

Moral Education and the Success of Indonesian Migrant Workers: A Hybrid Community Engagement Initiative in Kuala Lumpur

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ABSTRACT This scientific initiative focuses on the pivotal role of moral education in enhancing the success and well-being of Indonesian Migrant Workers (PMI) under the care of the Indonesian Embassy (KBRI) in Kuala Lumpur. Collaboratively organized by LSM SHARING, KBRI Kuala Lumpur, PPI UPSI Malaysia, and 115 universities across Indonesia and Malaysia, the initiative spanned one semester with hybrid events conducted from October to December 2023. Drawing on a comprehensive needs assessment, the tailored moral education curriculum aimed to address the specific challenges faced by PMI and empower them for success. The needs assessment unveiled critical insights into the vulnerabilities of PMI, highlighting the urgency of targeted interventions. In response, a curriculum integrating legal literacy, ethical decision-making, and practical skills training was developed. The hybrid approach, blending physical events at KBRI Kuala Lumpur with virtual sessions, ensured widespread participation and inclusivity. Results indicated a significant increase in participants' knowledge and skills, emphasizing the effectiveness of moral education in enhancing their understanding of legal rights, ethical frameworks, and practical skills crucial for migration. The collaborative partnerships among stakeholders played a pivotal role in the initiative's success, aligning with literature emphasizing the importance of community-based interventions for migrant workers.

Keywords: *Indonesian Migrant Workers, Moral Education, Hybrid Community Engagement, Challenges, Success.*

INTRODUCTION

The global migration of labor has led to the emergence of a substantial community of Indonesian Migrant Workers (PMI), a group facing a myriad of challenges in their pursuit of better opportunities abroad. While these individuals contribute significantly to the economies of host countries, they often encounter exploitation, abuse, and a lack of legal protection. This subset of PMI, currently under the care of the Indonesian Embassy in Kuala Lumpur, represents a vulnerable population requiring targeted interventions to address their unique needs and empower them for success.

The challenges faced by PMI are well-documented in the literature. References such as Antons (2003) highlight the vulnerability of migrant workers, emphasizing the importance of protective measures to safeguard their rights. Additionally, Pribadi and Santoso (2019) shed light on the socio-

economic challenges faced by PMI, underscoring the need for comprehensive support systems to enhance their well-being.

Moreover, academic literature consistently emphasizes the importance of education in empowering migrant workers. Moral education, in particular, emerges as a critical component of personal development. Nucci and Turiel (2009) argue that moral education not only instills ethical values but also equips individuals with the cognitive skills to make principled decisions in complex situations. For PMI facing the intricacies of life abroad, a solid foundation in moral principles becomes a vital tool for overcoming obstacles and achieving success.

Community engagement initiatives have been recognized as effective mechanisms for addressing the challenges faced by migrant workers. Insights from studies such as Collet (2013) demonstrate that collaborative efforts involving NGOs, educational institutions, and diplomatic missions create a supportive environment for holistic development. The present initiative, a collaborative effort between LSM SHARING, KBRI Kuala Lumpur, PPI UPSI Malaysia, and numerous universities, aligns with the recommendations of the literature, emphasizing the need for a comprehensive and collaborative approach to meet the unique needs of PMI.

In summary, the challenges faced by PMI, particularly those under the care of KBRI Kuala Lumpur, necessitate a multifaceted approach that combines practical assistance with moral education. The literature supports the idea that moral education is not only a means of imparting values but a tool for equipping individuals with the ethical foundation necessary for success.

2. METHOD

The hybrid community engagement initiative conducted over one semester, spanning October to December 2023, employed a comprehensive methodology designed to address the unique challenges faced by Indonesian Migrant Workers (PMI) under the care of the Indonesian Embassy (KBRI) in Kuala Lumpur. The initiative, a collaborative effort between LSM SHARING, KBRI Kuala Lumpur, PPI UPSI Malaysia, and 115 universities across Indonesia and Malaysia, aimed to integrate moral education into the support framework for PMI, enhancing their potential for success.

2.1 Needs Assessment:

A thorough needs assessment was conducted to identify the specific challenges faced by PMI under KBRI Kuala Lumpur's care. This included surveys, interviews, and focus group discussions with PMI, diplomatic personnel, and relevant stakeholders. Drawing on existing literature (Antons, 2003; Pribadi & Santoso, 2019), the needs assessment focused on understanding the vulnerabilities and gaps in support systems.

2.2 Curriculum Development:

The findings from the needs assessment informed the development of a tailored moral education curriculum. Collaborative efforts involved academic experts, representatives from KBRI, and input from relevant NGOs. The curriculum integrated practical skills training, legal literacy, and ethical decision-making components to empower PMI for success.

2.3 Hybrid Events Implementation:

To accommodate the diverse geographical locations of participating universities, a hybrid approach was adopted. Physical events were held at KBRI Kuala Lumpur, while virtual sessions leveraged online platforms. These events included workshops, seminars, and interactive sessions led by experts in moral education, labor rights, and successful integration into foreign societies.

2.4 Monitoring and Evaluation:

A robust monitoring and evaluation system was established to gauge the effectiveness of the initiative. Pre- and post-assessments, participant feedback, and qualitative data collection methods were employed to measure changes in participants' knowledge, skills, and attitudes. Benchmarks were established based on the predefined objectives derived from the needs assessment.

2.5 Collaborative Partnerships:

The success of the initiative relied on collaborative partnerships. Regular coordination meetings involving LSM SHARING, KBRI Kuala Lumpur, PPI UPSI Malaysia, and participating universities ensured seamless execution. This collaborative approach fostered a supportive environment, aligning with the recommendations of Collet (2013) on the importance of community-based interventions for migrant workers.

3. RESULT AND DISCUSSION

The results and discussion section presents a comprehensive analysis of the outcomes of the hybrid community engagement initiative on moral education for Indonesian Migrant Workers (PMI) under the care of the Indonesian Embassy (KBRI) in Kuala Lumpur.

3.1 Participant Demographics:

The initiative successfully engaged a diverse group of participants from various universities in Indonesia and Malaysia, reflecting the widespread interest and concern for the well-being of PMI. The demographics included students, academicians, and professionals with expertise in migration issues, forming a dynamic and interdisciplinary cohort committed to the cause.

3.2 Needs Assessment Findings:

The needs assessment revealed critical insights into the challenges faced by PMI, emphasizing the urgency of targeted interventions. Key findings included limited access to legal

information, instances of exploitation, mental health concerns, and a desire for skill development. These findings were consistent with existing literature (Antons, 2003; Pribadi & Santoso, 2019), highlighting the vulnerability of PMI and the necessity for comprehensive support.

3.3 Curriculum Implementation:

The tailored moral education curriculum designed in response to the needs assessment was successfully implemented during the hybrid events. The curriculum comprised three main components: legal literacy, ethical decision-making, and practical skills training. Workshops and seminars were conducted by experts in each field, providing participants with a holistic understanding of the challenges faced by PMI and equipping them with the tools to address these challenges.

3.4 Knowledge and Skills Acquisition:

Pre- and post-assessments demonstrated a significant increase in participants' knowledge of legal rights, ethical decision-making frameworks, and practical skills essential for navigating life as a migrant worker. The initiative successfully bridged information gaps and empowered participants with a deeper understanding of the complexities surrounding migration. References to relevant literature, such as Nucci and Turiel (2009), supported the assertion that moral education contributes to cognitive skill development and ethical decision-making.

3.5 Hybrid Approach Effectiveness:

The adoption of a hybrid approach allowed for widespread participation, overcoming geographical constraints and ensuring the initiative reached PMI across various locations. Virtual sessions facilitated real-time interaction, creating a sense of community among participants. The success of this hybrid model aligns with the literature highlighting the benefits of technology in fostering inclusive education and community engagement (Kirkwood & Price, 2014).

3.6 Practical Skills Training:

The initiative included practical skills training focused on enhancing PMI's employability and adaptability in foreign environments. Topics such as language proficiency, cultural sensitivity, and financial management were addressed. Practical skill sessions were well-received, with participants expressing increased confidence in their ability to navigate the practical challenges of living and working abroad.

3.7 Collaborative Partnerships:

The collaborative nature of the initiative, involving LSM SHARING, KBRI Kuala Lumpur, PPI UPSI Malaysia, and multiple universities, played a pivotal role in its success. Regular coordination meetings facilitated information exchange, resource sharing, and a unified approach to

addressing the challenges faced by PMI. The success of the initiative underscores the importance of community-based interventions, consistent with the findings of Collet (2013).

3.8 Participant Feedback:

Qualitative feedback from participants highlighted the positive impact of the initiative on their understanding of the challenges faced by PMI and the role of moral education in mitigating these challenges. Participants expressed gratitude for the practical insights gained, emphasizing the relevance of the curriculum to real-world scenarios. This aligns with literature emphasizing the importance of practical, context-specific education for migrant workers (Gindling, 2015).

3.9 Sustainability and Future Directions:

The initiative's success sets the stage for future endeavors in moral education for PMI. Establishing partnerships with governmental bodies, NGOs, and international organizations can enhance the sustainability of such programs. Future initiatives may focus on longitudinal studies to assess the long-term impact of moral education on the well-being and success of PMI.

3.10 Limitations:

While the initiative achieved its objectives, some limitations should be acknowledged. The virtual format, while inclusive, may not fully replicate the immersive experience of in-person events. Future initiatives may consider a blended approach to maximize the benefits of both virtual and physical engagements.

In conclusion, the hybrid community engagement initiative effectively addressed the challenges faced by Indonesian Migrant Workers under the care of KBRI Kuala Lumpur through a comprehensive moral education curriculum. The results indicate a significant increase in knowledge and skills among participants, highlighting the potential of moral education to empower PMI for success. The collaborative approach and positive participant feedback underscore the importance of community-based interventions, providing a promising model for future initiatives in the realm of migrant worker support.



Figure 1. Community Service activities with Indonesian Migran workers

CONCLUSION

The initiative successfully achieved its primary objectives, as evidenced by the notable increase in participants' knowledge of legal rights, ethical decision-making frameworks, and practical skills essential for life as a migrant worker. The curriculum's focus on practical skills training, informed by the needs assessment, contributed to enhancing participants' employability and adaptability in foreign environments. The positive participant feedback underscores the initiative's impact on fostering a deeper understanding of the challenges faced by PMI and the role of moral education in overcoming these challenges.

The results and discussions highlighted the crucial role of moral education in shaping the success of PMI. Drawing on literature by Nucci and Turiel (2009), the initiative demonstrated that moral education goes beyond imparting values; it equips individuals with cognitive skills and ethical principles crucial for making informed decisions in complex situations. The tailored curriculum addressed the specific needs identified in the needs assessment, emphasizing the practical application of moral education in the context of migration.

The adoption of a hybrid approach facilitated widespread participation, overcoming geographical constraints and ensuring the initiative reached PMI across various locations. This inclusive model, incorporating both physical and virtual components, aligns with contemporary trends in education and community engagement (Kirkwood & Price, 2014). The success of the initiative also underscores the importance of collaborative partnerships, emphasizing the need for coordinated efforts among governmental bodies, NGOs, educational institutions, and diplomatic missions to address the complexities of migrant worker challenges.

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