

Introduction to Various Careers Through Psychoeducation for Children of Migrant Workers in Malaysia

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Abstract. *Children of Indonesian migrant workers in Malaysia face limited access to formal education due to administrative and citizenship constraints. This situation leads to minimal career literacy, restricting their knowledge about various professions in society. As a result, these children often struggle with motivation and confidence in exploring career options that align with their potential and aspirations. This community service program aims to enhance the career literacy of migrant workers' children through psychoeducational interventions. The method involves structured career psychoeducation sessions that introduce various professions, career pathways, and skill development opportunities. The program includes interactive discussions, career visualization activities, and hands-on workshops conducted in community learning centers where migrant workers' children receive informal education. Data collection was carried out through pre- and post-intervention assessments, including observations, interviews, and questionnaires to measure changes in career awareness and motivation. The results indicate that psychoeducation significantly improves children's understanding of different professions and the educational paths required to pursue them. Moreover, the program boosts their confidence in career planning and reduces anxiety about their future employment prospects. By providing psychological support and structured career guidance, this approach helps children develop skills and aspirations aligned with their career interests. Thus, psychoeducation serves as an effective strategy in supporting the children of Indonesian migrant workers in Malaysia, enabling them to unlock their full potential and prepare for the workforce more confidently and competently.*

Katakunci:
*Anak Pekerja Migran;
Profesi; Psikoedukasi.*

Abstrak. *Anak-anak pekerja migran Indonesia di Malaysia menghadapi keterbatasan akses terhadap pendidikan formal akibat permasalahan administrasi dan kewarganegaraan. Salah satu*

dampaknya adalah rendahnya literasi karier, yang menyebabkan mereka kurang memahami berbagai profesi yang ada di masyarakat. Kondisi ini sering kali membuat mereka mengalami kesulitan dalam menemukan motivasi serta kepercayaan diri untuk mengeksplorasi pilihan karier yang sesuai dengan potensi dan masa depan mereka. Program pengabdian ini bertujuan untuk meningkatkan literasi karier anak-anak pekerja migran melalui intervensi psikoedukasi. Metode yang digunakan meliputi sesi psikoedukasi terstruktur yang mengenalkan berbagai profesi, jalur karier, serta peluang pengembangan keterampilan. Kegiatan ini dilakukan melalui diskusi interaktif, visualisasi profesi, serta lokakarya keterampilan di pusat-pusat pembelajaran komunitas tempat anak-anak pekerja migran memperoleh pendidikan informal. Evaluasi dilakukan dengan mengumpulkan data sebelum dan sesudah intervensi melalui observasi, wawancara, serta kuesioner untuk mengukur perubahan dalam kesadaran dan motivasi karier mereka. Hasil kegiatan menunjukkan bahwa psikoedukasi secara signifikan meningkatkan pemahaman anak-anak tentang berbagai profesi serta jalur pendidikan yang dibutuhkan untuk mencapainya. Selain itu, program ini juga membantu meningkatkan kepercayaan diri mereka dalam merencanakan karier dan mengurangi kecemasan terkait masa depan pekerjaan. Dengan memberikan dukungan psikologis dan bimbingan karier yang terstruktur, pendekatan ini membantu anak-anak mengembangkan keterampilan serta aspirasi yang sesuai dengan minat karier mereka. Dengan demikian, psikoedukasi berbasis literasi karier menjadi strategi yang efektif dalam mendukung anak-anak pekerja migran Indonesia di Malaysia agar dapat mengembangkan potensi optimal mereka dan lebih siap memasuki dunia kerja di masa depan.

1 Introduction

Based on data from the Indonesian Migrant Worker Protection Agency (BP2MI) via the bp2mi.go.id page, there are 1,407,452 Indonesian migrant workers in Malaysia, consisting of 577,473 women and 829,979 men. The large number of migrant workers are followed by the large number of children, because many migrant workers bring their families with them. Children of migrant workers often experience limited access to quality formal education (Aranda & Nurhilmayah, 2024; Novia, 2023; Sholina, 2022), either because of administrative or citizenship status.

One of the efforts made by the Indonesian government through the Embassy of the Republic of Indonesia (KBRI) in Malaysia is by establishing a Community Learning Activity Center (CLC). There are dozens CLCs or Sanggar Bimbingan (SB) managed by the Indonesian Embassy, one of which is the SB Sentul Madrasatul Mahmudiah which is in Kampung Chubadak Hilir, Kuala Lumpur Malaysia. The SB facilitates non-formal education for children of migrant workers who do not have access to formal education (Asis & Feranil, 2020; Loganathan et al., 2021, 2022; Lumayag, 2016). Even though they do not have a standardized curriculum, resources and accreditation, SB provide programs that include basic literacy such as reading, writing, arithmetic and religious learning which are useful for children of migrant workers to continue their education to the next level.

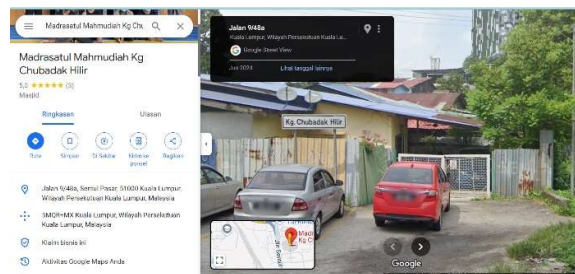


Figure 1. Sanggar Bimbingan Sentul Madrasatul Mahmudiah Kampung Chubadak Hilir, Kuala Lumpur Malaysia

Limited non-formal education program facilitation makes it difficult for children of migrant workers to obtain knowledge and career information and skills that are relevant for their future. In addition, economic conditions overseas put the children of migrant workers at risk of dropping out of school, which ultimately requires them to work in the informal sector with inadequate skills (Novia, 2023). Supported by a limited social environment, children of migrant workers are only familiar with professions in their surrounding environment.

Introducing various careers to children of migrant workers is very important to broaden their horizons regarding the various career options they can pursue in the future. Children of migrant workers often have limited access to information about professions outside their residential environment, so education about various fields of work can help them

make better decisions regarding education and careers. In addition, understanding various professions can also increase their motivation to pursue higher education and reduce the risk of limited job choices in the future (Agustina, 2017; Fadila et al., 2023; Purnamasari et al., 2022). Career introduction programs can help fill existing gaps by providing an overview of various career options that children may not have previously known yet.

Increasing the motivation of migrant workers' children to understand careers is very important in building a better future for them (Subekti et al., 2023). Many migrant workers' children face challenges such as limited access to education, minimal information about career choices, and family economic pressures that make them tend to follow in their parents' footsteps without exploring other potentials (Unicef, 2024). By building motivation and providing a broad understanding of various career paths, children can be more confident in designing their future according to their interests and abilities. Career guidance programs, access to professional role models, and support from family and community can be key factors in increasing their awareness of wider job opportunities. Thus, they not only have more choices in careers, but can also contribute more to their families and communities.

Increasing the motivation to learn of migrant workers' children can be done in various ways that involve family support, the environment, and adequate access to education. Teachers can provide positive encouragement by instilling the importance of education in achieving a better future (Nurcahya & Hadijah, 2020). Moreover, providing access to tutoring programs and additional classes can help children stay motivated despite economic constraints (Unicef, 2024). In addition, presenting inspirational figures or mentors from various professions can also raise their spirits to continue their education. With the right approach, migrant workers' children can have stronger motivation to learn and achieve their dreams.

Variations in introducing professions through various methods can increase the motivation of migrant workers' children in planning their future (Juliantika et al., 2023). Creative approaches, such as educational games, workplace visits, and experience sharing sessions with

professionals from various fields, can make children more interested and understand the various career opportunities available. In addition, the use of technology such as interactive videos, job simulations, and educational applications can also help them explore professions in a more interesting and accessible way. With various methods, children can learn according to their respective learning styles, so they are more motivated to pursue education and achieve goals that match their interests and talents.

Introduction to professions for Indonesian children in Malaysia can be implemented in various ways that integrate the provision of information with interesting learning media. Psychoeducation is one of the methods used to provide information to children from elementary school to high school (Cahyaningrum et al., 2024; Mirza et al., 2024; Safarina et al., 2023). Psychoeducation is an approach that applies psychological principles with education to support individuals to understand and overcome psychological and emotional problems. Psychoeducation regarding the introduction of professions to children of migrant workers in Malaysia will combine interactive methods, role playing (Mahastuti & Komarudin, 2023), and strengthening professional plans through a dream tree (Maura et al., 2023) which has been proven to be effective in helping children get to know the profession more widely. By introducing various professions, children of migrant workers can understand the relationship between education and work which can motivate them to reach the future.

2 Method

The implementation of psychoeducation on profession introduction for the children of Indonesian migrant workers in Malaysia was carried out at Sanggar Bimbingan Sentul, Kuala Lumpur Malaysia. Sanggar Bimbingan (SB) Sentul is one of the community learning centers that was formed to provide education for Indonesian children who live around the Kampung Chubadak Hilir area, Sentul Pasar, Kuala Lumpur, Malaysia. SB Sentul was founded on November 16, 2021, on the initiative of Shohehuddin, M.Ed. Since its founding, SB Sentul initially had 7 (seven) students, but now the number has increased to 41 students. Consisting

of 8 (eight) grade 1 students, 9 (nine) grade 2 students, 7 (seven) grade 3 students, 6 (six) grade 4 students, 7 (seven) grade 5 students, and 4 (four) grade 6 students. This psychoeducational activity will be carried out from Monday, August 19, 2024, to Friday, August 23, 2024.

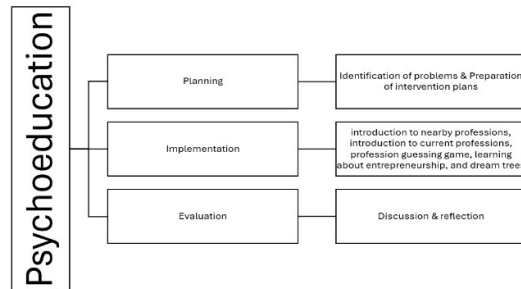


Figure 2. Psychoeducational Stages of Professional Introduction

Psychoeducation is used as a method in implementing this service activity which is structured into three main stages, namely planning, implementation and evaluation. Planning begins with identifying partner problems and designing psychoeducation-based interventions. The implementation stage consists of a series of activities that last for five days. The five main psychoeducational activities for introducing professions are introducing nearby professions, introducing current professions, guessing games, learning about entrepreneurship, and dream trees. The evaluation stage includes discussions related to career introduction which have been carried out for 5 days. Children are given the opportunity to talk about their dreams for the future and how to achieve them. These stages can be seen in the image below.

3 Results

The implementation of psychoeducation is carried out by dividing students into two groups based on their level of ability to understand and adapt the material provided. This division aims to ensure that each student can receive learning according to their cognitive development and academic skills. The first group, namely the lower-class group, consists of students in grades 1 and 2 who are still in the early stages of learning to read and write. Because their literacy skills are still developing, the approach used in this group is more interactive and

visual-based to make it easier to understand. Meanwhile, the second group, namely the upper-class group, includes students in grades 3, 4, 5, and 6 who already have better reading and writing skills. With a higher level of literacy, students in this group can receive material with a more complex approach, such as discussions or written exercises. In the implementation of this psychoeducation, learning modules are used as the main media to deliver the material, so that students can have structured and systematic guidance during the learning process.

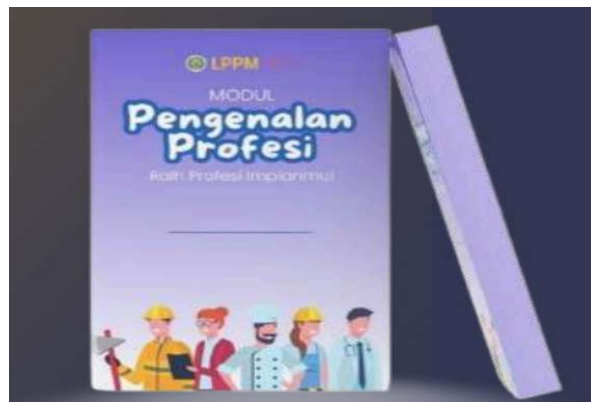


Figure 3. Professional Introduction Module

In the first session of psychoeducation, the material provided focuses on a basic introduction to professions. Students are introduced to the concept of professions, their importance in everyday life, and the various types of professions that exist around them. The main objective of this session is to help students understand that each profession has an important role in society. For lower grade students, learning is adjusted to their level of development. They are taught to read and write the names of professions to improve their literacy skills while getting to know the various jobs that exist around them. In addition, coloring activities for profession pictures are also provided to make learning more fun and interesting. With this approach, students not only learn to recognize professions through writing but also through visual activities that can improve their memory of the material being studied.

Meanwhile, for the upper class group, the learning method used emphasizes more on exploration and discussion. Students are invited to exchange ideas about the definition of profession and understand its role

in everyday life. After the discussion session, they are also given the activity of coloring pictures of professions, but with the addition of in-depth exploration of the professions they color. In this process, students are invited to analyze further information, such as the main tasks of the profession, the tools and materials used in their work, the places where the profession is usually carried out, and the skills needed to become a professional in the field. With this approach, students not only get to know the profession visually but also understand the roles and responsibilities inherent in the profession. At the end of the session, all students are invited to conclude together what they have learned, so that the material that has been given can be better understood and applied in everyday life.

In the second session of psychoeducation, students were introduced to various professions, including professions that are developing in society. To facilitate understanding, they were given several pictures of professions accompanied by a brief description of the duties and roles of each profession. After that, students were invited to discuss further about the professions and processes by relating them to their daily lives. This discussion aims to enable students to understand that each profession has an important contribution in various aspects of life, as well as to help them realize the existence of various professions around them.

To make the learning process more interesting and interactive, the role-playing method is applied in this session. Several students are selected to play a certain profession, while other participants are asked to guess the profession being played based on the movements or attributes displayed. This activity not only makes the learning atmosphere more enjoyable, but also helps students recognize the characteristics of various professions in more depth. At the end of the session, students are invited to conclude the material that has been learned together, so that they can reflect on their understanding and recall important concepts that have been discussed during the second session.

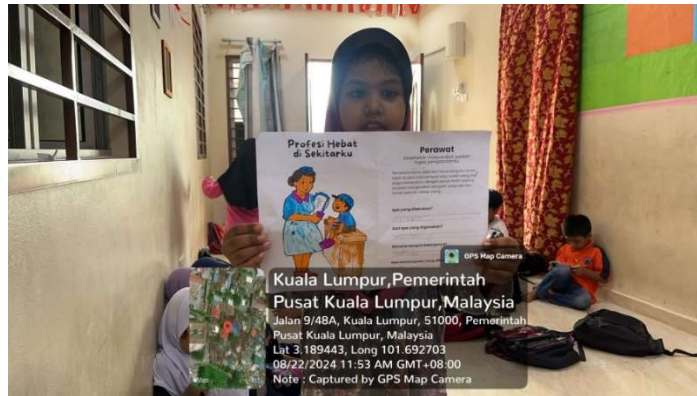


Figure 4. Getting to know the professions around me

In the third session of psychoeducation, students are given the opportunity to explore various professions that they encounter in their daily lives. They are invited to observe and discuss the professions carried out by people close to them, such as parents, siblings, or other individuals they know. Through this exploration, students can understand that each profession has an important role in society and contributes to various aspects of life. With this approach, students can more easily relate the concept of profession to their personal experiences, so that their understanding of the world of work becomes more concrete and meaningful.

In addition to recognizing professions, students are also invited to analyze more deeply the various aspects related to the job. They discuss the main tasks of the chosen profession, the tools and materials used in the job, the work location, and the skills needed to carry out the profession effectively. With this approach, students can get a clearer picture of various professions and understand how certain skills can be applied in the world of work. At the end of the session, they summarize and conclude the material that has been studied so that the concepts obtained during the discussion can be remembered and understood better.

In the fourth session of psychoeducation, students were introduced to the concept of the entrepreneurial profession and the opportunities they can take advantage of to become entrepreneurs. They were given an understanding of the meaning of entrepreneurship, its benefits in life,

and the various business fields that can be run. Through this session, students were invited to see that entrepreneurship is not just about running a business, but also about creativity, innovation, and the ability to take opportunities. By getting to know the various aspects of the entrepreneurial profession, students can begin to consider this path as a potential career choice in the future.

After receiving the material, students were given the opportunity to directly practice one type of business, namely making snacks that can be sold to generate profits. This activity aims to hone their creativity in creating products and understand the basic processes in running a small business. Through this direct experience, students are expected to develop an entrepreneurial mindset, such as the courage to take the initiative, the ability to see opportunities, and business management skills. By instilling an entrepreneurial spirit from an early age, students will be better prepared to face the challenges of the world of work and have alternatives in building their careers in the future.

In the final psychoeducation session, students were invited to reflect on their understanding of the various professions that had been studied in the previous session. After exploring various career options, students were encouraged to identify the profession that best suited their interests and aspirations in the future. In this process, they were invited to discuss the reasons for choosing a particular profession, the interesting aspects of the profession, and the main tasks that must be carried out. In addition, they also discussed the tools and materials used in the profession and the skills needed to do it well. Through this discussion, students were able to better understand the challenges and preparations needed to achieve their dream profession.

To help students design their future more concretely, this session also used the Dream Tree media. Students were given leaf-shaped pieces of paper, where they were asked to write down their dream profession before sticking them on the tree. Through this activity, students were able to see the various professions chosen by their friends, so that they became more aware of the breadth of career choices available. From the results of this reflection, students, especially children of migrant workers, began to have broader insights into the world of work compared to the

first session. Thus, this session helped them build motivation and awareness of the importance of planning their future carefully.

4 Discussion

The professional introduction program designed based on a psychoeducational approach aims to provide literacy to elementary school age children in understanding a profession, what is needed to achieve that profession, and how their interests and talents can relate to future career plans. This program is provided by considering the non-formal educational background they are taking and limited access to education (Aranda & Nurhilmayah, 2024; Novia, 2023) so that information regarding their profession is also limited. This influences children's interest and motivation to learn (Safarina et al., 2023).

Psychoeducation in an educational context is designed to provide understanding or skills to individuals and groups regarding the psychological conditions or problems they face and how to overcome them (HIMPSI, 2010). For the children of migrant workers, the conditions they face are limited rights due to administrative and citizenship problems. This psychoeducation is an effort to help children accept their condition and think about strategies to deal with their problems, namely by getting to know various professions (Asyanti, 2023). Introduction to professions given from an early age can help children develop a better understanding of the world of work and help them prepare more mature career decision plans in the future (Hasbi, 2020).

Professional introduction psychoeducation helps children get to know the various roles around them, such as police, doctors, farmers, chefs, and so on. Children also learn various professions that were previously unfamiliar to them, such as designers, content creators, artists and writers. The various professions that have been studied help children understand the various roles that exist in society which are interconnected with each other (Hasbi, 2020). This understanding will encourage children to understand that existing professions will collaborate with each other to create a peaceful community environment.

Psychoeducation programs packaged with varied methods can increase children's interest in learning (Juliantika et al., 2023). The application of discussion methods in psychoeducation to introduce professions to migrant workers' children can be an effective strategy to increase their understanding and motivation in planning for the future. Through discussions, children can share their experiences, hopes, and challenges, thus creating an interactive and supportive learning environment (Yuni et al., 2024). In addition, discussions allow them to ask questions directly to facilitators or professionals from various fields, thus gaining deeper insights into the world of work. This method can also be combined with a case study-based approach and self-reflection, which helps children identify their interests and potential in choosing a career. By actively involving them in the learning process, discussions in psychoeducation can build stronger self-confidence and motivation in pursuing education and professions that match their aspirations.

The role play method is one effective way to introduce various professions to children (Putu et al., 2021), including the children of migrant workers. In this method, children can play the role of a doctor, teacher, engineer, police officer, or other professions, so that they can experience firsthand the duties and responsibilities of the job. With a fun and interactive approach, role play helps children understand the world of work more concretely and increases their interest and motivation in exploring various career options. In addition, this method also trains social, communication, and problem-solving skills that are useful for their social, emotional and cognitive development. With direct experience through role play, children can more easily imagine their future potential and have clearer career aspirations. Children can increase their self-confidence by carrying out simulations in front of their friends. This will help children practice in real situations and reduce anxiety when dealing with large audiences (Mahastuti & Komarudin, 2023).

Using video as a medium to introduce professions to children is an effective and interesting method, especially for children of migrant workers who may have limited access to various learning resources. Videos can present information with attractive visuals, interactive animations, and inspiring stories that make it easier for children to

understand various professions and their responsibilities (Putu et al., 2021). In addition, videos can also feature interviews with professionals from various fields, job simulations, or even virtual tours of the workplace, so that children can see firsthand how a profession is carried out. With an audiovisual approach, videos can increase children's involvement in the learning process and arouse their curiosity about various career opportunities (Mohamed et al., 2020). The use of videos is also flexible, because they can be accessed anytime and anywhere, making them a practical solution for providing broad professional education to children of migrant workers. The variety of learning methods used helps children understand the uniqueness of each profession they study (Burrows & McArdle, 2019; Mohamed et al., 2020).

Every child has different interests and talents. This psychoeducation is designed according to the child's interests and links them to certain professions. There are children who like to draw clothing designs and are introduced to the profession of designer. Understanding interests and talents will help children understand themselves and provide an idea of how to develop these talents and interests to support a career in the future (Ayriza et al., 2020). Apart from aiming to introduce professions, this psychoeducation trains children's social and emotional skills for introduction to the world of work. Leadership, problem solving, empathy and communication skills become their provisions in social life. This understanding is important, because in achieving a certain career, social and emotional skills are also needed in addition to the interests and talents they have (Purnamasari et al., 2022).

Introduction to professions is aimed at helping children gain clearer knowledge about the professions they are interested in. This will encourage children to be motivated to study harder to learn the skills needed to achieve their dream profession. This can also increase self-confidence in future career orientation (Juliantika et al., 2023; Safarina et al., 2023). Through the variety of professions introduced, children can also learn that a profession is not only for one gender. An example is the police profession, which is attached to men, even though women can also work as police. This understanding will bring a broader view of the professional options they are interested in.

Introduction to professions through a psychoeducational approach is effective in providing a more diverse understanding of professions to children of migrant workers (Cahyaningrum et al., 2024; Jalal et al., 2023; Mirza et al., 2024; Safarina et al., 2023). This is evident from the increasing number of types of professions they wrote on their dream trees compared to the types of professions mentioned during the first session. The various activities provided during the learning session also make children interested in continuing to participate by asking about activities that will be carried out in the next session.

This profession introduction program does not aim to require children to choose a particular profession at an early age, but this introduction aims to help children identify areas that are interesting and motivate them to be passionate about learning. By introducing professions from an early age, children become better prepared and have longer career plans (Mohamed et al., 2020).

5 Conclusion

The implementation of professional introduction psychoeducation aimed at providing professional literacy to the children of Indonesian migrant workers in Malaysia has been achieved. This is proven by the difference in children's knowledge during the first session and the fifth session. During the first session, children tend to mention ideals that are close to them, such as their parents' profession and the professions they see every day. When writing the dream tree, children begin to write dreams with more diverse professions. It is hoped that this psychoeducation will be a gateway for children of migrant workers to have self-confidence and optimism to achieve their dreams.

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