

Community Learning Center (CLC) Service Improvement for Expatriate Children

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Abstract—Education is a right for Indonesian children. The country guarantees that the nation's children can receive education from childhood to adulthood, and even proclaimed to be lifelong learning. The process of taking part in the state in actualizing this is all constrained by the vast territory of Indonesia. Indonesian children are spread from Sabang to Merauke, and many are in other countries. This study used a qualitative approach, data collection techniques in the form of FGD results, interviews, documentation and observation at the Lumadan Community Learning Center (CLC), with 4 teachers, 3 manager, 1 head office from Kota Kinabalu Indonesian School (SIKK). The purpose of this research is to explain about the implementation of CLC program in Malaysia conducted by Kota Kinabalu Indonesian School (SIKK). The implementation of the program is an international cooperation between the State of Indonesia and the State of Malaysia which is committed in providing access and educational services for migrant workers in Malaysia. Results of studies have described the bilateral relations between Indonesia and the neighbour country Malaysia, related to educational services for migrant workers. The collaboration is carried out by involving the work union, Kota Kinabalu Indonesian School (SIKK) and the Community Learning Center (CLC) in the Lumadang field.

Keywords—Community Learning Center (CLC), bilateral cooperation, community education

I. INTRODUCTION

Education is one important aspect for nation building. Therefore, almost all nations place educational development as a top priority in the National development program. Quality human resources, which are educational products, are the key to the success of a country's development. The National Education System Law (Undang-Undang Sistem Pendidikan Nasional, UUSPN) Number 20 of 2003, Article 5, paragraph (1) states, "Every citizen has the same right to obtain quality education" Paragraph (5) states, "Every citizen has the right to the opportunity to improve lifelong education".

To actualize education for all Indonesian citizens, there are three educational paths that can be taken, namely formal education, non-formal education, and informal education. This is in accordance with UUSPN 2003, Article 26, paragraph (1)

Non-formal education is held for community members who need educational services that function as a substitute, enhancement, and/or complement to formal education in order to support lifelong education; paragraph (2) Non-formal education functions to develop the potential of students with an emphasis on mastering functional knowledge and skills as well as developing professional attitudes and personalities. This statement indicates that the rights of citizens are legally protected, and guaranteed certainty, the right to obtain an education needs to be pursued, even though citizens are in other countries [1-3].

Development in the field of education is an effort to produce quality, potential and productive human resources for development, either through formal education, non-formal education or informal education [4-6]. The efforts to improve the quality of the world of education are absolutely necessary in order to produce reliable and independent resources that are capable of facing the development of science and technology and responsive to current developments. Without exception, citizens in other countries who work as immigrants, therefore the government participates in providing educational services for those who are abroad for work. Based on this, the government formulates various development policies, especially in the field of education, which aim to overcome the low level of education, especially for migrant workers and their families who earn a living and become foreign exchange fighters.

Malaysia, as a neighbouring country, has a climate that matches Indonesia's, forming natural potentials that are exactly the same as Indonesia. Fertile and extensive plantation land, requires proper management with lots of human resources, especially oil palm areas. Many migrant workers from Indonesia work in Malaysia, for many years until they form migrant families in Malaysia. This is a task for the Consulate General of the Republic of Indonesia in Malaysia providing educational services for migrant families. The main obstacle is not only faced by the Malaysian government policy, but the distance of each family of migrant oil palm fields is far, up to tens of kilometres with an estimated travel time of three to five hours of travel. On this basis, the Consulate General of the Republic of Indonesia established the CLC (*Community*

Learning Center) in collaboration with palm oil companies or Malaysian labour unions [7].

Most of the border areas in Indonesia are underdeveloped areas with limited social, economic facilities and infrastructure. Some border areas seem untouched by the dynamics of development, so that the people are generally poor and many are oriented towards neighbouring countries [8]. This has made many Indonesians decide to work in neighbouring countries, such as Malaysia, which has built growth centres and border corridors through various economic and trade activities.

Border areas need a touch of quality education in order to be able to improve the quality of their human resources. The people on the border have low awareness of the importance of education, considering that even without going to school they can get a large income from the work they do [9]. The level of education of the Indonesian people at the border is still low, although there are some people who have graduated from high school. Compared to the Malaysian villages on the border, the majority of the people go to school and are highly educated. The lack of educational infrastructure has forced children in border areas to go to school in Malaysia, by following their parents who work on plantations or become migrant workers. However, children of foreign nationals who wish to send their children to Malaysia have to enter private schools which often cost quite a lot [8].

To serve the fulfilment of the 9 year compulsory education service for children of Indonesian Migrant Workers (PMI) in Sabah, Malaysia, the Indonesian Consulate General established a Community Learning Center (CLC). This is because education is the responsibility of all parties, namely government, community/private sector and also parents. The establishment of the CLC is a form of the government's presence to ensure the fulfilment of the education rights of the children of Indonesian migrant workers (PMI). The establishment of the CLC aims to prevent working children from being illiterate because parents like to invite their children to help them work [10].

Providing education through CLC, must meet the requirements of the establishment permit from the Malaysian kingdom. CLC is supported by the Malaysian Work Union (Serikat Kerja Malaysia, SKM). The Malaysian Trade Union promised to pay attention to Indonesian migrant workers, including family welfare and the issue of providing education. On the basis of the above background, this study aims to determine what bilateral cooperation is being carried out by the Indonesian Government and the Kingdom of Malaysia and how the management of CLC in field areas.

II. METHODS

This research was conducted by descriptive research method with qualitative method at Community Learning Center (CLC) in Malaysia's Lumadang Field area conducted through bilateral cooperation between Indonesia and Malaysia, and can provide issues about the surrounding problems that arise in the present and its roots since several years. Data

collection instruments consist of interview guidelines, observation guidelines, documentation guidelines [11]. The sources of information in this study were elementary and junior high school students who were in CLC Ladang Lumadan who were interviewed as many as 8 people, CLC teachers as many as 4 people. In addition, environmental conditions are obtained through documentation and observation studies. Another source of information is the management of CLC as many as 3 people, including head office as 1 people. FGD activities are carried out for the purpose of exchanging information and discussing the cooperation and management of the CLC program. Triangulation is done to test the credibility of data by checking the data that has been obtained through various sources.

III. FINDINGS AND DISCUSSION

To fulfil nation children's rights, Indonesia and Malaysia are committed to supporting the provision of educational facilities and resources. Education is the right of every child, this is in accordance with the mandate of the Convention on the Rights of the Child. The total number of Indonesian citizens in Ladang Lumadan in 2016 in primary and secondary education totalled 15,454 people consisting of 12,743 elementary students, 2,507 junior high school students and 204 high school students who are accommodated in 174 CLC (Community Learning Center)/Teaching Learning Group Center (PKBM) both under CLC and Humana (Field CLC 92 unit and non-Farm CLC 82 unit). The total number of teachers is 461 consisting of 231 teachers from the Ministry of Education and Culture and 230 local teachers (166 Indonesians and 64 foreigners). In 2018, around 100 teachers from Indonesia were dispatched. This means that the government is serious about supporting the nation's children's intelligence program. The teachers sent are professional teachers.

The principle of implementing the CLC program basically comes from the needs of the community based on the identification of the needs of the change agent or related parties [12]. Community Learning Center is an educational institution that is organized outside the formal education system directed at rural and urban communities managed by the community itself and provides opportunities for them to develop various learning models with the aim of developing community abilities and skills in order to improve their quality of life [7,12].

Empirical conditions illustrate that CLC in Ladang Lumadan is currently only limited to school age targets, namely Elementary Schools and Junior High Schools, the curriculum applied has not been developed much by CLC itself, the process of identifying needs has not been carried out much by CLC, although in fact it has There are a number of equality education programs that have been implemented in small numbers. This problem indicates that the implementation of the CLC program is not entirely relevant to the CLC concept itself, because of the tendency to develop programs that are top-down [7].

The vision of CLC in general is the creation of a local community/community that is independent, smarter, more skilled, more productive, more prosperous, live together more harmoniously and always develop themselves as whole human beings created by God. The mission of the CLC is to dynamically identify the learning needs of the local community/community and mobilize various available resources and potentials in order to facilitate the implementation of quality learning and community empowerment processes, especially for marginalized local communities/communities. CLC management, especially in a still developing society, requires 3 components that must be managed simultaneously and in a balanced manner to produce an independent and sustainable CLC, namely the learning management component, the business/work management component, the development management component and community mobilization.

The elements of CLC consist of organizers/managers, tutors/facilitators of learning citizens, communities/target areas, learning programs and CLC Partners. Administrator/manager is a group of people and/or institutions that organize themselves to form and/or organize/manage CLC in order to achieve the vision and mission of CLC in a particular community/target area. A tutor/facilitator is a person or group of people who have certain skills needed by the community in a particular community/area [13-15]. The tutor/facilitator is committed to the process of mentoring and/or mentoring learning citizens in order to reach community members in a community/target area who have a need and commitment to learn about certain skills/abilities in accordance with the objectives of the learning program.

A learning program is a systematic planned effort to teach citizens to learn in order to achieve certain skills/abilities/conditions to meet certain needs that exist in a particular community/local community [16].

The community/target area is a certain group of people who live in a limited area or who have the same characteristics in a limited environment, which is used by CLC as a learning target. CLC partners are all parties, both individuals and institutions, whether intentionally motivated or based on their own awareness, understand the vision and mission of CLC and have a commitment to support its achievements either directly or indirectly, in the form of material support or non-material support.

With the large number of state children who have not been facilitated by official Malaysian schools and with diverse geographical conditions, the Indonesian government is encouraged to facilitate children to learn by establishing the Indonesian School which we know today as the Indonesian Ladang School Lumadan (SIKK) and the Community Learning Activity Center (PKBM) which is called the Community Learning Center (CLC). These two types of educational institutions serve education for Indonesian children who are in Ladang Lumadan Sabah Malaysia. SIKK serves as the main

school and fosters 294 CLCs that serve non-formal education equivalent to Elementary Schools and Junior High Schools spread across Sabah, Malaysia. CLC is synonymous with Community Learning Activity Center (PKBM). CLC was formed by the Indonesian people in Ladang Lumadan to serve education for Indonesian children who cannot study at SIKK. This CLC is coordinated by SIKK under the supervision and guidance of the Ministry of Education and Culture.

A. Management of CLC at Ladang Lumadan, Sabah, Malaysia

Based on data obtained from CLC Ladang Lumadan, it shows that the quality of education management is still relatively moderate, this is due to one of the factors, namely the facilities and infrastructure and limited human resources (HR). However, in terms of the implementation of learning, it is relatively good, this is due to good support by selected and outstanding teachers through a strict selection by the Indonesian government sent by the Ministry of Education and Culture to be distributed to each CLC including the Lumadan Ladang CLC.

Even though the implementation of CLC is in the field area, the quality and quality of the teachers or tutors are still maintained at its best, so the learning process does not make learning citizens bored, the creativity of the teachers in acting and contributing to CLC is very good. The teachers have working hours from 07.00 AM to 16.00 PM local time. The teachers who teach at CLC in the Lumadan field live around the CLC, both in people's homes and even in the CLC itself. This means that educators have contributed a lot, devoted themselves well to the CLC for the sake of better education, so that educators do not only have to work as teachers but do CLC administrative improvements, make room for learning so that the learning citizens feel comfortable.

Lumadan Farm CLC is one of the CLCs studied in this discussion. The Malaysian government only allows CLC in the fields (rural), this CLC is in the plantation area, so the children who go to school are the children of Indonesian Migrant Workers (PMI).

- CLC Identity
 - Name: CLC Ladang Lumadan
 - NPSN: 9LN01035
 - Zip Code: 89808
 - Village: Kampung Lingkungan
 - Region/City : Beaufort
 - Country: Malaysia
 - School Status: Public
 - Time of Operation a day full/5 days
- Vision CLC: "To create students who are intelligent, active, creative, devoted, faithful and devoted"
- Mission CLC:
 - Carry out quality learning

- Carrying out religious values and behaving Akhlakul Karimah in everyday life
- Guiding and developing the talents and interests of students
- Implementing extracurricular programs to produce high-achieving students and benefit daily life
- Implementing participatory school-based management by involving all school members and community participation
- Increasing awareness to protect the environment

Educational implementation activities carried out at CLC include several elements of activities, such as the planning, implementation and evaluation stages.

1) Planning: Socialization is carried out by the CLC program manager and the Trade Union to provide information to the community as program recipients, or other community groups as well as to stakeholders who have policy authority and interests in certain areas.

The results expected from the program socialization process are that the community using the program knows, understands and understands the concepts, principles of procedures, policies and stages in program implementation by program supporting actors and the community as actors as well as program recipient targets. In order to achieve this understanding, the one-sided socialization process is only carried out once, but is done repeatedly. Socialization is carried out at the beginning, in the middle or at the end of the program.

Basically, the process of socializing the joint CLC program is carried out by the institution in two ways, namely: (1) Direct meetings between managers, foundations and community leaders which are held regularly, (2) Information media in the form of leaflets, posters and other media.

At this stage the organizers hold a direct meeting socialization process by inviting the community (parents of students) to plan the CLC program using the discussion and question and answer method. Furthermore, the socialization process is also carried out through information media both electronic (web, twitter) and printed by the organizers.

a) Identification of students potency (needs, characteristics): The activity of looking for, finding, registering and recording data to find out what is needed by students is called the need identification action. Identification of learning needs is an activity carried out by needs assessment officers or program managers in searching, finding, registering, recording data on the learning needs of students or learning citizens in a certain unknown area, then the data is processed into information.

From the description above, it can be concluded that learning needs are an activity carried out by program organizers or community groups that have the authority to formulate various individual community needs related to certain knowledge, basic skills, attitudes and abilities that can

be met through the activity process. learn. At this stage the organizers carry out identification techniques by gathering to discuss what programs will be implemented according to the needs and target characteristics or can be done through various communication media such as in network activities using the google meet application, google zoom and so on.

b) Type of program being developed: The types of programs developed by the organizers in accordance with the results of identification of needs include: (1) arts and culture programs, (2) skills programs. In the implementation of the program, the public in general welcomes and supports the implementation of the program carried out by the organizers and in accordance with the needs felt by the target students (Figure 1).

The content of the existing curriculum content is adjusted to the policies of the Malaysian Ministry of Education. The Malaysian Ministry of Education continues to provide licensing services for the provision of CLC education services. The development of educators and education personnel is carried out by the Indonesian Ministry of Education and Culture. Regarding the procurement of facilities and infrastructure, the Malaysian government allows the Indonesian government to have several locations that can be used as appropriate for the establishment of Indonesian Foreign Schools (SILN).

The Malaysian government policy is related to the importance of access to education for everyone, making the Indonesian government have a new strategy in realizing standard SILN with those in the country. The Indonesian Minister of Foreign Affairs includes the issue of protecting Indonesian citizens and migrant workers in the priority program for bilateral cooperation. This was welcomed by the Malaysian government.

The Indonesian government's commitment to education services is manifested in bilateral cooperation, so the Indonesian government recruits educational volunteers from both parties, both Indonesian and Malaysian. CLC was formed by a company located in Malaysia, so that school planning could not be separated from the company policy, namely the labour union. Therefore, the union appoints *among* teachers and is assigned to each CLC.

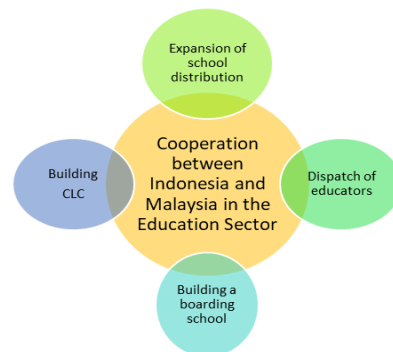


Fig. 1. Cooperation in the field of Education and Government (Indonesia-Malaysia).

2) Implementation

a) Program's steps: At this stage the organizer implements the program according to what was planned at the beginning. The program is formed from the results of deliberations by the management, educators and the company, in this case the labor union. In implementing this program, administrators use a critical pedagogical approach. This approach places students as individuals who have the awareness to develop all their potential. This approach basically focuses on the involvement of the entire community (men-women, rich-poor, old-young) in the entire process of activities starting from problem identification and situation analysis, formulation and decision making, planning, implementation, operation, maintenance of facilities and monitoring and evaluation.

b) Materials: The materials prepared by the program organizers are sourced from the Ministry of Education and Culture, sent directly from Indonesia and enriched with local curricula. Meanwhile, the developed curriculum refers to the latest curriculum changes, namely the 2013 curriculum. In 2020 the CLC has received information related to the independent learning curriculum, the curriculum developer will adjust to the existing changes.

3) Development

a) Internal: The development carried out in the Lumadan CLC field, namely, guidance from the SIKK, and from the CLC itself, because each CLC supervises the schools around the CLC. Related to coaching for teachers, this is done by the CLC manager, and tutor teachers.

b) External: The development carried out by external parties is carried out by various elements, such as from the government, from the work union which is carried out in the form of deliberation.

c) Model development: The development model carried out by the organizers uses an integrated coaching model where the coaching process is carried out in an integrated manner by involving SIKK elements and from the CLC manager

4) Monitoring and evaluation (Monev)

a) Quality assurance program: The control stage is carried out by the organizer with the target of the program, namely by making a learning contract that is agreed upon and signed by the students (represented by parents for school age students) and the teaching staff and the organizers.

Furthermore, the organizers explain in detail and clearly the objectives to be achieved in the program. Involvement in program quality assurance involves administrators, educators, technical personnel and students who all have responsibilities in program quality assurance. The program manager also carries out accreditation activities to ensure the feasibility of units and programs in accordance with predetermined criteria. Quality control is also carried out by the work association, where the working union also evaluates the appointed *pamong* teachers.

b) Monitoring mechanism: The monitoring stage is carried out regularly, namely once a month by the SIKK and the Foundation. The method used in carrying out monitoring is the method of discussion, question and answer and observation with program objectives. While the aspects that are monitored in program implementation include:

- Study groups,
- Learning objectives,
- Students,
- Learning resources,
- Learning facilities,
- Tutors / Educators,
- Yeast to learn,
- Learning centre,
- Study funds, and
- Learning outcomes.

In the implementation of the program in accordance with the results of monitoring by related parties, it was concluded that the implementation of the CLC program was in accordance with what had been planned and determined. Despite the fact that in the field there are still findings that show that the program has not been maximally implemented.

IV. CONCLUSION

Bilateral cooperation carried out by the Government of Indonesia and the Kingdom of Malaysia is carried out by involving a work union, the Kota Kinabalu Indonesian School (SIKK) and the Ladang Lumadang Community Learning Center (CLC).

For the management of CLC in the field area, its management includes several elements of activities starting from the planning stage, implementation stage to evaluation. Planning starts from the implementation of the socialization carried out by the CLC program manager and the Work Union then identifies the potential of students to then determine the type of program being developed. At the implementation stage, the manager carries out the program steps that have been planned at the beginning, after that it is continued by delivering the material that has been prepared by the program organizer, and followed by providing guidance for both internal and external parties. Then closed with the implementation of control or monitoring evaluation of the quality assurance program.

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