

## **Membangun Sekolah Alternatif Anak Migran Indonesia di Malaysia: Uinsa International Community Engagement**

### ***Building Alternative Schools for Indonesian Migrant Children in Malaysia: Uinsa International Community Engagement***

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**ABSTRAK.** Membangun sekolah alternatif bagi anak migran Indonesia merupakan upaya penting untuk memenuhi hak atas pendidikan yang layak. Anak migran seringkali menghadapi tantangan besar dari keterbatasan akses, stigma sosial masyarakat, hambatan bahasa, dan status hukum. Sekolah alternatif menjadi sarana pemberdayaan bagi anak-anak migran dengan menyediakan pendidikan yang responsif terhadap kondisi. Melalui kurikulum yang disesuaikan dengan latar belakang budaya dan kebutuhan spesifik anak migran, sekolah ini membantu membangun kepercayaan diri, kemandirian, dan peluang masa depan yang lebih baik. Dengan melalui metode pembelajaran yang interaktif dan pendekatan partisipatif. Sekolah alternative memiliki tujuan untuk memberikan pengetahuan akademis tetapi juga mendukung adanya proses adaptasi sosial dan emosional anak migran. Keterlibatan komunitas migran Indonesia dan pelatihan guru menjadi aspek penting dalam implementasi sekolah alternatif. Meskipun banyak tantangan seperti administrasi pendanaan dan stigma sosial, sekolah alternatif diharapkan untuk menjadi solusi berkelanjutan dalam meningkatkan akses pendidikan bagi anak migran. Dengan inisiatif membangun sekolah alternatif untuk berkontribusi pada pembangunan sosial dan pemberdayaan anak migran, memastikan bahwa mereka dapat mengembangkan potensi penuh dalam lingkungan yang suportif. Sekolah alternatif dirancang untuk memberikan pendidikan yang adaptif melalui program pemberdayaan, dengan menggunakan kurikulum yang disesuaikan dengan latar belakang budaya dan kebutuhan anak migran.

**Kata kunci:** *sekolah alternative, anak anak migran, tantangan, komunitas migran, pendidikan inklusif, pemberdayaan anak migran*

**ABSTRACT.** Building alternative schools for Indonesian migrant children is an important effort to fulfill the right to a proper education. Migrant children often face major challenges from limited access, social stigma, language barriers, and legal status. Alternative schools are a means of empowerment for migrant children by providing education that is responsive to conditions. Through a curriculum tailored to the cultural background and specific needs of migrant children, the school helps build confidence, independence, and better future opportunities. Through interactive learning methods and participatory approaches. Alternative schools aim to provide academic knowledge but also support the social and emotional adaptation process of migrant children. The involvement of the Indonesian migrant community and teacher training are important aspects in the implementation of alternative schools. Despite many challenges such as funding administration and social stigma, alternative schools are expected to be a sustainable solution in improving access to education for migrant children. With the initiative to build alternative schools to contribute to the social development and empowerment of migrant children, ensuring that they can develop their full potential in a supportive and Alternative schools are designed to provide adaptive education through empowerment programs, using a curriculum tailored to the cultural background and needs of migrant children.

**Keywords:** *alternative schools, migrant children, challenges, migrant communities, inclusive education, empowerment of migrant children*

## **INTRODUCTION**

Indonesian migrant children in Malaysia often face various major challenges in the aspect of education that have an impact on the future of Indonesian migrant children (Harmianto et al. 2023). In this context, the Uinsa International Community Engagement program in collaboration with Indonesian schools in Kuala Lumpur and education in AT Tanzil Padang Java is committed to developing alternative schools that can meet the specific educational needs of Indonesian migrant children (Aziz 2015). The migration that occurs is sometimes in unstable conditions, so migrant children often do not receive a formal education system. Through the International Community Engagement program, it can be found that many migrant children do not have access to school due to language problems, immigration status, or lack of adequate resources.

Education is a fundamental right that should be accessible to every migrant child regardless of background. Therefore, there is a need for innovation in the form of alternative schools that can provide a more flexible and responsive learning approach to the needs of migrant children. Alternative schools are designed to provide education that not only focuses on academic aspects, but also pays attention to the sociocultural and religious aspects of migrant children (Nurzakiyah 2018). Alternative schools are non-formal schools that exist in response to the limited access to education of migrant children. This educational model is designed by engaging local communities and utilizing available resources to create a learning environment that supports the development of migrant children. The curriculum implemented is contextual and needs-based and tailored to the cultural, linguistic, and social backgrounds of migrant children. Through this approach, alternative schools become sustainable and relevant educational solutions for vulnerable groups, while reflecting the principle of empowerment in the teaching and learning process.

Therefore, the existence of the international community engagement program aims to provide a better understanding of the urgency of education for migrant children and how the efforts of alternative schools can be a sustainable solution and have a wide impact on the migrant community in Malaysia. Examining various aspects related to the development of alternative schools, ranging from the challenges faced by migrant children in accessing education, the approach used in teaching, to the expected impact of the existence of alternative schools for children and the migrant child community as a whole. Thus, building alternative schools can contribute to the development of better educational policies and practices for migrant children in various parts of the world.

## **METODE**

The International Community Engagement program will be held in September 2024. Using a participatory method research approach (Suud, Na'imah, and Ismail, 2023). This program aims to overcome various obstacles or problems that occur in society by building alternative schools for migrant children in Malaysia who do not receive education. This program is a collaboration of the international community in Indonesia, namely the involvement of Uinsa International Community with Pondok Ikaba in Padang Jawa, Selangor, Malaysia. In an effort to build alternative schools, the involvement of migrant communities is key to success in participatory action research methods such as involving parents, children, educators and other community members.

The stages of improving the quality of education are carried out through the preparation of a curriculum that is tailored to the background of each migrant child, by involving the active participation of children, parents, and educators in designing activities such as reading, writing, playing, and drawing. This participatory method aims to arouse the spirit of learning and develop a learning plan that is relevant to the needs and considers the religious, cultural, and social context of migrant children. The involvement of these various parties can encourage continuous improvement of learning.

In terms of providing learning facilities, the program is carried out collaboratively by involving the local community, parents, and migrant children themselves in identifying needs such as study desks and reading and writing learning modules. This participatory process aims to create a comfortable learning environment and develop an inclusive and flexible learning quality. This module is expected to be a reference for daily learning that is in accordance with the context of migrant children's lives.

## RESULTS AND DISCUSSION

### Migrant Community Engagement

The end of school alternative school for migrant children in Malaysia closed with two main activities that described their achievements and expectations: Dream Pictures and Reading Assessment Through Dream Pictures, each child was invited to express their future aspirations and hopes through pictures. These activities not only develop creativity but also become a means to understand children's personal aspirations in the context of their social realities as migrants.

Reading assessment is carried out to measure the development of children's literacy while participating in educational programs. This assessment is designed in a participatory and fun manner, so as to maintain the spirit of learning while evaluating the basic reading skills that are essential for the continuation of their education. This activity reflects a holistic and contextual approach to education, while closing the learning process with reflection on future progress and dreams.



**Figure 1.** Representatives of the daily management of the Malaysian migrant community.

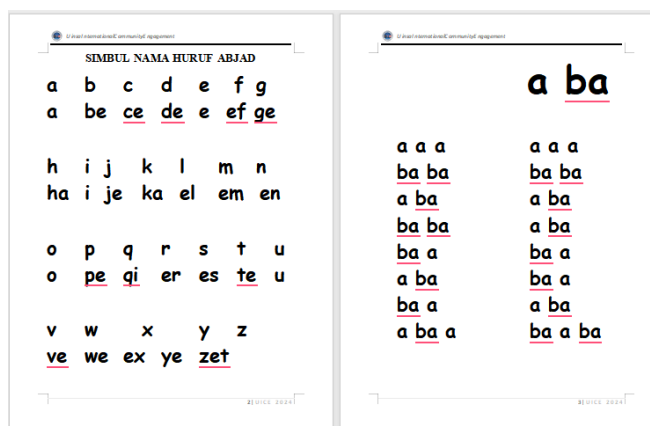
The involvement of the migrant community is very important in building alternative schools for Indonesian migrant children in Malaysia. Their participation not only ensures that the schools built are in accordance with the needs and expectations of migrant children. But it also strengthens the sense of ownership and responsibility for the education of migrant children. An important aspect of the involvement of the migrant community is presented in the form of several daily programs in collaboration with the Uinsa international community engagement program Malaysia. That is as shown in the picture above in the photo with the management of the Indonesian Migrant Community Alumni Ikaba Madura who became the assessor for the work of drawing migrant children.

Furthermore, a discussion forum was held with representatives of the migrant community and parents to evaluate during the learning curriculum program process. In addition, discussion forums are held to discuss various challenges for migrant children in accessing education and Educational evaluation is an important process to ensure that the educational programs provided can meet the needs of students, namely migrant children. Especially in Malaysia where the challenges in accessing education are often greater for migrant communities. Joint evaluation of education with representatives of migrant communities also aims to assess the quality of learning, identify weaknesses and development of migrant children in the learning process.

### Educational curriculum

The education of migrant children often faces a variety of challenges, including language, culture, and accessibility. Therefore, presenting teaching and learning modules is an important program for the involvement of the international community to be able to provide direction in the learning process. The teaching modules are designed specifically for migrant children in order to build alternative schools to consider their needs and backgrounds. This teaching module contains covers, reading and writing content adapted to the background of migrant children who cannot read and write. It begins with the cover of the teaching module with the

theme of the spirit of learning for migrant children with a book design that gives the philosophy that learning begins with reading. Those who read the fast reading teaching module to learn to read give a special impression to migrant children so that they are enthusiastic about learning to read.



**Figure 2.** Contents of the teaching module section

The content of the teaching module is adjusted to the needs of migrant children. Because there are still challenges for migrant children to know the alphabet, read the alphabet, and write the alphabet. In the content of the reading, the symbol of the name of the alphabet letter is given to be able to better know and memorize the symbol of the name of the alphabet. The learning process is also complemented by a daily curriculum with learning at the reading level for migrant children. This aims to provide learning stages from knowing, reading, writing, and understanding the symbols of the alphabet.

In addition to teaching modules, religious education is also used as an educational curriculum. The religious learning process is adjusted to the background of each migrant child. Religious learning such as prayer, ablution and reading the scriptures (Studi and Pembelajaran Keagamaan Islam Berbasis Neurosains Saifurrahman 2019). Prayer learning is carried out in congregation. Which aims to introduce migrant children to Islam which is a long-term learning for their future. learning to read the Qur'an is also applied to introduce migrant children to read Arabic by reading hijaiyah letters. The goal is to introduce Arabic to migrant children in the hope of making learning in prayer.

### **Educational Facilities**

Learning facilities are one of the important aspects in the development of alternative schools, especially for migrant children. Good facilities can support an effective learning process (Mustika and Pd 2015). Creating a safe and comfortable environment. As well as helping migrant children to be motivated in the learning process. Classrooms are designed to be easily changed according to learning methods such as group learning or independent learning.

Educational facilities in this case, namely study desks are an important element in learning facilities in building alternative schools. the design and arrangement of study desks can affect the way students' mindsets, in this case migrant children who are involved in learning. Study desks are provided with students' comfort in mind to support good learning. The lightweight and easy-to-move study desk allows the classroom to be rearranged to suit the needs of learning activities.

### **CONCLUSION**

Building alternative schools for Indonesian migrant children is a very important strategic step in an effort to provide access to quality education for children who do not receive a good formal education system. In the era of globalization, many Indonesian citizens are looking for luck abroad, especially Malaysia. However, behind efforts to improve the quality of life of Indonesian migrant workers, migrant children often face various challenges. Including restrictions on access to proper education.

Therefore, the presence of alternative schools for migrant children is not only an answer to educational needs but also a form of embodiment of fundamental children's rights. Alternative schools are designed to provide an education that is adaptive and responsive to the specific needs of migrant children. By providing an educational curriculum that adjusts the background of migrant children. This alternative school is able to align learning materials with the context of culture, religion and life experiences of migrant children. This is important considering that many migrant children may have difficulty adapting to the existing formal education system.

Alternative school education not only focuses on the academic aspect but also on the development of character and social skills. Children are taught values such as religious tolerance, politeness and empathy which are important provisions for them to adapt and contribute positively to society. The construction of alternative schools also involves government collaboration, collaboration of various parties, especially the Malaysian migrant community. By involving various stakeholders, we can find out that alternative schools are not only sustainable but relevant to the needs of Indonesian migrant children in Malaysia.

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