Scholars Remote Teaching Service: Indonesia’s Geopolitical Strategy

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Abstract. The study aimed at seeing the value of the policy of assigning fresh graduates teachers to teach in underdeveloped areas in Indonesia. This Policy is a part of Indonesia’s geopolitics to reinforce the Indonesian archipelagic vision. Descriptive approach is conducted in the study. Data are collected by conducting interviews with fresh graduates who have participated in the program. The result of the study indicate that the remote teaching program has an essential role in increasing the participants’ archipelagic vision of as a result of an embedded geopolitical approach through educational policies in some of the underdeveloped regions in Indonesia.

1. Introduction

Indonesia National Development which is the achievement of prosperity and prosperity of the people was still encountered many obstacles. This obstacle can be a trigger against the emergence of political symptoms that threaten the integrity of the Indonesian state. Some of these obstacles are [1] a) regional developmental inequality that makes the gap of developed and underdeveloped regions, western and eastern Indonesia and between Java and outside Java. This is exacerbated by the politicized interest that says that this condition was created based on intentional injustice by the government; b) the emergence of globalization makes one of the causes of the loss of national unity; c) Primordialism as one of forcing the will to suppress the opponent and impose the will. The problem is confirmed in the research results of the Ministry of Communications and Informatics in 2015 which states that there are still many non-developed regions in Indonesia, which is about 122 areas with 39,091 villages which are still underdeveloped category. This means that the number of underdeveloped villages in Indonesia on large islands is in the range of 52, 79% of the total base in the largest region of Indonesia. One of these areas is in the border area between two countries, namely the outermost areas of the country of Indonesia. Systematic handling is required by establishing sound and well-targeted policies. This is preferred for areas that are in the foremost, outermost, and left areas (in Indonesia known as 3T). By reason, that the area becomes the strategic points of a country because it borders directly with the administrative territory of other countries. This policy is closely related to the concept of Indonesian geopolitical reinforcement, which is the way citizens see the self of different
nations with the wealth possessed in the framework of unity to achieve common prosperity. Based on
Presidential Regulation no. 78. The management of the outer islands aims to (a) maintain the integrity of
the territory of the Unitary State of the Republic of Indonesia, national security, the defense of the state and
the nation and create regional stability; (b) utilize natural resources in the context of sustainable
development; Empowering the community to improve welfare [2].

Several policy strategies have been taken by the current government to reduce regional disparities, one
of which is the issuing of Law no. 6/2014 on villages aimed at promoting village welfare, prioritizing the
acceleration of development of underdeveloped regions and the implementation of transmigration programs
[3]. One of its programs is the Bachelor of Education program, which is sent to underdeveloped areas both
economically and educationally. This program is known under the name of Educational Scholar in
Outermost, Underdeveloped, and Left Behind Areas (in Indonesia known as SM-3T). This program is one
of the goals of equalization of education for all Indonesian citizens and as the participation of undergraduate
education in accelerating development, especially the development of education in the underdeveloped area.
This program is implemented for one year and then followed by involving them in teacher profession
program for one year.

Based on the description, author intends to reveal the extent of the significance of Undergraduate Educate
program in Outside, Outlying and Underdeveloped Areas (SM-3T) in improving the insight of the
archipelago as well as one of the development equity strategy throughout Indonesia.

1.1. Educational scholars in leading, outermost and left behind region (SM3T)
The SM-3T Program is a Bachelor of Education Program to participate in the acceleration of educational
development in the 3T area for one year as a professional teacher preparation which will be followed by the
Teacher Professional Program [4]. The SM-3T program is a joint program to educate Indonesia based on
the Ministry of Education and Culture policy to accelerate the development of education in 3T area
Under the SM-3T program guidelines [4], the SM-3T program has the following objectives:
1) Assisting 3T areas in addressing educational issues especially shortages of educators;
2) Providing experience of dedication to educational graduates forming professional attitude, love of
the country, defending the state, caring, empathy, skillfully solving educational problems, and
responsible for the progress of the nation, and having the resilience spirit in developing education
in areas classified as 3T;
3) Prepare prospective educators who desire to devote themselves as professional educators in 3T
areas;
4) Prepare prospective professional educators before joining the Teacher Professional Education
Program (PPG).

1.2. Geopolitics
The concept of geopolitics is known since the late 19th century and early 20th century that discuss geography
from the political side of the country. Further developing political concepts in the geography of the country,
so it is not excessive that geopolitics as a science of "new" is suspected as an attempt to justify the spatial
perception [5]. Which later developed into a doctrine which justifies the law of addition of state territory.

There are several views behind the geopolitical concept of the world: 1) Friedrich Ratzel (1844-1904) in
his Space Theory, he argues that a state like a living being, which needs an increasingly wider space to
perfection, thus legalizing it into Primitive national territory [6]; 2) Karl Haushofer (1869-1946) with his
regional pan theory, he said that the world is divided into four continental regions and will be led by the
most superior continents, from which we can know the map of world power of the past to the present [7].

3) Sir Halford Mackinder (1861-1947) with the theory of the heart region to the heart regions of the world, he said that if you want to control the world, then control the hearts. Basically, this theory emphasizes the optimization of ground forces in the world [8];

4) Sir Walter Raleigh (1554-1618), with his maritime power theory, says that maritime forces as the basis of power to dominate the world economy and from there become a powerful weapon to rule the world [9];

5) Giulio Douhet (1869-1930) and William Mitchell (1879-1936). In his theory, it is said that air power becomes the determinant of world domination, the stronger the air force and its power, the greater the possibility of world domination. From these geopolitical theories become a basis for the formation of a strong and strong state [10].

In Indonesia, the concept of Geopolitics is known as Wawasan Nusantara, which is generally defined as the Indonesian perspective and attitude of the whole, and the geographical environment of the archipelagic state based on Pancasila and the 1945 Constitution [11]. While the aim is to realize the unity of all aspects of national life and Participate in creating in world order and peace. From the concept, there are four important things to be studied [5], First, the concept of space, where space describes the area or place that becomes the container of political activity; The second, the concept of Frontier which is an imaginary boundary between two countries, as a consequence of the environment; The three concepts of political power, which relate to the life of the world's political forces, are increasingly narrowed and lead to a wider power and hope [12]; Four, the concept of state security and the nation which later developed into the concept of geostrategic in the direction of protection of the frontier country.

This area became very important for the political defense and security of the country, as it became the outer line and the guardian of the Indonesian state border. Our problem today, when the area is politically, socially, economically, education, defense and security is weak [1]. Being a strategic target for other countries that want to take the territory of land or sea of Indonesia. Therefore, the development of the forefront, the outermost, and left behind become one of the strategic geopolitics strategy for the nation of Indonesia. One of them through the movement SM-3T is the degree program Educate in the Leading, Outermost and Left Behind. This program aims to promote the community especially in the field of education and assist the government in empowering the potential that exists in the community.

1.3. Development of underdeveloped areas

National Development of Indonesia became the great mandate of the Government in carrying out its duties. There are several objectives of fair and equitable development throughout Indonesia, namely (a) Achieving a balance between regions in their growth rates; (b) Strengthening national economic unity, and (c) Maintaining national growth efficiency. The three objectives are central, ie the balance between regions in terms of growth. The balance between regions will meet social justice, reduce the growth gap between regions, and the part to achieve equitable distribution of development throughout Indonesia as a stabilization of the Archipelagic Insight.

The problems that arise today are the many disparities between regions with other regions [1], the number of disadvantaged areas, around 122 regions with 39,091 villages in Indonesia are still categorized as underdeveloped villages [13]. With these conditions, where the economic level is weak, low education will gradually trigger an unstable political condition, this will be the trigger of other countries that want to do the expansion into our country [14]. Therefore, there is a need for a strategic policy implemented by the government in winning the problem. As stated in Presidential Regulation no. 78 of 2005 [2], in which the management of the outermost small islands aims to preserve the territorial integrity of the Unitary State of the Republic of Indonesia, national security, national and national defense and create regional stability and
utilize natural resources in the context of sustainable development, (III) empower communities in the context of improving welfare [5].

Some of the current Government strategies in developing backward or outlying and underdeveloped regions of Indonesia are embodied in the implementation of NAWACITA which is focused on seven strategic issues, one of which is the development of border areas and disadvantaged areas. The fundamentals of the Development Strategy (in the 2015-2019 Tough for Development Plan) are as follows: 1) Building without increasing regional imbalances, 2) Utilizing natural resources for the greatest prosperity of the people, 3) Building from the periphery and from the village. Economics should be oriented and based on sectors and types of businesses that include the maximum value added with qualified human resources, innovation, creativity and proper application of technology, 4) National development is largely the result of aggregation of quality regional development [15].

2. Methods
The approach used in this research is qualitative with analytical descriptive method. The data obtained through in-depth interview, FGD, observation, documentation, and bibliography. The target of the research is the participants in PPG of post SM-3T.

3. Results and discussion

3.1. As a means of developing national perception
SM-3T is a program implemented by the government with the aim of equitable education is a simple policy to build border areas. Assessment of the SM-3T program begins with the background of the SM-3T registrants. Based on the description of research results, researchers can find the background of prospective participants who join the program SM-3T, is as follows.

| No | Finding |
|----|---------|
| 1 | Devotion in 3T area |
| 2 | SM-3T participants who have completed their duties will receive a full scholarship from Dikti to continue PPG at LPTKs already provided. |
| 3 | The desire to serve the country |
| 4 | Distributing knowledge and educating in 3T areas with capabilities possessed |
| 5 | Exploring knowledge about Indonesia, both physically and socially-socially |
| 6 | Looking for experience in education and society |
| 7 | Bored to live in comfort zone |
| 8 | For the sake of parents |
| 9 | Interested in the vision and mission contained in SM-3T programs |
| 10 | To foster a sense of nationalism and equality in education in the 3T area. |
| 11 | The initial desire to follow SM-3T was from a college friend who had previously attended the first-generation SM-3T program. |

From the above findings, there are 11 reasons that three of them are interesting to be investigated. Three reasons are: (1) Devotion in 3T area; (2) explore the knowledge of Indonesia, both physically and socially-socially; And (3) To foster a sense of nationalism and equality in education in the 3T area. Those three reasons have been encouraged by young scholars to join the effort to support the government in strengthening geopolitics in the border areas. In the end, the participants of the SM-3T program agreed that
the program is one of the strengthening of the archipelago's insight for border communities and for SM-3T baccalaureate participants. Serving for the country is the initial background of scholars who have attended SM-3T.

Devotion carried out by providing basic education as a support for information and knowledge needs for border citizens and a great curiosity SM-3T participants encourage strengthening national resilience in border areas. The basis of this devotion provides reinforcement to SM-3T participants to sincerely provide an understanding of the pre-SM-3T reinforcement results particularly on strengthening the insights of the archipelago. In accordance with the SM-3T Guidelines [4], participants receive pre-academic conditions that include: (1) Social Skills Training; (2) Mental Development, Motivation, and Survival (Resilience); (3) Insight of Nationality and State Defense; And (4) Scouting, UKS, and First Aid.

The national insight is intended to strengthen the insights of participants of SM-3T Program on national integration, national goals and ideals, love of the country, awareness of state defense, and geographical constellation of NKRI. This material is also directed to foster awareness of ethnic, religious, racial, and group differences, as well as cultural diversity and customs in Indonesia. SM-3T program participants are expected to be able to socialize and instill national insight and defend the country in 3T area. The pre-purpose of this condition further reinforces that SM-3T is not only an effort of equitable education, but also as a means of government in maintaining and strengthening the unity of Indonesia through 3T educators.

Another encouragement from SM-3T participants is to foster a sense of nationalism and equality in education in the 3T area. The sense of nationalism that the SM-3T participants are trying to foster is an elaboration of national awareness and resilience as a manifestation of a desire to preserve the integrity of the state. National vigilance is an integral part of the spirit of Indonesian modern nationalism according to [9] can be formulated in the following three statements:

1) The responsibility of democratic states, nations and citizens to safeguard the sustainability and safety of sovereignty, state and nation within the Republic of Indonesia which was proclaimed on 17 August 1945.

2) Shared responsibility for democratic citizens to safeguard and maintain the continuity of harmony and, security and tranquility in the life of society and nation

3) Awareness of the threats, challenges, disturbances and obstacles to the process of sustaining life together in the geo-eco-political, socio-cultural area of NKRI becomes the moral obligation of all components of society and nation.

From the above formulation can be interpreted that the spirit of nationalism cultivates the attitude of national awareness, because with nationalism, citizens and all the Indonesian nation has awareness of its responsibility to maintain the sustainability and safety of the sovereignty of NKRI. In addition, the spirit of nationalism will foster a sense of responsibility to maintain harmony, tranquility and security in the life of nation and state with various differences. It is therefore that the encouragement of the participants of SM-3T has been initiated with the intention to strengthen the integrity of the state and intend to transmit the insight of the archipelago to the border areas.

3.2. SM-3T as Indonesia’s geopolitical enforcement in border areas

Indonesia is a country that cannot be separated from the threat of disintegration. With the extent of the territory of Indonesia based on UNCLOS 1982, the total sea area of Indonesia is 5.9 million km2, consisting of 3.2 million km2 territorial waters and 2.7 km2 waters Exclusive Economic Zone, the area does not include the continental shelf. This makes Indonesia the largest archipelago country in the world [16]. Indonesia became a country with many islands that approximately reaches 17,504 islands with large islands of Java,
Kalimantan, Sumatra, Papua, and Sulawesi. Formed with a very large number of islands, making the state of Indonesia as a unitary state that has a Republican state system [17].

The Four Pillars of National and State Life, that the Unitary State of the Republic of Indonesia is a territorial unity (in accordance with UNCLOS 1982) from Sabang to Merauke and from Miangas to Rote Island, a united nation Called the nation of Indonesia (Sumpah Pemuda 1928), a unity of ownership of natural resources that intended for the greatest welfare of the people, a state ideology that is the ideology of Pancasila, a national political unity that must always side with national interests (national interest), a unity of national economy which must always side with efforts to prosper the people of Indonesia, a national cultural unity that has the identity of Indonesia as a national character and a system of national defense and security characteristic of Indonesia, that is the meaning of the Unitary State of the Republic of Indonesia [18].

The unity of the nation of Indonesia certainly cannot be separated from the threat. In Act No. 2 of 2003 on Defense states that "threats are business, activities from outside / inside the country, which endanger the sovereignty of the state, the territorial integrity of the state and the safety of the nation". [19] Threats must be analysed for prevention and anticipation can be prepared to minimize the risk of losses incurred. The form of the threat analysis is to develop the border areas and the outer islands. In the Indonesian Defense White Paper (2015), Development of border areas and small outer islands is conducted through: First, the integration of roles and functions of K/L and LGs by maximizing the role of National Border Management Agency (BNPP) in implementing regional management and management Border of the outer country / outer islands in an integrated way; And Second, to optimize diplomatic efforts both bilaterally and multilaterally by promoting peaceful border settlement with neighboring countries.

Another effort is through the development of education through the SM-3T program. With the help of educators who channeled through this program allows the government to be able to provide intelligence about the insight of the archipelago. The strategy to maintain the unity of NKRI is done by: (1) increasing the application of Pancasila in the life of nation and state; (2) enhancing geopolitical understanding by prioritizing national unity, territorial integrity, and national interest, and ending conflict between the nation's leaders / political elites; (3) promoting national development that reduces social inequality and injustice; (4) organizing a national education capable of improving the quality of human resources and nationality awareness of Indonesia; And (5) the respect and empowerment of diverse religious, cultural and customary values to improve the morals and ethics of the community [2].

From the strengthening strategy steps, it is known that SM-3T takes a role in increasing geopolitical understanding and becomes the effort of national education. SM-3T takes a strategic role in geopolitical understanding because debriefing the nationality of scholars into capital for the implementation of geostrategic to maintain the integrity of the State of Indonesia. As for that matter, the findings on the influence of SM-3T's arrival on the community can be seen in the following table 2:
Table 2. Findings on the influence of SM-3T’s arrival on the community

| No | Findings |
|----|----------|
| 1  | Take effect |
|    | A. The community is helped by the presence of SM-3T, because this program empowers POSDAYA which activities that already exist in 3T area become more varied and interesting. |
|    | B. Can improve the quality of human resources. Upon our arrival, there is an increased interest in learning and especially the ability to read, and the love of the homeland. |
|    | C. This activity can be a strategy of educational development as an effort to minimize development gap, especially education development |
| 2  | Less influential |
|    | A. Short service time (1 year), so it is not possible to change the quality of human resources |
|    | B. Because in some areas of 3T placement, many teachers have very good qualifications. |

From the findings, the SM-3T program influences the condition of society in the border area. The existence of SM-3T, the community has various development activities embodied in Family Empowerment Posts (POSDAYA). This POSDAYA activity makes the community more active and creative in organizing activities that are community-based. The existence of SM-3T also gives an impact of increasing interest in community learning and the growing human resources in the region. The indicated influence indicates that SM-3T is a program that strives for geostrategic and geopolitical strength, because to reinforce geostrategic and geopolitics of Indonesia is with the development of national resources with attention to environmental sustainability. Development of national resources, especially in 3T area has been realized through SM-3T [2].

The implementation of national resilience in geopolitics is the direction and guidance in conducting development in all fields, and the leading development sectors [20]. SM-3T as a development effort for underdeveloped regions in the field of education is part of an effective national and geopolitical resilience effort in developing 3T local community resources. In addition, the geopolitical view of Indonesia is clearly stated in the preamble of the 1945 Constitution of the State of the Republic of Indonesia which "To establish an Indonesian government that protects the whole Indonesian nation and the entire Indonesian blood sphere, and to promote the common prosperity, educate the nation and participate in the implementation of a world order based on freedom, eternal peace and social justice." This geopolitical view has been implemented in the program SM-3T because in the program, the realization of the intellectual life of the nation in real and perceived the community, so that people experience increased interest in learning, especially in reading ability, and love of the homeland.

4. Conclusions
Undergraduate programs educating in Indonesia's underdeveloped areas are as one of the strategy of equity development in Indonesia. Through the activity of educating scholars will occur the transfer of knowledge and experience from participants to the local community and vice versa. This will develop national insights both students and communities in 3T areas. This program can also be an early idea of how to build Indonesia's backward region. This program is also a motivation for the local community to build Indonesia from the region. Communities in backward areas feel the presence of state / government that they feel that they have not sided with the government against the 3T area so that the development inequality is imbalance. During this time, the development takes precedence in the city centers. Therefore, Program SM 3T is a political strategy to unite NKRI.
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