
Integrating Community Service with International Internship Programs: Introducing Pancasila Values at Sanggar Belajar Sri Muda and Kuala Langat, Malaysia

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Abstract

This paper examines the integration of community service through an International Internship Program (KKN Internasional) at Universitas Muhammadiyah, aimed at introducing and teaching the values of Pancasila to Indonesian migrant children at Sanggar Belajar Sri Muda and Sanggar Belajar Kuala Langat in Malaysia. The study assesses the program's goals, methodologies, challenges, and the impact of the intervention on both the students and the community. Through participatory teaching methods and cultural exchange, the project highlights the importance of character education and intercultural communication in international service learning. Despite challenges such as resource limitations and cultural differences, the program successfully contributed to the community and enriched the participants' educational and personal growth. The findings suggest that such international community service programs play a vital role in fostering cross-cultural understanding and promoting national identity abroad.

Keywords: Community Service; International Internship; Pancasila; Character Education; Cross-Cultural Communication; Indonesia; Malaysia

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1. Introduction

Community service has long been regarded as an essential component of higher education, providing students with the opportunity to engage with and contribute to the communities around them. This form of service learning connects the academic curriculum to real-world experiences, enabling students to apply theoretical knowledge in practical settings. In Indonesia, one of the key programs facilitating this engagement is **Kuliah Kerja Nyata (KKN)**, a community service requirement for university students. Traditionally, KKN programs have been implemented in rural areas across Indonesia, where students work on projects to address local issues, often focusing on education, health, environment, and community development.

In recent years, Indonesian universities have expanded the scope of KKN programs to include international locations, creating what is known as **KKN Internasional (International**

Internship Programs). This initiative allows students to participate in community service projects outside of Indonesia, often in countries where there are significant Indonesian migrant populations. These programs aim to promote cross-cultural understanding, enhance students' global competencies, and contribute to the development of migrant communities by providing support in education, skills development, and social integration. Such international internships provide a platform for students to apply their academic knowledge while gaining valuable insights into global challenges.

This study focuses on a **KKN Internasional** program conducted by Universitas Muhammadiyah in Malaysia, specifically at two community centers: **Sanggar Belajar Sri Muda** and **Sanggar Belajar Kuala Langat**. These centers offer educational support to Indonesian migrant children who face significant barriers to accessing formal education due to Malaysia's restrictive policies regarding non-citizens' enrollment in public schools. The goal of this program was to introduce Indonesian values, particularly **Pancasila**, to these children in a way that would empower them to preserve their cultural identity while integrating into Malaysian society.

1.1. Objectives of the Study

The main objective of this study is to evaluate the impact of introducing **Pancasila**—Indonesia's state ideology—through a community service initiative aimed at Indonesian migrant children. The study will assess how these values can foster a sense of national identity, social cohesion, and moral responsibility among the children. Additionally, this paper will explore how such international internships contribute to students' academic and personal growth, as well as the ways in which the program fosters intercultural communication skills and global citizenship.

1.2. Research Questions

The study addresses the following key research questions:

1. What impact did the introduction of **Pancasila** values have on Indonesian migrant children in Malaysia?
2. How did the KKN Internasional program contribute to the students' personal and academic development?
3. What challenges were faced during the implementation of the program, and how were these challenges overcome?

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4. How does the KKN Internasional program promote cross-cultural understanding and communication between Indonesian students and Malaysian migrant children?

1.3. Significance of the Study

The findings of this study are significant in understanding how community service learning programs, especially those focused on cultural exchange and education, can play a transformative role in shaping the personal and academic development of students. This research also contributes to the body of literature on community service and international internships by highlighting the role of national ideologies like **Pancasila** in fostering a sense of identity among migrant children. Furthermore, it underscores the importance of intercultural communication skills in today's increasingly globalized world.

2. Method

This study uses a qualitative case study approach to examine the impact of the **KKN Internasional** program on Indonesian migrant children in Malaysia. The case study method was chosen because it allows for an in-depth exploration of the program's implementation, outcomes, and challenges.

2.1. Data Collection

Data was collected using three primary methods:

1. **Field Observations:** Observations were made during community service activities at **Sanggar Belajar Sri Muda** and **Sanggar Belajar Kuala Langat**. Researchers observed how students interacted with the children, the teaching methods employed, and the overall engagement of the children.
2. **Interviews:** Semi-structured interviews were conducted with 10 KKN students, 5 teachers from the Sanggar Belajar centers, and 10 migrant children to understand their experiences and perceptions of the program.
3. **Document Analysis:** Program reports, lesson plans, and other documents related to the activities were reviewed to assess the alignment between the planned curriculum and the implemented activities.

2.2. Data Analysis

The data were analyzed thematically, with a focus on the following key areas:

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1. The impact of **Pancasila** education on the children.
 2. The personal and academic development of the KKN students.
 3. The challenges faced during the program and how they were addressed.
 4. The overall effectiveness of the program in promoting intercultural communication and understanding.

3. Findings and Discussion

3.1. Impact on Students at Sanggar Belajar

The students at Sanggar Belajar Sri Muda and Sanggar Belajar Kuala Langat demonstrated a growing understanding of Pancasila and its relevance to their lives. Several students expressed a greater appreciation for Indonesian culture and identity. They also showed increased participation in class and demonstrated improved social skills, particularly in terms of collaboration and mutual respect. Many students reported feeling more connected to their cultural roots.



Figure 1 Learning Process

3.2. Academic and Social Skills Development

Through the KKN activities, the children not only learned about the principles of Pancasila but also engaged in creative and critical thinking activities. These activities fostered skills such as problem-solving, teamwork, and critical analysis, which were central to the values of Pancasila.

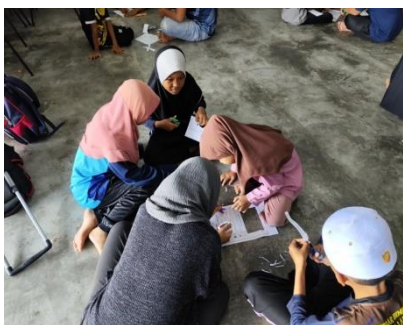


Figure 2 Social Skills Activity

3.3 Challenges Encountered by KKN Students

KKN students faced several challenges, particularly regarding language barriers and the differences in educational systems between Indonesia and Malaysia. The lack of proper teaching materials and resources also impeded the effectiveness of their teaching. Despite these challenges, students adapted by using more traditional teaching methods, such as chalk-and-board lessons.

The introduction of Pancasila in a cross-cultural setting proved to be an effective way of promoting national identity among Indonesian migrant children. By incorporating local values into the teaching process, the students were able to connect their cultural heritage with their current environment, fostering both a sense of belonging and a deeper understanding of their role as citizens of both Indonesia and the global community.

The intercultural exchange between Indonesian students and Malaysian students of Indonesian descent was beneficial in promoting mutual respect and understanding. KKN students learned how to navigate cultural differences and communicate effectively in a foreign environment. This experience not only enriched their personal growth but also enhanced their professional skills in cross-cultural communication and education.

The Sanggar Belajar initiative provided an essential bridge for Indonesian migrant children who would otherwise have limited access to formal education. The program's flexible approach, which integrated Pancasila values with daily learning, helped address the educational gap that these children face in Malaysia

4. Conclusion

The integration of Pancasila education through the KKN Internasional program at Sanggar Belajar Sri Muda and Sanggar Belajar Kuala Langat provided valuable insights into the role of community service and international internships in promoting cultural exchange and national identity. Despite facing challenges such as limited resources and cultural differences, the program succeeded in achieving its goals of fostering understanding and appreciation for Indonesian values. The study suggests that such programs are beneficial not only for community development but also for the personal and academic growth of students. Future programs should focus on enhancing sustainability and further improving intercultural communication and teaching resources.

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