

Curriculum Construction for the Education of Indonesian Migrant Workers' Children in Malaysia

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Abstract: Construction for the Education of Indonesian Migrant Workers' Children in Malaysia. Curriculum is one of the essential elements of the education system. In the learning process, the curriculum must be developed innovatively to continue to follow the development flow. There are many types of curriculum development models, one of which is the Hilda Taba development model. The Hilda Taba development model focuses more on teacher attention when developing the educational curriculum used in an academic institution. The research method used in this study is qualitative, with a case study approach. This study examines the curriculum construction at the Guidance Center of the Indonesian School of Kuala Lumpur (SIKL) through the lens of Taba's curriculum development theory. Moreover, this study employs a case-based qualitative method, with an educational anthropology approach. Data were collected through observation, interviews, and documentation. Furthermore, the analysis utilized an interactive model, incorporating data collection, condensation, presentation, and verification of conclusions. To sum up, the teacher's role is crucial in organizing education at the Guidance Center. The purpose of this education is to eradicate illiteracy, involving the Merdeka Curriculum and 2013 Curriculum materials. In the meantime, the education process is organized by class levels, starting from class 1 to class 6, with an additional so-called calistung class. Evaluation is through exams at each Guidance Center, with exam materials provided by the Indonesian School of Kuala Lumpur.

Keywords: curriculum, children, indonesian migrant workers.

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■ INTRODUCTION

One of the negative impacts of the high number of Indonesian migrant workers in Malaysia is the increasing number of children of Indonesian migrant workers because Malaysian immigration regulations stipulate that non-professional workers such as domestic helpers, factory workers and also plantation or palm oil plantation workers such as Indonesian migrant workers in Sarawak, Malaysia are not allowed to marry or even bring their families. Many of

these non-professional workers marry, bring their families or even give birth to children in Malaysia. As a result, the victims are the children of Indonesian migrant workers whose positions are non-procedural, where they do not have valid documents and their existence is not recognized in Malaysia. This condition causes many Indonesian children in the Sarawak region, an estimated 3,000 children, to need access to essential education services (Purbayanto, 2018). It is recorded that there were 88,991 Indonesian

migrant workers in Malaysia in 2017, 90,671 in 2018, and 79,663 in 2019. Because the two countries are geographically close to each other, it is undeniable that Indonesian migrant workers who enter Malaysia are not only legal immigrants but also illegal. Every year, the number of Indonesian migrant workers sent to Malaysia is always high and almost throughout Peninsular Malaysia, also affecting the number of unlawful Indonesian migrant workers has also increased. Therefore, the problem of limited education for children of Indonesian migrant workers is also becoming increasingly complex. This ultimately creates new problems because legally Indonesian migrant workers and their children who are not officially documented do not have legal protection in the destination country; the wages of Indonesian migrant workers are very cheap, no guaranteed insurance, and they are not protected; the Indonesian and Malaysian governments must resolve this through diplomacy.

The lack of educational facilities and economic demands force the children of Indonesian migrant workers to work to help their parents meet family needs, which has an impact on the difficulty of these children of Indonesian migrant workers to get a decent education. In contrast, these children have the right to access basic education. The fulfilment of education for children of Indonesian migrant workers in Malaysia is currently still experiencing several obstacles. At the policy level, there is a prohibition on children of foreign workers to participate in learning activities at the Malaysian National School. As a result, private schools are the last alternative with increasingly unaffordable education costs for Indonesian migrant workers who want to send their children to school (Kemdikbud, 2019). Seeing the large number of children who have not received education is one of the problems faced by the Indonesian government, including the representative of the Republic of Indonesia in Malaysia, namely the Indonesian Embassy in Kuala Lumpur, in

protecting these children who are part of Indonesian citizens. Another challenge the Indonesian government faces is the idea that education for some Indonesian migrant workers is indeed not a priority; the attitude of parents who are less aware of the importance of education for their children is also often an obstacle. Many children do not attend school and choose to help their parents work on palm oil plantations. Several other barriers are also faced by the Indonesian government related to the limitations of existing education, so proper education is needed for the children of Indonesian migrant workers.

Curriculum plays a pivotal role in all educational activities as it determines the direction, process, and expected outcomes of education (nurmansyah et al., 2021). Considering the essence of its role, the curriculum in the series of educational processes, both in terms of its preparation and formulation, must be based on a strong foundation, whether based on the results of thinking or research (hardiansyah et al., 2024; noerhartati et al., 2024). A strong foundation is one of the main requirements for education to stand firm, strong, and stable. According to laurie brady, the basis for curriculum development consists of three aspects, namely philosophical foundations, sociological foundations, and psychological foundations (chang, 2021). The curriculum possesses a strategic position in education given that all educational activities are based on and lead to the curriculum. By its dynamic nature, the curriculum is supposed to experience advancement in line with the currents of the times which continue to develop and change (notoprayitno & jalil, 2020). The curriculum is not rigid and stiff but it should be able to adapt to changes and challenges in life. According to (Nurazmi & Bancong, 2021), curriculum development essentially involves the enhancement of various components that form the curriculum system, such as objectives, content, methods, evaluation, and so on. The primary goal of curriculum development is to

elevate educational objectives (damayanti et al., 2023). According to gorton & schneider, curriculum development is "... denotes any alteration in the substance or structure of the subject matter and its goals that leads to enhanced student learning" (nurwanto & cusack, 2017). Gorton & schneider highlight that any changes that emerge as a result of the curriculum development process must be directed at efforts to enhance the quality of student learning. It means that changes in objectives, content of learning materials, and other aspects must be designed as well as possible to increase students' learning capacity (setyowati & sarmini, 2018; zid & casmana, 2021). There are various forms of organization and development procedures in the study of curriculum development models. This is based on the idea that the systemic model is considered and assessed as a new model in the curriculum development system and procedure. As a comprehensive system, the systemic model contains several complete and intact curriculum components, providing certain conveniences for curriculum developers and implementers in the field. The curriculum construction system approach includes three main components. First, the input component comprises the target population, human resources, initial student behaviour, material resources, funding, and information sources. Second, the process component includes the dimensions of teaching programs, delivery strategies, media, evaluation, and guidance. Third, the output component consists of educational outcomes: knowledge, skills, attitudes, etc. With this approach, all components are interconnected, interact, depend on each other, and penetrate each other to achieve the predetermined goals.

The educational curriculum implemented in the education of children of indonesian migrant workers in malaysia, seems to emphasize the philosophy and development of the curriculum, because it seems to be more dynamic and realistic according to the conditions of the

students themselves. The basic principles used as a basis for curriculum development are the principles of relevance, namely the suitability between graduates of a school and the demands of life in society. This relevance problem can be seen from at least three aspects, namely: (a) the relevance of education to the student's environment or society, (b) relevance to job demands, (c) relevance to the development of life now and in the future, (d) the relevance of education to science. Second is the principle of effectiveness, namely, the extent to which the specified desires achieve the curriculum planning. Effectiveness can be seen from two sides: the effectiveness of teaching education and student learning. Third, the principle of efficiency, namely, all efforts, costs, time and energy used to complete the teaching program are very optimal, and the results can be as optimal as possible, of course, with rational and reasonable considerations. Fourth is the principle of continuity (Continuity), namely the interconnectedness between the level of education, type of education program, and field of study. Fifth, the principle of flexibility (Flexibility), meaning not rigid, and there is room for movement that provides freedom of action. Freedom of students to choose the program they like. Meanwhile, teachers have the freedom to develop their teaching programs by referring to the provisions outlined by the curriculum. The six principles are goal-oriented; before the material is determined, the steps that need to be taken by an educator are to determine the previous goals. The seven principles and models of Curriculum Development mean that there must be gradual and continuous curriculum development, namely by improving, establishing, and further developing the curriculum that is already running after implementation and the results are known. Nowadays, education for children of indonesian migrant workers in malaysia is formally implemented at indonesian schools abroad (siln), both in kuala lumpur and in johor baru. Nevertheless, there seems also to be education

organized non-formally, through the community learning activity center non-formal education sikl, for packages a, b, and c. In addition, package a level is also organized through the guidance center abbreviated as SB.

Guidance studios in Malaysia have very limited classrooms, so they have to divide the classes: morning classes from 07.00 to 12.00 and afternoon classes from 13.00 to 16.00. In implementing learning, guidance studios have constraints on learning media, such as projectors and books. These limitations hinder children's ability to understand the material, so teachers must pay attention to the teaching style of children and think creatively when implementing learning. Constraints on learning media will certainly affect learning outcomes, not to mention the incomplete facilities and infrastructure for implementing education. As a pioneer in Indonesian children's education, implementing education at Guidance Studio is still less conducive and cannot maximize learning activities. Several factors cause this. First, the learning process lacks teaching staff and textbooks. Second, the facilities and infrastructure are still incomplete. Based on the results of observations, children in guidance studios have low comprehension and slow understanding. This is likely influenced by the implementation of learning that is still not conducive, namely teaching staff who are not yet professional in their fields, a lack of teaching staff, and the difficulty of obtaining textbooks due to the lack of school facilities and infrastructure so that children must always be in class. The prohibition of undocumented migrant children roaming around the Malaysian government, and it is feared that they will make excessive noise.

Uniquely, although sb is a non-formal school similar to pkbm in general, it is organized as an Indonesian-like formal school because of the role played by the managers in each sb, both their roles as leaders, teachers, administrative staff, and other roles. The implementation of the curriculum proposed by sikl becomes creations according

to the characteristics of each sb. For example, sb sungai mulia, which is managed by the chairperson of the special branch management (pci) of muslimat nahdlatul ulama', emphasizes the educational orientation and values of ahlu sunnah wal jamaah. Moreover, in a similar case at sb kepong, where the manager is the administrator of a special branch of muhammadiyah, thus the values of al-islam and muhammadiyah (aik) become part of the education internalized at the sb. In contrast to sb yayasan el-shaddai located at the el-shaddai refugee learning center, an international school with the cambridge curriculum. This is another distinctive feature of learning at the guidance center in Malaysia. Sb managers possess astonishing creativity in curriculum development. When reviewed through the lens of taba's curriculum development theory, it implies that taba employs more inductive models while previously curriculum development was more on the traditional inductive model. According to taba, the deductive model seems to be less suitable because it does not stimulate innovations. He opined that curriculum development that encourages more innovation and creativity in teachers is inductive, which is an inversion or reverse direction of the traditional model (kusdarini et al., 2021; mikac & wahdyudin, 2021; putri et al., 2023). Thus, this paper aims to analyze the curriculum construction at the guidance center (sb) of the Indonesian school of Kuala Lumpur (sikl) through the lens of taba's curriculum development theory. The model used in developing the curriculum is a taba model with the following compositions: needs diagnosis, formulation of objectives, implementation and evaluation. Then, the learning strategy is packaged into two learning phases, namely, for learning in grades 1 to 3, it is implemented through a thematic approach, while in grades 4 to 6, it is implemented through a subject approach. The characteristics of the curriculum used are integrated curriculum, namely the absence of

dichotomy of science (separation of science) in the learning process.

■ METHOD

The research employs a qualitative method, specifically a case study. It also employs educational anthropology as the scientific approach through the lens of Taba's curriculum development theory as its analysis. The data were gathered by observing several Guidance Centers in Malaysia, such as SB Sungai Mulia, SB Sentul, SB Kepong, SB An-Nahdloh, SB Rawang, SB Selayang, SB Jalan Kebun, SB Klang Lama, SB Kubu Gajah, SB Ipoh, SIKL school. Apart from that, it involved interviews with school principals and SIKL teachers, administrators of SB Sungai Mulia, SB Kepong, SB Sentul, SB An-Nahdloh, SB Jalan Kebun, and several other SBs, and several students and parents at several SBs. The documentation used is the academic calendar for PKBM PNF and SB issued by SIKL, lesson schedules in each SB, and other documentation. Data analysis was conducted using an interactive model, incorporating data collection from observations, interviews, and documentation. The determination of the subjects of this study was based on purposive sampling. The main subjects were officials of the Indonesian Embassy in Kuala Lumpur, who handled the issues of Indonesian Migrant Workers and education. In addition, representatives from agencies related to data collection and the role of migrant workers and education affairs under the Indonesian Embassy were also involved. The informants were children of migrant workers who went to school in Malaysia and their parents, with a total of around 30-40 people. This was followed by data condensation, selectively focusing on key relevant aspects. The data is then presented in narrative text, then a description is made, and the conclusions are verified (Nahartini, Dewi, Fitriah, Defianty, & Anasy, 2021). Data analysis using the Miles and Huberman method has several stages: data reduction is a series of activities

summarizing and selecting data related to the research; data presentation is explaining the data obtained with detailed explanations and drawing conclusions; and verification is the activity of summarizing the results of research data.

■ RESULT AND DISCUSSION

The primary goal of education in Malaysia is to elevate individual potential in a holistic and integrated manner to create a balanced and harmonious person intellectually, spiritually, emotionally, and physically, based on faith and obedience to God. The goal is to produce Malaysians who are knowledgeable, skilled, have noble character, and are responsible for society and the country (Jatmika, 2022; Widodo, 2016). The Embassy of the Republic of Indonesia (KBRI), through the Education and Cultural Attaché, established Indonesian Schools Abroad (SILN) to support educational needs. These schools are currently located in Kuala Lumpur and Johor Baru. The effort to establish the school is actually to produce knowledgeable humans, as is the educational goal set by the Malaysian government.

Independent Curriculum is a curriculum in the world of education that provides flexibility for educators and students in implementing the education system in an institution. However, in implementing this Curriculum, there needs to be an application for teachers before it is taught to students. This concept is expected to form the character of quality students in the academic field and other matters. The independent learning curriculum has several advantages, such as being more straightforward, relevant, and interactive. The benefits of the Independent Curriculum for teachers are that during teaching and learning activities, teachers can carry out teaching according to the assessment of the level of achievement and development of students, and the independent curriculum learning process in driving schools refers to the Pancasila Student Profile which aims to produce competent

graduates and uphold character values. Then the disadvantages of the Independent Curriculum are in terms of implementation; the Independent Curriculum is still not mature enough, the education and teaching system that has been designed has not been appropriately realized, lack of human resources (HR), and an unstructured system. The K13 Curriculum is a plan and arrangement of objectives, content, and learning materials, while the second is the method used for learning activities. The 2013 Curriculum aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and effective and can contribute to community life, nation, state and world civilization. Assessment of the 2013 Curriculum product is developed through the refinement of thought patterns. The advantages of the K13 Curriculum are training children to be more sensitive to the environment, accustoming children to think more creatively and critically using their reasoning in their learning process. and the existence of openness and transparency in the assessment by teachers to children through authentic assessments, and the 2013 Curriculum which is based on character and competence may underlie the development of other abilities. Then the disadvantages of the K13 Curriculum are the demand for good teacher competence and skills, especially in combining skills, while teachers are not directly involved in the 2013 curriculum development process.

The Indonesian School of Kuala Lumpur (SIKL) consists of two schools, formal and non-formal. While formal school levels are from Kindergarten (TK), Elementary School (SD), Junior High School (SMP), and Senior High School (SMA), non-formal schools incorporate Community Learning Activity Centers (PKBM) Non-Formal Education (PNF) SIKL, including Packages A, B and C. The learning mechanism in this PNF PKBM is online-based implementation using distance learning, due to the wide reach of students in the Malaysian peninsula. In general, the goal of distance education is as a

solution to equalizing education (Lindriany, Tanzilulloh, Nafiz, Ropii, & Meinarni, 2024; Silvhiany, 2019; Suarno & Suryono, 2021). The implementation of PKBM PNF learning has not only been conducted online in recent years but also face-to-face learning in several places, which are then called Guidance Centers or SB. The existence of SB indeed is a solution for Indonesian children in Malaysia. The education of children of Indonesian Migrant Workers in Malaysia is not only in the form of formal schools but also in non-formal ones. As is commonly known, Indonesian workers in Malaysia are spread across the Malaysian peninsula, often at great distances from the two existing schools. To address this, educational programs are provided at several Learning Centers (SB), which have now expanded to 60 centers across various locations.



Figure 2. Research team during interview at siki malaysia

The naming of this educational institution as a guidance Center, not a school. It seems that it is more of an educational and cultural center, not a school. The process of establishing a Guidance Center is more based on community proposals, especially from religious organizations such as NU and Muhammadiyah, which are then reported and submitted to the Indonesian Embassy. As for the terms and conditions for its establishment, there should be numerous Indonesians in the area and region and they are required to gain educational services. Moreover, there should be those who are willing to take responsibility for managing the

tutoring studio. The establishment of Guidance Center was not only established by religious organizations but some were established by a social NGO (Non-Governmental Organization), namely the ElShaddai Center. This organization was founded in 2008 as a Christian-based humanitarian NGO with a vision to reach out to marginalized and neglected communities from various countries through compassionate services and social work. This runs schools from kindergarten to high school level using the Cambridge curriculum, and currently has 1,600 students from 16 countries. The school then established a Guidance Center in 2023 for Indonesian students aged 9 to 12 years to receive Indonesian and Citizen subjects. Following a proposal from the Indonesian community in a specific region of Malaysia, the Embassy of the Republic of Indonesia (KBRI) will provide the necessary support to facilitate the establishment of a learning center in that area. The primary purpose of establishing a guidance center is to ensure that the children of Indonesian migrant workers in Malaysia continue to receive educational services, as Indonesian children face administrative barriers to enrolling in Malaysian schools. To tackle this obstacle, a guidance center was then opened to ensure that they would not experience illiteracy, in addition to minimizing crime due to lack of education. There is also a guidance center established on the initiative of the Indonesian School of Kuala Lumpur, called the Indonesian School Guidance Center of Kuala Lumpur or SB SIKL. This is intended for individuals seeking admission to the Indonesian School of Kuala Lumpur. However, due to limited capacity, it only accommodates two classes each new academic year, approximately 70 students. The remaining applicants are placed in the SB SIKL program. In the meantime, selection considerations are based on the distance from residence to SIKL and the age of prospective students. However, as time went by, SB SIKL was finally merged with SIKL students.

While Package A has a level review on Guidance Center (SB), the children of Indonesian migrant workers still prefer online learning with non-formal education community center PKB PNF. This trend has been slightly reversed, though; by a few years after the launch of SB, the figure is comparatively smaller. In the meantime, non-formal education at Package B and C levels remains implemented online, the current SB education has only been implemented for Package A level. Although SB An-Nahdloh offers a pesantren-based education program for middle school-aged children, it focuses solely on religious activities. For their formal education in the Package B program, students still participate in online schooling provided by PKBM PNF SIKL. While the educational background of children studying at PKBM PNF SIKL through package B comes from graduates of the Guidance Center and graduates of PKBM package A, there are also several graduates of Elementary Schools from Indonesia. Teachers and education personnel at SIKL not only possess numerous responsibilities, in addition to teaching at SIKL formal schools from kindergarten to high school, but they also possess teaching hours at PKBM PNF SIKL, from packages A, B, and C, in addition to structural duties at SIKL schools.

The level of education at the Guidance Center is still dominated by Package A. Package A Equivalency Education is to provide access to education to the Indonesian people due to several factors such as dropping out of school and so on. Hence, they can acquire educational services at the elementary school level on the formal path (Permata, Damayanti, Rohmawati, Fachrurozi, & Ganiadi, 2023). Given that the academic calendar still follows the schedule set by the Indonesian Ministry of Education and Culture, with some differences in holiday schedules, the implementation of education for Indonesian children in Malaysia, both in formal schools and non-formal schools at PKBM PNF, has similar effective days as schools in Indonesia. Moreover,

the regular school days run from Monday to Friday, with Saturdays and Sundays off. However, in addition to holidays on national days off by the Indonesian government, they also have days off in Malaysia.

What is applied in the curriculum at Guidance Center is very much in line with the development of the Taba model curriculum. As is known, the Taba model is also known as the grassroots approach model. According to Taba's theory, teachers are the main developers of the curriculum (Arifin, 2018; Suarno, Suryono, Zamroni, & Yasin, 2022; Yuniarto, 2019). At every stage of the process, the teacher is actively involved. This model usually starts with teachers' questions about the right curriculum. They want to update it and enhance it. In the development of this model, administrators are no longer responsible for overseeing curriculum development, they behave as facilitators and motivators. Teachers can initiate curriculum changes or improvements individually or in groups (Hardiansyah, Zainuddin, Sukitman, & Astutik, 2023; Moslimany, Otaibi, & Shaikh, 2024). From this, it can be noticed that the approach used in establishing the general design of the curriculum is an inductive approach rather than a deductive approach (Azizah, Hidayatullah, Apriliana, Azzahro, & Zahra, 2024; Permata et al., 2023).

The position of the teacher in the curriculum is very urgent. On the other hand, discussing the curriculum is always interesting. As is known, the curriculum is a component that has a link and continuity, both in terms of goals, learning materials, and evaluation. One focus is on enhancing the quality of teaching and learning interactions. Curriculum Implementation is the actualization of the actual curriculum in learning and the formation of student competence and character. In fact, curriculum implementation undergoes numerous problems in the field. Although several schools are trying to cope with the development of the system, there remain challenges such as changing education

management and creating a conducive learning climate (Hosaini, Rif'ah, & Muslimin, 2024; Wilia & Disniarti, 2024). The subject matter presented at SIKL and Studio Guidance is similar to that of schools in Indonesia. Therefore, all subjects such as math, language and the like are taught, along with the provision of textbooks. However, some aspects are not being offered due to the constraints of the existing facilities. For example, SBDP and the implementation of P5 extracurricular activities to physical education (PJOK) subjects. Because there are some Guidance Centers with limited space, physical education (PJOK) is not taught, although there are some that teach it with adequate facilities. This includes the extra-curricular activity of scouting, which many do not teach due to the limited field around the Guidance Center, although some can implement it, such as Sungai Mulia Guidance Center.

A psychological and philosophical principle that is based on constructivism is that most knowledge is formed or constructed by the individual. The implementation of constructivism in learning is a strategy that focuses on developing students' knowledge and understanding through an active construction process undertaken by themselves. The constructivism concept highlights that students construct their own understanding through interaction with the environment and learning experiences (Rivendri, Jamna, & Irmawita, 2024). All in all, the teacher's position in children's education is essential to the education of students. Taba's model comprises seven main steps: (1) diagnosis of needs, (2) formulating educational objectives, (3) selection of content, (4) organization of content, (5) selection of learning experiences, (6) organization of learning experiences, (7) determination of evaluation and technical implementation. A needs diagnosis, Taba argues, is a necessary first step to specifying the details of the curriculum that should be presented to students. The diversity of learners' backgrounds needs to be the foundation for diagnosing learners' needs. The aim of diagnosis

is to identify gaps, mental and emotional problems, and differences in learners' backgrounds. Diagnosis of student needs helps in setting educational goals (Taba, 1962). While in formulating educational goals, according to Taba, there are several things that must be considered, namely: (a) the concepts to be learned; (b) attitudes, sensitivities, and feelings to be learned; (c) mindsets to be emphasized, and formulated; and (d) habits and abilities to be studied.

Education at Guidance Center is more of a community-based education, as the students are the children of Indonesian migrant workers in the area. In addition, the education organized in the education center does not only cover the curriculum material, but also lays emphasis on the spiritual dimension of the students, and teaches their character. This is aligned with the principle of community-engaged education, which is considered the implementation of holistic education, in which the academic, spiritual, and ethical sectors of learners are also the main focus (Hardiansyah, AR, & Hidayatillah, 2022; Rivendri et al., 2024). In some cases, students in equivalency schools, whether package A, B, and C, are mostly from underprivileged families, so they opt for equivalency education with low financial costs, tending to be free. From a socio-cultural aspect, many students are already working, so they have learning experiences outside of school, which then scholastically need to be strengthened. The working conditions of students, those who work during the day so that they can study at night, are still relevant to the learning schedule at the Community Learning Activity Center (PKBM) which is indeed held in the afternoon/evening. Nevertheless, the students will still be affected by their learning readiness due to being tired of working during the day allowing the concentration level in learning to be low (Fatoni, Santoso, Syarifuddin, & Hanani, 2024; Rahman, Fuad, & Zuhri, 2024).

This is not the case, however, with the organization of education in the Guidance Center.

Almost all of the students are the children of Indonesian Migrant Workers. They go to the Guidance Center because they cannot go to schools owned by the Malaysian government, one of the factors is due to administrative issues. Concurrently, they are also not allowed to study at the Indonesian School in Kuala Lumpur, due to the distance to the school. So, they are educated at the Guidance Center in the area closest to where they reside. The education in the Guidance Center is aimed at reducing the use of gadgets in children when their parents, who are migrant workers, are at work. Similarly, in the families of Indonesian Migrant Workers (PMI) in Tanggulturus Village, the use of gadgets in children can decrease the focus and concentration of children's learning (Noerhartati et al., 2024).

Meanwhile, in the content selection process, Taba proposed the following criteria: (a) content validity and significance; (b) consistency with social reality; (c) balance between depth and breadth; (d) requirements for breadth of purpose; (e) relevant learning to students' abilities and experiences; and (f) appropriate to students' needs and interests (Taba, 1962). At the stage of selecting learning experiences, teachers must determine learning methods and strategies that allow students to engage in understanding the various subject matter presented. They must also specify how the learning experiences are structured and sequentially implemented according to the level and organization of the content. In the past few years in Indonesia, there have been many local regulations (PERDA) on the integration of diniyah takmiliah education with formal education in Indonesia, which then found that the integration model between diniyah takmiliah education institutions and formal education institutions adopts the form of a single/cross-sector synergy integration model and third-party supply management (Demirel Ucan & Wright, 2019).

Unlike the education provided in several Guidance Centers in Malaysia, especially those

affiliated with religious organizations such as Muhammadiyah and NU. Take for example what happens at Jalan Kebun Studio, where in the morning until noon, children receive school materials, and in the afternoon they receive diniyah Jami'an Sholehan materials, one of which teaches the Yanbu'a method as in the Krapyak pesantren in Yogyakarta. Likewise, the An-Nahdloh Guidance Center also offers kitabiyah religious materials, one of which is the book of Iktisaf, written by a Madurese cleric from East Java, Kiai Abdul Hannan Tibyan. The curriculum transition dynamics have occurred in Indonesia, especially in recent years, from the 2013 Curriculum, known as K13, to the Merdeka Curriculum. Of program, however, not all schools made the switch easily and quickly. Muhammadiyah Pagar Alam High School has not yet switched to the new curriculum, mainly due to the school's lack of readiness since the curriculum is still in the trial stage and is not yet mandatory (Aisah & AB, 2019; Hardiansyah & Zainuddin, 2022).

The same is true in some guidance Centers in Malaysia, where some classes have not yet switched to the Merdeka Curriculum, but the rest of the classes have already made the switch. As practiced by Sungai Mulia Guidance Center, grades 1, 2, 3, and 6 have implemented the Merdeka Curriculum, while grades 4 and 5 are still using the 2013 Curriculum. A similar case also occurred at Selayang Guidance Center, which only applied to a few classes to implement Merdeka Curriculum. Some Guidance Centers actually implemented Merdeka Curriculum, despite many problems in its implementation, such as in Ipoh Guidance Center, which found obstacles due to the lack of available learning media. Historically, the curriculum that is supposed to be applied in SIKL and the Guidance Center follows the curriculum implemented by the ministry, namely the Merdeka Curriculum. Furthermore, there is also one mobilizing teacher in SIKL school, Mr. Mashudi, who is a graduate teacher from the 1st batch of mobilizing teachers.

The implementation of two curriculums in the transitional era is most likely to be happening in many schools. Such is the case at the MI Muhammadiyah Ngombakan school, Polokarto, Sukoharjo, which implements the 2013 curriculum and the merdeka curriculum. While grades 1, 2, 4, and 5 using the Merdeka Curriculum, grades 3 and 6 are still using the 2013 Curriculum. All of this is based on the diversity of learning approaches, providing flexibility to the needs and characteristics of each class, and the principal's role is very significant in this regard (Mikac & Wahdyudin, 2021). What is implemented in the MI Muhammadiyah School is similarly implemented in schools under the SIKL, both formal and non-formal. The Merdeka curriculum of PKBM PNF and SB joins the SIKL curriculum. Grades 1 and 2 and 4 and 5 apply the Merdeka Curriculum, while grades 3 and 6 apply the 2013 Curriculum. And the application of the merdeka curriculum in the SIKL environment has only been running for the second year.

The division of classes in SB Kepong is the same as elementary schools in Indonesia, which is composed of grades 1 to 6. However, what is different is the fact that SB Kepong has one class, the Calistung class, a class accommodating and providing special guidance for children who have difficulty reading, writing, and counting. Currently, the calistung class is formed of children in grades 3, 4, and 5. The organization of classes, at SB Kepong closely resembles that of SB Sungai Mulia with grades ranging from 1 to 6 for students categorization purposes. A unique literacy program known as calistung is available for children who are still in the process of learning to read and write but have not yet mastered these skills fully. Catering specifically to those who struggle with recognizing letters and numbers. Upon reaching a level of proficiency in reading comprehension and basic literacy skills deemed suitable by educators or instructors overseeing their progress in the program; students are transitioned back, to their classes based on age criteria.

For the materials, textbooks, evaluation instruments, and exams, all questions are provided by SIKL, with each Guidance Center duplicating them as needed. Similarly, diplomas and report cards are entirely managed by SIKL. The role of the Guidance Center administrators is to submit the academic results of their students to SIKL for processing. Hence, the actual implementation of the two curriculums along with the technical implementation of education in the Guidance Center, in the technical implementation, the role of the manager in each Guidance Center is enormous. For instance, the manager has to discipline and oversee the running of the curriculum in the Guidance Center he manages. An example is the curriculum used at SBM Kepong, namely the Merdeka Curriculum. In terms of learning, both media, teaching modules, and facilities and infrastructure are the same as formal schools in Indonesia. Every teacher must make a teaching module before conducting learning activities to ensure that learning is well organized and planned. At present, SB Kepong, serves 50 students and has 2 teachers in each class with a total of 12 full-time teachers.

What the administrators and teachers at SB have been doing is a testament to the development aligned with Taba's pattern of curriculum development. The characteristic of Taba's curriculum development thinking is inductive, which means that it provides the greatest opportunity for teachers to participate in designing the curriculum (Nahartini et al., 2021). Throughout the development of the Taba Curriculum, teachers are encouraged to always innovate and be creative in the world of practical education (Fatoni et al., 2024). At the last stage, evaluation and its methods, the following suggestions were made by Taba: a) establishing standards for program evaluation; b) a complete evaluation program; c) methods for collecting evidence and data; d) understanding evaluation data; e) translating evaluation data into curriculum; and e) turning evaluation into a joint effort (Taba, 1962).

Regarding the criteria for students, whether enrolled at SIKL or in the Guidance Center across Malaysia, there is no difference. All students, regardless of whether they attend SIKL or the Guidance Center, receive diplomas issued by SIKL. After graduating from Guidance Center, which is an equivalency school for Package A, equivalent to elementary school, they continue to SIKL for junior high school. As in its provisions, every learner who passes the package A, package B, package C program exams holds the same eligibility rights as holders of primary/elementary school, junior high school, and senior high school diplomas to enroll in higher education units (Nahartini et al., 2021). A number of alumni from Sentul Guidance Center and Sungai Mulia Guidance Center proceeded to junior high school, either at SIKL, or at SB An-Nahdloh, or some even continued to several Islamic boarding schools and schools in Indonesia.

After completing middle school, students can continue their high school education in Indonesia, either independently or through the ADEM scholarship facility from the Indonesian government, which includes assistance in terms of school fees, housing, and cost of living from the ministry. At university level, the Indonesian government also supports them through ADIK scholarship. Education in Guidance Center is also organized with a pesantren education model. As in SB An-Nahdloh, which is called An-Nahdloh Pesantren. This Islamic Boarding School was established by the Nahdlatul Ulama organization, Special Branch Malaysia. An-Nahdloh Pesantren was established on a 1600 square meter waqf land owned by one of the local community leaders, Tuan Haji Zaenal bin Bolot, in Tanjung Sepat, Selangor. The name An-Nahdloh itself was given directly by the Chairman of the Nahdlatul Ulama Executive Board (PBNU), KH Said Aqil Siroj. An-Nahdloh Guidance Center was inaugurated on October 6, 2022 (Putri et al., 2023). Like Islamic boarding schools in general in Indonesia, which in education, have succeeded in integrating science and religion, integrating

school education and Islamic boarding school traditions, all of which are based on the Qur'an and hadith (Mikac & Wahdyudin, 2021). Therefore, it is also implemented in the education of An-Nahdloh Pesantren.

While it is classified as a non-formal education, the organization of education in the Guidance Center is considered more professional. For example, the form of reporting evaluation results, exams, and learning outcomes to the Indonesian School of Kuala Lumpur (SIKL) is submitted online. The managers of the Guidance

Center are composed of at least academics, such as employees of the Indonesian Embassy in Kuala Lumpur, teachers from SIKL, administrators from Nahdlatul Ulama, administrators from Muhammadiyah, and entrepreneurs concerned with education. Typically in non-formal education, the administration process remains manual, which is frequently an obstacle in the preparation of reports, combined with the limited number of administrative staff and their limited abilities (Mubarok, Mardiyah, & Rahayu, 2024).

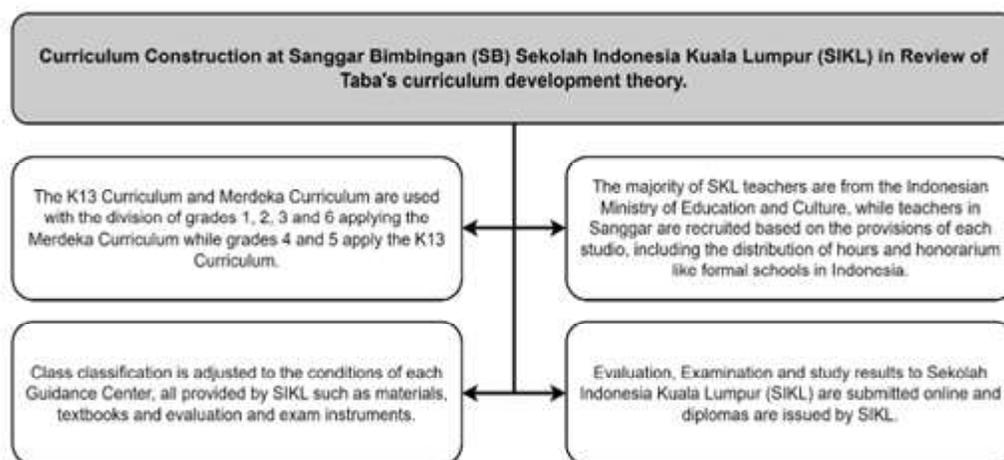


Figure 2. Curriculum construction at sanggar bimbingan (SB)

■ CONCLUSION

After thorough discussion, it can be concluded that the curriculum construction of the Guidance Centers, viewed through Hilda Taba's perspective, highlights the significant role of teachers, specifically the administrators of these centers, in the education of their students. In terms of purpose, the Guidance Center is actually a form of the Community Learning Activity Center (PKBM) of SIKL Non-Formal Education (PNF), which is held face-to-face. It aims to alleviate illiteracy, minimize the use of gadgets for children, and educate their character and spirituality. In terms of material, the Guidance Center still applies the Merdeka Curriculum and the 2013 Curriculum, but the two curriculums are implemented differently in each Guidance Center.

Process-wise, the classification of classes is adjusted to the conditions in each Guidance Center. In terms of the material sector, the evaluation stage of education in the Guidance Center is held in each Guidance Center with exam materials from the Indonesian School in Kuala Lumpur.

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