

## EDUCATION PLANNING FOR CHILDREN OF INDONESIAN MIGRANT WORKERS IN MALAYSIA

Julita Lindriany<sup>1\*</sup>, Khamam Khosiin<sup>1</sup>, Hamal<sup>1</sup>, M. Ilham Tanzilulloh<sup>2</sup>, Maimunah<sup>3</sup>,  
Al Nafiz<sup>3</sup>, Imam Ropii<sup>4</sup>, Ni Putu Suci Meinarni<sup>5</sup>

<sup>1</sup>Sekolah Tinggi Ilmu Tarbiyah Muhammadiyah (STITM) Tanjung Redeb  
Jl. Jenderal Sudirman, Tanjung Redeb, Berau Regency, East Kalimantan - Indonesia

<sup>2</sup>Institut Agama Islam Negeri (IAIN) Ponorogo, Jawa Timur - Indonesia

<sup>3</sup>Institut Agama Islam Negeri (IAIN) Palangka Raya, Kalimantan Tengah - Indonesia

<sup>4</sup>Universitas Wisnuwardhana Malang, Jawa Timur - Indonesia

<sup>5</sup>Institut Bisnis dan Teknologi Indonesia, Bali - Indonesia

\*Corresponding Author: [julitalindriany765@gmail.com](mailto:julitalindriany765@gmail.com)

---

### Article history:

Received: April 2024

Revised: April 2024

Accepted: April 2024

**ABSTRACT** There are a large number of children of Indonesian migrant workers who live in Malaysia without official authorization and have to endure challenging living conditions. Education is the fundamental basis for the formation of good human resources. Many of the children of Indonesian migrant workers do not have legal documents so their prospects for education are very limited. The importance of diplomacy between the two countries can provide access to education for PMI children. The method in this research using descriptive analysis intends to understand, reveal and provide an overview of a phenomenon in detail then summarized into descriptive conclusions through written words from individuals and behaviors observed in the study. The results showed that Indonesian migrant worker children really need basic education. Learning in any situation must continue. To address the problems of the learning process, such as the lack of teachers and the number of students, limited classrooms and incomplete facilities and infrastructure. Multigrade Teaching should be implemented as a learning method. This helps teachers teach, and helps students learn. In carrying out learning activities or activities, the existence of facilities and infrastructure is certainly very helpful in streamlining the efficiency of the process.

**KEYWORDS:** *Planning, Education, Indonesian Migrant Worker Children*

## **1. INTRODUCTION**

Everyone has the right to education because it is a basic need that must be owned as one of the fundamental rights for individuals even throughout the world. The state is strongly influenced by education (Dwiputra et al., 2023). Education is a benchmark for the progress and decline of a country around the world, both from the superpower group, developed countries, developing countries and underdeveloped countries (Akujobi & Awhefeada, 2021). With education, the state can prosper its people, can protect and fulfill all the needs of its citizens in terms of primary needs, secondary needs and tertiary needs (Indah & Zuhdi, 2022). International regulations state that every human being has the right to education.

The relationship between Indonesia and Malaysia has a very broad scope, including how to increase cooperation between the two countries as a strategic step that must be built through various means. One form of bilateral relations between Indonesia and Malaysia is cooperation in increasing trade and investment, sending labor and related to the education of migrant workers' children. One of the negative impacts of the high number of migrant workers in Malaysia is the increase in the number of children of migrant workers, because based on Malaysian Immigration Regulations, non-professional workers such as domestic helpers, factory workers and also plantation or oil palm plantation workers such as migrant workers in Malaysia are not allowed to marry and even bring their families with them. In fact, many of these non-professional workers marry, bring their families or even give birth to children in Malaysia.

As a result, the victims are the children of migrant workers whose position becomes non-procedural, where they do not have legal documents and are not recognized in Malaysia. This condition causes many Indonesian children, estimated to be around 3,000 children who need access and basic education services (Purbayanto, 2018) in (Novia, 2023). This eventually creates new problems, because legally undocumented migrant workers and their children will not have legal protection in the destination country, the wages of migrant workers become very cheap, uninsured, and unprotected. This must be resolved by the governments of Indonesia and Malaysia through diplomacy.

The lack of educational facilities and economic demands force migrant workers' children to work to help their parents to meet family needs, which has an impact on the difficulty of migrant workers' children getting proper education, while these children have the right to access basic education. The fulfillment of education for children of migrant workers in Malaysia is currently experiencing several obstacles. At the policy level, there is a prohibition for children of foreign workers to attend Sekolah Kebangsaan Malaysia. As a result, private schools have become the last alternative with tuition fees becoming increasingly unaffordable for migrant workers who want to

send their children to school (Kemdikbud, 2019). Seeing the large number of children who have not been served, education is one of the problems faced by the Indonesian government including the representative of the Republic of Indonesia in Malaysia, namely the Indonesian Embassy in Kuala Lumpur in protecting these children who are part of Indonesian citizens.

Another challenge faced by the Indonesian government is the idea that education for some migrant workers is not a priority, and the attitude of parents who do not realize the importance of education for their children is also often an obstacle. In the end, many children do not attend school and choose to help their parents work in oil palm plantations. Several other obstacles are also faced by the Indonesian government regarding the limitations of existing education, so there is a need for proper education for the children of migrant workers.

## **2. METHOD**

This research uses descriptive analysis method, intending to understand, reveal and provide a description of a phenomenon in detail and then summarized into descriptive conclusions through written and oral words from individuals and behaviors observed in the research. The author collects data using document studies and literature studies. Other data sources were obtained from books, journals, official documents published by research institutions. Also obtained through the internet in the form of articles. Data collection activities were conducted to provide accurate and comprehensive data on the research topic. The focus of this research topic is on education planning for children of Indonesian migrant workers in Malaysia.

## **3. RESULT AND DISCUSSION**

The impact of an increase in the number of migrant workers is that it provides opportunities for irresponsible parties to participate in the process of sending migrant workers to Malaysia. The ease of the migration process makes some people who will become migrant workers choose not to follow the procedures made by the Ministry of Manpower which in turn, creates an undocumented status for migrant workers. The Malaysian Labor Code is a major immigration issue for migrant workers, requiring, among other things, that migrant workers in Malaysia work formally, have legal documents, cannot bring family members to accompany or live in Malaysia, and are prohibited from marrying local or foreign nationals. However, the fact is that many migrant workers working in oil palm plantations marry, bring their wives and families or even give birth to children in Malaysia.

In addition, employers and managers of oil palm plantations use the families, wives and children of migrant workers as laborers with low wages. These violations occur because of their

relatively long work contracts, which are above 5 years. The children of these migrant workers bring new problems for the Indonesian government and Indonesian representatives in Malaysia. The children of these migrant workers are in a non-procedural position, that is, they do not have official documents and their existence is not recognized in Malaysia, so these children cannot access basic education in Malaysian national schools. One of the issues that hinders children of migrant workers in Malaysia from obtaining education services is the absence of birth certificates.

The undocumented status of migrant workers and their families means that the Malaysian government cannot provide health and education insurance for the children of migrant workers. The problem of illegality has led to the lack of access to education for the children of migrant workers and has become the main focus for the Indonesian government and its representatives in Malaysia in providing access to proper education.

One of Indonesia's national interests listed in the opening of the 1945 Constitution in the fourth paragraph is to educate the nation's life. The Indonesian government is obliged to provide access to education for children of migrant workers in accordance with the Law of the Republic of Indonesia Number 6 of 2012 concerning the Ratification of the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families, especially Article 30 which explains that every child of migrant workers shall have the basic right to access to education based on equal treatment with citizens of the country concerned. Access to preschool or public school educational institutions shall not be denied or restricted by reason of irregular circumstances relating to the stay or employment of either parent, or by reason of irregularities relating to the stay of the child in the country of destination. Therefore, the Indonesian government is obliged to provide access to migrant workers' children on the grounds that undocumented migrant workers' children must also have access to proper education supported by facilities and infrastructure as well as qualified teachers.

The reality of life lies in what is experienced, not in what is planned. On the other hand, the success and meaningfulness of experience in reality is determined by the accuracy of planning, and education is no exception. If we agree that the two have a relationship, it means that we are trying to develop a dialectical construction of educational thinking through educational planning in the transformation of education delivery.

There is no requirement that plans match reality. There is also no guarantee that the plan will be fulfilled in its entirety. But it is believed that the results of an activity will never be maximized if it does not begin with adequate, comprehensive and measurable planning. In other words, planning in education is important. Planning in this sense becomes a hierarchical and simultaneous process in

a cycle of education implementation while monitoring and evaluating the progress of each planning unit.

Learning is a process of educational interaction that occurs between teachers and students in the classroom. The learning process has two activities, namely the learning process and the teaching process (Utami et al., 2023). This means that in the event of the learning process, there is always a process of interaction between two human elements, namely students as the learning party and the teacher as the teaching party. The core in the learning process is the presence of teachers and students. This is because they interact with each other in the teaching and learning process specifically for teachers (Thambu et al., 2021).

Because learning is a process, of course in a process there are interrelated components. One of these learning components will form an activity called the learning process. Based on the regulation of the Minister of National Education (Permendiknas) Number 41 of 2007 concerning process standards contains minimum criteria for the learning process in primary and secondary education units throughout the jurisdiction of the Unitary State of the Republic of Indonesia. Process standards include planning the learning process, implementing the learning process, assessing learning outcomes, and monitoring learning outcomes for the implementation of an effective and efficient learning process (Fithriyyati & Maryani, 2018).

Learning method is the frame of the application of an approach, strategy, method, technique and tactics of learning. Learning methods are systematic ways in the form of concrete steps to streamline the implementation of learning. Learning methods are the means used to implement plans that have been prepared in real activities so that the objectives that have been prepared are achieved optimally (Bralić & Divjak, 2018); (Kurniaman & Zufriady, 2019).

Learning in any situation must continue. To address the problems of the learning process, such as the lack of teachers and the large number of students, limited classrooms and incomplete facilities and infrastructure. Multigrade Teaching should be implemented as a learning method. This helps teachers teach, and helps students learn. In carrying out learning activities or activities, the existence of facilities and infrastructure is certainly very helpful in streamlining the efficiency of the process.

Basically, the function of facilities and infrastructure depends on their use, benefits and fields. In general, facilities and infrastructure have four main functions (Nurseptaji & Ramdhani, 2021); (Sopian, 2019), namely; (1) Facilitate the work process, facilities and infrastructure function to facilitate the activity process, so that common goals can be achieved. (2) Accelerate the work process, facilities and infrastructure help speed up the work process of an agency, institution, organization or company. (3) Increase productivity, with the existence of facilities and

infrastructure, the productivity of activities can increase because it is helped by the existence of facilities and infrastructure. (4) The result is higher quality work with facilities and infrastructure.

#### **4. CONCLUSION**

Indonesian citizens often choose Malaysia as a migration destination for employment opportunities and improved living conditions. Quoting data from the Ministry of Foreign Affairs website, the information is sourced from official Malaysian government records. In 2017, the number of Indonesian migrant workers in Malaysia totaled 2.7 million.

Education is a very important global issue today, through education then the fate of individuals, communities, countries and globally is determined. The inability of the state to provide education access/services can be covered by cooperation schemes that are present through partnerships. One of the efforts made by the Indonesian government in order to fulfill its national interests is to cooperate with the Malaysian government.

In overcoming this problem, the Indonesian government conducts diplomacy with the Malaysian government involving Indonesian representatives in Malaysia, especially the Indonesian Embassy in Kuala Lumpur through the Education and Culture Attaché (Atdikbud) and the Consulate General of the Republic of Indonesia (KJRI) Kuching, which have an important role in providing access to education for children of migrant workers. Diplomacy between the Indonesian government and Indonesian representatives in Malaysia with the Malaysian government can be said to have gone well in order to fulfill access to education for migrant workers' children.

Indonesia's national interest also encourages the government to fulfill the right of migrant workers' children to access quality basic education, which is implemented based on the opening of the 1945 Constitution in the 4th paragraph, namely educating the nation's life. The issue of education for migrant worker children only received government attention in 2015, when a bilateral meeting was held between Indonesian President Jokowi and Malaysian Prime Minister Najib Razak. The Indonesian government's policy for migrant workers' children is to ensure that migrant workers' children have access to basic education in accordance with Indonesia's national interests that must be achieved. Education is very important because children of migrant workers also have the same right to get a proper education. The Indonesian government also has a student repatriation program for further education in Indonesia so that children of migrant workers do not stop schooling at the junior high school level, but continue to the high school level and higher education.

A well-designed education system will nurture individuals into high-value human resources and make a real contribution to the progress of the nation and state. The government's goal is to increase the intellectual capacity of the nation through the national education system. The main

objectives of this system are to ensure equitable access to education, improve the quality and relevance of education, and optimize the effectiveness of education administration in order to effectively overcome the obstacles posed by local, national and global transformations. Therefore, it is imperative to undertake a structured, targeted and sustainable reform of the education system.

## **ACKNOWLEDGMENT**

Our gratitude to the review team for facilitating the publication of this community service article and all those who provided very useful criticism and suggestions.

## **CONFLICT OF INTERESTS**

Education planning for children of Indonesian migrant workers in Malaysia is very important. Considering that every individual has the right to a proper education, especially for the children of migrant workers for a bright future.

Migrants are characterized as geographically moving to work or live in a different country and they are not citizens of the destination country. These migrant workers often migrate in search of better jobs or better economic opportunities in the destination country. Migrant workers are synonymous with employment, livelihood improvement, social and cultural interaction, where they will seek employment in various sectors such as agriculture, fisheries, construction, domestic services, health services, and other information sectors, but they work for low wages and with high risk protection and adequate legal protection.

## **REFERENCES**

- Akujobi, A. T., & Awhefeada, U. V. (2021). Migration and Displacement: Legal Constraints of Internally Displaced Persons in Nigeria. *International Journal of Law and Society*, 4(3), 169–176. <https://doi.org/https://doi.org/10.11648/j.ijls.20210403.13>
- Bralić, A., & Divjak, B. (2018). Integrating MOOCs in traditionally taught courses: achieving learning outcomes with blended learning. *International journal of educational technology in higher education*, 15, 1–16. <https://doi.org/https://doi.org/10.1186/s41239-017-0085-7>
- Dwiputra, D. F. K., Azzahra, W., & Heryanto, F. N. (2023). A Systematic Literature Review on Enhancing the Success of Independent Curriculum through Brain-Based Learning Innovation Implementation. *Indonesian Journal on Learning and Advanced Education (IJOLAE)*, 5(3), 262–276. <https://doi.org/10.23917/ijolae.v5i3.22318>
- Fithriyyati, N., & Maryani, I. (2018). Science lesson plan evaluation for 7th grade secondary school: A learning process reflection. *Psychology, Evaluation, and Technology in Educational Research*, 1(1), 9–18. <https://doi.org/https://doi.org/10.33292/petier.v1i1.17>

- Indah, D. N., & Zuhdi, S. (2022). The Childfree Phenomenon in the Perspective of Human Rights and Maqashid Al-Shari'ah. *International Conference on Community Empowerment and Engagement (ICCEE 2021)*, 222–231.
- Kemdikbud. (2019). Mendikbud Pastikan Semua Anak WNI Mendapatkan Hak Pendidikan. Kementerian Pendidikan Dan Kebudayaan. <https://doi.org/https://www.kemdikbud.go.id/main/blog/2019/02/mendikbud-pastikansemua-anak-wni-mendapatkan-hak-pendidikan>
- Kurniaman, O., & Zufriady, Z. (2019). The effectiveness of teaching materials for graphic organizers in reading in elementary school students. *Journal of Educational Sciences*, 3(1), 48–62. <https://doi.org/https://doi.org/10.31258/jes.3.1.p.48-62>
- Novia, H. (2023). Dinamika diplomasi Indonesia terkait pemenuhan akses pendidikan anak pekerja migran Indonesia di Sarawak Malaysia. *Jurnal Studi Diplomasi Dan Keamanan*, 15(2), 1–22. <https://doi.org/https://doi.org/10.31315/jsdk.v15i2.8393>
- Nurseptaji, A., & Ramdhani, Y. (2021). Sistem Informasi Perpustakaan dengan Implementasi Model Waterfall. *Jurnal Informatika dan Sistem Infomasi (INFORMASI)*, 13(1).
- Purbayanto, A. (2018). *Buku Profil Pusat Kegiatan Belajar Masyarakat Community Learning Center (CLC) untuk Mendidik Anak-Anak Indonesia di Malaysia Timur*. KBRI Kuala Lumpur.
- Sopian, A. (2019). Manajemen sarana dan Prasarana. *Raudhah proud to be professionals: jurnal tarbiyah islamiyah*, 4(2), 43–54. <https://doi.org/https://doi.org/10.48094/raudhah.v4i2.47>
- Thambu, N., Prayitno, H. J., & Zakaria, G. A. N. (2021). Incorporating active learning into moral education to develop multiple intelligences: A qualitative approach. *Indonesian Journal on Learning and Advanced Education (IJOLAE)*, 3(1), 17–29. <https://doi.org/https://doi.org/10.23917/ijolae.v3i1.10064>
- Utami, R. D., Minsih, M., Prayitno, H. J., Pristi, E. D., Lestari, R. Y. A., Handayani, D., Tristiana, V., Yoviyanti, R., Afif, K., & Shohenuddin, S. (2023). Pemberdayaan Guru dan Fasilitator dalam Pembelajaran Kelas Rangkap pada Sanggar Belajar Malaysia Berpendekatan Profil Pelajar Pancasila. *Buletin KKN Pendidikan*, 5(1), 96–106. <https://doi.org/https://doi.org/10.23917/bkkndik.v5i1.22889>