

# Community Services For The Children Of Migrant Labors Through Informal Education To Support Sdgs In Hulu Kelang Selangor Learning Places

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## Abstract.

*An analysis of the education situation in Indonesia, focusing on the impact of the unequal education structure on the economic sector and the high poverty rate. These problems have led to an increase in the number of Indonesian migrant workers (PMI) in Malaysia, including their children who face obstacles in obtaining formal education. This report describes the Government of Indonesia's initiative through the Indonesian Embassy in Malaysia to establish non-formal schools, such as Sekolah Indonesia Kuala Lumpur (SIKL) and Sanggar Bimbingan Hulu Kelang, as an alternative to providing access to education to immigrant children. However, legal issues related to the citizenship of immigrant children complicate the government's efforts to provide protection and proper education. The focus of the report also reveals a lack of public literacy regarding the procedures for working abroad, affecting the validity of immigrants' documents and their children's education rights. Mentorship centers, such as Sanggar Bimbingan Hulu Kelang, are emerging as a solution in helping immigrant children obtain basic education and overcome administrative barriers. Collaboration between the Government of Indonesia, universities and communities through Kuliah Kerja Nyata (KKN) activities in Malaysia is a positive step in addressing community education and literacy issues. The report also details the collaboration between INTI and the rectors' assembly and the role of students in making a positive impact. Despite the obstacles, the success of the KKN program proves that active community participation can make a difference in improving the quality of education among Indonesian immigrants in Malaysia.*

**Keywords:** Immigrant Education, Non Formal School, And Sanggar Bimbingan Hulu Kelang.

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## I. INTRODUCTION

Education is defined as a process or action that directs individuals. In contrast, teaching is an effort to change the morals and behavior of a person or group with the aim of promoting independence, through various aspects such as education, religion, self-control, personality, intelligence, morality, and skills needed by individuals and society (Dewey, 1916). According to data from the Ministry of Foreign Affairs, there has been a significant increase in the number of immigrant departures, increasing by 146% from 2020 to 2021. The increase in the number of children of immigrant workers also impacts the government's difficulty to provide formal education abroad in a fully controlled manner. Referring to Law No. 18/2017 on the Protection of Indonesian Migrant Workers. The law covers the protection of the rights of Indonesian immigrants both before and after work, from wages, insurance, to legal protection. However, it is unfortunate that there is no clear legal protection regarding the citizenship conditions of their children outside Indonesia (Malaysia). This is because the Malaysian government does not consider them as its citizens, while the Indonesian government itself does not know their situation because there are many cases where the birth of the child is not recorded. As a result of this legal uncertainty, there are many problems regarding the documents of immigrant children in Malaysia (Viviansari, 2019). The absence of these documents makes it difficult for these children to get the education they should get. The Indonesian government through the Indonesian Embassy in Malaysia established SIKL (Sekolah Indonesia Kuala Lumpur) as an effort to overcome educational challenges amid the spread of immigrants in Malaysia. However, realizing that SIKL alone was not enough, they collaborated with Indonesian volunteers in Malaysia to establish Sanggar Bimbingan Hulu Kelang, a non-formal school equivalent to elementary school.

This collaboration provides opportunities for children not only to get basic education, but also to continue to higher education (Effendi & Rahmi, 2024). The Humanitarian Project is an activity initiated by the Assembly of Rectors of Indonesian State Universities (MRPTNI) related to humanitarian programs in Malaysia implemented at Universitas Negeri Surabaya. This program is the first to be held and focuses on the field of education for Indonesian immigrant workers in Malaysia. This program is intended to open access and affirmative facility assistance, for children of migrant workers, especially for those who have problems in citizenship status to obtain and access proper education both at primary and secondary levels. The establishment of guidance centers initiated by the Indonesian Embassy is one of the solutions to solve the problems that occur. One of the guidance centers in Malaysia is Sanggar Bimbingan Hulu Kelang, where the author contributed. The establishment of guidance centers aims as a form of government concern for its citizens to fulfill the right to education. The current number of Learning Centers in Malaysia is 55 spread across Selangor Malaysia. The number of learning centers is still very unbalanced compared to the demand for non-formal schools. However, the presence and development of learning centers that are getting better day by day has brought a new wind towards a better education for Indonesian immigrant children in Malaysia.

Although there are obstacles, the good reception from Indonesia and the sending of students while carrying out KKN is a positive step. Students have an important role in opening social sensitivity and being part of the solution to this problem. INTI International University Malaysia's cooperation with universities can realize the concept of "people to people", and currently, 16 state universities (PTN) are involved. According to INTI International University, students not only get non-academic, but also academic. Therefore, this collaboration has a greater impact. The education gap for Indonesian immigrants in Malaysia is a challenge to find a solution. Especially the lack of available teaching staff because the presence of students in the real humanitarian lecture (KKNM) from the education department is very important. This activity fills the void of teaching staff in each learning center. In addition, this activity also plays a role in developing students' abilities and talents, especially in the academic field. The establishment of this learning center is very important and it is necessary to continue to hold learning in this place so that it is not interrupted. This effort is not only aimed at humanitarian programs, but also to ensure the future of Indonesian immigrant children. One of the main obstacles faced by the center is the limited teaching staff, which only consists of 1-2 people. In addition, various problems arise ranging from limitations in mastering the three basic skills (reading, writing, arithmetic) to constraints in mastering knowledge-value-attitude. Other problems include children's mental health issues, which can lead to ineffective learning, boredom, and decreased academic performance. There are 53 students in the center, with 29 girls and 24 boys, ranging in age from 6 to 12 years old.

## II. RESULT AND DISCUSSION

### 2.1 Profile of Sanggar Bimbingan Hulu Kelang (Selangor)



**Fig 1.** Sanggar Bimbingan Hulu Kelang  
(Source: Activity Documentation, 2023)

Sanggar Bimbingan (SB) Hulu Kelang is a non-formal school where I live and teach while in Malaysia. Sanggar Bimbingan Hulu Kelang is located in Selangor, Malaysia. Teaching and learning activities start from 8am to 12pm. The number of permanent teachers in this SB is 1 person. Meanwhile, the

number of students is 52 people consisting of 6 classes, from grade 1 to 6 elementary school. For the background of the establishment of this SB, this SB was formed by PPI, a non-governmental organization (NGO). The current head of this Sanggar Bimbingan Hulu Kelang is Mr. Zamawi Chaniago. Learning activities take place from Monday to Friday. In the intracurricular learning that is taught, there are 7 subjects taught, namely math, English, Indonesian, religion, art, science, and social studies. Meanwhile, outside of intra-curricular hours there are extracurricular activities which are carried out for 1 hour before the end of learning. Most of this hour is filled with activities made by students such as teaching about the introduction of Indonesian culture, the application of the Pancasila principles. Based on the results of observations in my studio, education about nationalism which includes the introduction of Pancasila, the basis of the state and so on has not been sufficiently carried out by teachers and NGOs that have been around for a long time. Therefore, it is necessary to repeat the learning material.

## **2.2 School Curriculum**

The learning process at the center is coordinated by SIKL who has designed a curriculum that follows Indonesian education standards. However, we constantly adapt this approach to the unique needs of each student in the center. When introducing cross-cultural learning, students in our centers are not only invited to understand Indonesian culture, but are also introduced to aspects of Malaysian culture or their previous place of residence. After understanding this diversity, they also gain a deeper insight into their home culture. Meanwhile, the children of Indonesian migrant workers who do not have legal documents still have hopes of returning to their homeland. They expressed the discomfort of living in uncertainty due to the lack of complete documents. We are determined to provide maximum support to them, not only in academics, but also in identity development and planning for their future. Through collaboration with SIKL and curriculum adjustments, we believe that this program has a positive impact in improving the quality of education and well-being of students in the guidance center.

## **2.3 Implementation of Learning Activities Utilizing ICT**

In the era of advances in information and communication technology (ICT), it is important for us to understand and master it. Education in Indonesia also requires proficiency in the use of this technology, both in the teaching and learning process and to improve the quality of education. Thus, success in mastering technology will have a positive impact on the quality of education and provide a better ability to face the demands of the times. In Sanggar Bimbingan Hulu Kelang, the availability of infrastructure to support the implementation of the policy is still limited, including the electricity network, limited classrooms, and projectors that often experience problems depending on hot temperature conditions. Nonetheless, initial steps such as watching shows and recording information from the material presented have been successfully realized. This step is an important foundation towards optimizing the use of ICT in the context of learning at SB Hulu Kelang.

## **2.4 School Culture**

In Malaysia, many Indonesian children need access to education. No less than 1 million Indonesians travel to Malaysia to earn a living. Many Indonesian children born there may not know the origins of their country. Therefore, through the International Community Service Program (KKN) in Malaysia, it is hoped that these children can get to know and understand the school culture that they may not have known before. The introduction of culture is done through written media, such as pictures depicting culture from the East Java region, which is characteristic of Indonesia. Through this learning, children can remember and wonder, especially for those who are from East Java. The shared drawing activity also involves making batik patterns, representing the richness of Indonesian culture. To enhance their knowledge of Indonesia, every morning the children are invited to sing patriotic songs such as Indonesia Raya, Garuda Pancasila, and Pancasila. Initially, they may not have memorized the Indonesia Raya song, but over time, they have memorized it, even asking to sing it as a ritual at the beginning of every lesson. This reflects their awareness and love for their country and culture.

## **2.5 Implementation of Learning Assessment and Evaluation**

The implementation of the assessment is carried out by considering several important aspects, including the value of politeness, skills, reading, writing, and arithmetic. The politeness aspect is seen from

students' manners towards others, this is shown from students' behavior towards the people around them. The assessment of reading, writing and numeracy skills is the main basis for measuring students' understanding of the subject matter and their ability to communicate ideas effectively. This includes students' ability to comprehend text, express ideas in writing, and perform math calculations. Learning evaluations show that 1 to 3 students from grade 1 to grade 3 have significant difficulties in writing, reading, and understanding some Indonesian words. Although they have been introduced to the basics of language, challenges in mastering fundamental language skills are still evident. Meanwhile, grade 6 students show a tendency to be lazy in writing resumes, and easily get bored if a subject is taught repetitively over a period of time. A fun and practical learning approach is needed to increase their motivation towards writing and learning.

Grade 4 and 5 students have difficulty in understanding math materials, especially on the topic of fractions. A more in-depth and focused teaching strategy is needed to help them overcome this difficulty.

➤ **Guidance Studio Issues**

As far as the implementation of the humanitarian project program at the Sanggar Bimbingan Hulu Kelang, there are several problems found in the studio, namely as follows:

- a. Students' lack of manners towards others, this is shown by their behavior towards the people around them.
- b. Difficulty accepting differences, be it differences in ethnicity, race, and religion.

➤ **Problem Solution**

In the previous discussion, it was discussed about the problems faced in carrying out educational activities in dealing with the problems that exist in the guidance center. The problems that exist in the guidance center cannot be underestimated, in dealing with the above problems a real and complex solution is needed, as for the solution that we can implement is the learning of Pancasila values packaged in an interesting way, such as presenting it in the form of an interesting presentation for children and activities that involve the active role of children.



**Fig 2.** Photo with Lecturers at INTI International University  
(Source: Activity Documentation, 2023)

## 2.6 Student Exchange

Within the framework of the Humanitarian Project, the program seeks to provide education that involves both academic and non-academic aspects. The cooperation between the Indonesian Embassy and INTI International University is a key factor in achieving a positive collaboration for this Humanitarian Project. Student exchange is a program where students can spend part of their study period at another educational institution, either in the country or abroad. The program aims to provide different learning experiences, enhance cross-cultural understanding, and broaden academic horizons. Student exchange at INTI International University, in its implementation we carry out a student exchange program within a period of 1 week starting from the registration and preparation stage to participating in all activities carried out on the INTI International University campus.

### III. CONCLUSION

The impact of the lack of education structures on the economic sector and the impact on the quality of education for children of migrant workers in Malaysia. The study highlights the need for the Indonesian government to establish non-formal schools such as Sekolah Indonesia Kuala Lumpur (SIKL) and schools for children, as an alternative to formal education. The report highlights the limited literacy level of people in the country, which impacts the migrant visa process and children's educational rights. The report also concludes that the success of the KKN program can make a difference in improving the quality of education for migrant children in Malaysia. With the implementation of our program, so far many of the mentored children have begun to know about Indonesian values and culture and have begun to grow curious about the diversity of their ancestral nation. This can be seen from their enthusiasm during the programs and activities that they participated in. According to our observations, their previous knowledge of Indonesia and its culture was mostly obtained through watching on social media, which is certainly not enough to motivate or foster a love for the country. Alhamdulillah, with this program, we hope that we can help a little to instill the spirit of love for the country and nationalism in the students at the guidance center.

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