

Community Learning Center (CLC): Special Service for The Education of Children of Indonesian Migrant Workers in Sarawak, Malaysia

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Abstract

The consequences of Indonesia's participation in ratifying education for all children seem to have been responded to positively by various parties. For this reason, the government is facilitating the opening of inclusive education, schools without conditions, in public schools in various regions, both domestically and abroad. One of the inclusive schools in the Community Learning Activity Center (PKBM) format is the Sarawak-Malaysia Community Learning Center (CLC). It turns out that the CLC development policy has not been balanced with the availability of adequate teaching staff. In fact, to empower the children of APMI through education, ideally teachers are prepared who have adequate pedagogical skills, meaning that service to them is not enough just to show sympathy or empathy, more than that they need a teacher who has mastery of knowledge and adequate pedagogical and professional skills to serve APMI in its various variations.

Keywords: *Bina Teachers, Pamong Teachers, CLC.*

INTRODUCTION

One online information source revealed the sad news, namely that as many as 36 PMI children who were studying at one of the learning studios in Malaysia, were detained by security forces there. They were detained because of the status of their parents, most of whom were undocumented or illegal (Republika, Monday 06 Feb 2023 03:45 WIB). The presence of children of Indonesian migrant workers (APMI) wherever they are, including APMI in Sarawak Malaysia, always attracts attention from stakeholders, both momentarily and continuously.

This series of events gave rise to various dimensions of concern from various groups. The types of responses and attitudes that come from them in viewing the children of Indonesian migrant workers (APMI) will be the basis for policy makers and stakeholders to address future interests in the field. The implications of this description provide consequences for stakeholders, that they need to think about empowering APMI, so that in the future they can play an active role like other Indonesian children. The mandate of the 1945 Constitution emphasizes that basic education is the right of every child wherever they are. This is in accordance with international agreements in order to protect their rights and to prepare their children for their future lives.

Efforts to empower APMI to achieve these hopes are not an easy job, like turning over the palm of your hand. Because for this reason, systematic, directed and integrated efforts are needed between the various parties involved in the education process, namely the process

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of functionalization and self-development so as to enable APMI to be able to carry out its psycho-physical and social functions in the life of the global community..

The essence of empowering APMI is to achieve independence for a complete life, not only providing added value for APMI itself but also for the government and Indonesian society in general. The existence of an educated APMI is expected to foster an independent attitude. Independent individuals who are able to reflect the power to self-regulate, self-direct action, not depend on the will of others, and the ability to follow one's own will. Independent, integrated individuals choose and direct their activities according to their own needs. The long-term target of growing adequate independence in APMI, apart from reducing the level of dependence on narrow social life environments, is also for long-term investment to reduce national social care posts, especially related to repatriation.

Independence for a complete life is a series of accumulations of understanding, appreciation and skills, which are not only obtained through the teaching and learning process in general, but more than that. Independence has a unique character and requires a deep and intensive process. Efforts to increase independence for a complete life not only educate how students understand the concept, but also direct how an independent attitude is embedded in the heart as a reference for students' actions. Therefore, APMI independence education for a complete life is not only about learning about values, but also how a person learns to commit to values. Value commitment makes people willing and able to implement values, in this case independence is not only a person's knowledge about being independent but how that person is able to run their own life in a meaningful and directed way.

Paying attention to the output and outcomes to be achieved at each level of APMI education towards independence for a complete life, the presence of competent APMI educators, apart from having mastery of the methodological substance of the relevant field of study, must also be skilled in providing the support services that students need. APMI to develop themselves.

METHODOLOGY

This research uses qualitative research methods with a case study approach to reveal the revitalization of nationalism in CLC Sarawak. Case study research is research that is carried out completely, comprehensively and in depth using various data sources (Alexiadou & Essex, 2016) (Creswell & Poth, 2017). The research was conducted at CLC Ladang Ladong with a total of 8 research subjects consisting of teachers, students, parents and managers of the company where CLC is located. The research subjects were taken using purposive sampling (Campbell et al., 2020). (Xu & Storr, 2012) say that research instruments are tools or facilities used by researchers in collecting data so that their work is easier and the results are better, in the sense of being more careful, complete and systematic so that they are easier to process. The instruments used for data collection in the field were observation protocols, in-depth interviews and documentation. The data analysis technique used in this research is an inductive content analysis technique. The data analysis steps or procedures use the concept proposed by Miles & Huberman, namely data collection, data reduction, data display, and verification and drawing conclusions.

RESULT AND DISCUSSION

The Role of Professional Teachers in Community Learning Centers

Statistical data for 2019, the number of PMI recorded as having gone abroad was 276,553 people, most of whom were placed in Malaysia, namely 79,663 PMI. (BNP2TKI, 2019) Malaysia is the largest PMI recipient country in Southeast Asia.

One of the negative impacts of the high number of PMIs in Malaysia is the increase in the number of PMI children. Based on Malaysian immigration regulations which stipulate that non-professional workers such as domestic servants, factory workers, plantation or palm oil plantation workers such as PMI in Sarawak Malaysia are not allowed to marry or even bring their families with them. In reality the facts are different, many of these non-professional workers get married, bring their families or even give birth to children in Malaysia (Novia, 2023). This phenomenon of course has an impact on the provision of education and learning services for APMI.

In line with the implementation of the 9-year compulsory education policy for Indonesian citizens wherever they are, including Indonesian citizens who live or work in Sabah and Sarawak, Malaysia, the Indonesian government has launched a policy to expand the provision of education through Community Learning Centers (CLC) on oil palm plantations in Sarawak and Sabah Malaysia. Compulsory education or mandatory education refers to the period of education required for everyone and enforced by the Indonesian government. These educational services can be provided at registered schools or elsewhere (Zahra, 2021).

Indonesian Government Regulation (PP) No.28/1990 concerning Basic Education, the Indonesian Government established a nine-year compulsory basic education program with the aim of expanding educational opportunities for all citizens and also in an effort to improve the quality of human resources. This program is intended for all Indonesian citizens aged seven to fifteen years, both in Indonesian territory and outside Indonesian territory (Tilaar, 2014).

The existence of APMI in CLC Sarawak, as mentioned in the previous description, is currently distributed to almost all the fields of the local Plantation Company. CLC has made it easy to accommodate APMI who want to gain access to educational services. In relation to the implementation of this CLC, the collaboration carried out between Indonesia and Malaysia can be said to be quite effective, seen from the increase in the number of teachers accompanied by the increase in the level of education available, namely CLC at the elementary school level and CLC at the junior high school level, which are widely spread and are directly proportional to the increase in children of workers. Indonesian migrants with a percentage of 28% in 2019 who could access educational services (Darwis & Baharuddin, 2021)

The good intentions of the Indonesian government to provide APMI with the opportunity to receive appropriate educational services at various levels of educational institutions deserve positive appreciation. However, regarding this, the next question that arises is whether the APMI who entered the Community Learning Center have received educational services that suit their needs? To answer this question, it cannot be addressed with political rhetoric as part of the authority holding power, but must be answered with real action to prepare the resources needed to accommodate APMI's needs, when the person concerned is accommodated in a school or similar institution that provides education for APMI..

The results of a limited random survey conducted in several plantations in the Kuching and Sibuh regions providing education through CLC, in terms of quantity the number of Bina Teachers needed to cover the implementation of CLC is indeed insufficient. For this reason, the company in this case provides learning facilities in the form of buildings, learning materials and facilities as well as local teachers (among teachers) who come from Indonesian migrant workers, recruited and paid by the company. To coordinate the implementation and management of CLC in the Sarawak region, the Education and Cultural Attaché of the Indonesian Embassy in Kuala Lumpur has assigned a CLC

Liaison Coordinator (Mufida, 2018). As of 30 June 2019 there were 62 CLCs throughout Sarawak.

In providing services and supporting the quality of education at CLC, there are 2 classifications of teachers, namely Local/Pamong Teachers and Bina Teachers. Local/Tamong teachers are Indonesian citizens recruited by the company to teach with a minimum of a senior high school levels. As of June 2019 there were 94 Pamong Teachers at CLC Sarawak. Bina Teachers are teachers sent by the Indonesian Government (Kemendikbud RI) to teach at CLC. As of June 2019 there were 23 Bina Teachers at CLC Sarawak (Kementerian Luar Negeri Republik Indonesia, 2019)

Several problems that arise in the implementation of CLC Sarawak include limited classroom space, low student motivation, and a lack of teaching and learning equipment which affects the effectiveness of teaching and learning. On the bright side, CLC has given Indonesian children on oil palm plantations in Sarawak the opportunity to receive basic education.

Teacher Competencies in Community Learning Centers

Stakeholders' efforts to provide quantitative assistance/supervisory teachers independently are worthy of appreciation, but the problem is what about the qualifications of the civil servant teachers employed to assist APMI who are educated at the school or CLC? Because after being traced, almost the majority of the civil service teachers did not have a pre-service educational background as mandated by law or Indonesian government regulations. They do not come from various educational backgrounds and have the competencies required in the Teacher and Lecturer Law, namely at least a relevant Bachelor or Diploma IV graduate.

Continuous Competency Development (PKB) as part of the development of teacher qualifications in order to improve the quality of services to students, incidentally, Guidance Teachers and Auxiliary/Tamong Teachers have had workshop opportunities related to the latest educational issues with resource persons sent by the Ministry of Education of the Republic of Indonesia . Several Bina Teachers who have participated in various outreach and workshops related to national education policy issues, have tried to disseminate it to colleagues who did not have the opportunity to participate, even though they admitted that the uptake obtained from the outreach activities was not optimal. Bearing in mind that the pre-service education of development teachers who receive upgrading is less linear with the main duties and responsibilities they carry out. So that pedagogical indicators that should be transferred to colleagues cannot be fully elaborated and transmitted to other teachers.

The existence of CLC Sarawak seen from the perspective of equality with elementary schools in Indonesia is no different. Several CLC indicators are equivalent to elementary school levels in Indonesia, including:

Table 1. Similarities between Sarawak CLC and Elementary Schools in Indonesia

	Sarawak CLC	Elementary Schools in Indonesia
Indonesian curriculum	Yes	Yes
National exam	Yes	Yes
Students have National Student Identification Number (NISN)	Yes	Yes
The school has an (National School Principal Number (NPSN)	Yes	Yes

(Kementerian Luar Negeri Republik Indonesia, 2019)

Operationally, in providing educational services, the quality of Class Teachers is relevant Bachelor/Diploma IV pre-service education graduates. Meanwhile, there are 2 classifications of CLC teachers, namely Local Teachers/Guardians and Bina Teachers. Local/Tamong teachers are Indonesian citizens recruited by the company to teach with a minimum of a high school/vocational high school (SMA/SMK) diploma. As of June 2019

there were 94 Pamong Teachers at CLC Sarawak. Bina Teachers are teachers sent by the Indonesian Government (Ministry of Education and Culture of the Republic of Indonesia) to teach at CLC. As of June 2019 there were 23 Bina Teachers at CLC Sarawak.

As is known, theoretically the most important prerequisite for schools providing education at any level, apart from having the capacity of the institutional community that accepts students, is also being responsive to the individual needs of students. The consequences of this ability must be followed up with implementation towards an ideal school learning profile, with the following characteristics: (1) implementation of a multilevel and multimodality curriculum, in this case the facilitator has the responsibility to create a classroom atmosphere that fully accommodates all children by emphasizing atmosphere and behavior. social which respects differences regarding abilities, physical conditions, socio-economics, ethnicity, religion, and so on, (2) application of a learning model that refers to a cooperative learning approach that involves cooperation between students, teaching and learning from each other, and actively participating with each other and responsible for his own education and the education of his friends. All children are in one class not to compete but to learn from and teach each other, (3) foster cooperation between teachers and other professions or related stakeholders to collaborate and consult on various ways to measure and evaluate children's knowledge and skills. (4) involving the preparation of Individual Teaching Programs and assistance in studying at home as a form of active participation from parents in their children's education (Sunardi, 2002).

Regarding the role of teachers (including Guidance Teachers and Guidance Teachers), according to Burden & Bryd (2007) explains that teachers who are deployed to schools that provide children's education, apart from having the ability to make the right decisions in organizing learning, also have the ability to implement it. and evaluating learning. In a more specific context, the role of teachers' duties and responsibilities in the teaching and learning interaction process, should be able to carry out their roles as: (1) Planner, namely the planner who must prepare what will be done in the teaching and learning process, (2) Organizer, namely the implementer who must creating situations, leading, stimulating, moving and directing teaching and learning activities according to plan, where he acts as a resource person, wise consultant in a democratic and humanistic sense during the process, (3) Evaluator, namely an assessor who must collect, analyze, interpret and finally must give consideration to the level of success in the teaching and learning process based on established criteria, both regarding aspects of the activeness of the process and product qualifications (Makmun, 2003).

Competence as a standard measure of the implementation of professional ethics is still the only indicator that can be used. Competence explicitly refers to the ability to carry out something obtained through education and/or training, in relation to educational professional staff, referring to actions (performance) that are rational and meet certain specifications in carrying out educational tasks. These actions are behaviors that can be observed or unobserved, such as decisions made before the visible action is carried out. Professional competence is always characterized by rationality, because professional actions are always carried out with full awareness of why and how the actions in question are carried out. In this context, competency is an indicator of ability that refers to actions that can be observed and as a concept that includes cognitive, affective and action (performance) aspects as well as the stages of their implementation as a whole (Guidelines for Implementing Education System Renewal Patterns, Education Personnel in Indonesia ,1980).

So, competency is a benchmark for a set of intelligent and responsible actions that a person must master in order to be able to carry out a task in a particular field (Efendi, 2009). Intelligent action is seen in the skill, accuracy and success of the action being demonstrated, while the nature of full responsibility is shown as the correctness of the action, both from the perspective of science, technology and ethics. People who are competent in their own field of work can be assured of producing results in optimal

quantity and quality. Competent actions rarely cause harm to any party, therefore the movement to competent people who work as teachers is a challenge in overcoming less economical productivity processes. Because the manifestation of competence is reflected in knowledge capabilities, attitudes and actions as part of individual behavior towards a task or carrying out certain professionalism.

Teacher professionalism is characterized by mastery of competencies as stated in PP Number 19 of 2005 concerning National Education Standards and Law Number 14 of 2005 concerning Teachers and Lecturers. There are at least 4 components of competence that teachers must have in carrying out their professional duties, including: pedagogical competence, professional competence, social competence and personality competence. A competent teacher is a teacher who is able to innovate learning, starting from designing, implementing and evaluating learning accurately according to students' needs.

In practice, the development of these competency elements cannot be carried out separately, but is within the complete framework of teacher competency. Therefore, the competency elements that need to be mastered by teachers, whose sides are in the form of knowledge and skills, are as follows: (1) good and in-depth mastery of scientific disciplines (professional competence), (2) mastery of learning and learning theories and knowing students in depth (pedagogical competence), (3) analyzing objectives, analyzing and organizing content, designing learning scenarios, compiling learning tools, and developing evaluation systems (pedagogical and professional competence), (4) carrying out educational learning (pedagogical competence and professional). This performance requires support (5) mastery of other areas needed to improve learning and update teacher knowledge and skills (Social and Personality competency), and (6) attitudes, values and productive thinking habits and behavior that support the performance of educators (social competency). and personality) (Suarno et al., 2021).

The implication of this statement implies that for certain teachers or educators (Bina Teachers and Pamong Teachers), it is best to have certain knowledge and skills that are relevant to their field of work. Of course, this knowledge and skills are obtained through systematic and tiered pre-service/professional education.

Teachers who have systematic and tiered pre-service/professional education are expected to have high self-efficacy (Rosyidi, 2023). This is because there are differences in teacher self- efficacy that affect their teaching practices, even though they have the same understanding. Teachers with higher confidence in their teaching abilities reported using strategies that were flexible, responsive to student strengths and needs, focused on student success, and encouraged student self-regulation. However, teachers with lower confidence in their teaching abilities focused their classroom strategies such as grouping students or differentiating assignments primarily around their students' abilities.

The successful study is determined how far the teacher can manage their class (Handrianto et al., 2021). There are some benefits for CLC students in Sarawak if their teachers have self-efficacy highly and encouraging strategy in classroom management, namely: (1) Students meet a figure who can be trusted and help to solve their problems; (2) Students enjoy the teaching-learning process because the teachers bring them the simplicity from complex materials and concept; (3) Students are more confident and actively to participate in their classroom; (4) Students will have critical thinking and can quickly answer the questions; (5) Students have high motivation and try their best in a study for their success in the future.

CONCLUSION

The good intentions to elevate the dignity of APMI students through education at the Community Learning Center, perhaps would be more perfect if accompanied by competent action in order to realize these hopes. For this reason, proper arrangement and

management of resources is an urgent need and cannot be postponed any longer. Because only through the support of relevant resources in implementing intelligent educational actions to maximize the role of the Community Learning Center as the APMI service center for the Sarawak region, Malaysia.

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