



**SOSIALISASI KEBIJAKAN BILATERAL INDONESIA-MALAYSIA DALAM BIDANG
PENDIDIKAN
(STUDI PADA SEKOLAH INDONESIA JOHOR BAHRU (SIJB))**

***SOCIALIZATION OF INDONESIA–MALAYSIA BILATERAL POLICY IN THE FIELD
OF EDUCATION
(A STUDY ON SEKOLAH INDONESIA JOHOR BAHRU (SIJB))***

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ABSTRAK

Sekolah Indonesia Johor Bahru (SIJB) dapat dikatakan sebagai salah satu sekolah luar negeri yang mendukung anak-anak imigran yang tidak memiliki dokumen seperti akta kelahiran dan data kependudukan lainnya. Sejak didirikan pada tanggal 21 Februari 2017, SIJB secara konsisten berperan dalam menyediakan layanan pendidikan bagi komunitas Indonesia di Malaysia yang mengacu pada dasar-dasar pendidikan nasional. Tak kalah penting, Sekolah Indonesia Johor Bahru berperan dalam melestarikan dan mempromosikan budaya Indonesia di komunitas Malaysia, seperti pengenalan lagu-lagu daerah dan juga tarian tradisional dari berbagai daerah di Indonesia melalui acara-acara yang dibuat oleh SIJB. Lebih lanjut, pada tahun 2015, dengan perhatian dari kementerian pusat, gedung SIJB didirikan dan diresmikan langsung oleh Menteri Pendidikan dan Kebudayaan saat itu, Anies Baswedan. Hingga kini, terdapat 297 orang siswa, yang mayoritas adalah migran Indonesia yang bekerja di Malaysia. Kontribusi Sekolah Indonesia Johor Bahru dalam dunia pendidikan nasional sangat jelas, yaitu berupaya memberikan akses pendidikan kepada anak-anak Indonesia di Malaysia. Kegiatan sosialisasi bilateral yang terintegrasi dengan Penelitian Kolaboratif dan Kunjungan Institusi merupakan kegiatan pengabdian masyarakat, khususnya bagi anak-anak migran Indonesia yang berada di Malaysia. Berbagai kegiatan ini dilaksanakan dalam rentang waktu 22 Mei 2023 di Sekolah Indonesia Johor Bahru, Malaysia. Acara sosialisasi ini dimulai dengan pengenalan sistem pendidikan yang digunakan di Sekolah Indonesia Johor Bahru yang juga dihadiri oleh beberapa siswa di SIJB, yang bertujuan untuk membangun keakraban antara peneliti dan siswa. Sekolah Indonesia Johor Bahru adalah tanggung jawab pemerintah dalam memberikan hak kepada semua anak dalam hal pendidikan. Materi disampaikan dalam bentuk presentasi menggunakan power point yang dibawakan langsung oleh Ibu Yanti Ramdaniah selaku guru kurikulum di Sekolah Indonesia Johor Bahru.

Kata Kunci: Kebijakan Pendidikan, Siswa, Pemerintah, Sekolah Indonesia Johor Bahru

ABSTRACT

Sekolah Indonesia Johor Bahru (SIJB) can be said to be one of the overseas schools that supports immigrant children who do not have documents such as birth certificates and other population data. Since its establishment on February 21, 2017, SIJB has consistently taken part in providing educational services to the Indonesian community in Malaysia which refers to the basis of national education. No less important, that Sekolah Indonesia Johor Bahru plays a role in preserving and promoting Indonesian culture in the Malaysian community, such as the introduction of folk songs and also traditional dances from regions in Indonesia through events made by SIJB. Furthermore, in 2015, with the attention of the central ministry, the SIJB building was established and inaugurated directly by the Minister of Education and Culture Anies Baswedan, until now there are 297 people, the majority of whom are Indonesian migrants working in Malaysia. The contribution of Sekolah Indonesia Johor Bahru in the world of national education is very clear, namely trying to provide access to education to Indonesian children in Malaysia. Bilateral socialization activities integrated with Collaborative Research and Institutional Visits are a



community service activity, especially Indonesian migrant children who are in Malaysia. These various activities were carried out in the span of May 22, 2023 at the Indonesian School Johor Bahru, Malaysia. This socialization event began with an introduction to the education system used at Sekolah Indonesia Johor Bahru which was also attended by some students at SIJB which aims to build familiarity between researchers and students. Sekolah Indonesia Johor Bahru is the responsibility of the government in providing rights to all children in terms of education. The material was delivered in the form of a presentation using power point delivered directly by Mrs. Yanti Ramdaniah as the curriculum teacher at Sekolah Indonesia Johor Bahru.

Keywords: Education Policy, Education, Students, Government, Sekolah Indonesia Johor Bahru

INTRODUCTION

According to Article 17 of the 1945 Constitution and Law No. 39 of 2008 concerning State Ministries, the President is assisted by state ministers who are appointed and dismissed at the President's discretion. In practice, each minister is responsible for a specific sector within the Indonesian governmental system, resulting in ministries possessing extensive knowledge and expertise regarding their respective domains (Tirto, 2021). Consequently, ministers exert considerable influence on the President in shaping national political direction. In order to determine and implement governmental political orientations, state ministries coordinate and collaborate with other relevant ministries to resolve cross-sectoral issues. This includes the fulfillment of educational rights for Indonesian children abroad, wherein the Ministry of Foreign Affairs and the Ministry of Education and Culture cooperate in formulating solutions to support efforts in securing the educational rights of Indonesian children overseas, particularly those residing in Peninsular Malaysia.

Efforts to address the educational rights of children of Indonesian Migrant Workers (PMI) in Peninsular Malaysia are embodied in public policies, which may be analyzed through two main forms: (1) formal public policies—such as laws and regulations—related to resolving the educational rights of Indonesian children abroad; and (2) official statements by public authorities, including the President, the Minister of Foreign Affairs, the Minister of Education and Culture, as well as Indonesian diplomatic representatives in Malaysia (such as the Indonesian Ambassador to Malaysia and the Consul General in Johor Bahru). The Ministry of Education and Culture of the Republic of Indonesia is among the key ministries associated with the issue of guaranteeing the educational rights of children of Indonesian migrant workers abroad.

Presidential Regulation No. 14 of 2015 concerning the Ministry of Education and Culture stipulates in Article 2 that the

Ministry is assigned to administer governmental functions in the fields of early childhood education, basic and secondary education, community education, and cultural management in support of the President in managing the overall state governance system. The organization and administration of Indonesian education abroad constitutes an important instrument for ensuring the fulfillment of educational rights for Indonesian citizens residing outside the national territory. In fulfilling its duties, the Ministry of Education and Culture collaborates with the Ministry of Foreign Affairs to establish and manage Indonesian Schools Abroad (Sekolah Indonesia Luar Negeri/SILN). This interministerial coordination is based on the Joint Regulation of the Minister of Foreign Affairs and the Minister of Education and Culture No. 7 of 2015 and No. 1 of 2015 on the Management and Implementation of Indonesian Education Abroad.

As the host country, Malaysia prioritizes the provision of educational services to its own citizens. Consequently, school capacities are determined based on the number of Malaysian citizens requiring educational services, while foreign nationals are accommodated only when seats remain available. General requirements for accessing educational services in Malaysian schools include Malaysian citizenship, legal immigration status for foreign students, sufficient age, and availability of seats. Prior to 2002, Indonesian migrant workers were still able to enroll their children in Malaysian public schools without documentation. However, following the enactment of the 2001 Labour Act and the 2001 Education Act, stricter regulations were imposed, requiring all foreign workers and students to possess complete legal documentation. While Malaysia may accept foreign students into both public and private schools provided regulatory requirements are met, Indonesian families often face obstacles in fulfilling such requirements—including lack of children's identity documents, the immigration status of

parents, housing issues, and limited school capacity (Christie, 2016, p. 1163).

The Indonesian government's obligation to provide educational services to Indonesian children in Sabah is constrained by territorial limitations, because Sabah is located within the sovereign jurisdiction of another state. Educational regulations are territorial in nature and therefore applicable only within Indonesia (Noveria, 2017, p. 191). Consequently, the Indonesian government can provide educational services to Indonesian children in Johor Bahru only through cooperation with the Malaysian government.

Bilateral cooperation between Indonesia and Malaysia has existed since before both states achieved independence and remains strong not only due to cultural and linguistic affinities but also because of ancestral ties and shared ideological foundations among the founding leaders of the two nations, including joint involvement in the establishment of the Association of Southeast Asian Nations (ASEAN) (Cipto, 2007). However, empirical evidence indicates that a significant number of Indonesian migrant children in Johor Bahru continue to lack the legal documentation required to access Malaysian educational services. This situation underscores the necessity of reinforcing bilateral cooperation between Indonesia and Malaysia. This study aims to examine the implementation of the socialization of the Indonesia–Malaysia bilateral policy in the field of education at Sekolah Indonesia Johor Bahru (SIJB) in enhancing students' understanding of access to and the fulfillment of educational rights for Indonesian children in Malaysia with the title *Socialization Of Indonesia–Malaysia Bilateral Policy In The Field Of Education*.

METHOD

The Community Service Program (PKM) entitled "*Socialization of Indonesia–Malaysia Bilateral Policy in the Field of Education*" was carried out on May 22, 2023 at Sekolah Indonesia Johor Bahru (SIJB), located at Jalan Taat 80100 No. 46, Johor

Bahru, Malaysia. The activity primarily targeted SIJB students, as they are considered the main stakeholders who must understand and position themselves appropriately both at home and at school so that the learning process they receive can be maximized. Although parents were also involved in the outreach session, their role was complementary, because the researcher assumes that students must have a clear understanding and awareness of how to respond to and adapt within the framework of the Socialization of the Indonesia–Malaysia Bilateral Policy in the Field of Education. The aim was to enhance students' comprehension of bilateral educational policies between Indonesia and Malaysia. The implementation consisted of three stages: the preparation stage (formulating the outreach program and module, scheduling activities, preparing facilities, and coordinating permits with SIJB), the implementation stage (delivering the outreach through lectures and interactive discussions by Khoirul Abror Ad-Dluha Ghoni, S.AP., M.AP., and the team involving SIJB students and teachers), and the evaluation stage (continuous monitoring to ensure the activity was executed as planned and to address any obstacles encountered during the program).

Data collection was conducted during the implementation through lectures, discussions, and question-and-answer sessions to ensure that the material was delivered communicatively and was easily understood by participants. Supported by the Consulate General of the Republic of Indonesia (KJRI) in Johor Bahru, the outreach activities were carried out in a collaborative manner with Sekolah Indonesia Johor Bahru (SIJB). Data were then analyzed qualitatively using an interactive approach until reaching saturation, consisting of three steps: data reduction, data display, and conclusion drawing/verification (Sugiyono, 2009). Through these mechanisms, the outreach activity was effectively implemented in supporting students'

understanding of the Indonesia–Malaysia bilateral policy in the field of education.

RESULTS AND DISCUSSION

The implementation of this community service program was proposed to optimize the potential of human resources in the field of education. To provide a clearer description of the participants, a demographic assessment was conducted on 150 students. The characteristics are shown in the following table:

Tabel 1.1

No	Participant Characteristics	Category	Total (n=150)	Percentage
1	Gender	Male	70	46.7%
		Female	80	53.3%
2	Age/School Level	Grade 5 (Elementary)	45	30.0%
		Grade 6 (Elementary)	50	33.3%
		Junior High School	55	36.7%
3	Legal Status	Documented	55	36.7%
		Undocumented	95	63.3%
4	Parents' Occupation	Plantation Worker	60	40.0%
		Factory Worker	30	20.0%
		Domestic Helper	35	23.3%
		Construction / General Labor	25	16.7%

Source: Researcher's Processed Data (2025)

The table shows that the majority of the participants were female students (53.3%) and in upper elementary or junior high school levels, indicating that most of them were at an important developmental stage where the comprehension of educational policy and citizenship rights is essential. In addition, most of the students (63.3%) were undocumented or had incomplete legal documents, which aligns with previous reports highlighting that Indonesian migrant children face administrative and legal obstacles in accessing formal education in Malaysia. This data also reflects the background of the students' families, where most parents work as plantation workers, domestic helpers, factory workers, and general laborers.

The community service began in the morning and opened with a flag-raising ceremony attended by the students of Sekolah Indonesia Johor Bahru (SIJB). The ceremony proceeded smoothly and as expected. The socialization session began with an introduction to the educational

system applied at Sekolah Indonesia Johor Bahru, attended by a number of SIJB students with the objective of fostering familiarity between the researchers and the students. It was essential for the students to understand the importance of their role in the implementation of education and in shaping the next generation of the nation. After the ceremony, participants were asked to gather in one room, where they enthusiastically took part in the session. The material presented focused on an introduction to the educational system and the school environment of Sekolah Indonesia Johor Bahru as part of the government's responsibility in ensuring every child's right to education. The presentation was delivered through PowerPoint by Mrs. Yanti Ramdaniah, the curriculum teacher at Sekolah Indonesia Johor Bahru.

The roles of the university students in ensuring the success of the Indonesia–Malaysia bilateral educational socialization for Indonesian migrant children in Malaysia included:

1. Carrying out School Field Introduction (PPL) activities by learning in depth about the school profile, classrooms, and other facilities of Sekolah Indonesia Johor Bahru.
2. Interactive question-and-answer activities were also conducted between the students and the university participants to build rapport and to assess the students' preliminary understanding of the topic. The session consisted of five structured questions covering major issues related to the Indonesia–Malaysia bilateral education policy. The questions were designed to explore students' knowledge regarding: (1) the existence and purpose of the bilateral policy in the education sector; (2) the role of the Indonesian Government abroad, particularly through the Consulate General of the Republic of Indonesia (KJRI) in Johor Bahru and the Ministry of Education and Culture; (3) legal requirements for foreign students in Malaysia, including documentation and immigration status; (4) students' rights to

access formal education as Indonesian citizens residing overseas; and (5) the role of Sekolah Indonesia Johor Bahru (SIJB) in providing education for the children of Indonesian migrant workers in Malaysia. These questions served not only to encourage active participation during the session but also to examine the extent to which students understood the bilateral policy prior to and after the socialization activity.

3. Conducting observations of all school facilities, including active classrooms, the library, sports areas, and others.

The Community Service Program (PKM), titled “Socialization of Indonesia–Malaysia Bilateral Policy in the Education Sector,” was held at Sekolah Indonesia Johor Bahru, located at Jalan Taat 80100 No. 46, Johor Bahru, Malaysia. The target audience of this program was the students of Sekolah Indonesia Johor Bahru (SIJB). The activity took the form of an educational outreach session for SIJB students and was conducted on 22 May 2023.

The results of the outreach indicate that the students’ understanding of the Indonesia–Malaysia bilateral education policy increased significantly after participating in the socialization session. Prior to the intervention, many students had limited knowledge regarding the legal and administrative requirements for Indonesian migrant children to access education in Malaysia. This finding aligns with the fact that a large number of Indonesian migrant families face obstacles in meeting documentation requirements, which directly affects their children’s access to formal education. After the socialization, students demonstrated improved awareness of the role of the Indonesian Government and the Consulate General of the Republic of Indonesia (KJRI) in supporting the fulfillment of educational rights abroad.

Furthermore, the pre- and post-discussion assessment revealed an increase in students’ knowledge regarding the implementation of bilateral policies for the establishment of Sekolah Indonesia Johor

Bahru (SIJB). Students were able to identify the function of SIJB as an educational institution designed specifically to accommodate Indonesian children who are unable to attend Malaysian schools due to legal status, immigration constraints, or limited school capacity. This demonstrates that the socialization activity was effective in providing clarity on the importance of bilateral cooperation in ensuring educational access.

As shown in the demographic data previously presented, most of the students come from migrant worker families and a significant proportion do not possess complete legal documentation, making them particularly vulnerable in accessing formal education. These conditions validate the relevance of the outreach program. The findings also emphasize the crucial role of SIJB as a policy instrument of the Indonesian Government in Malaysia. Since its establishment in 2017, SIJB has consistently provided educational access for children of Indonesian migrant workers based on national standards. Today, SIJB serves nearly 300 students and continues to play a vital role not only in improving educational access but also in strengthening students’ understanding of their rights and their identity as Indonesian citizens.

Overall, the results of this outreach activity demonstrate that policy socialization is an effective approach for increasing students’ comprehension of bilateral education policy, their legal status, and the institutional support provided through SIJB.

The contribution of Sekolah Indonesia Johor Bahru to national education is highly significant as it provides access to education for Indonesian children residing in Malaysia. The bilateral outreach activities integrated with Collaborative Research and Institutional Visits constitute a form of community service specifically targeted at Indonesian migrant children in Malaysia. These activities include observing the rights and obligations of students toward teachers and vice versa, and the rights and obligations of educational institutions toward educators and vice versa,

as well as assessing school-age migrant children who are not yet registered in the national education database (Dapodik). All activities were carried out on 22 May 2023 at Sekolah Indonesia Johor Bahru, Malaysia.

However, this community service activity still has several limitations. First, the socialization was conducted only once and within a limited duration, which may not fully capture long-term changes in students' comprehension. Second, the assessment of students' understanding relied mainly on qualitative observation and discussion, without a structured written pre-post test instrument. Third, the outreach involved only students at SIJB and did not yet include a broader group of Indonesian migrant children outside the school environment. These limitations indicate that future programs may need a more systematic evaluation tool, a longer duration of implementation, and collaboration with a wider range of beneficiaries in order to achieve more comprehensive results.

SUMMARY AND RECOMENDATION

This community service program showed that the socialization of the Indonesia–Malaysia bilateral policy in the field of education at Sekolah Indonesia Johor Bahru (SIJB) was effective in strengthening students' understanding of their educational rights as Indonesian citizens living abroad. The activity provided students with clearer knowledge regarding the role of the Indonesian Government and the Consulate General of the Republic of Indonesia (KJRI) Johor Bahru in supporting access to education for children of migrant workers. The outreach also improved students' awareness of SIJB's role as an educational institution established to address the challenges faced by Indonesian migrant children who have limited access to Malaysian public schools.

The results of the discussions and interactive sessions showed that students gained better comprehension of the legal and administrative requirements for accessing education and demonstrated increased

confidence and awareness of the existence of bilateral educational cooperation. Although the program achieved its objective of enhancing students' knowledge, this community service still had several limitations, such as the limited duration of the activity, the absence of formal structured evaluation instruments, and the restricted scope of participants that only involved SIJB students.

Based on these findings, future programs are recommended to conduct periodic socialization activities with broader target groups and to improve evaluation methods using standardized assessment tools. Strengthening collaboration between SIJB, KJRI Johor Bahru, and the Ministry of Education and Culture is also necessary to ensure the sustainability of educational policy dissemination. With these improvements, community service programs are expected to contribute more systematically to supporting the educational rights of Indonesian migrant children and enhancing access to formal education abroad.

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