

REPRESENTATION COMMUNITY LEARNING CENTRE AS THE ALTERNATIVE LEARNING PROGRAM IN JOHOR BARU MALAYSIA

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Abstract: The research would identify the different Community Learning Centres (CLC), when centres identify themselves. This research was taken in Malaysia, basic on the Indonesian migrant workers' and labourers children data. Community Learning Centres (CLC) is considered as alternative education to those children, having a better education. This researchers pay attention to this, by considering dilemmas in valuing, of children and childhood(s) inschools., bounding their insecurity life. By giving the increasing visibility of migrant children in Malaysian policy, the research aims to explore the tensions in pedagogic practices between the valuing of migrant workers and laborers children, and their added-value that is communicated through their needs and reaction in schools. This CLC organization is presented by cooperating between Indonesian and Malaysian governments, and being endorsed in 2015. In realising this aim, a coalition of national governments, civil society groups, committed to achieving specific education goals. Nevertheless, after little progress was made in 2012, these two countries community reaffirmed its commitment. By researching data in Malaysia (Johor Baru), the researchers could find, that children, who join this program, could prove that they are allagible and have big aim to reach a better future.

Key words: Migrant laborers and workers children, policy, rights, identityeducation

INTRODUCTION

Since around 1980, international labour has become a primary issue. The most reputable reason of this case is economy. People, who migrate from less developed to more developed countries have created a shift in the global population. Urbanization and the power of industrialization of developing nations have resulted in millions of migrants travelling to major urban cities around the globe to join the expanding workforces. Realting to Indonesia, we are one of the popular country, which has sent many labour to other country, especially women labour. This case is not only makes many advantages for those, but, it also makes disadvantages, especially for their children. Those poor children are commonly devined

by the image of insicurity. Such images are often, though not always, accompanied by text suggesting that stateless children have the lack of their identity or their position in the world. Their images are in depply contrast to the researchers experiences acquired through researching the lives of children at risk of insecure life in Malaysia. Instead, Those migrant workers migrant workers live without access to health care or education.

Indeed, Malaysia has many sectores are making a fortune in particular, which are profitable as it is for multinationa. Nevertheless, they also committed at a heavy social and environment cost living, that make it one of the most controversial commodities in the world. Therefore, Malaysian immigration policy treats migrant labour as

'fluid' and unattached. Unskilled and semi-skilled workers, are only allowed to stay in Malaysia for five years, after which they should come back to their country and stay for six months before re-entering Malaysia. Many workers from Indonesia appear to be among those who get the worst life. This study has put sharp eyes to those children's right, especially in education.

Actually, in general, Malaysian policy told that such workers are not allowed to bring their families with them to Malaysia, or to marry or have children in Malaysia. It has deeply reason, that there is a very real condition, in which the children of migrants are considered as the illegal, because they consider as children of foreign workers. This may be one reason why their exclusion from government schools, considered as a serious problem. As a matter of fact, people have married and had children, the legal status of their families has become huge complicated problems. The huge problems that they should face beside the difficulties of having good education, their children do not have their births registered. These reasons range from lack of knowledge about the registration process, avoidance of hospital birth due to the high cost for foreigners, the irregular migration status of parents. Those migrant workers never realize, that it has deep relation with having good education for their children.

Studying the insecurity on the migrant workers in Malaysia is complicated, not only by such cases of long term residence by people, lacking an effective nationality, or by their possible preference for temporary insecure migrant workers nationality and educational problems, in order that they might eventually gain the Malaysian nationality, they feel they deserve. Indeed, the insecure migrant workers as a distinctive issue forgotten, since it is almost completely entangled with wider issues of their illegality. Even, if one were clearly able to separate

those children from those, who does not have a clear documents, their practical experience is in fact very similar.

This research would be talking about the alternative education, that those migrant children could have a better education. Indonesian government pay deeply attention to this. That is the reason why many volunteers aim to build Community Learning Centre for those children. CLC is considered alternative because it takes place in a venue other than a formal school or may seek to ensure access for sections of the community who may be marginalised.

In this paper, the researchers would like to devine from observing migrant workers to problematize the question. The first question would be: what is education for them?, and the next would be: how can they face the reality to have a better education?. Moreover, the last question would be: How can those children have a good education in insecure life?. The researchers make the analyzes, and relate it to educational system. First, we acknowledge multiple or diverse images of insecure, and the values and priorities that follow from a particular image, policies and services for migrant workers and their children might take a different form than they have at present. They might get better serve purposes such as education and preserving the family member. This research provides to the understanding of how the family structure can happen in developing countries and how a new form of family structure resulting from migration shapes children's life.

Those are the introduction of this research. This research was taken in Malaysia in November 2017. The research themes might consider as analytic points, taken from data, which were explored in more detail, considering the persons (children) experiences. However, the researchers concentrate on the relation of the insecure to magnify the readers about the important place of this relational

rules in the lives of many migrant families. This article contributes to some theories of the relation between migration and education, focusing on Malaysia and Indonesia. This research might use some theories to conduct this research to be the appropriate one.

THEORY AND METHODE

In this part, the researchers would like to adduce some theories, relating to education of the research about education for migrant workers' children. Indeed, education is a must for any children. Therefore, the researchers are interested in it.

Children Education Theory

Poverty is a connection between education and migrant workers, are some of the oldest issue. In recent years, educational issue for migrant workers' children, is positively associated. Basically, education is the most important for any children. Nevertheless, the children of migrant workers or labours have different way to face this problematic issue. They must kindly assimilate to the natives, and/or they must face insecure life. Insecure life that they must face, especially for their children education. Instead, education for children, especially in primary ages is a must. In the elementary school moment, children would make important developmental changes. Their reasoning becomes more logical, they gets more adaptable, and their build linguistic skills.

Theories of mind has been giving views of studies and findings children's abilities to build their mental states to own, and other people. This case explain in Premack and Woodruff (1878), "education is a system of inferences, allowing a person to explain behaviour using mental states such as beliefs, intention, knowledge, and desires. It is viewed as a theory because such mental states are not directly observable. Simply put, an individual

who has a theory of mind is able to impute mental states to oneself and to others" (526).

Like other children, those labor children's mental states has more specific implications for their learning at school. This case is explained sharply by Gardner (1991), "In students' production and narration of literary and historical texts, attribution of mental states is essential (35). This quote has deep relation with children pedagogy, or how they way to teach. Then, it explains deeply by Bruner (1996), "modern pedagogy is moving increasingly to the view that the child should be aware of her own thought process and that it is crucial for the pedagogical theorists and teachers alike to help her become more metacognitive – to be as aware of how she goes about her learning and thinking as she is about the subject matter she is studying" (67).

Based on those theories above, the researchers would like represent the development progress on the part of the learner. Children first benefit come from being taught directly, from didactic instruction, and from participation in objective knowledge.

Education In Migrant Sociology Theory

In this part, the researchers would like to show how these to problems could have deep relation, because the theory function underlines the functions that education serves in fulfilling a society's needs. This is a kind of other theories, linked to education to migrant workers through social mechanisms do not have the historical legacy of economic theories, but have received strong support, starting the past. The researchers argue the most important function of education is *socialization*. For a society who are being migrant workers, many specialists say, people must subscribe to a common set of values. These concepts are set in explicit opposition to education and society views on the

adaptation process, generally identified as assimilation theory and the segmented migrants workers approach.

Facing this problems, according to Eisenstadt, 1970, the emphasis is placed on the social psychological processes of motivation, learning, and interaction and on the cultural values and perceptions of the immigrants themselves and those who surround them. (343). Based on him, the persistence of those migrants politics and mobilization on the basis of subordinate groups to combat a cultural division of labor. The future confined members of specific minorities to a permanent situation of exploitation and social inferiority and insecurity, especially for their children.

The focuses on the situation is contemporary immigrants workers, called labors to Malaysia, devining on the labors literature, this theory views recent immigrants as the latest entrants into the lower tier of note labor market, where women and other, who consider as minorities already predominate. This statements above, based on Piore, 1979, who explained that, jobs in the secondary labor market are poorly paid, require few skills, and offer limited mobility opportunities. Based on him, he argued that confinement of immigrants to this sector insures that those who do not return home are relegated to a quasi-permanent status as disadvantaged and discriminated minorities. This theory is streghten by one of education specialist, Boehm 2011, who mention that: “in much of the existing literature, technicist, instrumental approaches are applied to schooling and migration; these have the unfortunate tendency to naturalize political decisions and reify cultural constructions” (22). This mean, he would like to devine siciological concepts, by quote to “move beyond the often linear and reductionist character of assimilation theories, on the one hand, and the sometimes overly optimistic

social theories of transnational flows and connections, on the other” (23).

Based on those quotation, the researchers see that sociology theories has deeply conducted many research about education for migrant workers’ children. This concept of migrant workers not only as legal status but also as the capacity to exercise a range of rights, including civil, political, social and cultural rights, as follows the right to maintain the secure life and good education for children. Having discussion the characteristics of migrant workers or labors, it must be noted about the alternative to employment in the lower tier of migrant workers or labors. This statements based on:

As a mode of incorporation, primary sector immigration also has distinct advantages, although they are of a different order from those pursued by "entrepreneurial" minorities. Dispersal throughout the receiving country and career mobility based on standard promotion criteria makes it imperative for immigrants in this mode to become fluent in the new language and culture (Stevens, Goodman, and Mick, 1978)

Clearly, besed on the statements above, this insicure is open only to a minority of immigrant groups. Therefore, the researchers pay deeply attention to this problems, by doing this research. This research is a qualitative analysis. The results of this study had been analyzed qualitatively, and transcriptions of data. In this study, the qualitative aspects of the documents, like books theories had been summarized and classified according to the necessary data.

ANALYSIS

Migrant Children Education

In Malaysia the movement of people from many countries, including Indonesia have increased dramatically over the past 30

years due to the country's rapid economic development. Those people usually move to Malaysia for being migrants labour or workers. Unfortunately, the Malaysian governments seem never pay attention to them, especially their children. As it has been told, that those migrants workers or laborer's children have been served as bad as slave's children. Most of those children must face insecure life, especially in education. The purpose of this paper is to present evidence on the academic performance of migrant students and explore the determinants of migrant student performance. One of the most important reasons for the lack of empirical evidence on migrant student performance is the lack of qualitative data on migrant schools.

In this analysis the researchers draw on some data. The data comes from Johor Baru migrant schools. In addition, this research would like to take as the researchers starting point significant global policy platforms in relation to the structuring of modern childhoods and consider these in terms of tensions over the rules value and valuing of children.. Globally its impact is felt through the production of league data information, connecting member states through the Programme for Community Learning Center (CLC), but also through very specific linkages that are made between indicators of children's performance and the maximization of economic growth through their human capital. This association builds, especially for Indonesian laborers or workers' children.

Indeed, every child has the right to have education in an equal and friendly environment. allowing them to reach their academic potential. In many Malaysian school settings, especially for migrant children workers classrooms are overcrowded, teachers are underqualified, rote learning takes priority over student-centred learning and pupils struggle to thrive without standardised curricula. These problems increases in migrant

resources are used primarily for investment in Indonesian laborers and workers for their children, rather than for current consumption. Those labors and workers are experiencing more favourable exchange rate shocks raise their non-consumption disbursements in several areas to be investment-related and show enhanced human capital accumulation and entrepreneurship. Child schooling and educational should rise, while child labour falls. This article also contributes more broadly to understanding how migrant labor or workers in developing countries respond to unexpected, transitory changes in economic conditions. In focusing on a those, this article is reminiscent of studies of the impact of those migrants events such as lossing capacity.

Instead, a good childhood as framed by the CLC is one in which in other, children have a right to protection, provision and participation. General principles define rights of non-discrimination and having in matters, which directly affect them. In education, it asserts children's' rights not only to education, but to their education system development and overall well-being. CLC points those migrant labor and workers children's rights to education as well as to equality and quality in their experience of education in minimal situation, which is provided.

It has been told in introduction, Community Learning Center (CLC) is an association like Pusat Kegiatan Belajar Mengajar (PKBM) in Indonesia. It is considered as alternative education. This association is for street children to get a better education. In Johor Baru, the reserchers found some evidence about the relevance to leaders of such features of the organizational context as geographic location, wheather for migrant labors or wokres or native, level of schooling (elementary, secondary) and both school and district areas. Each of these features has important implications for what it means to offer successful leadership. CLC typically

operate between four to six hours a day for five days a week. In many cases, they offer two separate sessions in the mornings and afternoons to accommodate as many students as possible in the little space they have.

Padagogic Migrant Laborers and Workers Children

By doing this research, the researchers could understand the framing of migrant childhoods in school of pedagogic, that seek to balance often competing demands between different of value in migrant children's school routines. The schools contribution to student learning, depends on the motivations and capacities of headmaster, teachers and administrators. Nevertheless, organizational conditions sometimes wear down educators' good intentions, in preventing the use of those practices. In some contexts, forexample, high-stakes testing has encouraged a practice form of instruction among teachers who are perfectly capable of developing deep understanding on the part of their students.

In Johor Baru, their government coorparate with Indonesian government in 2015 had been making a concept school space as social, interactive and agentic, allows for a more views analysis, that give rise to different learning trajectories for migrant children in schools. Pedagogy is the important method in teaching, but it considers as the nature of teaching, defines the shape of the padagogic would take and how it would be experienced in practicing, that frames children's identities as migrant labrers and eorkers children, and their educational experience. Those statements is connected by Pierre Bourdieu captures:

A field is a structured social space,
a field of forces, a force
field...Constant permanent

relationships of inequality operate inside this space, which at the same time, becomes a space in which the various actors struggle for the *transformation* or *preservation* of the field. (Bourdieu 1998: 40-41)

Based on him, this situation could be argued, that space (areas) and education can not operate in opposition. It means valuing migrant children, securing their 'well-being', brings 'added value' in terms of productivity, integration and social cohesion. The tension arises however because it is policy makers who may devine these possibilities. This CLC program can be considered as successful educational organization, if the leaders could develop their area (Johor Baru) and schools as effective organizations, that support and sustain the performance of administrators and teachers, especially their students. Specific practices would associate with this basics programs including the strengthening area and school daily cultures, modifying the main purpose of CLC and building collaborative processes.

In terms, CLC directly impacts their students especially when they reach upper primary or secondary classes like Grades 6, 7 or Grade 8. It's common for students to be much older than the grades, they are meant, that their age are over 14 or 15 years, both girls and boys tend to drop out. Based on the results of the research, the efforts done by CLC around three years ago have given the community to achieve the high level of literacy. Through CLC, achievements on literacy had been obtained not in the areas of illiteracy eradication, but in post-literacy programmes, life skills and community development programmes that met the needs of the community people.

Families view the opportunity costs of education to be quite high and instead of spending money on studying, they would rather have them earn and reduce the financial burden on the primary breadwinners. In CLC, it is not like primary centres, where instructors often have little experience, especially for secondary education needs qualified instructors. Unfortunately, CLC does not have enough funds, hiring new teachers is not always possible. Space considers as another obstacle many centres try to counter by running separate sessions in the mornings and the afternoons so more students can study. Moreover, CLC use Indonesian curriculum (kurtilas). Although, it is build in Malaysia, CLC belongs to Indonesian government. The CLC had played a very important role in providing learning opportunities for the community people. After the implement of CLC, a large number of people of Indonesian migrant laborers and workers community have participated in literacy programmes.

In the research, the researchers found that there was a student, who could win a science competition. So, it can be showed that CLC has proved to have successful leaders, who have mastered not only the basics, but also productive responses to demands of the contexts in which they find those children's self-confident. In this sense, all successful CLC leadership at its roots. Analysis of first generation Indonesian mmigrant children's performance in CLC has shown positive indications, comparing to native children

CONCLISON

Based on the research above, it could be concluded, that CLC as educational tool has played very encouraging role in community

literacy development in the community of Indonesian migrant laborers children. It can also be concluded, that this program make it famous is not merely, because of the successful roles, implemented, but what it makes more interesting is the fact that success of the program was depended more on the presence of effective activities and its relationship with other important factors such as local leaders, community participation, good educators and government.

From analysing the data, the researchers could tel bravely that CLC have several needs. First, it needs people or expert in the strategic planning and also many literacy books for their students. Second, by looking the space, CLC needs the building cappacity, that can make those students feel comfortable. In addition, there is insufficiency in almost all the critical aspects relating to the teaching staff, financial resources, materials as well as facilities. It is perhaps more critical to the issue to the teaching staff, since it dictates the quality of the centre. The centre could benefit from having more trained teachers apart from ensuring the regular professional development.

Finally, the researchers would like to say, that CLC can prove, that, although it is not considered as formal education, but it can have a students, who can win a science competition. It means, that CLC have equal standard, comparing formal education. In addition, Any development program, like CLC for the migrant laborers and workers children life should be highlighted aspect of their basic needs such as education quality requirements. This is seen as the best approach, taken into account the needs of those who want to be woken and not solely on the interest of certain participant, exploiting the rights of those children. This organization prove that

Indonesian government has tried many ways to make any Indonesian citizen, including those children to have a better education to get a better life.

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