

Challenges and Educational Efforts In Reaching Kalimantan Become The Capital City Of The Country Of Indonesia

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Abstarct

The challenges and educational efforts in the development of Kalimantan as the capital city of Indonesia are crucial. The research method used in this research is qualitative with the method of literature review. The research results show that; The educational challenges faced include limited educational infrastructure, a shortage of qualified teaching staff, problems of access and disparities in education between regions, and underdevelopment of educational curricula and technology. Therefore, to face these challenges, in which Kalimantan will become the capital city of the State, the government and society need to work together to overcome these challenges, such as increasing the education budget, training and developing teaching staff, programs to increase access to education, and developing curriculum and relevant educational technology. with the digital age.

Keywords: *Challenges, Education, Kalimantan, Capital City.*

Introduction

The leader in a country like Indonesia is held by the President who is currently named Ir. Joko Widodo, a lot. When he became the leader of the Indonesian state, he took many steps and changes, both in terms of infrastructure development, eradicating corruption and recently, he wanted to move the national capital, which was originally Jakarta, to move to Kalimantan. The transfer of the capital was not only the first time but has undergone several relocations, for example Aceh which was only a week the capital city of the State, Yogyakarta from January 1946 to December 1949. 10 of 1964 (Hutasoit, 2019; Natasuwarna, 2019; Kumalawati et al., 2022; Kodir et al., 2021). This history also occurred during the leadership era of Ir. Joko Widodo. In 2019, President Joko Widodo announced ambitious plans to move Indonesia's national capital from Jakarta to East Kalimantan Province. This transfer is expected to provide strategic benefits from a political, economic and environmental perspective. In recent years, Jakarta has experienced serious problems related to flooding and congestion, as well as other environmental problems (Chia, 2014; Setiawan & Tomsa, 2022). Therefore, moving the capital to another region is expected to reduce pressure on Jakarta and provide an opportunity to fix the problem.

In addition to environmental benefits, relocating the capital also has the potential to increase economic growth in the Kalimantan region. As the nation's capital, Kalimantan will become the center of government and business, which can increase investment attractiveness and create new jobs. In addition, the development of new infrastructure in Kalimantan, such as toll roads and modern transportation networks, can open access to areas that were previously difficult to reach, thereby increasing prosperity and economic growth in the region (Dzulhidany & Rahman, 2022; Gerber, 2011).

However, moving the nation's capital also brings challenges and risks that cannot be ignored. One of the biggest challenges is the lack of adequate infrastructure and human resources in Kalimantan, including in the education sector (Prahono & Elidjen, 2015; Rose, 2004). Limited educational infrastructure and a shortage of qualified educators can hamper economic growth and the quality of life of the community (Maunati, 2005). Therefore, serious efforts are needed to improve the education system in Kalimantan so that it is able to overcome these challenges. In this context, it is important to develop an effective strategy to improve the quality of education in Kalimantan as part of efforts to build the nation's capital. This will involve the important role of government, communities and the private sector in strengthening the education system and creating a conducive environment for the growth and development of children in Kalimantan.

Education is an important factor in the development of Kalimantan as the new capital city of Indonesia. Education problems in Kalimantan are not only related to infrastructure and human resources, but also related to the lack of accessibility and equality of education (Aslan, 2019; Aslan & Setiawan, 2019; Aslan & Hifza, 2020). Some areas in Kalimantan are still difficult to reach and quality education is only available in urban areas. Quality education is the key to improving people's quality of life and accelerating economic development. Therefore, serious efforts are needed to improve the quality and accessibility of education in Kalimantan. Among, some efforts that can be done include; First, improve Education Infrastructure. There is a need to improve education infrastructure in Kalimantan to ensure equal accessibility and quality of education across the region. This includes the construction of school buildings, laboratories, libraries, sports facilities and more. In this case, the government can play a role in budget procurement and ensure the availability of adequate human resources to design, supervise and maintain education infrastructure.

Second, Improving the Quality of Teachers and Education Personnel: The lack of qualified teaching staff is one of the main problems in the education sector in Kalimantan. Efforts are needed to improve the quality of teachers and education personnel through professionalism training and development. The government can organize training and professionalism development regularly, motivate teachers and education staff, and hold scholarship programs to improve the quality of education. Third, expanding Accessibility to Education: Efforts are needed to expand accessibility to education to remote or less developed areas in Kalimantan. This can be done by expanding the transport network, including water and road transport, and by building more schools in remote and less developed areas. Fourth, improve the quality of education: The government, society and the private sector must work together to improve the quality of education in Kalimantan. This can be done by expanding education programs, such as scholarship programs, learning assistance programs, and school construction programs that target specific areas. These efforts can help improve the quality and accessibility of education in Kalimantan as part of building a new national capital. However, this effort must be carried out in a sustainable and integrated manner, involving the government, the community and the private sector to create a conducive educational environment for children in Kalimantan. Thus, some of these problems need to be improved in the future so that when Kalimantan becomes the national capital, it meets the criteria for at least its human resources. Therefore, this paper aims to provide a deeper understanding of education problems in Kalimantan, especially in the context of moving the capital city of Indonesia. By understanding the challenges and efforts to improve the quality of education in Kalimantan, it is hoped that the right solutions can be found to solve these problems. In addition, this writing also aims to educate the public about the importance of education in the development of a region, especially the area that will become the nation's capital. Improving the quality of education in Kalimantan can have a positive impact not only on the people in the region, but also on Indonesia as a whole.

In this writing, it is also expected to provide an overview of the potential and opportunities that can be taken by the government and society in developing education in Kalimantan. This writing will examine the various problems faced in the development of education in Kalimantan, so that the right solution can be found to overcome these problems. With this aim, this writing is expected to provide significant benefits for readers, especially for the government and society in Kalimantan and Indonesia as a whole in improving the quality of education in the region.

Methods

This research is a qualitative study with the method of literature or literature review. Literature review is a study that takes references from books, journals, documents that are in accordance with the study to be studied (Zed, 2004). After the references were taken and became the main source in this study, a review was then carried out which were appropriate and inappropriate references taken. Apart from that, this study is not only limited to reference studies but as a writer also conducts studies from various academic sources and from the results of the meeting, the ideas from the findings of this study become ideas.

Findings dan Discussion

Educational Challenges in the Development of Kalimantan as the Capital City of Indonesia

One of the main challenges in developing education in Kalimantan is the limited educational infrastructure. The East Kalimantan region as the location for the planned state capital still requires significant investment in the development of educational facilities and infrastructure (Warman et al., 2022; Irwan & Putra, 2021). This is because most areas in Kalimantan are still classified as remote areas, with limited transportation access and difficult geographical conditions (Astuti et al., 2022; Theresia et al., 2020; Sugiri, 2009). Thus, some of which will become challenges later when Kalimantan becomes the capital of the State according to the author himself; First, limited educational infrastructure and a shortage of qualified educators. The limited educational infrastructure in Kalimantan also has an impact on difficulties in attracting qualified educators. Many teachers don't want to teach in remote areas that are difficult to reach, so many schools in Kalimantan are experiencing a shortage of teaching staff. In the context of the development of Kalimantan as the nation's capital, this limited educational infrastructure can become an obstacle in attracting people and investment to the region (Ahmad et al., 2019; SULISTYORINI et al., 2018). Furthermore, there is a shortage of qualified teaching staff, in which many teachers in Kalimantan still have limited teaching abilities and lack adequate academic qualifications. This can affect the quality of education provided to students, especially in terms of skills and knowledge acquired. The shortage of qualified teaching staff in Kalimantan is also influenced by other problems such as the lack of incentives and facilities provided to teachers, and the lack of opportunities to improve self-quality through training and further education (Warman et al., 2022; Hanim, 2022; Ping et al., 2022). As a result, many teachers are less motivated and less enthusiastic about providing quality education to students.

In the development of Kalimantan as the nation's capital, the shortage of qualified educators can become an obstacle in improving the quality of education in the region. Therefore, efforts are needed from the government and the community to improve the qualifications and competence of educators in Kalimantan, both through training and further education as well as providing adequate incentives. By improving the quality of teaching staff, it is hoped that it can improve the quality of education in Kalimantan and prepare competent and competitive young people. In addition, there are still many schools in Kalimantan that still use inadequate buildings, such as cramped classroom buildings, inadequate sanitation facilities, and even no electricity. These conditions can certainly affect the quality of education provided to students. Therefore, efforts are needed from the government and the community to improve education infrastructure in Kalimantan so that it can meet the needs of quality education for the people in the region.

Second, the problem of access and educational disparities between regions. In addition to limited educational infrastructure and a shortage of qualified educators, access issues and educational disparities between regions are also challenges in the development of Kalimantan as the capital city of Indonesia (Wahyuni Iskandar, 2022; Muazir & Hsieh, 2019). There are areas in Kalimantan that are still difficult to reach, both due to limited transportation and difficult geographical conditions. This has an impact on students' lack of access to schools, especially for students who live in remote and isolated areas. In addition, there are also educational disparities between regions in Kalimantan. Some areas in Kalimantan have better educational infrastructure and better quality teaching staff, while other areas still need a lot of improvements and enhancements. This can affect the quality of education and student learning opportunities in the area, which can lead to educational inequalities and disparities.

To overcome the problem of access and educational disparities between regions in Kalimantan, efforts from the government and society are needed to improve transportation infrastructure, especially in isolated areas. Apart from that, it is also necessary to make efforts to improve the quality and availability of education in areas that still need improvement. The government can pay special attention in providing access and adequate educational facilities in areas that are still less developed. In addition, the government can also provide incentives and support to educators who teach in remote areas, in order to improve the quality of education and provide equal learning opportunities for students throughout Kalimantan. Third, the backwardness of educational curriculum and technology. The backwardness of educational curriculum and technology is also a challenge in the development of Kalimantan as the capital city of Indonesia. There are differences between the curriculum applied in regions in Kalimantan and the national curriculum, so that students in these areas may not acquire the same knowledge and skills as students in other areas in Indonesia. In addition, the use of educational technology is still limited in several areas in Kalimantan, which can affect the quality and effectiveness of learning. This can become an obstacle in improving the quality and

accessibility of education in Kalimantan, especially in facing the challenges of distance learning that arose during the COVID-19 pandemic (Putra et al., 2020; Aslan et al., 2020; Nugraha et al., 2021; Manullang et al., 2021). To overcome this problem, efforts are needed to improve curriculum and educational technology in Kalimantan.

The government can pay special attention to updating the curriculum and integrating the regional curriculum with the national curriculum, so that students in Kalimantan can acquire knowledge and skills that are in line with national standards. In addition, the government can provide support and incentives for schools to adopt educational technology, such as computerization and internet programs, and training for teachers in the proper use of educational technology. Thus, students in Kalimantan can obtain quality education and are on par with students in other regions in Indonesia.

Government Efforts in Addressing Education Challenges

One of the government's efforts to overcome the challenges of education in Kalimantan is to increase the allocation of the education budget. In 2021, the government has set the education budget at 20% of the total state budget, increasing from 19% in 2020 (AHMAD ARIFI, 2008; K, 2018; U.s, 2015; Arifah, 2018). This budget can be used to improve education infrastructure in Kalimantan, such as building new schools and improving existing educational facilities. In addition, the education budget can be used to improve the quality of teaching staff and increase access to education in remote and isolated areas in Kalimantan.

Scholarship Program to Improve the Quality of Educators

The government has also implemented a scholarship program to improve the quality of teaching staff in Kalimantan (Itasari, 2018; Cahyadi & Yudistyana, 2016). This program provides opportunities for teachers to attend further training and education, so that they can improve their skills and knowledge in teaching. In addition, this program also provides incentives for teachers who are willing to be placed in remote and isolated areas in Kalimantan, so as to increase access to education for students in these areas.

Increasing Access and Quality of Early Childhood Education (PAUD)

In addition, the government has also increased access to and quality of early childhood education (PAUD) in Kalimantan (Asran, 2012; Firdaus & Rusdiyanta, 2017). PAUD has an important role in shaping children's character and basic skills before they enter basic education. The government has built new PAUD centers in remote and isolated areas of Kalimantan, as well as provided training and support for educators in PAUD. This is expected to increase access to and quality of education for children in the area and prepare them well to enter basic education.

Educational Technology Development

The government has also developed educational technology in Kalimantan. One of the programs launched was the distance learning program, which was implemented during the COVID-19 pandemic (Taufik, 2019; Aspi & Syahrani, 2022). This program allows students in remote and isolated areas to still have access to education even though they cannot physically attend school. The government also provides training and support for educators in the use of educational technology, such as the use of learning videos and online learning platforms, so as to increase the effectiveness of learning and the quality of education in Kalimantan. The government has made various efforts to overcome the challenges of education in Kalimantan in the development of Indonesia's national capital. One of the efforts made is to improve the quality of teaching staff through training and development. The government provides training and technical guidance for teachers and educators in remote areas to improve their quality and ability to teach. The government also introduced a teacher certification program as an effort to improve the quality of teaching staff.

In addition, the government has also introduced programs to increase access and educational disparities between regions. This program aims to expand access to education for people in remote areas and minimize disparities between developing and less developed areas. The government has built more schools and provided more educational scholarships for students from poor families. In addition, curriculum development and educational technology have also become the focus of the government in overcoming

educational challenges in Kalimantan (Aslan, 2016; H. Hamdan, 2017; Nasir & Hamzah, 2019). The government has adopted the latest national education curriculum and developed educational technology that is relevant to the digital era. The government is also holding training programs for teachers and educators to introduce educational technology into the classroom, such as online learning and the use of social media for education. In addition, the government is also working with technology companies to provide access to technology and software needed for education.

The Role of Society in Improving the Quality of Education

Community active participation in educational activities is an important effort in improving the quality of education in Kalimantan (Normina, 2016; Saleh & Malik, 2019). Through active community participation, education can be adapted to local needs and characteristics. In this case, the government can facilitate the community to be involved in the process of planning, implementing and evaluating educational programs. In addition, community participation can also increase parental involvement in supporting their children's teaching and learning process. Increasing public awareness of the importance of education is also an effort that can be made in overcoming the challenges of education in Kalimantan. Communities must understand that education is a long-term investment for their future and that of their children. The government and society must work together in increasing public awareness of the importance of education. This effort can be done through outreach campaigns and programs, as well as by involving community leaders and the mass media to increase understanding of the benefits of education.

Collaboration between the community and the government in education development can also be a solution to overcoming educational challenges in Kalimantan. Collaboration can be carried out through the formation of forums or joint working groups involving representatives from the government, community leaders, educators, parents and students. This collaboration can help improve coordination between various parties involved in education development, so as to optimize available resources to achieve the same goal, which is to improve the quality of education in Kalimantan.

The Positive Impact of Improving the Quality of Education in the Development of Kalimantan as the Capital City of the State of Indonesia

Improving the quality of human resources is one of the main goals of educational development efforts in Kalimantan as the national capital (Mutaqin et al., 2021; Wirawan, 2019; Hariati & Saputri, 2022). By having quality human resources, it will open up opportunities for the development of a more advanced industrial and business sector. In addition, the existence of a qualified workforce can support the success of national development programs, such as economic and infrastructure development programs. Therefore, improving the quality of human resources through the development of good and quality education will be the key to the successful development of Kalimantan as the capital city of Indonesia. In addition to improving the quality of human resources, the development of education in Kalimantan as the national capital is also expected to increase the competitiveness of the region and the country as a whole. With a qualified and competent workforce, the region can attract investment and strengthen the economic sector. In addition, areas that have good and quality education will become friendly areas for tourists and investors. This will certainly strengthen the country's competitiveness in the global arena.

The development of education in Kalimantan as the capital city of Indonesia is also expected to improve the quality of people's lives. With good and quality education, people can improve their skills and knowledge, which will help them find jobs and earn better incomes. In addition, education can also help people understand their rights and obligations as citizens, and provide access to better health services and public facilities. Thus, the development of education in Kalimantan as the capital city of Indonesia can have a positive impact on the quality of life of society as a whole.

Conclusion

Overall, it can be concluded that the challenges and educational efforts in the development of Kalimantan as the capital city of Indonesia are crucial. The educational challenges faced include limited educational

infrastructure, a shortage of qualified teaching staff, problems of access and disparities in education between regions, and underdevelopment of educational curricula and technology. However, government and community efforts have been made to overcome these challenges, such as increasing the education budget, training and developing teaching staff, programs to increase access to education, and developing curricula and educational technology that are relevant to the digital era. In order to achieve the development goals of Kalimantan as the capital city of the successful nation of Indonesia, recommendations and hopes are needed to continue improving the education system in the region. Among them, it is necessary to carry out closer collaboration between the government and the community in education development, increasing the active participation of the community in educational activities, and increasing public awareness of the importance of education. In addition, it is also necessary to improve the quality of human resources, regional and state competitiveness, as well as the quality of people's lives. With continuous efforts, it is hoped that the development of Kalimantan as the capital city of Indonesia can be well realized and provide optimal benefits for the people of Indonesia as a whole.

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