

Indonesian Reading and Writing Training to Improve the Literacy of Children of Indonesian Migrant Workers (PMI) in Malaysia

Fiya Ainur Rohmatika¹, Ni Made Dwi Maharani², Muhamad Ershad³, Mellia Dewi Hartono Soehardjo⁴, Angelia Yuliana Dewi⁵, Aulia Rivansy Nasution⁶, Siti Nur Azizah*⁷,

¹Research and Innovation of Karya Media Indonesia

²Universitas Pendidikan Nasional

³Universitas Pendidikan Indonesia

⁴Universitas Dian Nuswantoro Semarang

⁵Universitas Negeri Yogyakarta

⁶Universitas Negeri Medan

⁷Universitas Gadjah Mada Yogyakarta

⁷Universitas Muhammadiyah Purwokerto

E-mail: sitinurazizah@ump.ac.id

Abstract

Indonesian, as the national language, plays a vital role in uniting various tribes and cultures spread throughout Indonesia. As a language used in everyday life, mastering Indonesian makes it easier for children to interact with the surrounding environment. They are facing big challenges in developing Indonesian language literacy. One of the main problems is the need for more access to books and learning materials in Indonesian. This activity aims to improve the reading and writing skills of PMI children in Malaysia so that they are more fluent in Indonesian. Through a holistic, interactive, and relevant approach to the life context of PMI children, this program proves that investment in language education can provide great benefits for the literacy development and social welfare of migrant children. Indonesian reading and writing training has a significant impact on increasing the literacy of PMI children in Malaysia. The results of this training showed a significant improvement in the reading and writing abilities of PMI children, as well as an increase in their confidence in using Indonesian in various contexts. Apart from that, this training also has a positive impact on strengthening the cultural identity of PMI children, helping them to maintain their cultural heritage in a different environment.

Keywords: Reading, Writing, Elementary School, Children.

1. INTRODUCTION

This language functions as a communication bridge that allows people from various ethnic backgrounds to understand and interact with each other. More than just a communication tool, Indonesian is also an important pillar in various sectors of life, including government, education, and mass media (Hakim et al. 2023; Sudarmanto 2022). In government, Indonesian is used as the official language, ensuring policies and information are accessible to all levels of society (Nursafirayanti and Azizah 2024). In the education sector, this language is the main language of instruction in the national curriculum so that children throughout the country receive an equitable and integrated education. In mass media, Indonesian are used to disseminate information and news, ensuring that every citizen remains well informed (Hrp et al. 2024; Hanum et al. 2023).

The importance of Indonesian for Indonesian children must be addressed. As a language used in everyday life, mastery of Indonesian makes it easier for children to interact with the environment around them, both at school, at home, and in social activities (Makmur et al. 2023; Skaut and Triputro 2023). The ability to speak Indonesian allows them to learn more effectively, participate actively in social and cultural life, and access various

information needed for their development (Marjun 2024). In addition, mastering Indonesian helps children understand and appreciate the cultural values that exist in their society, strengthen national identity, and build strong emotional connections with family and community (Akim and Sari 2022).

However, the children of Indonesian Migrant Workers (PMI) in Malaysia face big challenges in developing Indonesian language literacy. One of the main problems is the lack of access to books and learning materials in Indonesian. Their environment is dominated by the Malaysian language and culture, resulting in a need for more opportunities to practice speaking and writing in Indonesian. This condition hinders the development of their Indonesian language skills, which in turn affects their ability to communicate well with their families in Indonesia (Mulyati et al. 2024; Agusman et al. 2024).

Lack of mastery of Indonesian also has an impact on the emotional relationships and cultural identity of PMI children. Difficulty in communicating with family in Indonesia can lead to estrangement of family relationships and loss of emotional connection. Additionally, with a good understanding of the Indonesian language and culture, PMI children may feel welcome from their national identity. They can lose their sense of belonging to Indonesian culture and not understand the values that underlie social life in Indonesia (Rohman et al. 2023; Rafi et al. 2024).

Indonesian reading and writing training is very important. These training programs are designed to improve the literacy skills of PMI children, give them better access to learning materials, and provide a supportive environment for practicing Indonesian. With the right training, PMI children can develop their Indonesian language skills so they can communicate better with their families and communities in Indonesia and maintain their cultural identity (Azizah 2023). This training not only helps them in academic aspects but also in building strong emotional connections and strengthening their national identity. Through this effort, PMI children can grow into individuals who are proud of their Indonesian identity and able to contribute positively to society both in Malaysia and Indonesia in the future (Putri et al. 2024; Setiadi et al. 2023).

2. METHOD

In implementing Indonesian Reading and Writing Training to Improve the Literacy of Malaysian PMI (Indonesian Migrant Workers) Children, a comprehensive method to improve the literacy of PMI children in Malaysia involves a series of steps designed to teach PMI children to read and write in the Indonesian language effectively. The following is an explanation of the proposed method:

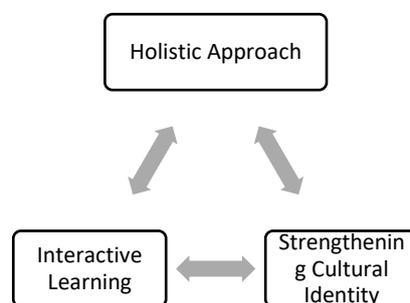


Figure. 1 Method

- ✓ Holistic Approach: This method uses a holistic approach that covers aspects of learning to read and write as a whole. Children are taught not only to read written

texts but also to understand and analyze the content of the reading and express their thoughts in writing.

- ✓ Interactive Learning : This training emphasizes the use of interactive learning that involves children's active participation. Through activities such as shared reading, group discussions, and language games, children are encouraged to be actively involved in the learning process, which can increase their motivation and engagement.
- ✓ Strengthening Cultural Identity : Apart from that, this method also aims to strengthen the cultural identity of PMI children by incorporating elements of Indonesian culture into learning. It can be done through the use of stories and learning materials that reflect Indonesian culture and introduce children to their cultural values.

The practice of using Indonesian in everyday conversations covers a variety of situations, from casual conversations with friends and family to formal communication in the workplace or educational institutions (Azizah et al. 2024). In everyday conversations, some practices for using Indonesian include:

- Memorizing the names of family members in Indonesian is an effective method for understanding the basics of this language. This method not only introduces basic vocabulary but also links words with concepts that are familiar to the learner, namely their own family. Following are the steps that can be followed
- Introduction to Vocabulary: Start by introducing basic vocabulary for family members in Indonesian, such as "Ayah" (father), "Ibu" (mother), "Kakak" (older sibling), "Adik" (younger sibling), "Grandpa" (grandfather), and "Grandmother" (grandmother)
- Visual Association: Use pictures or family photos to help students associate words with real people. For example, show a picture of a man who is their father and say, "This is Dad."
- Making a Family Diagram: Create a family tree diagram showing the relationships between family members. In this diagram, label each member with their name in Indonesian. For example, put a photo of Grandpa at the top with the label "Grandpa."
- Repetition Practice: Invite students to repeat the names of family members in Indonesian periodically. For example, every day, name and point to family members in the picture while saying their names in Indonesian.
- Use in Sentences: Once familiar with the basic names, train students to use these words in simple sentences. For example, "Dad is working" or "Mom is cooking in the kitchen."
- Interactive Games: Create interactive games such as quizzes or card games where students have to match pictures with the correct words in Indonesian.



Figure 2. Reading and Writing activities

3. RESULT AND DISCUSSION

Indonesian reading and writing training to improve the literacy of PMI children in Malaysia resulted in significant achievements in the development of reading and writing skills. The main findings from this activity are:

- ✓ Improved Reading Ability. PMI children show significant improvements in their ability to read texts in Indonesian. They can read fluently and understand the content better after attending this training.
- ✓ Better Writing Ability. Training participants showed improvement in writing skills. They are able to produce more structured texts, follow grammatical rules better, and express their ideas more clearly.
- ✓ Increased Self-Confidence. Apart from academic skills, this training also helps increase PMI children's confidence in using Indonesian. They become more confident in communicating in Indonesian in various contexts, both inside and outside the training environment.

The results of this training show that a holistic approach to teaching Indonesian is effective in increasing the literacy of PMI children in Malaysia. Some relevant discussion points can be outlined as follows:

- ✓ The Importance of Context and Relevance. This training was successful because of the relevance of the learning material to the needs and context of PMI children. Material adapted to their daily lives makes learning more interesting and meaningful.
- ✓ Interactive and Participatory Role. An interactive and participatory approach helps increase children's involvement in learning. Activities such as shared reading, group discussions, and language games make learning more fun and effective.
- ✓ Challenges and Solutions. Despite the positive results, this training also faces challenges, such as limited resources and a need for trained teaching staff. Solutions to this challenge include intensive teacher training, development of more varied learning materials, and collaboration with related parties
- ✓ Social and Cultural Impact. Apart from increasing literacy, this training also has a positive impact on strengthening the cultural identity of PMI children. They become more connected to Indonesian culture and language, which is important for maintaining their cultural heritage in a different environment.
- ✓ Global Relevance. This kind of program has global implications in supporting the literacy of migrant children in various countries. By adapting content and learning methods to suit local contexts, similar programs could be adopted in other countries with large migrant populations.

4. CONCLUSION

Indonesian reading and writing training has a significant impact on increasing the literacy of PMI children in Malaysia. The results of this training showed a significant improvement in the reading and writing abilities of PMI children, as well as an increase in their confidence in using Indonesian in various contexts. Apart from that, this training also has a positive impact on strengthening the cultural identity of PMI children, helping them to maintain their cultural heritage in a different environment. Through a holistic, interactive, and relevant approach to the life context of PMI children, this program proves that investment in language education can provide great benefits for the literacy development and social welfare of migrant children. Thus, Indonesian reading and writing training is an effective strategy for strengthening the language skills and cultural identity of

PMI children in Malaysia and can be used as a reference for similar programs in various countries with large migrant populations.

ACKNOWLEDGMENTS

We would like to express our thanks to the Semangat Muda Indonesia Foundation which has initiated and helped run this service smoothly. Thank you also to the Head of SIKL and all managers and staff who have welcomed us with pleasure.

REFERENCES

- Agusman, D. D., S. N. Azizah, A. A. Zahry, M. R. Setiadi, S. Julaeha, W. Saputri, H. P. Maharani, A. R. Putri, and T. A. Putri. 2024. Strengthening Students' Literacy and Character through Developing Educational Games for Children of Indonesian Migrant Workers in Malaysia. *Journal of Society, Community and Business Development* 2 (1):10-16.
- Akim, I., and N. I. Sari. 2022. Perlindungan Hukum terhadap Pekerja Migran Indonesia oleh Pemerintah Daerah Kabupaten Nunukan sebagai Daerah Perbatasan. *Borneo Law Review* 6 (2):140-160.
- Azizah, S. N. 2023. Innovative Opportunities for Halal Entrepreneurs in the Tourism Sector. In *Contemporary Discourse of Halal and Islamic Entrepreneurship: Trends and Future Opportunities*: Springer, 199-205.
- Azizah, S. N., R. Azizah, M. P. Fadhillah, T. P. Dzahabiyah, T. Syach, P. A. Arumsari, N. S. Syada, F. O. Salindri, and N. Mas. 2024. Creativity Training for Children of Indonesian Migrant Workers In " Batik Making " Activities. *Jurnal Pengabdian Kolaborasi dan Inovasi IPTEKS* 2 (2):726-731.
- Hakim, A. R. N., N. A. A. Yani, Y. H. Nurlatifah, and M. D. Kembara. 2023. Pentingnya Penggunaan Bahasa Indonesia di Lingkungan Kampus sebagai Identitas Nasional terhadap Persatuan. *Inspirasi Dunia: Jurnal Riset Pendidikan dan Bahasa* 2 (2):232-242.
- Hanum, L., M. Suri, C. Bariah, Z. M. Letis, and I. Ayudia. 2023. Pemberdayaan Pekerja Migran Indonesia (PMI) Negara Penempatan Malaysia untuk Peningkatan Kapasitas dan Persiapan Kemandirian. *KREASI: Jurnal Inovasi dan Pengabdian kepada Masyarakat* 3 (2):211-228.
- Hrp, F. K., P. B. A. Raudhah, B. D. R. Samosir, J. A. Hrp, A. V. Munthe, W. B. Silaban, and F. Lubis. 2024. Peran Bahasa Indonesia dalam Mempertahankan Identitas Budaya dan Kesatuan Nasional di Era Globalisasi. *Jurnal Ilmu Pendidikan dan Teknologi* 6 (2).
- Makmur, S. M., R. Dunggio, M. Z. Pilomonu, and R. Maulana. 2023. Penguatan Nasionalisme Melalui Pembelajaran Pancasila dan Metode Repetisi bagi Siswa di Sanggar Bimbingan Rawang Selangor, Malaysia. *Buletin KKN Pendidikan* 5 (1):74-83.
- Marjun, M. F. 2024. Mengenal Bahasa Indonesia Sebagai Bahasa Pemersatu Bangsa. *Abdima Dejournal* 1 (4):108-114.
- Mulyati, D., M. M. Huda, D. Setyorini, and S. N. Azizah. 2024. Balanced Nutrition Education And Explanation Of How To Brush Your Teeth With Phantom Dental In Malaysia. *Jurnal Pengabdian Kolaborasi dan Inovasi IPTEKS* 2 (2):738-743.
- Nursafirayanti, T., and S. N. Azizah. 2024. Increasing Students'learning Motivation to Achieve Their Goals Through Educative Stories. *Jurnal Pengabdian Kolaborasi dan Inovasi IPTEKS* 2 (2):732-737.
- Putri, M. H., S. N. Azizah, M. J. Akbar, E. Z. W. Kusuma, P. A. C. Rumara, and S. A. Utami. 2024. Increasing the Children's Nationalism of Indonesian Migrant Workers (PMI)
-

- through Pancasila, Tourism, Culture, and Indonesian Folk Songs in Malaysia. *Journal of Society, Community and Business Development* 2 (1):22-29.
- Rafi, O. A., A. R. Bukoting, Z. Azkiana, S. N. Azizah, M. A. Naipospos, M. A. Aji, R. Arsyad, A. F. Tafarel, N. Nabastala, and S. Alexandra. 2024. Implementation of a Clean and Healthy Lifestyle (PHBS) for Children of Indonesian Migrant Workers (PMI) in Malaysia. *Journal of Society, Community and Business Development* 2 (1):1-6.
- Rohman, R. H., D. Prastyo, A. I. Hidayat, R. S. Mahmud, S. Syahrerini, R. Rahmaniati, and F. Zannah. 2023. Implementasi Program Pendidikan bagi Anak-Anak WNI di ICC Ladang Kosma Malaysia. *Jurnal Keilmuan dan Keislaman*:237-252.
- Setiadi, M. R., S. N. Azizah, A. A. Zahry, S. K. Putri, Z. S. Hayus, W. Saputri, and S. Julaeaha. 2023. Inspiration Class for children of Indonesian Migrant Workers in Kuala Lumpur. *Journal of Society, Community and Business Development* 1 (2):22-28.
- Skaut, V., and W. Triputro. 2023. Pencegahan Pekerja Migran Indonesia (PMI) Ilegal. *MARAS: Jurnal Penelitian Multidisiplin* 1 (1):1-11.
- Sudarmanto, H. 2022. Peran Pemerintah Daerah Dalam Peningkatan Kompetensi Pekerja Migran Indonesia (PMI). *JOEL: Journal of Educational and Language Research* 2 (2):301-312.