

ITY TRAINING FOR CHILDREN OF INDONESIAN MIGRANT WORKERS IN "BATIK MAKING" ACTIVITIES

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ABSTRACT

The development of creativity is significant in the current era because creativity results from new ways of thinking that support the ability to solve problems. Every child has their creativity. The presence of children's creativity brings joy and satisfaction. Efforts to foster creativity in children must be made from an early age. One example is community service through creativity training; this activity can support children's level and ability to express their thoughts and ideas. Creativity training can be combined with arts and culture. One example is batik creativity training. This service activity is specifically aimed at children of Indonesian Immigrant Workers (PMI) in Malaysia currently studying at the Nonformal School called Sanggar Bimbingan. Sanggar Bimbingan is an informal school equivalent to an elementary school in Malaysia, intended for Indonesian immigrant' children. This program is applied to 43 PMI children studying in nonformal schools in Kuala Lumpur, Malaysia. This batik creativity training activity is environmentally friendly because it uses natural media that is safe for the surrounding environment.

Keywords : Creativity, Batik, Children's education, Indonesian Migrant Workers, Malaysia

INTRODUCTION

Every citizen has rights and obligations regulated by law, including voting and citizenship. Ownership of citizenship aims to protect the rights and obligations of citizens wherever they are, both inside and outside the country (Della Amrina Yusra 2023). Rights and obligations complement the social structure (Niehlah et al. 2023). Rights are the power to receive or do something that should be received or done by a particular party and cannot be done by any other party, which in principle can be demanded by force (Setyawati et al. 2023), while obligations are the burden to provide something that should be allowed or given by a particular party cannot be given by any other party, which in principle can be demanded by force by those interested (Setyawati et al. 2023).

According to data from the National Agency for the Protection of Indonesian Workers, in 2018, Indonesian Migrant Workers (PMI) in various countries 2018 reached 283,640 workers. Of this number, 47% of workers work in formal fields, and 53% in informal fields spread across more than 20 types of work. BNP2TKI also noted that there are 20 countries with the highest number of PMI (Rosalina and Setyawanta 2020). Of the 20 countries, Malaysia is the leading destination country for PMI, reaching 90,671 workers or almost a third of the total PMI who work abroad (Marsud 2021).

However, the increase in the number of PMIs also has several problems. Many Indonesian citizens do not have legal citizenship due to overstaying abroad, which causes hostile legal polemics. It also has an impact on unregistered marriages and the birth of undocumented children (Anam et al. 2022). PMI children are born without documents, causing them to be unable to adapt to access to education, health, child protection, etc (Musli and Yumasdaleni 2023). Citizens who live without legal citizenship are a big problem for the country in which they live. Therefore, more attention is needed regarding this problem (Azizah et al. 2023a; Azizah et al. 2023c)

The children of migrant workers do not have the opportunity to go to school in Malaysia due to several obstacles, such as children's identity documents and residence permits, and some even have illegal status because they do not have birth certificates or official residence documents (Aswindo et al. 2021). This illegal status means that many Indonesian citizens cannot access education in Malaysian schools (Wulan et al. 2023). Also, regional regulations stipulate that migrant workers are not allowed to bring their families. It impacts children's rights and needs to be fulfilled, including problems related to access to education (Dewi 2018).

Based on the explanation above and the problems that arise in the environment of PMI children living in Peninsular Malaysia, especially in Kuala Lumpur, problems were found that include the lack of knowledge of PMI children in Malaysia regarding Indonesian cultural heritage, one of which is batik (Setiadi et al. 2023; Azizah et al. 2023b). Indonesia has a diversity of culture and arts. Batik is an intangible cultural heritage from Indonesia that UNESCO later legalized on October 2, 2009, which was then celebrated as National Batik Day. This service activity takes the form of batik making using natural materials such as dry leaves, henna powder, and turmeric powder (Zairina 2012). This service aims to increase the creativity of PMI Malaysian children and as an activity to socialize Indonesia's cultural and artistic heritage (Azizah et al. 2022; Azizah et al. 2020; AZIZAH and PRAMONO 2018)

METHOD

The mechanism for implementing service activities to increase the creativity of PMI children refers to the five steps of action research: planning, action, observation, evaluation, and reflection. The first step is to arrange permits from the local government and conduct a random survey regarding understanding cultural heritage, especially batik; this is done to determine training materials (Spitzer et al. 2023). The training material that will be provided is tailored to the needs of the target; based on the results of a preliminary study, it was found that the majority of PMI children do not know well about cultural heritage and art due to a lack of education on these topics, especially regarding the art of batik making (Setijaningrum et al. 2023). The methods used in this training are:

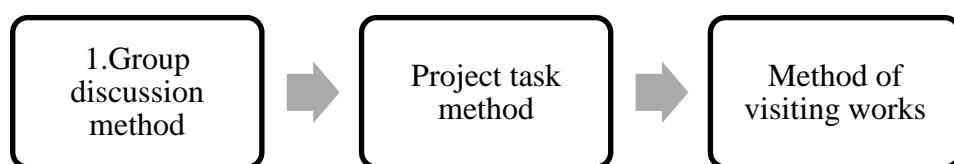


Figure 1. Method

In implementing this method, children must be more active, creative, and able to express their thoughts and ideas through art (Novia 2023). They will also be exposed to aspects of teamwork when completing a project assignment. Good teamwork produces cohesiveness between one another. This training activity went very well, and the children enjoyed the fun concept of learning while playing.

RESULT AND DISCUSSION

In implementing these activities, there are four main stages, namely:

- 1) Group Discussion and Project Assignments: In this method, children are instructed to work in groups to carry out the project assignments that have been given but remain under the supervision of the service team.
- 2) Visit the Work Method; in this method, PMI children can see each other's group work from their friends.
- 3) Final Evaluation to assess the success of achieving competence and creativity of PMI children.
- 4) Evaluation is used to determine the advantages and disadvantages of the training carried out to determine recommendations for the continuation or development of subsequent activities.



Figure 2. Preparation

In its implementation, PMI children who are members of the Hulu Kelang Nonformal School, Selangor, Malaysia, attended this activity. The Semangat Muda Indonesia (SMI) Team initiated this batik training activity and assisted selected delegates who passed the selection to contribute to it. This service activity is carried out before the art performance or the end of this service program. The implementation of this activity began with an introduction to cultural and artistic heritage, namely batik. The service team explained in detail the definition of batik and batik classification. Next, the PMI children members of the Hulu Kelang Nonformal School were explained about the learning media that would be used in cloth, dry leaves, henna powder, and turmeric powder.



Figure 3. Mentoring



Figure 4. Discussion session

In carrying out this batik training, children are divided into several groups, provided that each group consists of 3-4 children. Next, each group determines a candidate for group leader as a communicator between the service team and each group. This activity lasts 60 minutes, starting at 09.00-10.00 Malaysia time. This training activity was attended by more or less 45 PMI children who are members of the Hulu Kelang Nonformal School. The batik training activity continues until all groups have finished working on their batik project assignments. Afterward, each group of 45 children came forward according to their respective groups and brought their work. The service team documented the results of this work to document the results of service activities, which will later be stored in an album due to the implementation of batik training for PMI children who are members of the Hulu Kelang Nonformal School. With this batik training, children can practice their creativity in the Nonformal School at home and in the surrounding environment.



Figure 5. Documentation of result

The final evaluation stage is where children's competence and creativity can be determined. Each child has their own characteristics and creativity when presenting a work of art; children have their own ideas, concepts, and innovations. Children must be supported in efforts to increase the preservation of Indonesia's cultural heritage so that their identity as Indonesian citizens and future generations who protect and love the diverse arts and culture of the archipelago is not lost.

CONCLUSION

Developing children's creativity from an early age is essential. Efforts are needed to develop it, including training in Batik. Batik training can provide benefits and new insights for students regarding Indonesian cultural heritage and arts, especially for the children of Sanggar Bimbingan Hulu Kelang, Selangor, Malaysia. The children were very enthusiastic about this training activity. Through this batik training, children can express their creativity and imagination in environmentally friendly works, which can be developed and utilized later. These training activities can continue to be developed by children to utilize natural media to reduce environmental pollution. These honing skills will be helpful to the next level of education.

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