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The Empowerment of International Community Service Program Students in Supporting Learning Activities at Sanggar Guidance of Sekolah Indonesia Kuala Lumpur, Kuala Lumpur, Malaysia

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Abstract

This study aims to analyze the forms of empowerment of International Community Service Program students in supporting learning activities at SB Pantai Dalam Kuala Lumpur, Malaysia. This study employed a qualitative approach using a descriptive method. Data were collected through observations, in-depth interviews with teachers, International Community Service Program students, and Sanggar Bimbingan administrators, as well as documentation studies of learning activities. Data analysis was conducted through data reduction, data presentation, and conclusion drawing, with triangulation techniques applied to ensure the validity of the findings. The results indicate that International Community Service Program students contributed to improving the quality of learning through assistance in teaching and learning activities, the development of creative learning media, the implementation of student-centered learning methods, the strengthening of literacy and numeracy skills, and the implementation of character education activities. The presence of students also increased learners' motivation,

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Sosiohumaniora
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strengthened collaboration with teachers, and created a more active, interactive, and conducive learning environment. This study concludes that the empowerment of International Community Service Program students provides a significant contribution to improving the quality of educational services at SB Pantai Dalam and strengthens the implementation of community engagement programs within the context of international education for Indonesian diaspora children.

Keywords: empowerment, KKN, learning, diaspora, students

INTRODUCTION

Education is a conscious, systematic, and well-planned endeavor aimed at developing individuals whose character and personality reflect the values of their society and nation. One of the key determinants of educational success is the availability of competent human resources in their respective fields, as well as appropriate instructional resources that correspond to each level of education. These elements are essential not only for enhancing students' interest in learning and achieving the intended learning outcomes of each subject but also for enabling students to apply their knowledge in everyday life. Indeed, what students learn in school should remain closely connected to the realities and values of the communities in which they live. Otherwise, as noted by Hary A. Gunawan (2013), a disintegrative phenomenon may emerge, characterized by a decline in individuals' commitment to the shared values and norms upheld within society (Abubakar, A., & Anwar, A. 2014).

Education is a fundamental right of every child, as recognized in various international and national legal instruments, including the Convention on the Rights of the Child (CRC) and the 1945 Constitution of the Republic of Indonesia. (Putri, Dkk 2025). Education is a fundamental right of every child, regardless of citizenship status, socioeconomic background, or place of residence. Character education in schools plays a strategic role because schools are formal institutions that provide a structured environment for fostering students' moral values, character, and positive behavior (Asyha, Dkk 2024). Character education needs to be strengthened as a national priority, and one of the most effective ways to achieve this is by optimizing the role of schools in fostering students' character development and moral values (Saleh, Dkk 2020). A child is a legal designation, although it is generally understood that children are individuals who have not yet reached the level of maturity required to assume full legal responsibility, as determined by a specified age threshold. Human rights are fundamental and constitute a valuable entitlement for every child, serving as the basis for the protection of their dignity, development, and well-being (Itasari, E. R. 2022). However, in practice, the children of Indonesian migrant workers (PMI) living abroad continue to face various barriers to accessing adequate and quality educational services.

The fulfillment of the right to education aims to provide every child with equal opportunities to develop their potential, knowledge, skills, character, and social competencies necessary for leading an independent life and contributing to the

development of society. Therefore, the provision of education should be free from discrimination based on students' social background, socioeconomic status, or geographical location (Sianturi, K. B. H. 2015). In practice, however, the fulfillment of the right to education continues to face various challenges, particularly for children belonging to vulnerable groups, such as the children of migrant workers, children with disabilities or special educational needs, children living in remote areas, and those with limited access to formal education. These circumstances prevent many children from receiving adequate and high-quality educational services. Therefore, the provision of inclusive, equitable, and non-discriminatory education is a shared responsibility of governments, educational institutions, communities, and families to ensure that every child has the opportunity to learn according to their individual needs and potential (Rahayu, S. M. 2013).

In the context of Indonesian children living abroad, particularly the children of Indonesian migrant workers in Malaysia, the fulfillment of the right to education presents more complex challenges. In addition to limited access to formal schools, these children often encounter administrative barriers, differences in educational policies, and limited availability of educational facilities. These circumstances have led to the establishment of alternative educational institutions, such as Sanggar Bimbingan (SB), which play a vital role in ensuring that the educational rights of Indonesian diaspora children are fulfilled. Beyond providing access to educational services, Sanggar Bimbingan also serves as a platform for preserving Indonesian national identity, language, and culture among children living overseas (Putri, Dkk 2025).

The educational challenges faced by the children of Indonesian migrant workers in Malaysia extend beyond the teaching and learning process and are influenced by various administrative and social factors. Common obstacles include limited administrative documentation or immigration status, the high mobility of migrant worker families, restricted access to formal schools in the host country, and the limited number of teachers available in non-formal educational institutions such as Sanggar Bimbingan (SB). These conditions prevent many children of Indonesian migrant workers from accessing educational services optimally, making Sanggar Bimbingan an important alternative for fulfilling their right to education. Furthermore, the limited availability of human resources and educational facilities requires teachers to adopt more adaptive instructional approaches to ensure that students' diverse learning needs continue to be effectively addressed (Hutasoit, N. M., & Jamaan, A. 2026). These conditions place many children of Indonesian migrant workers (PMI) at risk of educational delays and even school dropout if they do not have access to adequate alternative educational services.

As part of the Indonesian government's commitment to ensuring the right to education for its citizens living abroad, the Embassy of the Republic of Indonesia (KBRI) in Kuala Lumpur has established a non-formal education program through Sanggar Bimbingan (SB), which operates in various regions across Malaysia. Sanggar Bimbingan serves as a learning center for Indonesian children who are unable to access formal education. In addition to providing academic instruction, Sanggar Bimbingan plays an important role in instilling national values, character

education, and Indonesian cultural identity, while also fostering students' social skills to help them maintain a strong sense of national identity within a multicultural environment.

One of the Sanggar Bimbingan institutions actively providing educational services is Sanggar Bimbingan (SB) Pantai Dalam, Kuala Lumpur. The learning center was established in response to the large number of Indonesian children in the Pantai Dalam area who were unable to access formal education due to various administrative and economic barriers. Currently, SB Pantai Dalam serves dozens of students with a limited number of teaching staff. Most of the instructors are recruited from the local community and do not have formal teacher education qualifications. To address this challenge, the Embassy of the Republic of Indonesia (KBRI) in Kuala Lumpur periodically deploys university students participating in the International Community Service Program (KKN Internasional) to support the teaching and learning process while enhancing the quality of educational services provided by Sanggar Bimbingan

The International Community Service Program (KKN Internasional) represents the implementation of the Tri Dharma of Higher Education, which integrates education, research, and community engagement within a global context. Through this program, university students not only apply the academic knowledge and competencies acquired during their studies but also develop pedagogical skills, intercultural communication, leadership, and social responsibility. The presence of International Community Service Program students at Sanggar Bimbingan is expected to introduce instructional innovations through the use of creative learning media, the implementation of student-centered learning approaches, support for literacy and numeracy development, and the strengthening of character education in accordance with the educational needs of Indonesian diaspora children.

Previous studies have examined the education of the children of Indonesian migrant workers in Malaysia, the management of Sanggar Bimbingan (SB), and the implementation of non-formal education programs. However, most of these studies have focused on educational access, learning challenges, teachers' professional competence, or the management of educational institutions. Research specifically analyzing the contribution of International Community Service Program (KKN Internasional) students as agents of educational empowerment in supporting the teaching and learning process at Sanggar Bimbingan remains relatively limited. Yet, the involvement of university students has significant potential to enhance the quality of learning while strengthening collaboration among higher education institutions, the Indonesian government, and Indonesian communities living abroad.

Based on these circumstances, this study aims to analyze the forms of empowerment of students participating in the International Community Service Program (KKN Internasional) in supporting learning activities at Sanggar Bimbingan (SB) Pantai Dalam, Kuala Lumpur, Malaysia. The study identifies various forms of students' contributions, including assistance in the teaching and learning process, the development of instructional media and teaching methods, the strengthening of literacy skills, character education, and the provision of learning

motivation for students. The findings are expected to contribute to the academic development of student empowerment models in international education through community engagement and to serve as a reference for the formulation of educational policies aimed at improving educational services for Indonesian diaspora children in various countries.

RESEARCH METHOD

This study employed a qualitative approach using a descriptive research method to gain an in-depth understanding of the empowerment of students participating in the International Community Service Program (KKN Internasional) in supporting learning activities at Sanggar Bimbingan (SB) Pantai Dalam, Kuala Lumpur, Malaysia. This approach was selected because it enables a comprehensive exploration of the phenomenon based on the actual conditions observed in the field.

The study was conducted at Sanggar Bimbingan (SB) Pantai Dalam, Kuala Lumpur, Malaysia, one of the educational service centers for the children of Indonesian migrant workers (PMI). The research participants were selected using a purposive sampling technique, whereby participants were chosen based on their knowledge and experience relevant to the focus of the study. The participants consisted of the head of Sanggar Bimbingan, teachers, students participating in the International Community Service Program (KKN Internasional), and several students who were directly involved in the teaching and learning process.

Data were collected through classroom observations, semi-structured interviews, and document analysis. Observations were conducted to directly examine the teaching and learning process as well as the forms of involvement of students participating in the International Community Service Program (KKN Internasional), both inside and outside the classroom. Semi-structured interviews were conducted with all participants to obtain information regarding the roles of the university students, the instructional strategies implemented, the benefits of the program, and the challenges encountered during its implementation. Document analysis included photographs of program activities, instructional materials, teaching schedules, program reports, and other supporting documents related to the implementation of the International Community Service Program.

Data were analyzed using the interactive model developed by Miles, Huberman, and Saldaña, which consists of three stages: data condensation, data display, and conclusion drawing and verification. The analysis was conducted continuously throughout the research process, beginning with data collection and continuing until the completion of the study, thereby enabling a comprehensive interpretation of the phenomenon under investigation.

To ensure the trustworthiness of the data, the study employed both source triangulation and methodological triangulation. Source triangulation was conducted by comparing information obtained from the head of Sanggar Bimbingan, teachers, students participating in the International Community Service Program (KKN Internasional), and learners, while methodological triangulation involved comparing data collected through observations, interviews, and document analysis. In addition, the researchers conducted *member checking* with several participants

to ensure that the interpretations accurately reflected the actual conditions and experiences described by the informants. Through these procedures, the study sought to produce credible and trustworthy findings while providing a comprehensive understanding of the empowerment of International Community Service Program students in supporting learning activities at Sanggar Bimbingan (SB) Pantai Dalam, Kuala Lumpur, Malaysia.

RESULTS AND DISCUSSION

The findings indicate that the empowerment of students participating in the International Community Service Program (KKN Internasional) made a positive contribution to the implementation of teaching and learning activities at Sanggar Bimbingan (SB) Pantai Dalam, Kuala Lumpur, Malaysia. Based on the results of observations, interviews, and document analysis, four major themes emerged: support for the teaching and learning process, the development of instructional media and teaching methods, the enhancement of students' learning motivation, and the strengthening of collaboration between university students and teachers

Support for the Teaching and Learning Process

Students participating in the International Community Service Program (KKN Internasional) played an active role in supporting teachers throughout the teaching and learning process as part of their community engagement responsibilities while applying the academic competencies acquired during their university studies. Their contributions included assisting with the delivery of instructional content, guiding students in completing individual and group assignments, providing academic support to learners experiencing learning difficulties, and helping teachers manage classroom activities to ensure a more effective learning environment. In addition, the university students contributed to the development of instructional media, the implementation of literacy activities, and the creation of a more interactive and engaging classroom atmosphere. Their presence not only reduced teachers' instructional workload but also enriched students' learning experiences through the application of creative and collaborative teaching methods. The synergy between teachers and International Community Service Program students had a positive impact on enhancing students' participation, learning motivation, and academic achievement while strengthening the overall quality of educational services at the partner school. (Halili, M., & Prasetyo, A. A. 2025).

Students participating in the International Community Service Program (KKN Internasional) not only assisted in delivering instructional content but also reinforced concepts that had not yet been fully understood by providing individualized and small-group learning support. In addition, they supported the



Figure 1. International KKN Students Assisting Learning Activities at Sanggar Bimbingan (SB) Pantai Dalam, Kuala Lumpur, Malaysia.

implementation of literacy and numeracy activities by guiding students in reading, writing, basic arithmetic, and completing various learning tasks designed according to their individual abilities. The presence of the university students in the classroom had a positive impact on the effectiveness of the teaching and learning process, as teachers received additional support in classroom management, were able to provide greater attention to students

experiencing learning difficulties, and fostered a more active and interactive learning environment. At the same time, students benefited from more intensive academic assistance tailored to their individual learning needs and abilities, resulting in increased learning motivation, classroom participation, and understanding of the instructional content. Furthermore, the collaboration between teachers and International Community Service Program students strengthened the implementation of student-centered learning while supporting the development of students' literacy and numeracy skills (Bha, M. K, Dkk 2024).

The observation findings revealed that the students participating in the International Community Service Program (KKN Internasional) were able to establish effective communication with learners through a more interactive and participatory approach. Students were observed to be more actively engaged in asking questions, participating in discussions, and taking part in various learning activities compared with the period prior to the involvement of the International Community Service Program students.

Development of Instructional Media and Teaching Methods

Students participating in the International Community Service Program (KKN Internasional) also developed a variety of instructional media tailored to the characteristics and learning needs of the students. These instructional resources included educational flashcards, educational games, worksheets, instructional videos, interactive presentations, and simple digital learning media that could be easily utilized by teachers. Instructional media constitute an essential component of the educational process, as they serve as effective tools for delivering information and facilitating students' understanding of the learning materials presented by teachers (Bilimbi, Dkk 2025). In the rapidly evolving digital era, information and communication technology has significantly transformed the way instructional content is delivered in the field of education (Makmur, E. 2025). The teaching and

learning process is a structured sequence of instructional activities designed by teachers to achieve the intended learning objectives (Mokere, R. M. 2021).

In addition to developing instructional media, students participating in the International Community Service Program (KKN Internasional) implemented a variety of active learning strategies, including group discussions, game-based learning, demonstrations, question-and-answer sessions, and collaborative learning activities. The use of these diverse instructional methods increased students' engagement throughout the learning process and created a more enjoyable and dynamic classroom environment. These varied approaches provided learners with opportunities to participate actively, express their ideas, collaborate with peers, and solve problems collectively. The university students served as facilitators who encouraged learners to explore knowledge through interactive and meaningful learning experiences, thereby shifting the focus of instruction from teacher-centered to student-centered learning. This approach was found to enhance students' learning motivation, self-confidence, communication skills, critical thinking, and collaborative abilities (Hidayatunnisa, Dkk 2024).

Furthermore, the use of game-based learning created a more engaging classroom atmosphere, reduced students' learning fatigue, and increased their enthusiasm for participating in classroom activities. The collaboration between students participating in the International Community Service Program (KKN Internasional) and teachers in implementing active learning strategies also introduced innovative instructional approaches, making the teaching and learning process more effective, enjoyable, and responsive to the diverse learning needs of students. These findings indicate that the involvement of International Community Service Program students not only supported the implementation of classroom instruction but also contributed to the creation of a more participatory and student-centered learning environment (Rahmat, A. S. 2018).

Enhancing Students' Learning Motivation and Participation

Interview data revealed that the presence of students participating in the International Community Service Program (KKN Internasional) had a positive impact on students' learning motivation. Learners became more confident in expressing their opinions, asking questions to both teachers and the university students, and participating more enthusiastically in classroom learning activities.

Teachers also reported that students became more disciplined in attending classes and demonstrated improved attendance throughout the implementation of the International Community Service Program (KKN Internasional). Learning activities designed in a creative and engaging manner reduced students' boredom, resulting in a more active, communicative, and conducive learning environment. This improvement was reflected in students' increased punctuality, more active participation in discussions and question-and-answer sessions, and greater willingness to complete assigned tasks. The enhancement in students' discipline and attendance suggests that engaging and participatory learning experiences can foster higher levels of learning motivation. The creativity demonstrated by both teachers and university students in designing instructional activities emerged as one of the

key factors encouraging learners to participate more enthusiastically in the learning process (Oktiani, I. 2017).

In addition to supporting students' academic development, the university students implemented a range of character-building activities by fostering discipline, cooperation, responsibility, empathy, and the appreciation of Indonesian national values and culture. These activities were carried out through educational games, group-based learning activities, pre-class routines, and post-learning reflection sessions. Learning activities designed creatively through the use of interactive media, educational games, group work, quizzes, demonstrations, and collaborative tasks effectively reduced students' boredom during classroom instruction. The variety of learning activities created a more enjoyable, communicative, and conducive learning environment, encouraging students to participate actively throughout every stage of the learning process (Afifayanti, Dkk 2026). In addition to enhancing students' learning motivation, the positive classroom environment strengthened interactions among teachers, students participating in the International Community Service Program (KKN Internasional), and learners, thereby making the teaching and learning process more effective. A creative, student-centered approach to instruction not only increased students' interest in learning but also fostered discipline, self-confidence, communication skills, and collaboration among learners. Therefore, the presence of International Community Service Program students made a meaningful contribution to creating a more active, enjoyable, and supportive learning environment, ultimately improving the overall quality of education at the school. (Wulandari, H., & Nisrina, D. A. Z. 2023).

Strengthening Collaboration Between University Students and Teachers

The empowerment of students participating in the International Community Service Program (KKN Internasional) also strengthened collaboration between higher education institutions and Sanggar Bimbingan (SB). Teachers benefited from the presence of the university students by engaging them as partners in designing instructional plans, developing learning materials, managing classroom activities, and conducting assessments of students' learning outcomes.

The interview findings indicated that this collaboration not only helped reduce teachers' workload but also provided teachers with opportunities to gain new insights into implementing more innovative instructional strategies. At the same time, the university students acquired valuable practical experience in managing teaching and learning activities within an educational setting serving Indonesian diaspora children, whose characteristics and learning needs are highly diverse.

Overall, the findings demonstrate that the empowerment of students participating in the International Community Service Program (KKN Internasional) at Sanggar Bimbingan (SB) Pantai Dalam had a positive impact on the quality of the teaching and learning process. The university students' contributions extended beyond academic support through learning assistance and instructional innovation to include social and character development by enhancing students' learning

motivation, fostering positive attitudes, and strengthening collaboration among university students, teachers, and the management of Sanggar Bimbingan.

DISCUSSION

The findings of this study indicate that the empowerment of students participating in the International Community Service Program (KKN Internasional) made a significant contribution to supporting teaching and learning activities at Sanggar Bimbingan (SB) Pantai Dalam, Kuala Lumpur, Malaysia. These contributions extended beyond academic support through classroom assistance to include the enhancement of students' learning motivation, the development of instructional media, and the strengthening of collaboration between higher education institutions and non-formal educational institutions serving Indonesian diaspora children.

The support provided by students participating in the International Community Service Program (KKN Internasional) demonstrates that the presence of additional educational personnel can enhance the effectiveness of the teaching and learning process. The university students not only assisted teachers in delivering instructional content but also provided individualized guidance to learners experiencing learning difficulties. This finding is consistent with the concept of student-centered learning, which positions students as the primary focus of the learning process through active interaction, continuous guidance, and meaningful learning experiences. Such an approach enables learners to maximize their learning opportunities according to their individual needs and abilities.

The findings also indicate that the university students introduced instructional innovations through the use of creative learning media and active teaching strategies. The implementation of educational games, visual media, interactive presentations, and collaborative learning activities made the learning process more engaging and reduced students' boredom. These findings support the view that the use of diverse instructional media and teaching strategies can enhance students' attention, participation, and learning outcomes. Within the context of Sanggar Bimbingan, where educational facilities and teaching personnel are limited, the creativity of the university students emerged as a key factor in creating an effective teaching and learning environment.

In addition to improving the quality of instruction, the involvement of students participating in the International Community Service Program (KKN Internasional) also contributed to enhancing students' learning motivation. Based on the findings from classroom observations and interviews, learners became more confident in asking questions, engaging in discussions, and participating actively in classroom activities. The more interactive classroom environment fostered positive learning relationships among teachers, university students, and learners. These findings suggest that students' learning motivation is influenced not only by the instructional content but also by the quality of social interactions and the pedagogical approaches adopted by educators.

Another aspect identified in this study was the strengthening of character education. Students participating in the International Community Service Program

(KKN Internasional) integrated values such as discipline, responsibility, cooperation, empathy, and patriotism into various learning activities. Character education was implemented through positive habituation, group work, educational games, and reflective activities. For Indonesian diaspora children living in a multicultural environment, character education plays a strategic role in strengthening national identity while developing positive social attitudes. Therefore, the presence of university students not only provided academic support but also contributed to the character development of learners.

This study also demonstrates that the International Community Service Program (KKN Internasional) strengthened collaboration between higher education institutions and Sanggar Bimbingan as a non-formal educational institution abroad. Teachers received support in classroom management, the development of instructional media, and the implementation of learning assessments, while university students gained practical experience in applying pedagogical competencies, intercultural communication skills, adaptability, and community engagement within an international educational environment. This collaboration reflects the implementation of the Tri Dharma of Higher Education, which integrates education, research, and community engagement within a global context.

Nevertheless, the implementation of the International Community Service Program (KKN Internasional) still faces several challenges, including limited implementation time, differences in students' academic abilities, limited learning facilities, and the need for university students to adapt to the learning culture and characteristics of Indonesian diaspora children. These challenges indicate that the success of the program is highly influenced by effective coordination among higher education institutions, the Embassy of the Republic of Indonesia (KBRI) in Kuala Lumpur, Sanggar Bimbingan management, and teachers in designing sustainable programs.

CONCLUSION

The empowerment of students participating in the International Community Service Program (KKN Internasional) provided a positive contribution to supporting the learning process at Sanggar Bimbingan (SB) Pantai Dalam, Kuala Lumpur, Malaysia. The university students actively assisted teachers in learning activities, developed innovative instructional media and teaching methods, and provided literacy and numeracy support for learners. Their presence also enhanced students' motivation, participation, discipline, and self-confidence, resulting in a more active, interactive, and enjoyable learning process.

In addition to improving the quality of learning, the International Community Service Program (KKN Internasional) also strengthened collaboration among higher education institutions, teachers, and Sanggar Bimbingan management. This collaboration supported the development of more creative instructional strategies while providing university students with practical experience in implementing their academic competencies and community engagement within an international educational setting. Therefore, the International Community Service Program represents an implementation of the Tri Dharma of Higher Education that

contributes to improving the quality of education for Indonesian diaspora children in Malaysia.

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