

Cognitive Development Of National Insight Through Visual Interactive Methods Toward Indonesian Children In Malaysia

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Abstract

Migrant workers in Malaysia are a concern so the spirit of nationalism needs to be maintained by every Indonesian citizen. The phenomenon of the younger generation paying less attention to national literacy is caused by being more interested in visual media. Children's cognitive development can be obtained from interactive visual learning. The purpose of this service is to contribute to the development of innovative national education methods that are according to the needs of the digital generation and can improve children's cognitive abilities. The implementation method combines two mixed methods of interactive visuals and traditional Domikado games. This activity targets Indonesian children aged 5-6 years in Sentul Malaysia with international collaboration of volunteers by youth. id and Semangat Muda Indonesia in November 2024. The results were that children actively participated in a series of activities and were more confident in expressing answers to each question given. In addition, children could review the material taught quickly and accurately. The mixed interactive visual method effectively improves children's cognitive abilities, including national insight.

Keywords: *Migrant, Mixed Method, Cognitive, Children*

1. INTRODUCTION

The phenomenon of the surge in Indonesian migrants who develop themselves to work abroad can be a national concern. Based on Bank Indonesia data, 1.67 million people out of 3.44 total Indonesian migrant workers are in Malaysia (Indonesia, 2023). Workers who have been abroad for a long time may have families who live with them. According to Indonesian law number 18 of 2017 concerning Indonesian Migrant Workers, protection includes family, wife, and children (Pemerintah Indonesia, 2017). The fulfillment of this protection includes social, housing, and education aspects.

The nationalistic views of migrant workers who have lived for a long time are considered to have positive values. It is related to the side of the migrant worker's family, such as wives and those who still have a nationalistic spirit (Trisofirin et al., 2023, Maulana et al., 2025, Nabila et al., 2025). The primary foundation for building a strong and solid national identity is a sense of love for the homeland. Indonesia has a diversity of tribes, cultures, and religions, and what binds this diversity is a sense of love for the homeland, which is the framework of the Unitary State of the Republic of Indonesia (NKRI). However, in today's era, the younger generation has a low interest in local culture, history, and national symbols, reducing the sense of love for the homeland (Fatimah et al., 2020, Azizah et al., 2024b).

Effective communication has quite a large potential, such as visual media through images, videos, animations, and infographics. The impact is relatively stronger because visual media can attract attention and is also easier to understand, so it can be said to foster emotions and care about national values. However, there needs to be a comprehensive research approach that can effectively instill the value of love for the homeland (Rahmaddiansyah et al., 2024, Rafi et al., 2024). However, a comprehensive research approach is needed to ensure that the visual media can effectively instill the value of love for the homeland. The learning methods that have been carried out effectively impact increasing children's cognitive abilities periodically (Tomljenović, 2020, Solihin et al., 2024). Teaching in visual form, such as a traditional game, can be used to develop learning methods. A study that helps children's cognitive development proves the importance of teaching aid planning (Lo and Wang, 2024, Putri et al., 2024).

This service is expected to produce visual media that is interesting and relevant for the younger generation and effective in instilling and strengthening a sense of love for the homeland. Therefore, the goal is to provide accurate contributions to developing innovative national education methods that meet the needs of the digital generation to improve children's cognitive abilities (Rohmatika et al., 2024).

Indonesian migrant children living in Malaysia often face several challenges, especially in facing educational opportunities that are in line with their sense of national identity. This problem can lead to a lack of interest in the country and an inadequate understanding of Indonesian geography and culture. Children's cognitive development is also affected because the learning process they receive often lacks an engaging approach. Therefore, the problem formulation is: How can interactive visual techniques such as card quizzes and the classic Domikado game improve the cognitive skills and sense of the national identity of Indonesian migrant children in Malaysia? Do these strategies help migrant children overcome current academic obstacles?

Through an engaging and fun learning environment, the program seeks to enhance the cognitive skills of Indonesian immigrant children living in Malaysia. Young children are believed to improve their coordination, memory, and collaboration skills in a lively and fun atmosphere by playing the traditional game Domikado. In addition, the program seeks to foster a love for the country while introducing Indonesia's geographical and cultural diversity through a card quiz about the country's islands. The program's overall goal is to provide migrant children with a stronger sense of national identity despite living far from their home country.

2. METHOD

The method used is community service activities, which develop insight into the love of the Indonesian homeland among Indonesian children, including the AKSAARA project. AKSAARA is an abbreviation of Aksi Cinta Tanah Air Indonesia, which is designed as an innovative form to attract children's attention (Azizah et al., 2024a, Setiadi et al., 2023). This activity is divided into two directly combined methods called the mix method. The combined methods include:

- Visual media depicting the major islands in Indonesia and tourism in the region.
- The traditional game Domikado from Maluku is also popular in other regions, such as Java, Sulawesi, and Kalimantan. Children are invited to play Domikado using the visual media given. Then, the last child in one round of the song must tell the location of the island being held.

This method is repeated until the series of islands and Indonesian tourism are fulfilled. After that, the community service team evaluates the learning by asking whether what the children said was right or wrong and telling the history of the heroes on an island one by one (Gymnastiar et al., 2024). This community service was held on Wednesday, November 13, 2024, in Sentul Hilir, Kuala Lumpur, Malaysia. This activity involved community service partners, namely Youth ID and

Semangat Muda Indonesia, through the International Volunteer 2024 Chapter Malaysia program. This program aims to contribute positively to the community, especially to children in grades 4-5 of elementary school. The community service procedure begins with the submission of a project arrangement to Youth ID regarding the activities to be carried out (Agusman et al., 2024). After approval, the program is implemented by involving children as participants. The activities focus on children's education and empowerment to improve knowledge and skills. The program ends with an evaluation through a conference to assess the success and impact of the activities that have been implemented to strengthen international relations and positively impact children in the community (Monica et al., 2024).

3. RESULT AND DISCUSSION

Implementation of the AKSAARA program resulted in satisfactory results. Children began to recognize the names and locations of the large islands in Indonesia and could also recognize tourist attractions on each island. In addition to the names and locations of the Indonesian islands, the team taught some about the heroes and independence of the Republic of Indonesia.



Figure 1. Children are briefly explained how to play with the material



Figure 2. Method of delivering material with traditional Domikado games

Based on pictures 1 and 2, students are enthusiastic about the learning process by combining game methods and visual media presentation. Do mi ka do is a traditional Indonesian game in which players or students are given bait, namely island fragments. Then, the Domikado song is played until it is finished. After the song is finished, the island fragments stop at one person, and he must come forward and attach the location of the island according to what he knows.



Figure 3. Students attach visual media of the island



Figure 4. Children stick island fragments according to their knowledge

Based on pictures 3 and 4, it can be seen that the students know the big islands in Indonesia, although they are sometimes wrong in arranging the layout of the islands. Some of them remember that the island they got is by their place of origin. This increases their memory of Indonesian national insight. This community service is considered successful in achieving its goals by fostering a sense of love for Indonesia.

In addition, some children are active in the quiz learning with prizes in picture 3 in the form of key chains, several snacks from Indonesia, and also stickers designed by one of the teaching team members as a sign of appreciation for the activeness and increased knowledge of the material that has been obtained. This method can raise enthusiasm and increase participation from children—playing, singing, and/or dialogue. Children's games with a singing and/or dialogue pattern are intended to be when the game is played, it begins or is interspersed with singing, dialogue, or both; singing and dialogue are the game's core.



Figure 5. Children who answer the quiz correctly will be given a reward



Figure 6. Community service team with some Indonesian migrant children

Children's play patterns involving singing and/or dialogue are generally carried out in groups, and most girls usually play this game (Cendana and Suryana, 2022). This recreational and interactive game expresses recognition of the environment, social relationships, guessing, and so on. Several factors cause the decline of traditional games, such as (a) lack of facilities and places to play; (b) time constraints, especially the demands of the era that are increasingly complex and burdensome for children; (c) the displacement of traditional games by foreign modern games that do not require a place and are not bound by time; can be played at any time, whether morning, afternoon, or evening without having to wait for other people to play; and (d) the severance of cultural inheritance carried out by previous generations who did not have time to document, collect and socialize it as a cultural product of society to the next generation (Djumadi et al., 2023).

Traditional games can improve children's language skills, such as improving the ability to listen to friends talking, imitating 3-4 word sequences, understanding commands given together, understanding the game to be played, recognizing the difference between words regarding adjectives, imitating sentences that are delivered, answering questions about the game being played simply, expressing opinions to others, retelling the game that has been played simply, recognizing the sounds around them. Through the traditional game-playing method, children can practice improving aspects of language skills, such as receiving and expressing language (NIM, 2016).

Most of the children of Indonesian migrant workers, especially those in the Sentul Hilir area, do not have official documents of their birth and residence permits in Malaysia. Not a few of them experience an identity crisis because the scope of their lives absorbs many foreign languages and cultures compared to their culture of origin. The problem of identity crisis is not only due to documentation issues but also includes self-identification as citizens of the Republic of Indonesia. Malay-Malaysian speakers represent the majority of Indonesian migrant workers who were born and raised in Malaysia. The Malay-Malaysian dialect is by the area where the parents live or work. Given the socio-cultural location of the speakers in Malaysia, children of migrant workers generally use Malay-Malaysian as their mother tongue (Aswan et al., 2023).

Looking at the situation in the Sentul Hilir area, some of them still know and remember the island where their parents came from, and some of them can speak their parents' regional language. There are five important points of nationalism character indicators found in the children of migrant workers in this area. The first point is pride in being an Indonesian citizen, which is the basis of nationalism. This shows how they maintain their pride and identity as Indonesian citizens despite being far from their birthplace. Second, love for the homeland is another aspect of nationalism. They still identify themselves and feel connected to their own country even though they are abroad. In addition, they believe that they have to uphold Indonesia's good name abroad. Third, nationalism is characterized by a willingness to sacrifice for the good of the country. The children of these migrant workers realize that they are in a distant country to support their brothers and sisters in Indonesia. However, they realize that they must consider the nation's interests and refrain from actions that could harm it. Fourth, the ability to embrace historical progress is another aspect of the nature of nationalism. These children of migrant workers understand how globalization and technological advancement have changed Indonesian culture and way of life. Nevertheless, they continue to uphold traditional values in the face of change and are proud of Indonesian culture. Fifth, pride in one's cultural heritage is another aspect of nationalism (Trisofirin et al., 2023).

4. CONCLUSION

The community service program that has been implemented has had a significant impact on increasing national insight and a sense of nationalism among the children of Indonesian migrant workers. The traditional game Domikado can create a fun learning atmosphere, strengthen the

value of cooperation, and improve children's memory and coordination skills. Meanwhile, the card quiz about the islands of Indonesia successfully introduced them to Indonesia's geographical and cultural richness, as well as building pride in national identity. Children can have active discussions with increased self-confidence in expressing their opinions. There is an increase in knowledge of Indonesian insight, especially about the islands in Indonesia and their tourism. A sense of pride, love for the homeland, and longing for Indonesia grows. Children better understand Indonesia and are enthusiastic about learning and loving their homeland. With the implementation of fundamental contributions, this program can be developed through community service with various ages in addition to strengthening relations with the Indonesian Embassy in Malaysia so that the facilities and infrastructure of the learning center are increasingly considered. Thus expanding the impact on other migrant communities.

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