



Strategies of the Indonesian Embassy in Kuala Lumpur in Resolving Education Problems for Undocumented Children of Indonesian Migrant Workers in Malaysia

Namira Agustina Purba^{1*}, Nur Azizah²

^{1,2}Department of Social and Political Sciences, Universitas Muhammadiyah Yogyakarta, Indonesia

^{1*}Corresponding Email: namira.a.isip20@mail.umy.ac.id, Phone Number: 0822 xxxx xxxx

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Abstract: This article aims to highlight the strategies used by the Indonesian Embassy in Kuala Lumpur to address the educational challenges faced by the children of undocumented Indonesian migrant workers in Malaysia. The research focus on the concept of national interest also aims to provide further understanding of how diplomacy and foreign policy can be used to protect children's rights and improve their access to education. The research methodology used is a descriptive qualitative method, focusing on the concept of national interest to answer the research questions posed in this journal article. The research findings reveal that the Indonesian Embassy in Kuala Lumpur has implemented several strategies to address the educational challenges for children of undocumented Indonesian migrant workers in Malaysia. The findings may encourage cooperation between countries to exchange information and best practices in addressing similar education issues at the international level. In addition, the focus on the concept of national interest shows the potential to integrate education aspects in foreign policy plans to ensure the protection of national interests. This includes the establishment of guidance and assistance centers in the registration process to obtain the National Student Identification Number (NISN). The ethical implications of this research include attention to children's right to education, especially children in vulnerable situations. The results can also serve as a basis for further research, by evaluating the effectiveness of the strategies that have been implemented and identifying other areas that require further attention.

Abstrak: Artikel ini bertujuan untuk menyoroti strategi yang digunakan oleh Kedutaan Besar Republik Indonesia (KBRI) di Kuala Lumpur untuk mengatasi tantangan pendidikan yang dihadapi oleh anak-anak pekerja migran Indonesia yang tidak berdokumen di Malaysia. Fokus penelitian pada konsep kepentingan nasional juga ditujukan untuk memberikan pemahaman lebih lanjut tentang bagaimana diplomasi dan kebijakan luar negeri dapat digunakan untuk melindungi hak-hak anak dan memperbaiki akses pendidikan mereka. Metodologi penelitian yang digunakan adalah metode deskriptif kualitatif, dengan fokus pada konsep kepentingan nasional untuk menjawab pertanyaan penelitian yang diajukan dalam artikel jurnal ini. Temuan penelitian mengungkapkan bahwa KBRI Kuala Lumpur telah menerapkan beberapa strategi untuk mengatasi tantangan pendidikan bagi anak-anak pekerja migran Indonesia yang tidak berdokumen di Malaysia. Temuan ini dapat mendorong terbentuknya kerjasama antar-negara untuk saling bertukar informasi dan praktik terbaik dalam menangani isu pendidikan serupa di tingkat internasional. Selain itu, fokus pada konsep kepentingan nasional menunjukkan adanya potensi untuk mengintegrasikan aspek pendidikan dalam rencana kebijakan luar negeri guna memastikan perlindungan kepentingan nasional. Hal ini termasuk pendirian pusat bimbingan dan bantuan dalam proses pendaftaran untuk mendapatkan Nomor Induk Siswa Nasional (NISN). Implikasi etis dari penelitian ini mencakup perhatian terhadap hak anak untuk mendapatkan pendidikan, khususnya anak-anak yang berada dalam situasi rentan. Hasil penelitian juga dapat menjadi dasar untuk penelitian lanjutan, dengan mengevaluasi efektivitas strategi yang telah diimplementasikan dan mengidentifikasi area lain yang memerlukan perhatian lebih lanjut.

A. Introduction

This journal article seeks to explain the strategy of the Indonesian Embassy in Kuala Lumpur in addressing the education issues of undocumented migrant workers' children in Malaysia. Education, as we know, is a basic right for all human beings. As written in Article 26 of the Universal Declaration of Human Rights of 1948, which reads "Everyone has the right to education." Likewise, a quote from the Right to Education Initiative, reads "Education is not a privilege but a human right that must be fulfilled". Especially for children, the United Nations (UN) General Assembly issued a declaration on 20 November 1989, detailing the child's right to education in Article 28 paragraph 1. This article states, "States Parties recognize the right of the child to education and to the gradual and opportunity-based realization of this right." Indonesia, in line with this international commitment, has also established regulations to protect children's right to education. This can be seen in the Law of the Republic of Indonesia No. 23/2002 on Child Protection Article 9 Paragraph 1 which reads "Every child has the right to receive education and teaching in order to develop his/her personality and level of intelligence in accordance with his/her interests and talents."

Although this right is recognized internationally and nationally, many Indonesian Migrant Worker (PMI) children in Malaysia still face challenges in accessing education. Based on the article ([Humas Ditjenim, 2023](#)). The Malaysian government noted that there are currently 450,000 Indonesian Migrant Workers recorded in Malaysia, this number is different from the data of 1.5 million Indonesian Migrant Workers owned by the Indonesian Embassy in Kuala Lumpur. It can be concluded that there are more than 1 million Indonesian migrant workers who are not registered in Malaysia so that they are declared illegal ([Hidayat et al., 2023](#)). The presence of illegal migrant workers in Malaysia makes it easier for these illegal immigrants to bring children or get married in Malaysia and then have children. The increasing migration of Indonesian workers to Malaysia brings significant challenges, especially regarding the education of their children. "Children of Undocumented Indonesian Migrant Workers" refers to a group that has difficulty accessing formal education due to the absence of legal documents ([Nasution, 2023](#)). This literature review explores the strategies of the Indonesian Embassy in Kuala Lumpur in addressing the educational concerns of this vulnerable demographic group. Previous study ([Novia, 2023](#)) shows that education for children of migrant workers in Malaysia still needs to be improved due to barriers. Legal restrictions and non-recognition of their status complicate access to formal education, resulting in further social and economic inequalities.

The role of the Indonesian Embassy in Kuala Lumpur in protecting the rights and welfare of its citizens abroad has a strategic dimension. In the context of previous studies [Handoyo & Triarda \(2020\)](#) explained that this role was seen in the success of the Indonesian Embassy in Kuala Lumpur through a cross-border public-private partnership aimed at providing access to education for children of Indonesian Migrant Workers (PMI) in Sarawak, Malaysia. This success marks the Embassy's active commitment to supporting the education of migrant worker children in the region ([Rachman et al., 2020](#); [Alim, 2023](#)). This

study illustrates how partnerships between the public and private sectors across national borders can create positive changes in access to education. The Indonesian Embassy in Kuala Lumpur successfully implemented this partnership to establish a Community Learning Center (CLC) in Sarawak. The CLC is a non-formal education institution that provides access to children of migrant workers. Despite the success of providing access to education, some limitations need to be considered. This access is only for children who work in oil palm plantations. This reflects the need for further efforts to expand the reach of education for children of migrant workers in other sectors. However, this achievement is still not significant in improving the educational conditions of migrant workers' children in Malaysia.

This research will focus on "The Strategy of the Indonesian Embassy in Kuala Lumpur in Resolving the Education Problems of Children of Undocumented Indonesian Migrant Workers in Malaysia". The author will use National Interest as a Concept in the Theoretical Framework to answer the research gap. National interest is a very important basis for a state in conducting international relations. The application of this concept remains significant as long as states remain the main actors in the arena of international relations. Scholars generally agree that the main factor driving states in conducting international relations is their national interest (Rudy, 2002; Sande, 2020).

National interest is the fundamental objective and ultimate determining factor that guides decision-makers in a country in making or formulating its foreign policy. The concept of national interest, according to (Morgenthau, 1996), These include: First, the protection of physical identity, in the sense that it can maintain its territorial integrity; Second, the protection of political identity, in the sense that it can maintain its economic and political regime; Third, the protection of culture, in the sense that it can maintain its language and history. A country's national interest is a result made by policy makers so that the national interests of a nation can be different or even contradict each other (Kawung, 2022; Amanda et al., 2023; Avivi & Siagian, 2020). Hans J. Morgenthau defines national interest as the main guide in creating and formulating a country's foreign policy. In the context of the Indonesian Embassy in Kuala Lumpur's strategy to address the education issues of undocumented migrant workers' children in Malaysia, the concept of national interest can be translated into strategic measures that prioritize the protection of Indonesia's physical, political and cultural identity. The Indonesian Embassy in Kuala Lumpur, as Indonesia's diplomatic representative in Malaysia, seeks to ensure that the territorial integrity of migrant workers' children is maintained by facilitating their right to education. In addition, the Embassy's efforts are also focused on protecting political identity, which involves working with Malaysia to create education policies that support Indonesia's economic and political regime. To safeguard cultural identity, the Indonesian Embassy plays a role in ensuring that the children of undocumented migrant workers remain connected to Indonesian language and history through the education system. By referring to the concept of national interest, the Indonesian Embassy can take steps that are in line with the fundamental objective of

protecting and advancing Indonesia's national interest in resolving education issues in Malaysia.

In the applicable rules written in the article (JIM, 2024), that Foreign Workers are not allowed to bring family into and stay in Malaysia and Foreign Workers are not allowed to marry locals or foreign workers working in Malaysia. Then based on data from the article (Wardah, 2020), explained that the Indonesian Embassy in Kuala Lumpur had issued birth registration certificates (SBPK) for 5,934 children of Indonesian migrant workers. Then in the article (Nur, 2021), Chief Representative of the Indonesian Consulate General in Kinabalu, Krishna Djelani stated that the exact number of undocumented children is unknown. But if the estimate, it is likely to reach thousands of people (Indonesian children without certificates) because some Indonesian citizens marry here and then have offspring, but their status is illegal. According to the Indonesian Ambassador to Malaysia under Herman Prayitno, there are at least 53,000 illegal Indonesian children in Peninsular Malaysia and more than half have not had access to education because they do not have a residence permit (Dewi, 2018).

With the rules in place and the existence of undocumented children of migrant workers, this then creates a new problem, namely the children of migrant workers cannot have complete official documents, so they have difficulty gaining access to education services and cannot enroll in formal schools because these children do not have official documents and also violate applicable Malaysian government rules. When the children of migrant workers in Malaysia do not get an education, they cannot improve the condition of their families, which can cause harm to the country because there will be an increase in the number of uneducated or poorly educated citizens. In addressing the issue of undocumented children of Indonesian migrant workers (PMI) receiving proper education, the Indonesian Embassy (KBRI) Kuala Lumpur plays a very important role. In accordance with articles 18-24 of Law No. 37 of 1999 which reads in paragraph b "Representatives of the Republic of Indonesia are obliged to provide protection, protection and legal assistance for Indonesian citizens and legal entities abroad, in accordance with national legislation and international law and custom.

The purpose of protection here includes the protection of legal protection of the right to basic education. Based on these laws, various strategies have been initiated and implemented to find a way out of the obstacles faced by migrant workers' children who have 'undocumented' status but still have the right to basic education. As part of this effort, the Indonesian Embassy in Kuala Lumpur has sought to create an enabling environment for the education of these children, recognizing the importance of the right to education as a fundamental human right and implementing concrete measures to ensure that this right can be accessed and enjoyed by migrant workers' children who are in illegal immigration status. This research will comprehensively explore the concrete initiatives that have been implemented to ensure that the right to education of migrant worker children under illegal immigration status is respected. The research will also provide better insights into how such

strategies can affect the access and quality of education for migrant workers' children with 'undocumented' status in Malaysia.

This research aims generally to investigate and explain the strategies that have been implemented by the Indonesian Embassy in Kuala Lumpur in addressing the educational challenges faced by the children of unregistered Indonesian migrant workers in Malaysia. The specific objectives of this research involve analyzing regulations and policies related to education for children of unregistered migrant workers, evaluating the impact of the Embassy's strategies, and examining cross-border cooperation involving the public and private sectors in improving access and quality of education. In addition, this research also aims to identify the obstacles and limitations that are still faced in efforts to improve the educational conditions of children of migrant workers who are in unauthorized situations in Malaysia. With this focus on understanding, it is hoped that the results of the study can provide in-depth insights into the Indonesian Embassy's efforts and enable further improvements in strategies to fulfill the educational rights of children of Indonesian migrant workers in Malaysia who are in unofficial situations.

B. Method

This research uses a qualitative research approach in collecting data related to the strategy of the Indonesian Embassy in Kuala Lumpur in Resolving Educational Problems of Children of Undocumented Indonesian Migrant Workers in Malaysia. The research design used is descriptive qualitative. A qualitative approach means collecting data not in the form of numbers, but rather the data comes from interview scripts, field notes, personal documents, memo notes, and other official documents. In the book [Moleong \(2010\)](#) explained "qualitative method as a research procedure that produces descriptive data in the form of written or spoken words from people and behaviors that can be observed".

The data collection technique uses a semi-structured interview technique. Semi-structured interviews are an interview process that uses an interview guide derived from developing topics and asking questions and the use is more flexible than interviews ([Rachmawati, 2007](#)). In terms of the type of questions, the interviewers used open-ended questions. These questions will be answered by the staff of the Indonesian Embassy in Kuala Lumpur, specifically by the education officer working on this issue. All respondents were asked about the strategies that have been implemented or will be implemented by the Indonesian Embassy in Kuala Lumpur to solve the education problems faced by children of Indonesian migrant workers in Malaysia. Answers were recorded using a voice recorder for analysis. Indonesian Embassy staff in Kuala Lumpur were not the only source of information. The exploration was also conducted with children of migrant workers who have received education facilities from the Indonesian Embassy, who will be interviewed to get their views on the facilities that have been provided in order to answer how the strategy of the Indonesian Embassy in Kuala Lumpur impacts the access and quality of education for these children. Apart from interviews, data collection was done through literature studies such as journals, articles, websites and news, or reviewing previous research that has

similarities. Attention to the topic of discussion was also paid to keep the discussion and analysis real and trustworthy. In the end, all collected data will be transcribed as the result of the research. Here is the flow of this research:

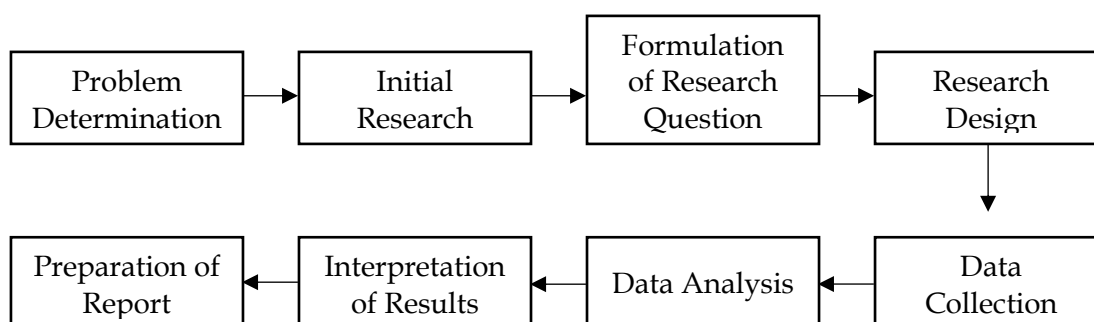


Figure 1. Research Flow

This research begins by identifying the problems of access to education faced by children of undocumented migrant workers in Malaysia, especially related to administrative and legal barriers. The research then focused on the Indonesian Embassy in Kuala Lumpur's strategies in providing access to education to this group. The preliminary research provided background on education policy in Malaysia and the Indonesian Embassy's role in providing education services through the guidance center. The research question that emerged was how the Embassy's strategy in providing education to the children of undocumented migrant workers. The research design included interviews with relevant parties, including Mr. Shoheh, Ms. Wiffy, and three children from the Sungai Buloh guidance center. Data analysis highlighted the importance of collaboration between institutions and communities in creating an inclusive education environment. Interpretation of the results shows that strategies involving cross-sectoral cooperation and individualized approaches are effective in providing education to undocumented migrant workers' children. The research report includes the methodology, interview results, analysis of findings and recommendations to improve access to education for this group in Malaysia.

C. Result and Discussion

Result

This research managed to get answers to the Indonesian Embassy in Kuala Lumpur's strategies in addressing the issue of education of children of Indonesian Migrant Workers (PMI) in Malaysia, and it has had a significant impact. As a researcher who was fortunate to have the opportunity to conduct a direct interview with Mr. Sohenudin, Field Coordinator for Education of Non-Procedural or Undocumented Children, I was able to detail some of the key strategies that have been implemented. During the interview, Mr. Sohenudin explained

"Yes, so I am indeed in the field, one of my duties is to open wider access to children who have not had access to education so far and for this year we are targeting 50 places, 50 guidance

centers but we now have 55, so we have exceeded the target Actually, if this is released, 60-70 is still possible But we first look at our capabilities It's just taking care of the 55 we are still not maximal, so I want to add more, I'm afraid it will be tight too."

That one of his main tasks is to provide greater access to undocumented migrant workers' children who still need education in Malaysia. Before explaining the strategy of the Indonesian Embassy in Kuala Lumpur, Mr. Soheh first provided an understanding of the condition of migrant workers' children who are considered undocumented children. Bapak sohenudin menjelaskan:

"If that's the criteria, the definition can be said to be endominstrik So these children are children of PMI who... Marital status, the first... Most of them are not legally valid in the country, secondly, children of crossbreeding Indonesian mothers transplanting"

Mrs. wiffy as the teacher also added:

"Because they don't have documents, because some of my children were born in the fields, some were born at home."

The reasons these children are called undocumented include because both parents have a marital status that is not legal according to the country's laws or because they were born to an Indonesian citizen mother and a non-Indonesian citizen father.

The mentorship center is an initiative that provides a space for children of Indonesian migrant workers who have lived in Malaysia for a long time. Mr. Sohenudin explained that by 2023, the Indonesian Embassy in Kuala Lumpur has set a target to establish 50 guidance centers. In an interview Mr. Sohenudin said:

"That's why this might be stopped first until 55 for this year, we will finish it first, right? But our belief is that now there are 2000 students, our belief is that 2000, even 3000 or even 5000 more who have never been to school still exist, our belief is like that because the places where there are pimpingan studios are not evenly distributed."

To date, more than 55 tutoring centers have been successfully established involving more than 2000 students under the supervision of the Indonesian Embassy in Kuala Lumpur. The following is the domicile of activities at Sungai Buloh studio



Figure 2. Teaching and Learning Activities at Sanggar Sungai Buloh

Sanggar Sungai Buloh has achieved remarkable success as one of the Embassy of the Republic of Indonesia's strategies to provide educational assistance to the children of Indonesian workers in Malaysia. Through this program, the Embassy has managed to create a positive and inclusive learning environment for the children of migrant workers. Sanggar Sungai Buloh not only serves as a formal education center, but also a place for children to develop creativity, social skills, and appreciate Indonesian culture.

Discussion

The Strategy of the Indonesian Embassy in Kuala Lumpur in Solving the Problem of Education of Undocumented Migrant Workers' Children in Malaysia

The Indonesian Embassy in Kuala Lumpur responded to this issue by opening access to non-formal schools. One of the strategies implemented is to ensure that children of undocumented migrant workers can still access education as they are unable to attend formal schools. This strategy covers aspects of physical access to educational institutions and includes initiatives to understand and accommodate the special educational needs of these children. The importance of this strategy lies (Added to the explanation in the concept of national interest, that Indonesia needs smart children). In addition, cooperation with local educational institutions and related parties strengthens the implementation of this strategy. Thus, the strategy of the Indonesian Embassy in Kuala Lumpur in the education of undocumented children in Malaysia has been a critical step in responding to this complex challenge. Here are some of the strategies that have been summarized:

1. Establishing a Guidance Center

One of the strategies implemented by the Indonesian Embassy in Kuala Lumpur to overcome the problem of education of undocumented migrant workers' children in Malaysia is by establishing a guidance center. With the Concept of National Interest, to achieve these interests, the Indonesian Embassy in Kuala Lumpur as Indonesia's representative in Malaysia has conducted diplomacy. In providing access and educational

facilities to fulfill Indonesia's national interest for the majority of undocumented migrant worker children, the Indonesian government initially established a CLC in Sabah based on the Memorandum of Understanding (MoU) between the Indonesian government and the Malaysian government stated in "The 8th Annual Consultations" in Lombok on October 20, 2011, namely Malaysia gave permission to establish a CLC to provide educational services to migrant worker children in the Sabah plantation area (Novia, 2023). As for the Guidance Center, in the article (KBRI Kuala Lumpur, 2020), written by the Education Attaché of the Indonesian Embassy in Kuala Lumpur M. Farid Maruf Ph.D said "Until now, the TKB has not obtained an official permit from the Malaysian side. However, due to our close relationship with the Malaysian Ministry of Education, we were able to establish a place of learning with the term Sanggar Bimbingan."

Sanggar bimbingan is an initiative that provides space for the children of Indonesian migrant workers who have long lived in Malaysia. Mr. Sohenudin explained that by 2023, the Indonesian Embassy in Kuala Lumpur has set a target to establish 50 guidance centers. To date, more than 55 mentorship centers have been successfully established, involving more than 2000 students under the supervision of the Indonesian Embassy in Kuala Lumpur. This success not only achieves the set target, but also reflects the positive response of the Indonesian community in Malaysia to this program.

The process of establishing mentorship centres began in late 2019 and involved close collaboration with community organizations and the Indonesian community in Malaysia. Currently, there are approximately 33 learning guidance centres in Kuala Lumpur owned by Indonesian organizations. The centers are managed under the supervision of Sekolah Indonesia Kuala Lumpur (SIKL) and the Representative Office of the Republic of Indonesia ("Muhammadiyah Malaysia Establishes Guidance Center for Children of Migrant Workers," 2023). The cooperation also involves contributions from the Malaysian community and private schools in Malaysia. This initiative creates a positive international relationship between Indonesia and Malaysia in a joint effort to improve access to education for children of undocumented migrant workers, as we have seen in the success of Indonesia and Malaysia's diplomacy in the field of education in the establishment of CLCs. Assistance from various parties, including communities, community organizations, and private schools, is not only limited to the establishment of guidance centres but also involves their active role as centre managers. At present, there are already 55 guidance centers managed with the assistance of various parties, but still under the auspices of the Indonesian Embassy in Kuala Lumpur, with the parent school at SIKL (Sekolah Indonesia Kuala Lumpur).

These steps reflect the joint efforts of various parties, both from Indonesia and Malaysia, to overcome the educational challenges of Undocumented Migrant Workers' children. The Indonesian Embassy in Kuala Lumpur as the representative of Indonesia in Malaysia remains committed to expanding the reach of this guidance center by continuing to seek cooperation with various related parties. The goal is to create an inclusive and sustainable non-formal education model for Undocumented Migrant Workers' children in Malaysia.

The guidance center was established with the clear goal of providing PMI children with a proper education. In order to improve access to education, the center offers cross-curricular learning, including:

- Indonesian language: Focuses on developing listening, speaking, reading, and writing skills in Indonesian to maintain the cultural identity of PMI children.
- Math and Science: Reinforcement of basic understanding of math and science concepts according to the children's age level.
- Art and Creativity: Development of creativity through art activities, such as painting, handicrafts, and performing arts.
- Religious Education: Understanding of religious and ethical values through religious studies.
- Social and Emotional Skills: Teaching social and emotional skills to help children adapt to their surroundings.
- Civic Education: Strengthening of national identity through knowledge of Indonesian history, culture and aspects of citizenship.
- Extracurricular Activities: Opportunities to develop interests and talents outside of the core curriculum, such as sports, music or dance.

Sanggar bimbingan is not only a place of education, but also a symbol of cross-cultural collaboration and joint efforts to create a better future for the children of Undocumented Migrant Workers in Malaysia. With comprehensive engagement and long-term commitment, this program goes beyond addressing educational issues to create an inclusive education model that strengthens the identity and potential of migrant worker children to compete globally.

2. Registering the Undocumented Children of Indonesia Migrant workers in Malaysia with the Basic Education Data (DAPODIK).

In an effort to improve access to education for the children of undocumented migrant workers returning to Indonesia, the Indonesian Embassy in Kuala Lumpur has introduced a brilliant new strategy. The strategy involves registering the children with Dapodik (Data Pokok Pendidikan) to obtain a National Student Identification Number (NISN). This step was taken with the consideration that by having a NISN, the guidance center students could obtain a diploma and be able to transfer to schools in Indonesia. The condition is that the parents first make the documents for their children.

The importance of this strategy lies in the understanding that the children of undocumented migrant workers will still return to Indonesia because they will not stay in Malaysia. However, without legal documents, they face serious challenges in being accepted into Indonesian schools. KBRI Kuala Lumpur's initiative provides a practical solution by registering these children with Dapodik, providing them with a valid NISN. With this NISN, PMI children can continue their education in Indonesia more easily, minimizing administrative barriers that could hinder their access to the education system [Prayitno et al \(2023\)](#). This strategy is not only about making it easier for undocumented migrant workers'

children to attend school, but also a proactive measure to ensure that they have equal rights to education. It supports inclusivity and accessibility of education for all children, regardless of their immigration status. As part of a comprehensive solution, this strategy demonstrates the Indonesian Embassy in Kuala Lumpur's commitment to supporting the education of migrant workers' children and making a positive contribution to human resource development in Indonesia.

The Impact of the Indonesian Embassy in Kuala Lumpur's Strategy on Access to and Quality of education for Undocumented Children of Indonesia Migrant Workers in Malaysia

To understand the impact of the Indonesian Embassy's education strategy in Kuala Lumpur on the access and quality of education of migrant workers' children in Malaysia, I conducted an interview with Ms. Wifi Zalina, the manager of the Sungai Buloh Guidance Studio. The results of this interview illustrate significant changes in the development of these children. One of the striking results is the improvement in the literacy skills of the migrant workers' children. Most of them initially had difficulty reading and writing, but through the learning program at the guidance studio, they managed to overcome these obstacles. Today, many children who could not read and write have mastered these skills, demonstrating improved access to basic education.

There are also success stories of children who have successfully transferred to Sekolah Indonesia Kuala Lumpur (SIKL) after completing the program at the guidance center. As they progressed through the grades, they also managed to secure official documents, including the National Student Identification Number (NISN) through Dapodik. This achievement not only reflects improved access to formal education but also signifies a positive change in the quality of education they receive. Ms. Wifi Zalina also highlighted the development of these children's interests and talents. From the beginning who were confused and did not know the direction of the future, after participating in the learning program at the guidance studio, they began to discover their respective interests and talents. This initiative provides better insight into future career options, which is an important indicator of improved quality of education.

However, this strategy still faces some obstacles. Some parents are still reluctant to let their children pursue formal education. Some of them prefer their children to work, stopping the education process, and this decision is often influenced by parents' lack of understanding of the importance of formal education. Therefore, further efforts are needed to educate parents about the benefits and needs of their children's education. Thus, despite significant achievements in improving access and quality of education for migrant workers' children through the Indonesian Embassy Kuala Lumpur's strategy, challenges remain. Educating parents is a strategic step to support the continuation of positive changes in the education of migrant workers' children in Malaysia.

National Interest Analysis of the Indonesian Embassy in Kuala Lumpur's Strategy in Addressing the Education Problems of undocumented migrant workers' children in Malaysia:

The education of undocumented migrant workers' children in Malaysia has a direct impact on the quality of Indonesia's human resources and is therefore closely related to national interests. Ensuring access and quality of education for these children can contribute significantly to long-term national development.

As Indonesia's representative in Malaysia, the Indonesian Embassy in Kuala Lumpur has the duty to promote, negotiate and cooperate in the national interest (Bidari et al., 2020). The Indonesian Embassy in Kuala Lumpur plays an important role in protecting the education rights of undocumented migrant workers' children. In the context of diplomacy, this serious handling of education issues can strengthen bilateral relations between Indonesia and Malaysia, creating awareness of Indonesia's commitment to the welfare of its citizens abroad. The Indonesian Embassy in Kuala Lumpur's strategy in addressing the education of children of Indonesian Migrant Workers (PMI) in Malaysia contributes significantly to Indonesia's national interests. The Indonesian Embassy in Kuala Lumpur consistently integrates elements of Indonesian culture and values in the education programs of migrant worker children. Through the guidance center, these children not only gain access to academic knowledge, but are also empowered to maintain and value their cultural identity. By focusing the curriculum on language, arts, and civic education, the Indonesian Embassy in Kuala Lumpur ensures that these young people remain connected to Indonesia's cultural heritage. This identity strengthening is an important asset in supporting the national interest to expand the scope and influence of Indonesian culture at the international level. Furthermore, registering the children of undocumented migrant workers in Malaysia to obtain a National Student Identification Number (NISN) will also help them to easily enroll in schools in Indonesia when they are able to return.

Effective collaboration with relevant parties in Malaysia, including the local government and educational institutions, is key to improving access and quality of education for undocumented migrant worker children. This includes developing joint policies, special education programs and concrete measures to overcome barriers. As already implemented, under the auspices of the Indonesian Embassy in Kuala Lumpur, the Guidance Studio has been managed by several Indonesian organizations in Malaysia, such as PCIM Malaysia and PPI Malaysia.

Investing in the education of migrant workers' children in Malaysia is not only a humanitarian effort, but also a long-term investment in Indonesia's human resources. Improving the quality of education of these children can create a more educated and qualified generation, contributing to Indonesia's economic and social development. By providing access to education to the children of undocumented migrant workers, the Indonesian Embassy in Kuala Lumpur is effectively helping to build the sustainability and quality of the Indonesian workforce. Children who receive education through the center not only improve their academic skills but also acquire social, artistic, and other skills that can

enhance their competitiveness in the job market. Therefore, the contribution of this strategy to human resource development is an important element in supporting economic growth and national sustainability.

Taking the issue of education of undocumented migrant workers' children seriously can improve Indonesia's image in the eyes of the world, especially in partner countries such as Malaysia. It creates the impression that Indonesia is responsible for the welfare of its citizens and willing to collaborate to address common challenges, strengthening bilateral and multilateral relations.

Successes and Challenges in Strategy Implementation:

The Indonesian Embassy in Kuala Lumpur's strategy in establishing mentorship centers has achieved significant success, exceeding their initial target. With a target of establishing 50 mentorship centers by 2023, the Indonesian Embassy in Kuala Lumpur managed to establish more than 55 mentorship centers involving more than 2000 students. Described by Mrs. Mimin Sunarsih as the Founder of Sungai Mulia Studio 5 in Peninsular Malaysia, in the article ([Hidayatullah & Fauzi, 2023](#)) He explained that there are now 32 guidance centers in Semenanjung. Another Peninsular Malaysia up to Selawak. Then there are other guidance centers in Sentul, Hulu Kelang and others. This success reflects the positive response and enthusiasm of the Indonesian community in Malaysia towards the efforts of the Indonesian Embassy in Kuala Lumpur in improving access to education for children of undocumented migrant workers.

Tangible impacts that can be seen in the access to education of PMI children include improved Indonesian language skills, understanding of basic math and science concepts, and increased national identity. Many of the children who were previously unable to access formal education now have the opportunity to learn and develop their potential. This success is not only in achieving the targets but also in providing a positive foundation to address the education issues of undocumented migrant worker children in Malaysia.

Despite these successes, the implementation of the Indonesian Embassy's strategy in Kuala Lumpur also faced several challenges. One of the main challenges is administrative constraints, especially related to the process of registering Undocumented children into the Basic Education Data (Dapodik) system to obtain a National Student Identification Number (NISN). To overcome this challenge, the Indonesian Embassy in Kuala Lumpur took proactive steps by providing full assistance in the administrative process. This includes facilitating registration, providing necessary information, and collaborating with relevant agencies in Indonesia to streamline the process.

The changing dynamics of society also posed a challenge, especially in terms of parents' attitudes towards their children's formal education ([Nair et al., 2021](#)). To address this, the Indonesian Embassy in Kuala Lumpur continues to focus on educating parents on the benefits and necessity of formal education. Through counseling and dialogue activities, they seek to change parents' perceptions and increase their understanding of the importance of education for their children's development. These efforts are long-term and emphasize

active collaboration with local communities, so as to respond more effectively to community dynamics. Recognizing these challenges, the Indonesian Embassy in Kuala Lumpur remains committed to improving their strategies, ensuring that the positive impact on the education of migrant workers' children continues to grow and be sustained in the future. This success lays the foundation for pursuing more ambitious goals and providing greater access to education for children of undocumented migrant workers in Malaysia.

D. Conclusion

This research concludes that the Indonesian Embassy in Kuala Lumpur has successfully implemented strategies to address some of the educational problems of undocumented migrant workers' children in Malaysia. Within the context of the National Interest Concept, this research shows that the Indonesian Embassy in Kuala Lumpur indirectly contributes to Indonesia's national interest by prioritizing culture and citizenship lessons, integrating Indonesian cultural elements and values. The Indonesian Embassy in Kuala Lumpur, with its implemented strategies, has had a positive impact on the access and quality of education of migrant workers' children. Through registration with DAPODIK, they are recognized as Indonesian citizens and receive education equivalent to public schools. This has a very positive impact on their access to and quality of education. The Indonesian Embassy in Kuala Lumpur's implementation model can serve as a guide for other entities facing similar challenges at the national and international levels. It is important to emphasize inclusive and collaborative education policies, recognizing the rights of all children regardless of immigration status. Close collaboration with government, local communities and educational institutions supports the creation of a supportive educational environment for migrant children. Suggestions for future research involve focusing on continuous improvement in education quality and inclusiveness. Addressing remaining challenges, especially in changing parents' perceptions of the importance of formal education, is key to long-term success. Strengthening cooperation with local communities lays the foundation for more effective and sustainable solutions.

The implication of this study is that the implementation of the strategy by the Indonesian Embassy in Kuala Lumpur has had a positive impact on the access and quality of education of children of undocumented migrant workers in Malaysia. In the context of the National Interest Concept, the Indonesian Embassy Kuala Lumpur's indirect contribution to Indonesia's national interest, particularly through its prioritized approach to culture and citizenship lessons, suggests that this approach is worthy of consideration and adoption by similar agencies at the national and international levels.

Suggestions for future research include a focus on continuous improvement in the quality and inclusiveness of education. The development of more specific and adaptive strategies could be a useful area of research to ensure the viability and effectiveness of the Indonesian Embassy Kuala Lumpur's implementation model. In addition, it is important to explore and address the challenges that remain, especially in changing parents' perceptions of the importance of formal education. In-depth research on the impact of collaborative and

inclusive approaches on raising parental awareness and participation could provide further insights.

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