

Educational Literacy Based on Local Wisdom to Equip the National Character of Indonesian Migrant Workers

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ABSTRACT

Educational literacy based on local wisdom still needs to be improved among the children of Indonesian Migrant Workers (IMW) in Malaysia, specifically at the Sungai Mulia 05 Gombak Kuala Lumpur Learning Studio. Literacy is focused on strengthening national character and belonging to a sense of nationalism in one's country of origin. Based on this background, it is necessary to carry out international community service which is facilitated through the NU (Nahdlatul Ulama) higher education community in Indonesia. Implementation of the service takes 4 months (August-November 2024). Pre-implementation stages of coordination, MoU and MoA for 2 months, activity orientation (1 month) followed by introduction to Indonesian Local Wisdom Education, questions and answers and reflection or follow up on activities (1 month). The method of implementing service is through lectures, demonstrations and direct questions and answers with activity participants. The results obtained increased participants' understanding of local wisdom-based education literacy in Indonesia with the aim of paying attention to learning motivation and being able to strengthen the national character of the country of origin of Indonesia. The participants' responses were very varied, including only a small number of participants who knew iconic areas in Indonesia. The achievement of international service activities was 76.4% very good response. The benchmark for the success of this activity is to familiarize students with carrying out teaching and learning activities more focused and maximally. Applying appropriate learning methods can increase students' interest and enthusiasm for learning. As a follow-up to the activity, the learning studio participants have the enthusiasm to continue their education to junior high school level in Indonesia and strengthen their national character as the successor to the golden generation of 2045. Because, the available learning studios are not like formal educational institutions in general, so they must be one of the considerations in evaluation and follow-up regarding the quality of education provision.

Keywords: indonesian local wisdom education; indonesian migrant workers; international community service; national character; sanggar belajar

How to cite: Khoiri, A., Sukawi, Z., Irianto, H., Affandi, A., Aprilia, R. L., Maemunah, T., Hermawan, R., Priyanto, E., Sejati, H., Handriani, E., Legowo, Y. A. S., Sutomo, S., & Hafni, N. D. (2024). Educational literacy based on local wisdom to equip the national character of indonesian migrant workers. *Carmin: Journal of Community Service*, 4(2), 101-109.

INTRODUCTION

The implementation of international service in higher education is one of the demands in the era of globalization. Technological advancements, information speed, and cross-cultural intercultural require the academic community in higher education to adjust to that era (Aithal et al., 2024; Shonfeld et al., 2021). Universities with the noble values of the Tri Dharma, namely education,



research, and community service, have a strategic-contributive role in order to realize development goals, collective experiences, and build relationships with many parties. Universities include Universitas Sains Al Qur'an (UNSIQ) Jawa Tengah di Wonosobo, Universitas Ma'arif Nahdlatul Ulama Kebumen (UMNU Kebumen), Universitas Darul Ulum Islamic Center Sudirman GUPPI (UNDARIS), Institut Agama Islam Nahdlatul Ulama Tuban (IAINU Tuban) as one of the institutions Perguruan Tinggi Keagamaan Islam Swasta (PTKIS) has the responsibility and role in advancing people's lives in the social, educational, economic, legal, health, cultural and religious fields (knowledge, understanding and practice of religion).

The universities mentioned above certainly have a target as an international reference university in the development of integrative-multidisciplinary Islamic science. To achieve this target, of course, through the strategic plan and program of the Rector and the work units under him, especially the Institute for Research and Community Service. One of the Rector's programs that can support the realization of this target is the internationalization of institutions, both in physical form (facilities), services, management, quality improvement, to the Tri Dharma of Higher Education (Lilik et al., 2022).

In the internationalization of institutions, universities are required to collaborate with the global community, namely universities, institutions, organizations, and foreign communities. As a form of international cooperation, it has strategic value. Community service as a manifestation of the Tri Dharma of Higher Education has a strategic role as a vehicle for lecturers to carry out scientific work in the community. In its implementation, they are trained to think critically, responsively, act interdisciplinarily and trans-sectorally, so that students can project the knowledge that has been received in higher education and be empowered for real and broad development in society (Fuadi et al., 2024).

Education based on local wisdom is in fact a formal education and the process of community acculturation that is still separate, because original science is an experience that cannot be scientifically proven (Nuangchalerm, 2015; Parmin et al., 2017, 2019). Culture as a form of community way of life that is shared and inherited from generation. Lack of appreciation for culture because learning has not been integrated with the culture of their own region. The importance of an ethnoscience approach through education based on local wisdom can equip character and morals (Fajarini, 2014; Prasetyo, 2013; Sugiyatmi A et al., 2023).

The community of Nahdlatul Ulama (NU) university organizations initiated to have a contribution through international community service activities in Malaysia. Through orientation, introduction, achievement and follow-up reflection on worship activities of the international community if it is able to provide academic color and culture that improves the level of human resources holistically. The theme of service is literacy, introduction to education based on local wisdom to strengthen the national character of Indonesian Migrant Workers (PMI) children in Malaysia.

METHOD

International community service method by carrying out pre-implementation activities, community service activities and evaluation and follow-up. The data used is primary data and is cross section, meaning it was taken at the time when the service activity took place (November 18-19, 2024). The implementation of the service takes 4 months (August-November 2024). The pre-implementation stage of coordination, MoU and MoA for 2 months, activity orientation (1 month) followed by the introduction of Indonesian Local Wisdom Education, questions and answers and reflection on activities (1 month). Primary data was taken in the field using direct observation and question and answer to the participants of the activity which amounted to 17 students of the Sungai Mulia Learning Studio 05 Gombak Kuala Lumpur, Malaysia. The steps of international service activities are as follows:

1. Pre-implementation

- a. Identify the scope of the location of the service in the learning studio
- b. There is a willingness of service participants who do not have an element of coercion from the service team

- c. Determine the participants of the activity based on the actions of international community service cooperation
- 2. Implementation of Service**
 - a. Carrying out service activities in the form of educational literacy based on Indonesian local wisdom to the participants of the learning studio.
 - b. Collecting data based on service activities
 - c. Processing data based on the results of data collection
- 3. Evaluation and Follow-up**
 - a. Analyze based on the purpose of community service activities.
 - b. Summarizing the results of service activities based on the reflection of activities
 - c. Carry out activity evaluation by providing participant responses
 - d. Planning follow-up in the form of service recommendations

Broadly speaking, the flow of international service activities is presented in Figure 1.

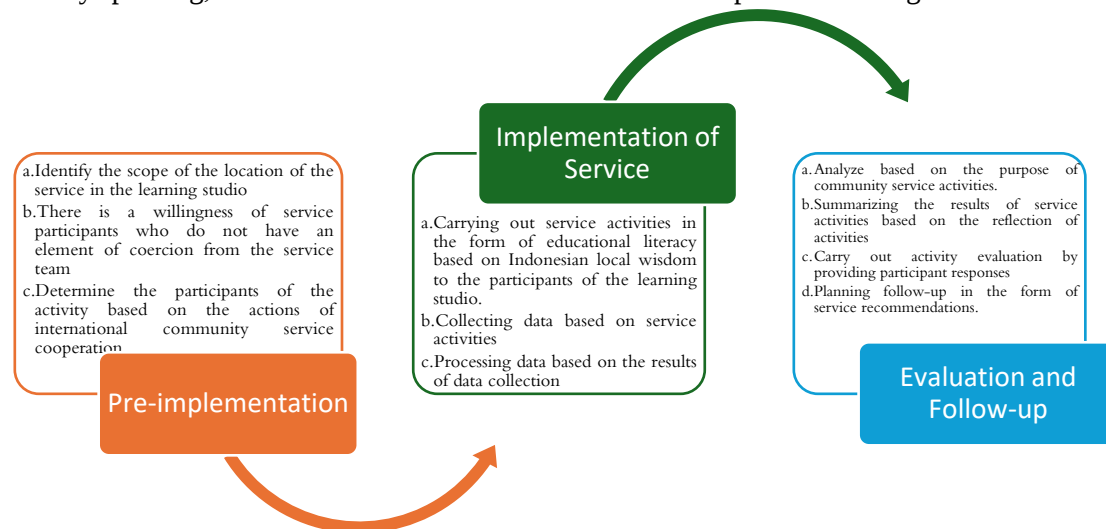


Figure 1 Stages of implementation of international community service activities

The implementation of activities carried out by the service team by conveying the orientation of the origin of each university by conveying education based on local wisdom in their region. Furthermore, explore phenomenal and iconic local wisdom in Indonesia to provide a holistic picture to the participants of the learning studio. Qualitative descriptive analysis technique by describing in real and detail the situation of the location of community service activities.

RESULT AND DISCUSSION

Based on the results of international community service activities, the activity began with orientation, introduction to Indonesian Local Wisdom Education, questions and answers and follow-up reflections on activities. The details of the explanation of each stage of the activity are as follows:

The form of service activities presents an awareness that national development is realized by mutual cooperation and becomes a collective responsibility, demanding a change in mindset from working for community to working within community. Through collaborative service, it is hoped that students and the community will carry out development and empowerment and be able to articulate their scientific disciplines in more tangible actions.

1. Pre-implementation

This service program allows lecturers to apply thinking and acting skills within the framework of a learning society to solve development problems and bring sustainable growth in society. Mutual interaction between students and the community in its implementation will further strengthen the

meaning of the role of higher education in the community and develop dynamic-strategic partnerships.

Malaysia has a diverse society, consisting of ethnic Malays, Chinese, Indians, and other minority groups. Each group has different cultures, religions, and traditions, so it is important to respect those differences. The official religion of Malaysia is Islam, and the majority of the Malay population is Muslim, while most ethnic Chinese adhere to Buddhism or Christianity, and ethnic Indians generally adhere to Hinduism or Christianity, so the importance of introducing educational literacy based on local wisdom is carried out at the locus of service.

Education based on local wisdom is very important to be introduced to students wherever they are. Because with the introduction of tradition, local culture and wisdom owned by an area will add to appreciating and preserving culture. Considering the era of globalization, the value of local wisdom that has been rooted in the era of our ancestors has been eroded. Local wisdom seems to be separated from learning and education in schools. Likewise, in this noble river learning sangar. Students are not able to know in detail the culture that exists in Indonesia and have not been integrated in learning at school, this is important to provide an introduction to the local wisdom education setting in terms of language, tradition, culture, the surrounding environment and other local potentials in Indonesia and Malaysia.

The orientation was carried out by introducing themselves from each service speaker and greeting all participants of the activity using Malay, English and Malaysian local languages. Language skills are very important in interacting with activity participants. Moreover, different languages and cultures make one of the service activities need adjustments assisted by translators at the location of the activity. Orientation activities are presented Figure 2.



Figure 2 NU campus cooperation activities with PCIMNU Malaysia

Community Service internationally facilitated through the NU (Nahdlatul Ulama) university community in Indonesia. Participants in the activity consisted of 4 international collaboration campuses totaling 27 students from the Universitas Sains Al Qur'an (UNSIQ) Jawa Tengah di Wonosobo, Universitas Ma'arif Nahdlatul Ulama Kebumen (UMNU Kebumen), Universitas Darul Ulum Islamic Center Sudirman GUPPI (UNDARIS), and Institut Agama Islam Nahdlatul Ulama Tuban (IAINU Tuban). The overall activity time takes 5 months starting from August-December 2024, namely Pre-implementation in the preparation period, operational permit for 2 months, while coordination, debriefing and accommodation for 2 months and KKN activities for 1 month. Through international collaboration activities in Real Work Lectures (KKN) activities and exploration of foreign cooperation. Of course, this international collaboration activity has an

impact on the reputation and quality of the progress of each campus in implementing one of the tridharmanas of higher education.

The number of Indonesian Migrant Workers (PMI) continues to increase along with the healthy condition of the Malaysian economy. The purpose of cooperation through community service activities is to send lecturers and students to carry out literacy and national insight in the learning studio. The learning studios used in the activity amounted to 9 learning studios (SB), namely: SB Permai Kulim, SB Permai Penang, SB Gombak Utara, SB Kampung Melayu Sungai Buloh, SB Jalan Kebun, ICC Pahang, SB Rawang and SB Ami Penang. Chairman of PCIMNU Malaysia "Mimin Mintarsih warmly welcomes this collaboration because it will have a good impact on PMI children who are ready to learn and motivate them to achieve the highest goals.

2. Implementation of Service

Furthermore, the coordination of educational literacy activities based on local wisdom still needs to be improved for the children of Indonesian migrant workers in Malaysia, precisely in learning studios spread across parts of Malaysia. The theme of International KKN includes: Environmental and hygiene programs, strengthening tolerance between cultures (multi-ethnic culture, multi-religion, use of language and greetings, culture of dress, manners and, values and norms of life norms), development of agriculture and appropriate technology which is focused on strengthening national character, archipelago insight, and ownership of a sense of nationalism in the country of origin. The presentation of the Figure 3 is as follows.



Figure 3 Coordination of international community service activities



Figure 4 Orientation of activities

Introduction to Indonesian Local Wisdom Education

After carrying out cooperation orientation activities with PCIMNU Malaysia, one of the forms of MoA activities carried out at the Sungai Mulia 05 Gombak Kuala Lumpur Learning Studio which is presented in Figure 5.

Indonesian local wisdom education literacy reconstructs the science of society to the original science which is impressed as knowledge of myths, superstitions, and perceptions that can be accounted for (Daniel Tan & Kim, 2012; Sudarmin, 2014). Knowledge that will be transformed by describing based on experience, verification, and data reduction for a complete concept into scientific science. (Khoiri et al., 2018, 2021, 2022; Khoiri & Sunarno, 2019).



Figure 5 International service activities at the learning studio

Education based on local wisdom through an ethnoscience approach is very relevant to the philosophical foundation of education development in the world, namely: 1) education rooted in culture to maintain the nation's identity; 2) students are the inheritors of the nation's creative culture; 3) educational objectives to develop the intellectual intelligence of students in various disciplines; 4) 21st century skills are important to develop for the future of students. Active involvement in learning will bring out the values of life experience and empathy for the environment. Learning that takes an ethnoscience approach is able to equip students with character values (Lumantarna et al., 2017). Because the participants of this service activity are students, it is very relevant to introduce education based on local wisdom that can be used by participants as an integrated learning resource.

Achievement of International Community Service Activities

The achievement of the activity was carried out based on the direct observation of the service member to the activity process. Of the 17 participants in the activity, 13 participants responded and were very enthusiastic, meaning that as many as 76.4% of the participants showed active involvement in service activities which were marked by giving appreciation to other participants, responding to questions and answers carried out by the volunteers, there was confidence to introduce Malaysian culture in front of other participants, having interest and motivation to learn with an interest in the culture of local wisdom education in Indonesia.

Furthermore, the introduction of language from the participants to the service or vice versa to show the active involvement of the participants. The target of this service activity is not only an understanding of education based on local wisdom but can provide a broader picture of the educational culture in Indonesia or in Malaysia. So that participants feel it is important to know and understand it.

3. Reflection and Follow-up

The activity ended with reflection and follow-up to find out the evaluation of international community service activities by identifying based on the objectives of the activity whether it had been achieved. Based on the reflection activities presented in Table 1.

Table 1 Reflection on the follow-up of international community service

Timing	Sub Topics	Sub-objectives	Output	Steps	Method
20 minutes	Opening	- Participants in the activity equalize perceptions about the objectives of the activity and the expected results, and the role of participants to - Participants are ready to contribute to activities with active involvement	- Participants understand the purpose of the activity, expected outcomes, and the role of active engagement. - Participants are ready to contribute.	- Thank you - Greeting reading - Introduction - Lighter (encouragement) questions - Articulate the purpose of the meeting - Answer questions before moving on to the next session 'warm-up'. This is a reciprocal introduction to the participants of the activity by asking for identity and others.	Visualization of service activities with lectures and questions and answers
90 minutes	Core	Participants know their responsibilities and roles in service activities	- All participants are able to understand the importance of education based on local wisdom - Introduction to regional cultures in Malaysia and Indonesia - Improving the understanding of traditional and cultural literacy through their respective local languages	- Introduction to Education based on local wisdom in Indonesia - Explanation of the importance of education based on local wisdom - Educational Component Based on Local Wisdom - Learning motivation Education based on local wisdom	Q&A and live observation
10 minutes	Closing	Participants understand the results of the mentoring and follow-up activities that will be carried out	Similarity of perception among activity participants and follow-up	- Strengthening educational literacy based on local wisdom in Indonesia or Malaysia through local languages - Follow-up to continue to be motivated to study at the level of higher education in Indonesia - Say thank you, then end by saying a closing greeting	Visualization of activity results & follow-up using the lecture method

Based on Table 1, it shows that the steps of community service activities carried out are in accordance with the activity plan. So that the expected results of the activity can be measured clearly. As a result of community service activities, there is an increase in the participants' understanding of the orientation of education based on local wisdom that can be used as a source of learning in the classroom. This was also responded by participants that traditions, cultures and other local wisdom with the introduction of language made participants richer in understanding and more appreciative of the culture of each region. The enthusiasm and active involvement of the participants made this service activity run smoothly and optimally as expected, but there is the most urgent evaluation, namely the different language skills of each participant or researcher making community service support personnel very important.

Evaluation of learning studios that Not yet has facilities like an educational institution, as if it doesn't have one yet tables, chairs, textbooks and uniforms. There are also many other problems faced by this learning studio include; There are no teaching staff yet However, curriculum books and study schedules are still not arranged in an orderly manner like an educational institution. So that the distribution of children is according to age learning cannot be done because there are no teaching staff fixed and additionally inadequate study space.

CONCLUSION

International Community Service activities carried out through pre-implementation orientation, introduction to Indonesian Local Wisdom Education, core activities and achievement evaluation and follow-up reflection showed an increase in participants' understanding of the introduction of education based on local wisdom in Indonesia with the aim of paying attention to the motivation to learn educational culture and being able to understand the diversity globally. The response of participants was very good to the service activities, as evidenced by more than 76.4% of participants responded very well and felt interested in the introduction of local arithmetic-based education in Indonesia. The benchmark for the success of this activity is to familiarize students with carrying out teaching and learning activities more focused and maximally. Applying appropriate learning methods can increase students' interest and enthusiasm for learning. The follow-up activity is that the participants of the Sungai Mulia 05 Gombak Kuala Lumpur Learning Studio Malaysia have the potential to continue their education in Indonesia through international cooperation. Recommendations for international community service are further by preparing international language skills, expanding international cooperation with a wider scope and the content of service activities needed by the target participants of the activity, because the available learning studios are not like formal educational institutions in general, so they must be one of the considerations in evaluation and follow-up regarding the quality of education provision.

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