



**INTI**

**Kampus  
Merdeka**  
INDONESIA JAYA



# LAPORAN KEGIATAN

# 2024

## PROGRAM KEMANUSIAAN

Kampus Mengajar Kerjasama MRPTN -  
INTI International University Malaysia



**Muhammad Fajar Maulana**

Pendidikan Pancasila dan Kewarganegaraan

# **HUMANITARIAN PROGRAM ACTIVITY REPORT**

## **"TEACHING CAMPUS IN COLLABORATION WITH MRPTN AND CORE UNIVERSITY MALAYSIA ACADEMIC YEAR 2023 / 2024"**

To complete the tasks and fulfill the requirements of the Humanitarian Program in the Education Unit



**COMPLETED BY :**

Muhammad Fajar Maulana

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**PANCASILA AND CITIZENSHIP EDUCATION,  
FACULTY OF TEACHER TRAINING AND EDUCATION,  
UNIVERSITAS LAMBUNG MANGKURAT  
BANJARMASIN  
JANUARY, 2024**

## ATTESTATION SHEET

With this student,

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Study Program : Pancasila and Citizenship Education

Declared to have carried out the Humanitarian Program "Teaching Campus Cooperation MRPTN - INTI University Malaysia" and the report written by students has received approval from the Learning Studio Manager and Supervisor of the Humanitarian Program Teaching Campus Cooperation MRPTN - INTI University Malaysia "

Supervisors,

Manager of Learning Studio,

Muhammad Elmy, M. Pd  
19830425200812003

Mohammed Saidin Bin Osman

## **FOREWORD**

Praise the author's gratitude to Allah SWT because for all the abundance of His grace, taufik and guidance, so that the author can complete the report entitled "Report on Humanitarian Program Activities "Teaching Campus in Collaboration with MRPTN- INTI University Malaysia". The preparation of this report is intended to complete the tasks and fulfill the requirements of the Humanitarian Program program in the Education unit.

The author received a lot of support, input, advice, assistance, and knowledge in the form of guidance from various parties until this report could be completed. On this occasion, the author would like to express his deepest gratitude to the parties whom the author respects, namely to:

1. Dr. Mariatul Kiptiah, S.Pd., M.Pd. as the Coordinator of the Pancasila and Citizenship Education Study Program who always provides support to the author during Teaching Assistance activities.
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4. Prof. Dr. Tezara Cionita as the PIC of the humanitarian program from INTI University Malaysia who always provides guidance and direction during the humanitarian program activities.
5. Mr. Shohenuddin, M.Ed. as Adikbud Kuala Lumpur Staff who always provides guidance and direction during humanitarian program activities.
6. Ustadz Mohammed Saidin bin Osman as the Manager of the Learning Studio who has guided during the Humanitarian Program activities and in the preparation of this report.
7. All lecturers and staff, INTI University Malaysia who have welcomed the presence of Humanitarian Program students.

8. Friends of the Humanitarian Program who always provide support and help the author in preparing this report.
9. All parties who have helped and provided full support to the author in the completion of the author both directly and indirectly.

In preparing this report, the author realizes that there are still many shortcomings that need to be addressed. For that, the author hopes for input, suggestions, and criticism from readers to improve and perfect this report. Hopefully this report can be useful for all readers.

Malaysia, January 10, 2024

Author,

Muhammad Fajar Maulana

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# CHAPTER I

## INTRODUCTION

### N

#### A. Background

Education as one of the basic or fundamental rights that must be owned by all people has been discussed since 1948 in the Universal Declaration of Human Rights (*United Nations*, 1948). Education as one of the Public Goods should then be felt by all communities, the vision of the *Sustainable Development Goals* then explains that education is a *Public Goods* that has two properties or characteristics, namely *non rivalry* and *non excludability*. Education must then be accessible to all people from all walks of life so that it can carry out and help succeed the fifth *Goals* of the SDG's themselves, namely *Quality Education* (UNESCO, 2015) this then also includes the children of Indonesian Migrant Workers or commonly abbreviated as PMI, this is then because equality and equality of rights must be owned by all levels of society including access to education.

Education is the responsibility of the state to facilitate its citizens. Article 31 of the 1945 Constitution and Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System regulate the various obligations of the Government to fulfill the right of every citizen to obtain education wherever they are. Article 31 of the 1945 Constitution after the amendment reads as follows (Viviansari, 2019): 1) Every citizen has the right to education; 2) Every citizen is obliged to attend basic education and the government is obliged to pay for it; 3) The government seeks and organizes a national education system, which increases faith and piety and noble character in order to educate the nation's life, which is regulated by law; 4) The state prioritizes an education budget of at least twenty percent of the state revenue and expenditure budget and of the regional revenue and expenditure budget to meet the needs of national education; 5) The government advances science and technology by upholding religious values and national unity for the advancement of civilization and the welfare of mankind. Based on this law, the government

Based on these laws, the government still has some work that has not been carried out properly, especially the fulfillment of the education rights of citizens living abroad.

Malaysia as one of the destination countries for Indonesians migrating to get a job and a better life, until 2017 PMI with status in Malaysia based on data from the Malaysian government quoted by the Ministry of Foreign Affairs website is as many as 2.7 million people spread throughout Malaysia (Putra, 2017), 136,000 people are in Sarawak legally and also around 300,000-400,000 people are estimated to be PMI who entered Malaysia illegally in the Sarawak region (Sutianto, 2016).

This condition then results in a more severe problem, namely the emergence of *stateless* children due to the absence of passports and residence permits of their parents and unregistered marriages. Another major problem is that undocumented or *stateless* children then make it difficult for them to gain access to education because they cannot enroll in school (Febriana, 2019).

PMI children who do not attend school will then create further problems, namely the phenomenon of *child labor* and child marriage. We can see this as a vicious circle that has no end in sight. Indonesian migrant children have difficulty accessing education due to several factors. First, the Malaysian government has a domestic policy that limits and even tends to make it difficult for descendants of foreign nationals to be able to pursue education in schools under their auspices (Viviansari, 2019). Second, the limited number of educators and the difficulty of establishing schools initiated by the Indonesian government and the limitations of existing regulations. Third, the low awareness of migrant workers to fulfill their children's educational needs. This third factor makes the children of Indonesian migrant workers prefer to work in the fields helping their parents rather than going to school (Viviansari, 2019). The birth of the Indonesia Community Center or ICC in Pahang is then also a form of implementation and also a sense of responsibility of the Indonesian government towards the ratification of the Convention on the Rights of the Child.

The Merdeka Belajar Kampus Merdeka (MBKM) policy is one of the policies of the Minister of Education and Culture. One of the programs of the MBKM policy is the right to



three semesters of study outside the study program which aims to improve the competence of graduates, both soft skills and hard skills, to be better prepared and relevant to the needs of the times, prepare graduates as future leaders of a superior nation, and be ready to become leaders with a high national spirit.

One form of learning activity in accordance with Permendikbud No. 3 of 2020 Article 15 paragraph 1 can be carried out within the study program and outside the study program including 8 programs, one of which is the Humanitarian Project. The Humanitarian Project is a program that provides opportunities for students to develop humanitarian activities independently as evidenced by an explanation or proposal of humanitarian activities. Humanitarian Projects can take the form of social activities for a foundation or humanitarian organization approved by the University, both at home and abroad.

Departing from the existing conditions, the Assembly of State University Rectors (MPRTN) initiated a humanitarian project packaged in the Teaching Campus program and partnered with a University in Malaysia, INTI International University. This humanitarian project is a concrete manifestation of implementing the Tri Darma of Higher Education, namely: Education, Scientific Research and Community Service. Based on this, the realization of community service is to carry out the teaching and learning process to the children of Indonesian migrant workers in Malaysia. This humanitarian project focuses on teaching children of migrant workers who do not get the right to education in Malaysia for one semester.

## **B. Objectives of the Humanitarian Program**

The objectives of the Humanitarian program in education units include:

1. Provide opportunities for students field education to participate to participate in teaching and deepening their knowledge by becoming teachers in educational units.
2. Provide education to children of migrant workers who are in learning centers in Malaysia.
3. Help improve the equitable distribution of education quality and relevance of basic education.
4. Equipping students with program expertise programs and skills in developing learning strategies or media

## **C. Benefits of the Humanitarian Program**

The benefits of the Humanitarian program are as follows:

1. For Students

- a. Able to see the potential of primary and secondary education units and their relevance to universities and identify problems and find solutions to help improve the quality of education, especially for children of Indonesian migrant workers in Malaysia.
- b. Able to collaborate and contribute to the fulfillment of education for children of Indonesian migrant workers in Malaysia.
- c. Gain teaching experience and non-academic experience at the basic level.
- d. Able to apply the knowledge, technology and skills possessed collaboratively to improve the education of children of Indonesian migrant workers in Malaysia.
- e. Obtain appropriate course conversions/equivalencies that help accelerate student studies.

2. For Education Unit

- a. Getting the opportunity to take part in preparing prospective educators or professional educators.
- b. Obtaining the latest science and technology in the learning process.
- c. Improve the partnership relationship between partner institutions (education units) and Lambung Mangkurat University.
- d. Improve community relations in the environment around partner institutions (education units).
- e. Getting the opportunity to help with academic and non-academic activities for among teachers.

3. For Lambung Mangkurat University

- a. Obtaining feedback from partner institutions (education units) for curriculum development and science and technology that are in accordance with the needs of partner institutions.
- b. Obtaining various learning resources and finding various problems for the development of innovation and quality of education.
- c. Establishing better cooperation with schools, local governments and related agencies for the development of the implementation of the Tri Dharma of Higher Education.

## CHAPTER II

### PROGRAM IMPLEMENTATION

#### A. Learning Studio

##### a) Location of the Learning Studio

The learning center is located at B- 8032, Sri Kuantan Square, Telok Sisek Road, 25000 Kuantan, Pahang Darul Makmur, Malaysia. This learning center is located in the middle of an oil palm plantation owned by the Makmur Berhad Multipurpose Cooperative company (KOSMA). Where the closest distance to the city of Muazam Shah is about 47 km and the distance to the capital of Malaysia is about 194 km.



*Figure 2.1 Location of Learning Center*

##### b) Brief Profile of ICC Ladang Kosma Learning Center



*Figure 2.2 ICC Ladang Kosma Learning Center*

This learning center was established on the initiative of the company which saw the number of children of Indonesian migrant workers who did not get an education. From here, the formation of the ICC Ladang Kosma learning center was approved by the Embassy of the Republic of Indonesia. Because it is located in a company engaged in the oil palm plantation sector owned by a company called Koperasi Serbaguna Makmur Berhad (KOSMA). Therefore, the center is called ICC Ladang Kosma Learning Center.

The Guidance Studio was established less than a year ago and initially had 23 students. Where the students have different ages, from 6 years old to 17 years old. The different ages are divided into two classes, namely low class and high class. The low class is filled with children aged 6-12 years and the high class is filled with children aged 13-17 years. These children come from Indonesian migrant workers working in this company who already have children. The place used for the teaching and learning process itself is a former company office. The studio itself is already fairly decent for the teaching and learning process.

### **c) Identity of the Learning Studio**

Name of Learning Studio : ICC Ladang Kosma  
State : Pahang  
Regional Autonomy : Tun Abdul Razak  
Village : Ladang Kosma 1  
Zip Code : 26700  
Phone : 09-517 7977  
E-mail : admin@kosma.com.my  
Website : Kosma.com.my  
Status : Self-help  
Form of Education : Tutoring Ownership  
Status : Private  
Learning Studio Manager : Mohammed Saidin

## B. Preparation of the Humanitarian Program

In the preparation stage, it starts from preparing the files needed to make such as passports, visas and other documents. In addition, a joint meeting was also held with students, the Coordinator of the Study Program and the Faculty to discuss student preparation and also value recognition. This meeting was held on September 20, 2023 in the Utility Meeting Room of BAK FKIP ULM. Then there were also debriefing and student release activities on September 25, 2023, this activity was the last preparation made before departure. On this occasion, students received support, advice and direction from the Vice Chancellor for Academic Affairs and the Dean of FKIP ULM.

Figure 2.2 ICC Learning Center Ladang Kosma



Student departure through Syamsudin Noor Airport, Banjarbaru on Thursday, September 28, 2023. Arriving in Malaysia, students rested in a place that had been prepared by partner universities in Malaysia, namely INTI International University. The next day continued with health examination activities and student filing for the program which was held on Friday, September 29, 2023. This health test includes urine sampling, blood, blood pressure checking, *X-rays of limbs* and health consultation. After completing the health test, students were immediately transported to their respective Learning Centers.

### **C. Humanitarian Program Activities**

In the teaching process activities began on October 2, 2023, where the first week made observations first to see the strengths and weaknesses of each student. From the results of the observation, there were several results ranging from students who could not read, some had an age that did not match the school level, some were difficult in numeracy, some were difficult to interact with others, lack of stimulating insights, using Malay language in daily interactions and lack of manners. From these results, we began to develop appropriate learning methods for each learner.

The first step is to immediately divide the two classes according to the age of the learners. The low class is filled with students who have ages from 6 years to 12 years. Meanwhile, the high class is filled with students who have ages from 12 years to 17 years. The next step is to make learning hours, learning at the ICC Ladang Kosma Learning Center starts at 08.00 and ends at 12.00. Each subject has 30 minutes of time. Students also divide learning into two sessions where learning starts from 08.00-10.00 for low classes and from 10.00-12.00 for high classes. We do this so that students learn comfortably and effectively. Where 30 minutes before the learning begins, with students doing Iqro learning first. This learning takes place for 5 days every week starting from Monday to Friday.

*Figure 2.3 Learning Process*



In learning for higher grades the subjects are the same as those in Indonesia such as Islamic religion, mathematics, Indonesian language, Pancasila and citizenship education, natural science, social science and cultural arts. Where the material is taken from some grade 4 material to grade 6 material. In addition to learning according to subjects, students also focus on increasing knowledge about national insight and improving the moral ethics of students. One example of what is done to increase knowledge about national insight is by linking each learning material with values about national insight and giving examples of its application. Then, to instill ethical and moral values, students teach how to be polite to elders and read prayers before and after learning. This was done because in their observations they saw that these two values were still lacking.

For lower classes, the focus is on religious learning, counting, writing and reading. Each learner gets different learning treatments according to their own needs. In the lower grades, learning is more emphasized on the use of good and correct Indonesian, when learning and socializing with fellow Indonesians. Because in this low class, students are accustomed to using Malay. Besides that, the application of ethical and moral values remains the most important. In this low class, there are many students who cannot read and cannot recognize letters. Therefore, students provide one-on-one guidance to students to be able to read and recognize letters more quickly.

Overall, students use thematic learning methods that can encourage students' independence. Learning using a thematic approach is a way of packaging lessons in a theme rather than subjects. The theme is a tool or container to put forward various concepts to students as a whole. A theme can contain several areas of expertise that are studied. In thematic learning the abilities acquired by learners can be diverse, not necessarily the same for each learner.

The uniqueness of each learner must be respected. Some learners may be able to read ahead of other learners and that is okay. Every learner

does not have to take the same path in learning something. Therefore, students find it very suitable to use thematic learning methods at ICC Ladang Kosma Learning Center. In addition, students also use interactive learning media so that students easily understand and learning is more active.

In addition to lesson activities, students also make activities that can make students not bored, such as Friday taqwa activities, healthy Friday and Friday literacy. On Friday taqwa, students and students together pray and read surah Yassin. For healthy Friday activities carried out with morning exercises together and finally Friday literacy where students read short stories. The purpose of this activity is to increase interest in reading, increase faith and fitness of students.

#### **D. Lecture Activities at INTI University Malaysia Campus**

On Monday, November 20, 2023 at 13:00 Malaysian time, students went to the Embassy of the Republic of Indonesia to Malaysia, Kuala Lumpur. Students participated in the welcoming activities of MRPTN students. This activity was attended by all students who participated in the humanitarian program "Campus Teaching MRPTN - INTI University Malaysia". The event was attended by the Indonesian Ambassador to Malaysia, the Attaché for Education and Culture of the Indonesian Embassy in Kuala Lumpur and lecturer representatives from each university participating in this activity. In this activity began with lunch together, then remarks and directions from the Ambassador of the Republic of Indonesia to the Kingdom of Malaysia, handing over souvenirs. Then closed with a group photo and continued with an evaluation of the humanitarian project activities of MRPTN, INTI University, KBRI KL and EMGS. Furthermore, students returned to the inn at INTI University to rest, prepare for the next day's recovery.





*Figure 2.3 Group photo with the Chargé d'Affaires of the Indonesian Embassy in KUALA LUMPUR*

Before leaving for the Indonesian Embassy in Kuala Lumpur, students register and make identification before attending lectures. Lectures last for 4 full days where the weight of credits taken each day by students is around 10 credits. So, the total credits taken by students are around 20 credits in lectures. Where the courses taken by students are *Project Proposal Writing, Project Planning and Execution, Post - Project Analysis Uncovering Lessons and Insight*, and *Project Execution and Management*.

During lectures, students use English in the recovery process. The description in the lecture that students undergo is divided into several groups, then students discuss according to the material that has been distributed by the lecturer. After students finish doing on the INTI University campus, students still do report assignments every week to get additional grades.

## **CHAPTER III**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusion**

The Humanitarian Program "Campus Teaching Cooperation MRPTN - INTI University Malaysia" which was carried out for approximately 4 months provided a lot of experience and benefits for students. This activity has made students realize that there are still many children of Indonesian descent whose parents are Indonesian migrant workers in Malaysia who do not get the rights of education. A lot of these children cannot read and count because they do not get education, especially those in the ICC Ladang Kosma Learning Center. With this activity, students are expected to become a teacher who has a high sense of empathy and has a sense of sacrifice for others in order to assist the government in fulfilling the right to education to Indonesian children, especially children of Indonesian migrant workers who have difficulty getting the right to education.

During the preparation, students were asked to complete the necessary files. On the other hand, the time required to complete the files is fairly small, but thanks to good communication between students and lecturers, the necessary files are quickly collected. Even so, there are still some obstacles encountered when completing the files such as a little constrained in E- visa payments because payments must be made using a credit card.

In the humanitarian program activities, namely teaching the children of Indonesian migrant workers who are in the ICC Learning Studio Ladang Kosma. Making observations first is a way to determine what methods are good for learning. The thematic method chosen was deemed more suitable for teaching students at the ICC Ladang Kosma Learning Center.

Coupled with a variety of learning media, it is hoped that students will be eager to take part in the learning process. Activities outside of learning are also important to build a new atmosphere in learning. This is an enthusiasm for students to develop their inner abilities that can be obtained at the campus to package an innovative and creative teaching and learning process every day.

In the recovery activities held by the INTI University campus, humanitarian program students follow a series of activities starting from welcoming students at the Indonesian Embassy in Kuala Lumpur, registration and making student identification, lectures and group discussions. By holding this activity, it adds to the relationship of students because they make new friends with different campus backgrounds, add insight into the knowledge of the many children of Indonesian migrant workers who have not received the right to education, and gain new knowledge about *Event Management* that is not obtained at the student's home campus.

## **B. Suggestions**

The suggestions for the Humanitarian Program include:

1. Suggestions for the campus, preferably in the implementation of this humanitarian program can pay attention to the time of file preparation and the time of implementation, namely it would be better if the files and all activity permits are prepared about one to two months before student departure so that this activity can run carefully and not rush.  
- hurry. In preparation for the selection of students who want to be dispatched, it would be better if the study program has made a selection first. The criteria for students who are suitable for this program are having a high social spirit, having a strong mentality, easily mingling with the community, having experience in teaching, at least passive in English and in good health that does not have health that can interfere when undergoing the program.

Especially for health, study programs and faculties must be more selective in ensuring that students who participate in this program are in good health. The implementation of this program is better implemented at the beginning of the semester and ends at the end of the semester before inputting grades. And also adjust to the school schedule of the children of the learning center.

This program should be carefully designed in advance, with the registration stage, selection stage including files, interviews and health. The debriefing stage and the departure stage. This is done so that students who are sent are really ready to carry out this program. And it is also expected that the faculty

faculty is also expected to create modules that are needed by students as guidelines later in carrying out activities in the field and become assessment material.

2. Suggestions for the next generation of humanitarian program students, students should be better able to prepare physically and mentally to undergo this program. Students must be creative and active in building the teaching and learning process. And fellow students who also take part in this program must be compact and communicative so that more information is obtained.

## **CHAPTER IV**

### **SELF-**

### **REFLECTION**

This Humanitarian Program activity provides an unforgettable picture and reality experience for the author as a Humanitarian Program Student in semester 7, the author can apply some of the knowledge that has been obtained while in college from semesters 1-7 and during debriefing, such as making learning media, compiling learning tools, and much more.

The experience that the author gets in this activity is how to control the classroom learning atmosphere so that the teaching and learning process becomes conducive and comfortable so that it will make students active in learning. The author also gained experience in dealing with various student behaviors during learning activities. As well as making learning tools that must be in accordance with the needs of each student. The author realized that when in lectures the author only gets the theory, while in the field the author gets real experience. Where in the midst of the limitations that exist, the author as much as possible must adjust what media is suitable to support learning so that students do not feel bored or monotonous with the usual media. Therefore, the author uses Powerpoint, Canva, and *YouTube* media to support the learning process. In non-academic activities, the author makes activities, such as the flag ceremony every Monday, participating in Healthy Friday/Literacy/Taqwa, and several other things.

With this humanitarian program, the author has found an advantage in the author's new interests and talents, which can be useful when entering the work environment later. If later re-engaged in the world of education, this can be a provision in the future and can be a benchmark for continuing to develop better media or learning tools and the existence of this humanitarian program the author can become a better person than before, especially in discipline, socializing with many people and being more grateful because it used to be very easy to get an education while, here the children have difficulty getting the right to education.

Seeing the reality where the author feels concerned that there are so many children who at their age should be able to read, write and count but that is not the case.

so. These children grow up with a lack of education because from childhood their parents have been left to work on plantations from morning to evening. In fact, some of these children also work to fulfill the family's needs. With the existence of the ICC Ladang Kosma Learning Center, the performance of the parents has improved because they are not too worried about the whereabouts of their children. He also hopes that with this learning center, the children's education and life can be better in the future and not like their parents.

After almost four months of teaching at the ICC Ladang Kosma Learning Studio after observing changes in students, it made the author happy and happy, which indicated that what had been taught so far was going well and according to plan. This can be seen from students who are starting to be able to read, write and count. Then also, a sense of nationalism that emerged and began to have an overview of Indonesia which used to not understand and did not understand about Indonesia. Learners in general at this time have been able to memorize the Pancasila and sing the Indonesia Raya song. Ethically and morally, students have started to respect each other and behave better because they are given a religious approach.

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## APPENDIX



Briefing and release of students from Faculty and University



Departure of students from Banjarmasin to Malaysia



First day in Malaysia at INTI International University campus





Learning and teaching process



Learning and teaching process



Student welcoming activities at the Indonesian Embassy in Kuala Lumpur



Recovery activities at INTI International University Campus



Recovery activities at INTI International University Campus

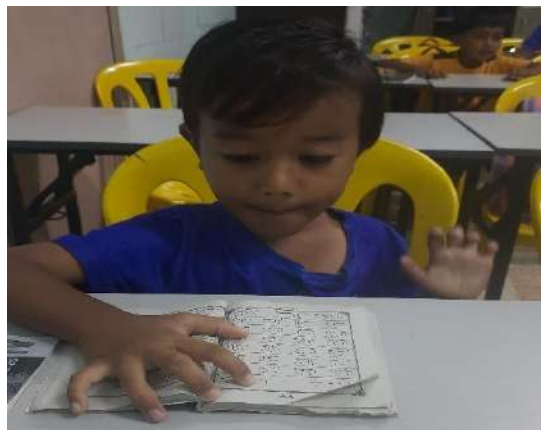


Arrival of DUBES representative for Malaysia and ATASE PENDIKBUD to Learning Studio





Non-academic activities of gymnastics and recitation



Non-academic activities of gymnastics and recitation

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI  
UNIVERSITAS LAMBU MANGKURAT  
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Telp: (081) 7564173, 5361195, 5366603, 5366604  
Email: ...

Ref: No: 2448/3/PB/2023  
Subject: Student Exchange to INTI Malaysia 8<sup>th</sup> August 2023

Education Malaysia Global Service  
201, Plaza Merdeka 1A Unit,  
22 Jalan P. Ramlee  
50250 Kuala Lumpur

UNIVERSITY LAMBU MANGKURAT SUMMIT STUDENTS IS PARTICIPATING IN YEARLY EXCHANGE PROGRAM FOR 1 SEMESTER STUDENT PROGRAM AT INTI INTERNATIONAL UNIVERSITY, MALAYSIA.

To Whom It May Concern: This is to certify that 4 students listed below have enrolled to study exchange program at INTI International University, Malaysia. They will be participating in study exchange program for 1 semester from August to December 2022 at INTI International University, Malaysia. They will leave Malaysia after they complete the program.

No	Name	Nationality	Gender	Passport Number
1	Muhammad Saadulhadi Wajidi	Indonesian	Male	24874513
2	Nasya Ghosnia Ema Jona	Indonesian	Female	69178154
3	Muhammad Fajar Nuzul	Indonesian	Male	24416216
4	Herman Hutanisa	Indonesian	Male	24416216

If you have any questions, please feel free to contact us at University Lambung Mangkurat (UKAM).

Signature  
Prof. Dr. Ahmad, S.E., M.Si.

**RUNDOWN PENYAMBUTAN MAHASISWA PROYEK KEMANUSIAAN  
MRPTNI – KBRI KL – INTI UNIVERSITY – EMGS  
Aula Hasanuddin, KBRI Kuala Lumpur  
Senin, 20 November 2023**

Waktu	Kegiatan	Koordinator
13.30 – 14.30	Makan siang	Isa & Nina
14.30 – 14.35	Pembukaan	Isa & Nina
14.35 – 14.40	Menyanyikan lagu Indonesia Raya	Lina Hasna
14.40 – 14.45	Doa	Shohenuddin
14.45 – 15.05	Sambutan dan Arahan dari Bapak Duta Besar Republik Indonesia untuk Kerajaan Malaysia	Isa & Nina
15.05 – 15.10	Penyerahan Cendera mata dari INTI University untuk Kedutaan Besar Republik Indonesia	Lina Hasna
15.10 – 15.12	Pentupan	Isa & Nina
15.12 – 15.15	Foto Bersama	Dadi
15.15 – 16.15	Evaluasi Kegiatan Proyek Kemanusiaan MRPTNI – KBRI KL – INTI University – EMGS	INTI International University & MRPTNI

Letter of recommendation and rundown of welcoming events at the Indonesian Embassy in Kuala Lumpur Malaysia