

Implementation of Indonesian Cultural Learning: Indonesian Language and Mathematics Literacy Education for Children of Indonesian Migrant Workers in Kuala Lumpur

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Abstract

Some factors cause PMI (Indonesian Migrant Workers) children not to be able to attend formal schools, one of which is because the documents are not fulfilled, and the lack of information about Indonesia is also a problem faced by Indonesian migrant children. Therefore, here, Semangat Muda Indonesia and Youth ID provides space for the Indonesian community to contribute positively to teaching and help children there in academic and non-academic teaching programs for Indonesian migrant children in Kuala Lumpur so that they understand and understand information about Indonesian culture and also their academic learning. The learning provided is about learning Indonesian culture, Indonesian language literacy education, and mathematics. The purpose of this teaching activity is to provide an understanding of the culture and customs of Indonesia, which are very diverse, so that Indonesian children living in Kuala Lumpur can be close to their culture and foster a sense of love for their homeland, namely Indonesia, then with the teaching of Indonesian Language it is hoped that it can increase children's literacy preferences for reading books and learning mathematics, namely to increase insight and knowledge to children.

Keywords: *Indonesia's Culture, Indonesian Language Literacy, Mathematics*

1. INTRODUCTION

Education is a process in an effort to develop abilities and self-potential to achieve a good personality and also achieve intelligence, which is done through the learning process and training; in other words, education is an important thing to foster understanding of various things (BP Rahman et al., 2022). Education is also something that must be formed (Agusman et al., 2024). Every society has the right to get education which is a basic need for everyone. But this does not happen to the children of PMI (Indonesian Migrant Workers) who are in Malaysia. This is a serious challenge regarding many of the children of Indonesian Migrant Workers (PMI) who have not received proper access to education (Aranda, 2024).

Malaysia is a place or destination for most migrant workers to become a transit point, where in 2019, there were 79,663 migrant workers in Malaysia (Udhwalalita & Fathoni Hakim, 2023). (Udhwalalita & Fathoni Hakim, 2023). In 2022, the number of migrant workers was recorded at 1.2 million people (Mahardhani et al., 2023). Many of the migrant workers are not only legal immigrants but also illegal immigrants. Every year, the number of Indonesian migrant workers sent to Malaysia is relatively high; this can also affect the number of illegal migrant workers, which continues to increase so that the problems faced by migrant children are also increasingly diverse because citizenship is a requirement in obtaining other rights

(Santoso, 2022). Meanwhile, all children have the right to receive formal and informal education, including children of migrant workers from Indonesia (Divana et al., 2024).

Many PMI children who do not get proper education face administrative problems, such as document fulfillment. All people in Indonesia, both those who are abroad and within the country, must have equality and sameness in terms of getting an education, which includes children of PMI who are abroad. Therefore Semangat Muda Indonesia in Youth ID program has launched a program for the Indonesian community so that they can contribute positively to providing education to children and helping children there (Hidayati et al., 2023).

The program activities include academic and non-academic learning. PMI children in Malaysia have not received formal education, so children there study in non-formal schools, namely Sanggar Bimbingan (SB) (Makmur et al., 2023). (Makmur et al., 2023). The learning provided at SB is the instillation of Indonesian Text Reading to foster an interest in literacy in children. Indonesia is ranked 60th out of 61 countries in terms of literacy in 2019, so if seen from this, the ability in terms of literacy in Indonesia is a problem to be discussed and improved. Especially for Indonesian children living in Malaysia, it is essential to instill Indonesian language literacy (Aswan et al., 2020).

Furthermore, to form Human Resources, mathematics learning has an important function, where Mathematics Education becomes an education that must be given and taught at all levels. Students must fulfill five essential skills in mathematics: the ability to understand a concept, solve problems, connections, reasoning, and communication (Pebrianti et al., 2022). Therefore, mathematics teaching consists of mathematical operation questions and questions wrapped in story questions. Furthermore, PMI children in Kuala Lumpur, Malaysia, must also learn about Indonesian culture and customs because they are all Indonesian citizens, so it is necessary to foster their original cultural identity and nationalism (Miranti et al., 2024). Indonesian migrant children in Malaysia have not received a complete understanding of Indonesian culture, so they need to know a lot about Indonesian culture so that children there can love and be proud of their homeland (Nurlitasari et al., 2023). Thus, here, the non-academic teaching program aims to provide learning about Indonesian culture, namely by introducing the Indonesian regional song Ampar-ampar pisang and the song Soleram. As well as the regional dance, the Maumere dance. It is hoped that by introducing Indonesian culture to PMI children in Kuala Lumpur, they can appreciate and strengthen cultural literacy and adhere to their traditions (Djumadi et al., 2023). Moreover, this teaching program can strengthen the understanding of Indonesian and Indonesian cultures. The literacy level will be more substantial, and the understanding of mathematics learning will improve.

This Volunteer activity was carried out at SB-AT Tanzil Lembah Jaya Ampang Kuala Lumpur Malaysia on October 2, 2024. This activity is a teaching activity launched by Semangat Muda Indonesia and Youth ID. This teaching activity targets elementary school children in grades 5 and 6 who will receive academic and non-academic learning materials. The academic materials that will be taught are Indonesian and Mathematics, and the non-academic learning includes regional songs and regional dances of Indonesia. The purpose of this volunteer activity is to provide an understanding of the culture and customs of Indonesia, which are very diverse so that Indonesian children who live in Kuala Lumpur can be close to their culture. Then, with the teaching of Indonesian, it is hoped that it can increase children's literacy preferences for reading books and learning mathematics, namely to increase insight and knowledge to children and also to foster a sense of love for their homeland, namely Indonesia.

2. METHOD

This Volunteer activity was held at SB-AT Tanzil Lembah Jaya, Ampang, Kuala Lumpur, Malaysia, on October 2, 2024. It is a teaching activity launched by a youth official.id. The target of

this teaching activity is elementary school children in grades 5 and 6 who receive both academic and non-academic learning materials. The academic materials taught include Indonesian and Mathematics, while non-academic learning includes regional songs and dances of Indonesia.

In this community service activity, the method used is a qualitative descriptive method, where data is obtained through direct observation during the activity's implementation, interviews with participants and organizers, and documentation in the form of photos and videos that present phenomena naturally (Yuliani, 2018). This approach is used to understand the impact of activities on increasing cultural understanding, literacy skills, and love for the homeland in children participating in the activity.

This community service activity aims to provide an understanding of Indonesia's immensely diverse culture and customs. Thus, Indonesian children living in Kuala Lumpur can feel close to their culture. In addition, teaching Indonesian is expected to increase children's interest in reading books, while learning Mathematics aims to increase insight and knowledge. This activity is also designed to foster a sense of love for the homeland among the young generation of Indonesia who are abroad.

3. RESULT AND DISCUSSION

The volunteer program began with an opening session, which included introductions between participants and facilitators. Next, a prayer was read together to ask for a smooth teaching and learning process. Before entering the main activity, an ice-breaking session was held to create a friendly and interactive atmosphere. The first ice-breaking used the TG (Single and Double) Hand Clapping technique, where a single clap was done once, while a double clap was done twice. Next, the second ice-breaking session was a game called 'Guess Who I Am,' where children were asked to guess the movements demonstrated by the facilitator. This activity aims to lighten the classroom atmosphere and strengthen the relationship between male and female students and facilitators so that the learning process occurs more comfortably and effectively.



Figure 1. *Ice Breaking*

After the ice-breaking session, the activity continued with academic learning, starting with the subject of the Indonesian language. In this session, children were given interesting Indonesian reading texts to read individually, accompanied by reading comprehension questions that had to be answered. In addition, dialogue texts were prepared so that children could read in turns in front of the class to improve their social interaction skills. This activity was also designed to instill literacy skills in children, which are important competencies for their academic and social development (Iman, 2022). Children who give correct and fast answers will receive prizes as motivation.



Figure 2. *Academic Learning*

After the Indonesian language learning, the activity continued with Mathematics learning. In this session, the material provided included basic arithmetic operations and story problems related to the Indonesian Rupiah. In the learning process, children were also introduced to the basic concepts of Indonesian currency to enrich their contextual knowledge, which is important to introduce from an early age (Gymnastiar et al., 2023). This learning ended with a question and answer session. Like before, children who could answer questions correctly and quickly were given prizes to encourage active participation.



Figure 3. *Active Participation*

In non-academic learning, the material includes an introduction to Indonesian regional songs and dances. In the regional song learning session, children are introduced to the song Ampar-Ampar Pisang from South Kalimantan, complete with accompanying game movements, and the song Soleram from Riau. After giving explanations and examples, the children sing the songs together and practice the Ampar-Ampar Pisang game movements. As a form of appreciation and motivation, children who dare to come forward to sing regional songs are given prizes. The session continued by introducing regional dances, namely the Maumere dance from East Nusa Tenggara (NTT). Children were invited to learn and practice the dance, which also helped introduce regional culture through fun activities that could stimulate their creativity (Hartono et al., 2022).



Figure 4. *Cultural Learning*

This combination of academic and non-academic learning has a positive impact on the understanding of children in grades 5 and 6 regarding Indonesian culture and traditions. During the implementation, the children showed good attention and enthusiasm in following the entire series of activities. This learning not only improves their understanding of culture and information about Indonesia but also strengthens literacy skills and develops a sense of love for the homeland.

4. CONCLUSION

This teaching program is a strategic step that supports academic education and contributes to the preservation of Indonesian cultural values among Indonesian migrant children in Kuala Lumpur. This teaching program can build cultural awareness among students, thereby strengthening their sense of national identity even though they are abroad. In addition, the Indonesian literacy education approach can also help children continue to hone their language skills and understand Indonesian reading texts. Mathematics education delivered in a context relevant to everyday life also helps improve cognitive competence and problem-solving skills that are important for children's academic development.

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