

Bridging Borders, Empowering Education: Indonesian Student Reflections on Migrant Children in Malaysia

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Abstract. The education of Indonesian migrant children in Malaysia remains a pressing issue, particularly in urban areas where access to formal schooling is highly restricted. During my participation in the International Community Service Program (KKN Internasional) organized by the Embassy of the Republic of Indonesia in Kuala Lumpur, I was assigned to Sanggar Belajar At-Tanzil in Cheras. This experience revealed how migrant children depend on community-based learning centers as an alternative to formal education, yet face challenges in curriculum alignment, resources, and program sustainability. As an innovation, I initiated the creation of a book containing children's personal stories, aspirations, and letters, designed as a creative learning resource. The book can be developed in both printed and digital formats, providing space for self-expression, motivation, and contextual teaching materials within learning centers. Complementing this fieldwork, my involvement in the Youth Interaction Exploration program organized by Indonesian Youth Action and the audience with the Consulate General of Indonesia (KJRI) in Penang highlighted that the issue of migrant children's education is also addressed at diplomatic and policy levels. These engagements underscore the importance of structured, cross-border collaboration between Indonesia and Malaysia, supported by NGOs, academic institutions, and youth initiatives. In conclusion, this reflection emphasizes that international student engagement can serve as a bridge between global perspectives and local empowerment. By integrating child-centered innovations and collaborative strategies, more inclusive, adaptive, and sustainable educational models can be developed for marginalized migrant children.

Keywords: Migrant Children, Inclusive Education, Learning Innovation, Cross-Border Collaboration, Student Reflections