mutiara Bangsa's Educational Institution there are 120 students of children's Indonesian Migrant Workers who are educated in class I and Class II (Yayasan Mutiara Bangsa; 2012).

Mutiara Bangsa's Education Institution is a non-governmental organization established in 2003 based on Notarial deed Chairu Subhan No. 23 of 2007 dated November 8, 2007. Founded by several individuals who have concerns about the fate of school-aged children in Sebatik sub-district, Nunukan District. The Institution is engaged in education and social affairs, the institution is centralized with the presence of administrators at the provincial level, while at the local level still

utilize the potential power that gets the task of implementing the mission and policy of the institution. In some cases this has improper constraints on the response of the institution to the local needs of educational institutions. Of course, it causes problems of technical issues both in managing the boarding system and the continuity of the school in the boarding school.

2. Theoretical Studies

Education management can be defined as the process of planning, organizing, actuating, controlling education personnel, educational resources to achieve educational goals, developing a whole person (Soebagio Atmodiwirio, 2000). Other experts stated that education management is the process of planning, organizing, actuating, controlling educational resources to achieve educational goals efficiently, effectively, independently and accountable (Husaeni Usman. 2006). Husaeni Usman mentions the scope of education management as the following table 4.1

Table 4.1 Scope of Educational Management

Bidang Teori	Peserta didik	Tatapan Pendidikan	Keluarga	Sarana dan Fasilitas	Humas	Layanan Khusus	Rol dan Peran
Perencanaan	✓	✓	✓	✓	✓	✓	✓
Pengorganisasian	✓	✓	✓	✓	✓	✓	✓
Pengawasan	✓	✓	✓	✓	✓	✓	✓
Pengendalian	✓	✓	✓	✓	✓	✓	✓

Source: Manajemen, Teori, Praktik, dan Riset Pendidikan (Husaeni Usman, 2006)

One of the answers to the provision of regional autonomy in the field of education and has been enacted in Law Number 20 on 2003 about the article 51 paragraph (1), which reads "the management of early childhood education units, primary education, and secondary education is implemented based on minimum service standards with the principle of school based management". Characteristics of the quality of education by using this School Based-Management (SBM) model include inputs, (Syaiful Sagala, 2004).

In this SMB framework, it is relevant to use the theory put forward by Fisher and Friedman (2008) called "The Pyramid Model of School Management: Feedback-Based Management "(Model Pyramid Management School based Feedback Management). This model intends to integrate organizational management processes. Fisher says, "The model is of a pyramidal shape with a triangular base representing the three primary organizational

management processes: management, management and outcomes management".

Fisher and Friedman (2008) describe the school's management triangle model, first relating to feedback management in schools, that just as industrial organizations use three major management processes. Such a process can also be used as a school that is considered an open organization capable of implementing business management. Second, manage school's resources to transition to schools' autonomy, not simply refer to budget resources that are managed in accordance with pedagogic needs, used wisely, flexibility and creativity are needed, the budget should also be in synergic with school's activities. In addition, schools need to consider other resources teachers, administrative staff, and principals. This Process Management, the process mostly means internal and external processes. Internal school processes include evaluation, development, administrative processes and others; External school processes may include processes: contacting parents, contact with authorities, identifying resources and others. Fourth, management of results, better known in schools, because it can be calculated. Graduate outcomes desired by schools: high achievement, independent learners, national, and universalistic values etc., the desired outcomes should be based on established goals. Schools have to market themselves.

According to Mulyasa (2002) the components in Quality Educational School Based-Management are: (1) Curriculum and teaching's Program Management, (2) Education personnel management, (3) Student management, (4) Financial and financing management, (5) Facilities and infrastructure education management, (6) management of School relations with the community, (7) Management of special services.

Edward Salis (2008) conveyed the idea of implementation of school management oriented towards the quality of education, called Total Quality Education (TQE). Sallis says that TQM in education there are several principles things to note, first, continuous improvement, with the understanding that educational institutions do continuous improvements that ensure the component of education achieve the standards set. Second, determining quality standards, this means components meet quality standards; third, cultural change, means that all components have awareness in order to maintain quality and improve

the quality of learning. Fourth, organizational change, meaning if there is a change of vision, mission, and objectives of educational institutions, then followed by changes in structure and authority and work relationships that lead to quality improvement. Fifth, maintaining customer relationships means that the institution has a good relationship with the customer in order to obtain input on the organization of education so that the quality of education can be maintained.

Townsend further says that effective schools can be realized if school managers develop their schools some of the items that are commonly used in most effective schools, which are responsibility-oriented leadership; hierarchical and democratic decision making; involvement of school members in school programs; proper distribution of resources, whether physical, financial or personnel; curriculum implementation; develop environment, climate and culture that provide opportunities for the school community to move forward and be valuable; and open communication among the citizens of the school.

In the general picture, Islamic Boarding School (Pesantren) is a traditional Islamic educational institution to study, understanding, exploring, feeling, and practicing the teachings of Islam by emphasizing the importance of religious morality as a guideline of daily behavior. Traditional in the sense Mastuhu is meant in a fixed sense without any adjustment, and within the limits that this institution lived for hundreds of years (300-400 years) ago and is a deep part of the living system of most Indonesian Muslims (Mastuhu, 1994). There are at least 5 (five) elements contained in an institution "Pondok pesantren", namely cottage, Mosque, Santri, the teaching of Classical Islamic Book, and Kyai. So that when summarized all these elements, can be made a sense of free boarding school (Zamakhsyari Dhofier, 1985).

Pesantren is an educational model that was born with the arrival of Islamic teachings to Indonesia and in the legacy of pre-Islamic society (Hindu-Buddhist), which in certain stages changed the substance or content of religious teachings, became the teachings of Islam, and it became the origin of the formation of boarding school system boarding school in Indonesia (Karel A. Steenbrink, 1992; Nurcholis Madjid: 1994; Zamakhsyari Dhofier: 1985; Husni Rahim, 2002; Mastuhu 1994; Departemen Agama RI, 2002; Abdurrahman Saleh: 2002).

The function and role of boarding school in (Abdurrahman Wahid: 2001; Department of Religion of RI: 2002; Agil Siradj: 1998; Dawam Rahardjo: 2002; Mastuhu: 1992) basically boarding school has received recognition as intelligence agent and development agent who function as an institution education, social and economic. With this function boarding school can portray themselves in instrumentally, may also take the role of facilitator of the role of monopolization either to individual or community or to institutional organizational to separate or collectively.

Pesantren or boarding school identification has several advantages: (1) success in obtaining autonomy. (2) Having strong peer integrity supported by parents. (3) Ability to build relationships with others (Pffifer, 2013); Supporting the effectiveness of character education in improving academic independence (Syamsul Bahri Tholib; 200); Students who are members of boarding school have a higher expectation of success than with students in general (Allison Steel, 2015; (1) Young disadvantaged people are able to lead them to meet social needs, and better culture, (2) (4) The boarding environment increases the chance of cultural gain, (5) The structure of the boarding school prevents student noise, (6) Can be a companion of several learners, (7) many students (1) Students have social development, (2) Strengthening the relationship kinship ties and cultural identity, (3) Neutralize the status of the elite (4) Forcing the students to develop their leadership skills (Lira L. Bass: 2014) assimilation between differences, (5) Understanding social stratification (Abidial Gundlach Graham 2012.).

Article 1 Paragraph (2) of Law No. 13 of 2003 on Employment states that "Labor is any person who is capable of doing work to produce goods or services good society". and for fulfilling their own needs as well as to enact Article 1 section (1) of Law Number 39 other persons. The year 2004 on the Placement and Protection of Indonesian Migrant Workers Abroad, Indonesian Migrant workers are every Indonesian nation who is eligible to work abroad in employment for a certain period of time by receiving wages. Those who have married are eventually procreated in the birthplace, based on a certain period of time, but because many of them are not formally married, it causes problems because the children are not continuing school, dropping out, unable to continue their education.

3. Methodology Research

Research library titled "Educational Management of Educational Institutions : Case Study of Junior High School Based-Pesantren Childs of Indonesian Migrant Workers Sebatik Nunukan District". Researchers use qualitative approach in case study. This research is done by the method that has been used by Robert K. Yin, especially in data collection using four field activities : interviewing; observing; collecting and examining; and feeling. Researcher in this study uses data analysis : compiling, disassembling, reassembling, interpreting and concluding.

Researcher uses the quest by 5W+1H so logic question: (1) Where is location Mutiara Bangsa institution? (2) What is the distance if calculated from Nunukan? (3) How to get to the location of Mutiara Bangsa? (4) What is the distance from Nunukan? Have you ever heard the name of the Pondok Pesantren Mutiara Bangsa in Sebatik? (5) Where did you hear the name of the boarding school of Mutiara Bangsa, Sebatik (6) When did Mutiara Bangsa boarding school established? Who is the founder of Mutiara Bangsa pesantren?.

That the data to identification : (1) information on the establishment of Mutiara Bangsa Institution, including the existence of child's Indonesian migrant workers in Junior High School Based on Pesantren Mutiara Bangsa, (2) Educational management Junior High School based pesantren Mutiara Bangsa (3), The role of education of Mutiara Bangsa Institution in Sebatik Nunukan as area border.

4. Results of Field Study

Field Study Results, the authors identify schools, pesantren, student origin and the number of students presented in table form, see Table 4.2: Number of Schools, Study Groups, Number of Disciples, and Number of Teachers by Status and Education Level Sebatik Sub-district Nunukan District in 2010

Table 4.2 : Number Of Schools, Study Group, Student, Teachers According to Status and Education Level in Sebatik, Nunukan District, 2010

Description	Kindergates		Primary School		Junior High School		High School	
	Public	Private	Public	Private	Public	Private	Public	Private
School	1	4	9	8	4	2	1	3
Group Learning	2	2	33	37	36	9	18	9
The Classroom	2	2	79	53	43	12	16	11
Students	34	86	228	963	1,094	256	469	282
Teachers/Students	25	19	40	66	258	15	26	102
Students/Classroom	12	63	34	29	23	26	29	26
The Ratio of Teachers/Students	8	7	18	14	19	9	18	8

Data Source : Sebatik Sub District Figures, Central Bureau Of Statistics of Nunukan District, 2011

Tabel 4.3: Number of Pesantren, Students and Teachers In Sebatik, Nunukan District, 2007 – 2010

Description	2007	2008	2009	2010
Pesantrens	1	1	1	1
Santris	71	71	71	119
Teachers	14	7	7	11

Data Source : Sebatik Sub District Figures, Central Bureau Of Statistics Nunukan District, 2011

Tabel 4.4 : Number of Student According Gender, Grade and School Years Mutiara Bangsa Junior High School, 2010

The Grade	School Year	Number of Students		Total
		Male	Female	
Grade VII	2008/2009	27	6	33
Grade VIII	2009-2010	24	28	52
Grade IX	2010/2011	53	47	100
Total		104	81	185

Data Source : Modified from Report of Mutiara Bangsa's Junior High School, 2011

Then the number of students according to origin of Junior High School Mutiara Bangsa, can be seen in table 4.4

Tabel 4.5 : Number of Mutiara Bangsa Junior High School's Students According Origin, 2010

Origin	Total	Proportion
Sebatik (local area around Pesantren)	15	44%
Tawau and Pahang (Malaysia)	16	47%
Palopo (District in Sulawesi)	1	3%
Samarinda (Central of East Kalimantan)	1	3%
Nunukan (Central of Nunukan District)	1	3%
Total	34	100%

Data Source : Modified from Report of Mutiara Bangsa's Junior High School, 2011

Even as a whole, it can be seen in table 4.5 on the number of students or students of Junior High School Mutiara Bangsa based on gender, and origin of parent's domicile. Based on the data tables presented, it can be explained that the implementation of education in Mutiara Bangsa has so far developed, due to the formal support of the Ministry of Religious Affairs, the Ministry of Education and Ministry of Social Affairs, the tenacity and the interests of the community. The establishment of Pearls of the Nation cannot be separated from the strong argumentation on several matters as follows: (1) Based needs of society. (2) a strategic contribution of the government, (3) Maintaining the Unitary State of the Republic of Indonesia. Furthermore, in the management of Mutiara Bangsa education is applied a typical management that is (1) Strong network of Mutiara Bangsa, (2) Decentralization planning and decision-making mechanism is monitored, (3) control of internal and external education institution. While in the institutional role Mutiara Bangsa, namely: (1) Container implementation of government programs. (2) State of national resilience Establish character

education, (3) Community education service regional outside, early, stilled.

5. Discussion

The findings of this research are the background of the establishment of Mutiara Bangsa education institute in Sebatik, can be identified from the letter of the Minister of Religious Affairs to the President of RI, the Minister of Religious Affairs Indonesia Number MA / 221/2007 dated November 7, 2007 About Border.

Pesantren Yayasan Mutiara Bangsa is also an alternative education service in Sebatik because it has different characteristics with other educational institutions. In fact, Sebatik actually has several categories of educational units: madrasah ibtdaiyah, madrasah tsanawiyah, and madrasah aliyah actually have stood in Sebatik although all of them are private. While the school has no elementary, junior high and high school / vocational school, many public schools with public status even though there is also a private-public education unit also in Sebatik. Therefore, this Mutiara Bangsa can be chosen, mostly for reasons of boarding school and learn Islamic lesson.

Table 4.6 : Number of Students Mutiara Bangsa Junior High School's Students According Gender, Parent's origin, 2011

No	Birthplace	Number of Gender			Total	Address		Gender Proportion		Students's Parent Origin	
		Male	Female			Local	Non Local	Male	Female	Local	Arrivals
1	Sebatik	26	11	37	37	0	70	30	100	0	
2	Nunukan	6	2	8	8	0	75	25	100	0	
3	Tawau	23	14	37	0	37	62	38	0	100	
4	Lembah Datar	5	1	6	6	0	83	17	100	0	
5	Samarinda	1	0	1	1	0	100	0	100	0	
6	Watanongge	1	0	1	1	0	100	0	100	0	
7	Sandakan	0	1	1	1	0	0	100	100	0	
8	Sungai Juwatis	1	0	1	1	0	100	0	100	0	
9	Tanukan	2	0	2	2	0	100	0	100	0	
10	Palopo	1	0	1	1	0	100	0	100	0	
11	Marosangin	1	1	2	2	0	50	50	100	0	
12	Kwadang	0	1	1	1	0	0	100	100	0	
13	Muara Badak	0	1	1	1	0	0	100	100	0	
14	Pitirang	0	1	1	1	0	0	100	100	0	
15	Bone	3	0	3	3	0	100	0	100	0	
16	Takore	1	0	1	1	0	100	0	100	0	
17	Toli-Toli	0	1	1	1	0	0	100	100	0	
18	Sulawesi	1	0	1	1	0	100	0	100	0	
19	Sungai Nyamak	1	0	1	1	0	100	0	100	0	
	Jumlah	73	34	107	70	37	68	32	63	35	

Data Source : Modified from Report of Mutiara Bangsa's Junior High School, 2011

In addition to the above explanation, the establishment of Pesantren Mutiara Bangsa is a unique process, because it contains a unique process and interesting demands. The establishment is unique because as a government institution, the institution that is established is a government-owned status in the form of a public school or madrasah unit. But in fact that does not exist in this system of education in Indonesia that pesantren is considered as a public education unit. Even in the technical guidance of the Ministry of Religious

Affairs, but the status of boarding school entirely belongs to the community, which is in control of foundation boarding school, religious social foundations, or associations of religious social institutions.

This condition causes the establishment of pesantren to be in a legal institution in this case the boarding school foundations, or religious social foundations, or associations of religious social institutions that become basic organization. Therefore, Mutiara Bangsa Institution establishes itself as an institution that pioneers, guards, develops and maintains the establishment of boarding school in accordance with the vision, mission and goals expected of the founder of one side, professional and accountable on the other side.

This pesantren is also unique because through the government program, the Ministry of Education also has the same argument to develop an effective education unit for border community, so that its establishment becomes cooperation of Ministry of Religious Affairs with Ministry of National Education. The shape of the establishment of Mutiara Bangsa Education Institution is as the image of the founding model of Institution Mutiara Bangsa. Thus, the realization of Pesantren Mutiara Bangsa is a complex synergy when viewed from the aspect of government agencies support, it is the cooperation of the Ministry of National education; If based on the educational aspect, it consists of formal and non-formal education; If judging from the aspect of the program is a combination of public education and religious education. The obstacles encountered (1) Budget dependency from the Government, (2) Seizure of Local Level Influence, (3) Perceptions of Non-Local Educational Institutions, (4) Less Supported Facilities and Adequate Infrastructure, (5). The Less Effective Principle of Application of Education Principles, (6). Not Have Rising Fund that supports Institutional Independence, (7) Severance of Superior Program, (8) Instruction of Less Learned Learners.

On some literature, the author has mentioned: Pfiffer (2013); Syamsul Bahri Tholib (200); Allison Steel (2015); Lirra L. Bass (2014). Abidial Gundlach Graham (2012) has identified some positive values of the dormitory system, namely success in obtaining autonomy; students have strong peer group integrity supported by parents; Ability to build relationships with others; Supporting the effectiveness of character education

in enhancing academic independence; Students who are members of boarding school have higher success expectations than student others with students in general: The disadvantaged young people are able to lead them to meet social needs, and a better culture; Young people become more mature, Promoting social benefits in the learners' experience The boarding environment increases the chance of cultural gain; The structure of a boarding school prevents students from being in trouble, Can be a companion of some students; Students have many arguments to love their schools; Facilitating learners to develop leadership skills; Students have social development; Strengthening the relationship and cultural identity, Neutralize the status of the elite; Force assimilation between differences; Understanding social stratification.

Based on the identification of the positive things of the boarding system mentioned above, then the education that integrates the pesantren system will have a positive impact for the students, it can be a recommendation for the establishment of educational institutions that are integrated with pesantren/ boarding.

But the recommendation of this boarding education system needs to get a thorough study of some diametral opinions on boarding board education institutions. Jens P Pfeiffer and Martin Pinquart stated that students studying in boarding education units drink more alcohol and have more reasons to drink alcohol than school-going students. The situation also applies when not in school, for example being on vacation or being with family, adolescents from pesantren are reported to drink more alcohol than adolescents who are in daytime school. Motives drink alcohol reasons in a hostel, among others: increase positive feelings, adjust the association of peers and overcome stress. The way that is used as a solution for teenage boarding can be good supervision of educational institutions and parents.

Based on the analysis of the data obtained in Mutiara Bangsa's Institution, it can be obtained some findings :

1. The existence of education institution Mutiara Bangsa Sebatik Nunukan, institutionally is a unique and long process. The uniqueness is because the process of the establishment has a differentiation with the establishment of other educational institutions in East Kalimantan and northern Kalimantan. As an educational institution Mutiara Bangsa organizes a variety of educational units, and

the largest is the boarding school and junior high school so that is the integration or integration of elements of education policy complex that is (1) the idealistic interests of developing qualified human resources with the interests of praxis completing compulsory education; (2) between the ministry's religious programs and the national education ministry programs; (3) between government policy and community needs; (4) between public education units and religious education units; (5) between formal and non-formal channels; even between the interests of local communities and the needs of migrant workers

2. Description of education management in Mutiara Bangsa Educational Institution, as the implementation of the function of planning, organizing and controlling in line with the consequence of uniqueness of its establishment as follows.

2.1. Educational Management Function's Mutiara Bangsa

(1) Institutional planning is centralized participative, meaning blueprint or strategic planning by the foundation leaders (whose existence is not on site), whereas tactical planning is at the management board along with the board in the location of the educational institution. (2) Organizing institutional, mechanism, procedures, and authority of managers and units, accumulated on the role of the Foundation Management Agency Mutiara Bangsa. So that the Management Board becomes the current vortex of the institutional role both from top and bottom. (3) Institutional oversight is sourced internally by managers, and external oversight by governments, communities, functional supervisors (education supervisors and general Inspectorate or Agency for Financial and Development Supervision), and supervisors such as accreditation implementing units.

2.2. Education unit management functions

(1) School unit planning in the form of school-based management with limited participation, meaning that school community involvement has been done but with a decision-making process that is not contradictory to the blueprint or managerial policy line (2) Organizing is done in the form of division task and authority

separately between boarding school personnel and SMP BP personnel. (3) Supervision, conducted internally in the form of professional supervision from the head of junior high school and boarding school, while externally performed by the education

supervisor of the national education ministry and the accreditation implementing unit

3. The role of institutional Mutiara Bangsa has gained appreciation from various parties and become popular. The roles are:

3.1. Container implementation of the vision, mission, and government programs, that the Pearl of the nation has been able to be (a). means for the completion of compulsory education Nine years and some educational policies, vision and mission of education have been running under the management of Pearls of this Nation, (b). Support the creation of national resilience. In this context, Mutiara Bangsa has systematized the change of students' behavior through character education so that nationalism as capital to eliminate threats, challenges, and obstacles to the unity of the Unitary State of the Republic of Indonesia, (c). Shaping a characteristic and religious personality. The model of Junior High School based-pesantren has integrated integrative learning which opens the opportunity for the formation of complete and whole personality, as social beings and the creatures of God, so it has two strengthening that is the character and religious.

3.2. Empowering communities in the areas through education, so that limitations due to distance, time, means, and other access can be reduced and more people in the location can be qualified / adequate and provide various choices for the interest of the community in the the foremost, the outermost and the left areas

3.3. Alternative education services for Child's Indonesian Migrant Workers, as factually school-age children in some oil palm plantations in Malaysia, have not received a variety of educational services. So the presence of Mutiara Bangsa gives different choices to the child workers to get different services.

3.4 Mutiara Bangsa as an educational institution of boarding school model has the following obstacles and obstacles: (a). Still, have a high dependence on government assistance by RI government and local government; (b). the existence of conflicts that maintain the influence of leadership at the local level; (c). the perception of Pearls of Nations tends to be an educational institution for migrants; (d). there is still inadequate facilities and facilities; (e). the unfinished choice of educational principles adopted by the management of Pearls of the Nation, (f). Mutiara Bangsa does not yet have a productive business unit to support the independence of institutional funding; (g). changing of operational

education policy especially concerning the burden of student's contribution to Pearl of Nation, and (h) student input that is still not standardized, thus inhibiting the program achievement of higher competencies

6. Conclusion and Recommendation

6.1. Educational institutions based on pesantren at the border of the country is an appropriate alternative to help solve the problem of child Indonesian migrant worker education, and educational problems in the foremost, outermost and underdeveloped areas.

6.2. Educational institutions at the border can play a strategic role to improve human resources if the management is done by implementing the function of planning, organizing, actuating and controlling the eight national education standards effectively.

6.3. The development of educational institutions at the border basically assist the government in improving human resources equally and quality; encourage people to improve education within the limits of border areas, and become one way out for unfortunate Indonesian migrant workers in education.

The existence of educational institutions even though the border has a strategic role, but still must be maintained so that it needs support from various parties. therefore this research recommends several things : (1) Educational institutions should always maintain the spirit, commitment, and dedication of education and education personnel and make strategic efforts with various parties to maintain the quality and national standards of education, (2) The local government and the government of the Republic of Indonesia provide substantive support to the educational institution "Pearl of the Nation" to have independence, especially in finance, so as to finance the management of education by not dependent entirely on the government,

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