

## **Inspiration Class for children of Indonesian Migrant Workers in Kuala Lumpur**

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### **Abstract**

*Children are the nation's next generation who play an important role in the development of a nation. However, not all children have access to adequate education, including children who are descendants of migrants in Malaysia. In order to realize educational equality, PKM is holding inspirational class activities through professional introductions delivered directly by education practitioners for children of PMI descent in Kuala Lumpur, Malaysia. This activity was welcomed by the Head of SIKL and SB managers as well as all the children of PMI descent who live there. Through PKM, children become more motivated to learn and have high aspirations. This self-confidence is a good first step for them to be more enthusiastic and brave to have high ideals. The result of this activity is that children not only have motivation to learn and have high aspirations, but it also gives them an understanding that learning is fun and has a positive impact on their future.*

**Keywords:** *Inspiration class, profession, elementary school, children.*

### **1. INTRODUCTION**

Education is an effort to provide students with various knowledge and experiences by teaching staff. This educational activity will be carried out continuously both in the context of formal and non-formal education. Leveled education will continue to provide increased knowledge for students. However, of course the level of motivation will also provide extraordinary encouragement for students in determining their future goals (van Driel 2021).

Inspiration Class is a movement of professionals who go to elementary schools (SD) for a day, share stories and work experiences as well as motivation to achieve their goals. The aim of this Inspiration Class is twofold, namely to become a vehicle for schools and students to learn from professionals, and so that professionals, especially the wider middle class, can learn about the realities and facts regarding the condition of our education (Sucilestari and Arizona 2019).

Law no. 20 of 2003 explains the potential goals of character development in students. Government Regulation no. 19 of 2005, there are various competencies related to character other than intellect. This all explains that education is tasked with developing character and intellectual competence in students. According to Thomas Lickona, there are seven-character values that need to be instilled in students, including: sincerity or honesty, compassion, courage, compassion, self-control, cooperation and hard work (Lickona, 2012: 5). Character education is closely related to Behavioristic learning theory because the aim of character education is the same as this theory, namely wanting a change in student behavior that was previously not good to become better (Rusilowati and Wahyudi 2020).

Presidential Regulation Article 18 No. 87 of 2017 which explains that the implementation of PPK at the formal education unit level is carried out in an integrated manner. This integration includes integrating activities in the classroom, outside the classroom and in society. Implementing community-based PPK integration in schools requires collaboration with several institutions, communities, organizations and the community around the school. This integration aims to build a network of community involvement (public) as a learning resource inside and outside school so that it can deepen and expand character development in students .

However, in reality, the implementation of character education programs needs improvement because character education has not been maximized due to teachers only paying attention to cognitive aspects, and ignoring the affective, psychomotor and spiritual aspects of students. Apart from that, the school has not yet scheduled a special collaboration program with the surrounding community in implementing character for students. Apart from that, supervision and implementation of character education by families in the development of children's characters is still not developing optimally, as shown by children's stubborn, selfish behavior and acts of social responsibility.

The role of supervision in children's character education after the family is the role of teachers at school. A teacher is a person who consciously directs the experience and behavior of an individual so that education can occur. In the education system, developed countries can be assured of having excellent education systems and quality. At this stage, developed countries already have a concept for developing the profession and potential of elementary school children. However, in an effort to educate the nation, the government has established schools from elementary level to higher level education. Elementary school is the most basic level of formal education in Indonesia. Elementary school takes 6 years, starting from grade 1 to grade 6. By implementing this tiered system, it can provide and increase the potential of students.

Basically, humans have dreams, including children. With these ideals, it will influence all processes of human life both in terms of interest, motivation and the achievements they will achieve in the future. In this case, ideals can also be interpreted as a person's goal in life in the future. Goals are a desire set by a person and become part of an element of his life so that it can be achieved and become the highest achievement in the future. In certain areas, understanding of professions and aspirations is still very lacking, and sometimes some parents even seem to limit the scope of their children's dreams. At this stage, many parents think that to become a successful person you only need to go to school as high as possible and require high expenses. In reality, many programs offer scholarships and free programs to increase students' understanding of their dreams.

Education in elementary schools aims to equip students with basic abilities to develop their lives as individuals, members of society, citizens, as well as to prepare themselves for secondary education (UUSPN No. 20 of 2003). At the stage of implementing education at the elementary school level, the learning process with competencies that must be mastered by elementary school children as students is not only a process of imparting knowledge such as basic reading, writing and arithmetic skills. However, there are also several competencies that must be conveyed to students in the social, personal and career fields which of course need to be developed by students in elementary school. In terms of understanding careers and future aspirations, students are directed to be able to understand themselves, understand the world of work, and have an awareness of the importance of being willing to collaborate and act responsibly. This introduction and cultivation of awareness is carried out in stages from simple things to more complex things to ensure they remain focused on their dreams of the profession they aspire to.

Introducing professions to children is very important. This will later be related to the goals and dreams that elementary school children have. By introducing professions as early as possible,

it will give children capital for life and of course children will appreciate these professions by learning how to achieve their dreams in existing professions.

However, not all children have access to sufficient education to increase their motivation and basic abilities. Recapitulation of data on the placement of Indonesian Migrant Workers (PMI) for 2023 shows that in 2023, Malaysia is in second place with the highest number of PMI, up to 52,753 or around 28%. This is due to various factors such as close geographical location, prosperity, security and cultural uniformity. The increase in PMI causes an increase in descendants and the number of Indonesian children growing up in the country, but this growth is offset by an increase in the quality of education for children of PMI descent in Malaysia. So many children of PMI descent do not have access to education that is equal to that of native descendants of that country.

Many factors cause this, such as regulatory factors, finances and motivation of these children. Most PMIs come to Malaysia to work so that children's education activities become a minority, especially in strategic areas such as Kuala Lumpur. This results in children, especially at elementary school level, not having good motivation to achieve their dreams and of course they are still confused about the goals they have. So what happens is that they convey and at the same time follow the dreams and ideals of their friends or generations before them.

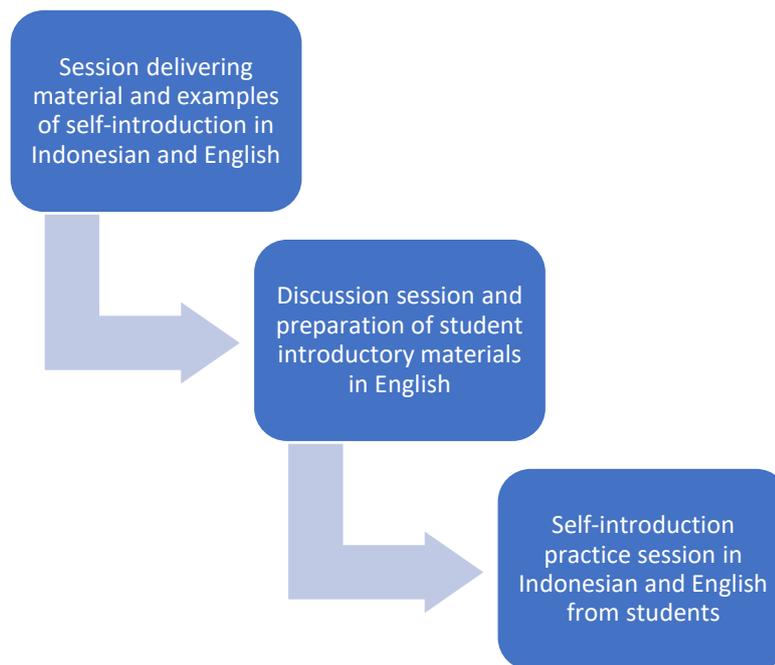
One step that can be taken to enrich children's knowledge about formal professions is to hold inspiration classes. The concept of the inspiration class is very commonly known to the Indonesian people since it was introduced by Indonesia Mengajar friends and several professional friends who want to contribute to the world of Indonesian education (bisnisinspirasi.org, 2015). Inspiration Class is an activity that brings together professionals from various formal employment sectors to participate in teaching or introducing their respective professions to students, providing an understanding of the importance of future goals, and motivating students to achieve these goals - this activity is usually carried out on one day called Inspiration Day

This inspiration class concept was then adapted by the community service team (PKM) for the children of Sanggar Guidance Hulu Kelang and Hulu Langat, Kuala Lumpur Malaysia. The formal professions that students see every day are only their teachers, so they do not have a complete picture of other formal professions such as lecturers, mayors/deputy mayors, regents, bank employees, police, military, and so on. Therefore, the Inspiration Class service team decided to hold Inspiration Class activities at the Guidance Studio.

## **2. METHOD**

The method used in this service is to adapt to the conditions in the classroom, including by means of lectures, sharing sessions, and direct practice according to the profession you have. All methods used in this service aim to provide an overview and motivation for non-formal students equivalent to elementary schools in SB Hulu Kelang and Hulu Langat, Kuala Lumpur Malaysia. The ultimate goal is that the material presented can be understood well by students. However, before the activity the participants were first given a game to add a fun atmosphere to motivate them and after the activity a dream tree was made which would later contain the participants' dreams.

This method was adapted from Hamdani (2018) who stated that there are several training methods to make training interactive, namely lectures, discussions, demonstrations, exercises/practice, work instructions, case studies, games, role playing, and simulations. This training activity takes the form of an Inspiration Class and is carried out in the following order:



This PKM activity was carried out in SB Hulu Kelang and Hulu Langat, Kuala Lumpur, Malaysia. The activity was held one day on 18 - 24 July 2023. This activity was attended by elementary school students in grades 4, 5 and 6. The classes chosen were based on the assumption that grades 4, 5 and 6 were ready to be introduced to various formal professions. Resource persons in the context of this activity are students from various universities in Indonesia who are accompanied directly by education practitioners such as teachers and lecturers. The discussion that will be described in this article is the inspirational activities in the inspiration class which was attended by 89 students from SB Hulu Kelang and Hulu Langat.

### **3. RESULT AND DISCUSSION**

This community service activity (PKM) began with a speech by the Principal of the Kuala Lumpur Indonesian School, Mrs. Friny Napasti., S.Pd., M, Pd and a discussion about innovative ideas to improve the quality of education for PMI children in Kuala Lumpur. Next were remarks from the SB management and several SB teachers as well as providing guidance regarding the conditions of the students at SB. Next, there is an introduction session for each teacher and a technical explanation of the activity program that will be implemented.



Figure 1. *Opening Ceremony*

Each class is facilitated by 2 students and one education practitioner. After the facilitator's introduction, the students continued with introductions as well as explaining their aspirations and the reasons. At first, some students were still confused about their own aspirations. Each student is given time to prepare their respective introductions in Indonesian and English. On average, students are more proficient in using Malay and English than Indonesian. While being guided by facilitators and students, after all students had finished preparing self-introduction writing in Indonesian and English, they were given labels that had been prepared previously. On this label, they are asked to write down their ideals according to what is in their writing. This aims to ensure that they can see each other's ideals from their friends.

After all students put on their goal labels, each student continued with self-introduction presentation activities in Indonesian and English. Each student was asked to come to the front of the class and introduce themselves in Indonesian and English. They came to the front of the class voluntarily, but there were also those who were shy about coming forward. For students who are a bit shy, the facilitator accompanies and motivates them not to be afraid to show their abilities to their friends.



Figure 2. *Introduction of Occupation*

Even though there are still many pronunciation errors, the students are enthusiastic to introduce oneself in Indonesian and English is very high. They are very enthusiastic in conveying their ideals. There are those who want to become soldiers, police, lecturers, pilots, teachers, doctors, and so on. The inspiration session closed with the distribution of door prizes to students who had participated in the Inspiration class. The door prizes are colored animated cards with pictures of animals, fruit and vegetables in Indonesian and English.



Figure 3. *Presentation*

The Inspiration Class service activities that day closed with a group photo of the entire PKM team, students and teachers of SB Hulu Kelang and Hulu Langat. From the entire series of activities, it provides a valuable lesson for the PKM team that one day of service can provide inspiration forever. This is in accordance with the tagline of the Inspiration Class, "a day to serve, a lifetime to inspire".



Figure 4. *Evaluation*

#### 4. CONCLUSION

Inspirational class activities through the introduction of formal professions are very important in improving the quality of Indonesia's human resources (HR) in the future. It is impossible for future human resources to be good if today's young children do not have high aspirations. If they have goals, they will study diligently to achieve their goals. It is also hoped that in the future, the Guidance Studio, especially SB Hulu Kelang and Hulu Langat, can carry out similar activities by bringing in other facilitators with various other professions. Hopefully, many activities like this can raise enthusiasm and strengthen students' intentions to continue studying until college.

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