

CERIA (Smart and Joyful Learning Together): Cultural Education through Regional Songs for PMI Children in Malaysia

Ariel Sucipto¹, Siti Nur Azizah*²,

¹Universitas Syiah Kuala

²* Universitas Muhammadiyah Purwokerto

*e-mail: sitinurazizah@ump.ac.id

Abstract

Indonesian Migrant Workers' (PMI) Children in Malaysia face significant barriers to accessing formal education due to their parents' undocumented immigration status. This condition adversely affects their basic literacy skills, cultural understanding, and the development of national identity. In response to these challenges, the CERIA Program (Cerdas dan Riang Belajar Bersama / Smart and Joyful Learning Together) was developed, targeting PMI children in grades 1–2 who are not served by formal education. The program employs a learning approach that combines traditional Indonesian songs and interactive games, incorporating cultural values. Its methods are grounded in the principles of learning through play and thematic education, with core activities involving the introduction of the song "Ampar-Ampar Pisang" and a musical game designed to engage cognitive, affective, and psychomotor domains. Observations indicate that children demonstrated high enthusiasm, increased self-confidence, and a strong emotional connection to Indonesian culture. The program effectively created a fun, inclusive, and adaptable learning environment for the diaspora community. Therefore, CERIA presents an alternative model of culturally grounded non-formal education suitable for PMI children and other marginalized groups.

Keywords: PMI children, diaspora, non-formal education, Indonesian culture, folk songs, contextual learning

1. INTRODUCTION

Limited access to education for children of Indonesian Migrant Workers (PMI) in Malaysia is still a crucial issue that has not been resolved. Thousands of PMI children cannot access formal education due to their parents' often undocumented status. The absence of birth certificates, passports, or residence permits makes them ineligible to attend Malaysian state educational institutions or be registered in the Indonesian education system (Rifa). A study in the Sabah region, Malaysia, states that there are approximately 53,000 PMI children who lack official identification and face difficulties accessing basic education (Aranda 2024). This condition has multidimensional impacts. From a cognitive perspective, these children experience limitations in mastering basic literacy and numeracy. From a psychosocial perspective, minimal exposure to the Indonesian language, national history, and cultural values of the archipelago leads to a weak national identity (Hamsiah et al. 2023).

Furthermore, the disconnection from the formal education system hinders the achievement of Sustainable Development Goal (SDG) 4, specifically the goal of inclusive and equitable quality education for all children (Basiroen et al. 2024). In this context, several approaches have been taken. One of them is through the Community Learning Center (CLC) in the Sabah and Sarawak regions of Malaysia, which has served a total of 18,787 students, comprising 13,782 elementary school (SD) students and 5,005 junior high school (SMP) students. In addition, although around 55

Commented [MAMI]: Follow the instruction of citation

Guidance Centers have been established initiated by the Education and Culture Attaché of the Indonesian Embassy in Kuala Lumpur as an effort to provide access to non-formal education for children of Indonesian Migrant Workers (PMI), this number is still inadequate to reach the entire population of PMI children in Malaysia (Mulyati et al. 2024; Azizah et al. 2024; Sugiantoro et al. 2024). This condition highlights a significant gap in the fulfillment of educational rights for this group of children (Nurrahman and Triwahyuni 2024). With limited access and resources, an alternative learning model is needed that is innovative, flexible, and contextual .

Previous research has shown that a local culture-based approach can increase interest in learning while strengthening children's national identity (Azizah et al. 2024). The use of regional songs, traditional games, and interactive methods has been proven to create a fun and meaningful learning atmosphere (Manarfa and Lasaiba 2023). Therefore, it is important to design a program that not only teaches basic educational material but also internalizes Indonesian cultural values as a whole.

In response to this challenge, the CERIA (Smart and Joyful Learning Together) Program was developed, targeting PMI children in grades 1-2 of elementary school who do not have access to formal education. CERIA integrates regional songs and interactive educational games as learning media that promote active involvement, strengthen the spirit of cooperation, and foster a sense of national pride. With this approach, CERIA is expected to bridge the education gap, strengthen national identity, and make a concrete contribution to achieving SDG 4 (Quality Education) through adaptive, enjoyable, and culturally valuable learning strategies (Azizah et al. 2023; Putri et al. 2024).

2. METHOD

The CERIA (Smart and Joyful Learning Together) program was held on November 6, 2024, at the At-Tanzil Lembah Jaya Guidance Center, which is under the auspices of IKABA IMABA Malaysia, KORWIL Lembah Jaya. This activity is intended for children in grades 1-2 of elementary school and is an initiative in response to limited access to education, potential alienation from their original culture, and the need for a fun and contextual learning approach (Rahmaddiansyah et al. 2024; Rafi et al. 2024). The program is implemented by a team of volunteers with support from Semangat Muda Indonesia, adjusting the time and location of the activity to the readiness of the local community involved. The selection of the age group for grades 1-2 of elementary school is based on the stage of cognitive development, which, according to Piaget's theory, has entered the final concrete operational phase, where children begin to be able to integrate new information with real experiences, including understanding cultural symbols more reflectively (Yunaini and Winingsih 2022).

The song-based learning approach and interactive games were chosen because they align with the needs of diaspora children, who require educational media that is attractive, easily accessible, and culturally relevant (Andalas et al. 2021). The CERIA program aims to introduce Indonesian cultural heritage through regional songs, especially "Ampar-Ampar Pisang" from South Kalimantan while instilling national values and strengthening social skills. The activity methods employed are rooted in a culture-based thematic learning approach and the principle of learning through play, which has been proven effective in increasing student retention and engagement,

particularly among the elementary school age group (Nurani 2025). This activity is divided into six main stages:



Figure 1. Method Illustration

(Source: Personal Documentation)

Commented [MAM2]: The. Method picture must using english

- ✓ Formation of Circle Formation
Participants are asked to form a large circle as a symbol of equality and inclusivity. The circular position allows for non-hierarchical interaction and comprehensive visual observation by the facilitator. This formation facilitates more active two-way communication and builds trust between participants (Mohulaingo et al. 2025; Maulana et al. 2025).
- ✓ Introduction to the Regional Song "Ampar-Ampar Pisang"
Songs are introduced through a narrative and musical approach. Children are introduced to the lyrics, rhythm, and meaning of the song. Songs are selected based on their popularity, simplicity, and cultural values, as well as their potential to be used as educational game media. This process also involves a brief discussion about the song's origins, fostering curiosity and appreciation for local culture (Oktiara et al. 2021; Nursafirayanti and Azizah 2024).
- ✓ Musical Interactive Game Instructions
Children are invited to sing songs while performing chain-clapping movements in time with the rhythm. This activity is designed to train coordination, rhythm, and collaboration in a fun atmosphere. Additionally, this game incorporates psychomotor and affective aspects into the learning process (Dyahningtyas 2022; Hasanah et al. 2024).
- ✓ Positive Elimination for Character Strengthening
The song is stopped randomly, and the last child to receive applause is asked to sing the song individually. This elimination is not a negative competition but rather a means of building children's courage to perform and self-confidence. This

concept aligns with social-emotional learning, which emphasizes character-building in a positive atmosphere (Supeni et al. 2022; Nabila et al. 2025).

✓ **Game Repetition for Consistency and Focus**

The game is repeated several times to train concentration and teamwork. Repetition is performed gradually, with variations in song speed, to enhance children's comprehension and agility in adapting to changes (Warsana and Paurizi 2024; Agusman et al. 2024).

✓ **Collective Cultural Conclusion and Reflection**

The activity concluded with a collective singing of a song, followed by a brief discussion about the playing experience and reflection on the song's content. This session aims to strengthen emotional connections to Indonesian culture and foster social relationships among participants (INNAKA 2024; Setiadi et al. 2023).

Commented [MAM3]: Consider the upper letter and lower letter

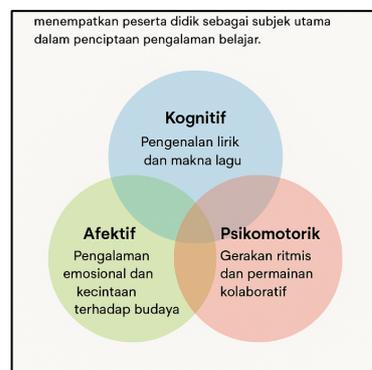


Figure 2. Three learning domains in CERIA
(Source: Personal Documentation)

The method used in the CERIA program integrates three learning domains: cognitive, through the introduction of song lyrics and their meanings; affective, through emotional experiences and a love of culture; and psychomotor, through rhythmic movements and collaborative games. This approach aligns with the principles of holistic learning and active learning, which prioritize students as the primary subjects in creating learning experiences (Diputera and Zulpan 2024; Monica et al. 2024).

This activity method is also designed to be flexible and can be applied in various field conditions, including in shelters or informal communities with limited resources. No special tools are required, allowing activities to be replicated by non-formal teachers or volunteers. In addition, this approach takes into account the diversity of ages, cultural backgrounds, and literacy levels among PMI children, ensuring it remains inclusive and adaptable to the diaspora context (Gymnastiar et al. 2024).

3. RESULT AND DISCUSSION

The implementation of the CERIA (Smart and Joyful Learning Together) Program has yielded significant achievements in introducing Indonesian culture through regional songs and increasing the learning participation of PMI children in Malaysia who lack access to formal education. In general, this program has succeeded in raising

the enthusiasm of participants in learning while playing and strengthening their cultural identity through fun and inclusive experiences. The results of implementing this activity were observed through direct observation of the facilitator, interactions during the activity, and spontaneous feedback from participants.



Figure 3. Documentation of the introduction of the song Ampar-Ampar Banana
(Source: Personal Documentation)

The activity began with the formation of a circle and the introduction of the song "Ampar-Ampar Pisang." From this initial stage, it was evident that the children quickly adapted and showed a high level of curiosity towards the unfamiliar song. Several children asked questions about the meaning of the lyrics and the origin of the song, indicating active cognitive involvement. This situation demonstrates that the learning method employing a cultural approach has its appeal for diaspora children, as it provides them with new experiences while reintroducing their cultural roots (Nursafirayanti and Azizah 2024).

After the introduction of the song, the interactive game began. The children followed the instructions enthusiastically and excitedly, clapping their hands together to the rhythm of the song. This process requires concentration, cooperation, and fine motor skills. When the song was stopped randomly, the last child to be clapped was given the challenge of singing the song individually. Although initially some children seemed nervous, the supportive atmosphere of the game encouraged them to perform with confidence. From here, character development is evident, including courage, resilience, and sportsmanship. Children who were not performing also demonstrated empathy and sportsmanship by encouraging and applauding their friends who were performing (Putri et al. 2024).

When the game was repeated several times, there was a significant increase in the consistency of the movements and memorization of the song lyrics. The children began to sing the song louder and more confidently. This repetition process proved effective in strengthening the participants' memory and understanding of the song "Ampar-Ampar Pisang." In addition, the non-competitive atmosphere of the game made elimination feel like part of the fun, not a failure. This reinforced the message that in learning, every child has the opportunity to perform and learn from the social experiences they have had (Rohmatika et al. 2024).

The activity concluded with a collective singing of the song, marking the culmination of the reflective and collaborative process. The children sang the song accompanied by the movements they had learned, indicating that the learning had

been thoroughly internalized in both cognitive, affective, and psychomotor aspects. The facilitator then invited the children to share their experiences during the activity, and several participants stated that this was the first time they had learned Indonesian regional songs in a fun way. This demonstrates that simple activities can have a profound emotional impact, especially for children who have limited access to the nation's cultural heritage (Setiadi et al. 2023).

Overall, the program's results demonstrate that a game-based and folk song-based learning approach can be an effective strategy in non-formal education, particularly in marginalized communities. The CERIA program has succeeded in creating a positive, inclusive, and enjoyable learning atmosphere, which not only develops children's learning skills but also fosters an emotional connection to Indonesian culture. With no need for complex aids or formal classrooms, this method is highly adaptable to the limitations faced by the PMI children's community (Hasanah et al. 2024).



Figure 3. Documentation with PMI Malaysia children
(Source: Personal Documentation)

From a holistic learning perspective, this activity encompasses important aspects of elementary school-age children's development, including active involvement in the learning process (active learning), social learning through group interaction, and reflection on cultural values. This activity also supports the strengthening of the cultural identity of diaspora children, which is very important in building self-confidence and national identity. In the long term, this approach can serve as a crucial foundation for the development of culture-based education programs within the broader Indonesian diaspora community (Siagian et al. 2024; Nabila et al. 2025).

4. CONCLUSION

The implementation of the CERIA (Smart and Joyful Learning Together) Program shows that learning strategies based on regional songs and educational games can effectively support the strengthening of cultural identity, the development of social skills, and the increase in learning participation of children of Indonesian Migrant Workers (PMI) who are not served by formal education. The use of the traditional song "Ampar-Ampar Pisang" as a learning medium has proven effective in introducing elements of national culture contextually and enjoyably, with results that reflect participants' understanding of the song's meaning, increased self-confidence and the

Commented [MAM4]: You dont need to explain the meaning of CERIA

Commented [MAM5]: It is enough to just put PMI

ability to interact effectively in group dynamics. This approach not only facilitates the cognitive aspect by understanding the lyrics and cultural context but also incorporates the affective and psychomotor aspects through interactive activities that require cooperation, motor coordination, and the courage to perform. The implementation of this method has successfully created an inclusive, participatory, and adaptive learning environment that addresses the social conditions of diaspora children while strengthening their emotional connection to Indonesian culture. Thus, the CERIA Program contributes to designing an alternative learning model that is relevant to non-formal communities abroad. The results of this implementation suggest the need for further development of a similar approach to expand access to national cultural education for Indonesian children in marginalized communities nationwide as part of efforts to preserve culture and strengthen national identity in a global context. Based on the results of implementing the CERIA (Smart and Joyful Learning Together) Program, several recommendations can be made to enhance the program's effectiveness and sustainability. First, the diversification of cultural learning content needs to be expanded not only through regional songs but also through the integration of other cultural elements such as visual expressions, folk games, or simple cultural artifacts. This strategy aims to strengthen the cognitive and affective dimensions of participants in recognizing and internalizing Indonesian cultural values more holistically. Second, the role of facilitators needs to be strengthened through more structured training, particularly in implementing arts and culture-based pedagogical methods in non-formal settings. Training should include interactive facilitation strategies, cross-cultural understanding, and psycho-educational approaches relevant to the dynamics of diaspora children, enabling the program to be delivered more adaptively and meaningfully. Third, program evaluation should not only focus on participation and understanding of the material but also include indicators of behavioral changes and emotional involvement of participants towards the cultural values introduced. The use of qualitative evaluation tools, such as reflective journals, observations based on character indicators, and semi-structured interviews, is considered more capable of capturing the program's transformative impact comprehensively. Finally, to expand the reach of impact, replication of this program is recommended to be carried out gradually in communities of Indonesian Migrant Workers (PMI) children in various regions, with content adaptation according to local contexts. Collaboration with community organizations, informal educational institutions, and representatives of the Indonesian government abroad is a key component in ensuring the sustainability and effectiveness of program implementation in various social contexts.

ACKNOWLEDGMENT

We would like to express our deepest gratitude to Semangat Muda Indonesia for the opportunity, support, and trust that have been given in the implementation of the CERIA Program. The collaboration and spirit of cooperation that was built during the activity process became an important foundation for the success of this program. We also want to express our gratitude to the children participants, volunteers, and the Indonesian community in Malaysia who have actively participated and made fundamental contributions to the implementation of the activity with full enthusiasm and national spirit.

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.
- Andalas, E. F., A. B. Wurianto, and A. Setiawan. 2021. Menjadi Indonesia: Membangun Nasionalisme, Identitas Kultural, dan Religiositas Siswa Diaspora Indonesia di Singapura. *INTERNASIONALISASI Bhs. Indones. Perspekt. Lintas Negara*:128.
- Aranda, R. J. 2024. Nurhimmilayah. "Tanggung Jawab Kedutaan Republik Dalam Mengakomodasi Pendidikan Anak Jawab Pekerja Besar Migran Indonesia Di Malaysia." *Jurnal Pendidikan Tambusai* 8:13544-13552.
- Azizah, S. N., R. Mumfaza, R. A. Amala, R. Roisah, V. H. Agustin, N. Nurmelinia, F. Safitri, and N. Hidayah. 2023. Improvement of Literacy, Numeracy and Life Skills of "Sanggar Belajar" Students in Malaysia. *Jurnal Pengabdian Masyarakat Nusantara* 3 (1):71-80.
- Azizah, S. N., A. A. Zahry, A. R. Putri, T. A. Putri, M. P. Fadhillah, P. A. Arumsari, N. Purba, and F. Anoura. 2024. Educational Literacy Assistance and Training for Indonesian Migrant Children in Malaysia. *Buletin KKN Pendidikan* 5 (2):191-197.
- Basiroen, V. J., H. Mahmudah, A. A. Hidayat, L. Judijanto, R. D. Laksono, and A. F. N. Ilma. 2024. *Women Empowerment: Women's Journey to Empowerment*: PT. Sonpedia Publishing Indonesia.
- Diputera, A. M., and E. G. Zulpan. 2024. Memahami Konsep Pendekatan Deep Learning dalam Pembelajaran Anak Usia Dini Yang Meaningful, Mindful dan Joyful: Kajian Melalui Filsafat Pendidikan. *Bunga Rampai Usia Emas* 4 (2):108-120.
- Dyahningtyas, A. A. S. 2022. IDENTIFIKASI KEBUDAYAAN KEMATARAMAN DALAM PEMBELAJARAN SENI DI TK PANGUDI LUHUR BORO. *Jurnal Anak Usia Dini Holistik Integratif (AUDHI)* 5 (1):32-41.
- Gymnastiar, I. A., R. Roisah, S. N. Azizah, N. K. Shahla, A. P. Azhahra, F. Nelson, P. L. A. Simorangkir, S. W. Nugroho, S. I. Maulidah, and N. M. Syifa. 2024. RUPIAH CURRENCY INTRODUCTION PROGRAM FOR CHILDREN OF MIGRANT WORKERS IN MALAYSIA. *Jurnal Pengabdian Kolaborasi dan Inovasi IPTEKS* 2 (3):1010-1019.
- Hamsiah, A., R. Wikaningtyas, J. Bunga, E. E. Dia, S. Maisaroh, M. m. Mu'minin, Y. Kurniati, I. Sukowati, and S. Serapina. 2023. *Pengantar Bahasa Dan Sastra Indonesia*: PT. Sonpedia Publishing Indonesia.
- Hasanah, A. U., S. N. Azizah, Y. A. Wulandari, A. P. Oktyaramadhan, M. Q. N. A. P. Kusumah, R. P. L. Sitanggang, A. A. Puri, and R. Purnomo. 2024. MENUMBUHKAN CINTA BUDAYA MELALUI PENGENALAN MOTIF BATIK TRADISIONAL DAN PAHLAWAN NASIONAL PADA ANAK-ANAK PMI DI MALAYSIA. *Jurnal Pengabdian Kolaborasi dan Inovasi IPTEKS* 2 (6):1762-1770.
- INNAKA, A. S. 2024. ANALISIS EMPATI SISWA MELALUI PENGHAYATAN MAKNA TEMBANG JAWA GUGUR GUNUNG PADA MATA PELAJARAN BAHASA JAWA SISWA KELAS III SD NEGERI KUPANG 02 KECAMATAN AMBARAWA KABUPATEN SEMARANG, UNDARIS.
- Manarfa, A., and D. Lasaiba. 2023. Jejak Karakter di atas Budaya: Menelusuri Identitas dalam Pendidikan. *Lani: Jurnal Kajian Ilmu Sejarah Dan Budaya* 4 (1):67-75.
- Maulana, Y. A., B. R. Dewi, S. R. Sadubi, N. Amellia, A. M. P. Sidik, A. A. Andani, M. Madihah, D. D. Agusman, and S. N. Azizah. 2025. IMPLEMENTASI KREATIVITAS SISWA/I

- DALAM EDUKASI PENGETAHUAN DASAR PRO-AKTIF ANAK IMIGRAN INDONESIA DI MALAYSIA. *Jurnal Pengabdian Kolaborasi dan Inovasi IPTEKS* 3 (1):9-17.
- Mohulaingo, R., S. Pomalingo, S. Halidu, and C. Cuga. 2025. MENGURAI KEKERASAN SIMBOLIK DIBALIK SERAGAM SEKOLAH DI SEKOLAH DASAR:(PANDANGAN PIERRE BOURDIEU TENTANG HABITUS DALAM PENDIDIKAN). *SINERGI: Jurnal Riset Ilmiah* 2 (3):1474-1487.
- Monica, D., K. Kuliayatun, I. Iswati, S. N. Azizah, A. P. Chairani, A. A. Kamila, and A. M. Farmudya. 2024. Strengthening The Islamic Identity Of Indonesian Migrant Children In Malaysia Through Learning The Al-Quran. *Journal of Society, Community and Business Development* 2 (2):19-25.
- 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.
- Nabila, S., N. T. Bong, N. Z. Eldestza, M. F. K. Ramadhan, A. Syukur, A. Raihan, A. Altaira, D. D. Agusman, and S. N. Azizah. 2025. PENERAPAN NILAI-NILAI UNTUK MENINGKATKAN NASIONALISME PADA ANAK PEKERJA MIGRAN INDONESIA DI MALAYSIA. *Jurnal Pengabdian Kolaborasi dan Inovasi IPTEKS* 3 (1):18-25.
- Nurani, Y. 2025. Early Childhood Science Literacy Through Project Learning Using Loose Parts: Literasi Sains Anak Usia Dini Melalui Pembelajaran Proyek Menggunakan Loose Parts. *PAUDIA: Jurnal Penelitian dalam Bidang Pendidikan Anak Usia Dini*:159-173.
- Nurrahman, D., and D. Triwahyuni. 2024. Upaya Kedutaan Besar Republik Indonesia Kuala Lumpur Dalam Meningkatkan Akses Pendidikan Dasar Anak Pekerja Migran Indonesia Melalui Program Sanggar Bimbingan. *Global Political Studies Journal* 8 (2):135-151.
- 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.
- Oktiara, Y., B. Parmadi, and P. Tarmizi. 2021. PEMBELAJARAN TEMATIK BERMUATAN SBDP MATERI LAGU DAERAH SERAWAI SEBAGAI UPAYA PENANAMAN APRESIASI BUDAYA LOKAL DI KELAS IV SD NEGERI 49 BENGKULU SELATAN Yuvela Oktiara. *JURIDIKDAS (Jurnal Riset Pendidikan Dasar)* 4 (3):414-425.
- 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.
- Rahmaddiansyah, R., A. Y. W. Azizah, A. M. Abdurrahman, S. N. Muftiana, A. Haq, L. W. Riswanti, T. H. Jalilah, U. Masthurina, M. B. N. Hrp, and M. I. Tambunan. 2024. Health Nutrition Education and Strengthening Indonesian Culture Among Indonesian Migrant Workers Children in Malaysia. *Jurnal Pengabdian Masyarakat Isei* 2 (2):80-90.
- Rifa, N. Respon Badan Pelindungan Pekerja Migran Indonesia (BP2MI) Terhadap Problematika Anak Pekerja Migran Indonesia (PMI) Di Perbatasan Periode 2020-2023 Studi Kasus Pendidikan dan Penahanan Anak-Anak PMI di Kinabalu

SCBD: Journal of Society, Community, and Business Development

Vol-3, Issue-1, 2025 (SCBD)

DOI: <https://doi.org/>

<https://ejournal.ump.ac.id/index.php/scbd>

ISSN 3025-2296

- Malaysia, Program Studi Ilmu Hubungan Internasional Fakultas Ilmu Sosial Dan Ilmu
- Rohmatika, F. A., N. M. D. Maharani, M. Ershad, M. D. H. Soehardjo, A. Y. Dewi, A. R. Nasution, and S. N. Azizah. 2024. Indonesian Reading and Writing Training to improve the literacy of children of Indonesian Migrant Workers (PMI) in Malaysia. *Journal of Society, Community and Business Development* 2 (2):1-6.
- Setiadi, M. R., S. N. Azizah, A. A. Zahry, S. K. Putri, Z. S. Hayus, W. Saputri, and S. Julaeah. 2023. Inspiration Class for children of Indonesian Migrant Workers in Kuala Lumpur. *Journal of Society, Community and Business Development* 1 (2):22-28.
- Siagian, N. A. R., T. Nursafirayanti, A. J. A. Bellapadma, E. Law, S. N. Rahmawati, N. Talita, F. D. Pangaribawa, N. P. K. A. W. Putri, S. N. Ashfiya, and S. N. Azizah. 2024. Penguatan Identitas Kebangsaan Anak PMI di Malaysia Melalui Konsep Bhinneka Tunggal Ika. *Prioritas: Jurnal Pengabdian Kepada Masyarakat* 6 (02):70-75.
- Sugiantoro, N. P., M. M. Huda, D. Setyorini, and S. N. Azizah. 2024. FIRST AID EDUCATION DURING INJURY IN CHILDREN WITH RICE METHOD AT SEKOLAH INDONESIA SINGAPURA (SIS). *Jurnal Pengabdian Kolaborasi dan Inovasi IPTEKS* 2 (3):858-868.
- Supeni, S., O. Handini, and L. Al Hakim. 2022. *Strategi Pengembangan Sekolah Ramah Anak (SRA) melalui Pendidikan Karakter Berbasis Budaya Daerah*: Unisri Press.
- Warsana, D., and E. M. Pauhrizi. 2024. Integrasi Pendekatan Teater dalam Pembelajaran Seni Pemeranan untuk Mahasiswa Film: Studi Kasus pada Metode Stanislavsky dan Games and Exercise. *Dance and Theatre Review* 7 (2):70-87.
- Yunaini, N., and D. Y. Winingsih. 2022. Implikasi perkembangan kognitif dalam pembelajaran di sekolah dasar. *Cendekiawan* 4 (2):78-86.