

Training and Human Resource Development at the Indonesian School Kuala Lumpur (SIKL) through the International Partnership Community Service Program (PPM KI)

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Abstract. The tridharma of higher education consists of three obligations that must be carried out within higher education institutions. These three obligations consist of 3 points, namely Education and Teaching, Research and Development, and Community Service. To realize the Tridharma of Higher Education, one of them includes a community service program (PPM) that must be implemented by all students. Students who undertake the Community Service Program (PPM) in International Partnerships (KI) or KKI (International Partnership Community Service) are expected to be able to apply the knowledge they have acquired in their academic studies within the community. This program is a community service activity aimed at improving the quality of service, in collaboration with higher education institutions/academics/LSM activists/PCIM outside the country. The target of this service is Indonesian citizens or Indonesian community abroad. Each student will be integrated and collaborate with participants from other HEIs (Higher Education Institutions) with varying numbers as needed in each SB (Community Service Site). One of them is the Pantai Dalam Guidance Center. The results of this KKN/PPM KI activity are expected to produce independent programs that we collectively create. The main work program includes eradicating Quranic illiteracy (BTA), strengthening the interests and talents of students, strengthening the character of students, and implementing AIK (Religious and Faith Education), which are also part of the programs that we prioritize.

Keywords: training, community service, education

1. Introduction

Students as agents of change are individuals referred to as young intellectuals due to their education. Anyone who holds this status must undoubtedly possess good morals and be beneficial to their surroundings. In the KBBI (Indonesian Dictionary) itself, a student consists of two words, "maha" and "siswa," where "maha" means something great, while "siswa" refers to a person who is learning. Therefore, a student is a participant or student in a higher education institution who is currently pursuing an educational learning process (Universitas123, 2021)

Furthermore, students also have another role, which is as agents of change and social controllers within society. This role is what can ultimately make a student the hope of the nation in the future by seeking solutions to various ongoing issues (Arum, 2022). Students must also be able to apply the Tri Dharma of Higher Education. The Tri Dharma of Higher Education comprises three obligations within higher education, which include Education and Teaching, Research and Development, and Community Service (Nurhakim, n.d.). One form of implementing the Tri Dharma of Higher Education is by conducting community service programs (PPM) facilitated by International Partnerships (KI) or KKN KI.

This program is a community service activity aimed at improving the quality of community service, in collaboration with universities/academics/LSM/PCIM abroad. The main target of this program is Indonesian citizens or Indonesian citizens who are undergoing education at SIKL. SIKL (Indonesian School Kuala Lumpur) is an Indonesian school facilitated by the KBRI which aims to provide education services to Indonesian citizens in Malaysia (Adminfitk, 2014).

Sekolah Indonesia Kuala Lumpur (SIKL) plays a crucial role in providing quality human resources for both the present and the future. Based on observations conducted at SB Pantai Dalam, it was found that there were certain areas where they lagged behind other learning centers, particularly in literacy and numeracy. Literacy here encompasses not only academic literacy but also non-academic literacy. Therefore, it is only right that they receive what they need, which is to introduce them to literacy and numeracy activities. Literacy, in this context, is focused on combating illiteracy in reading and writing the Qur'an (BTA). Another important aspect to emphasize is calistung literacy (reading, writing, and arithmetic). Both of these focuses are also seen as incomplete without nurturing the interests and talents of the students. Therefore, the PPM team is also targeting programs to enhance students' interests and talents.

Based on the situational analysis conducted, several issues were identified at SIKL Pantai Dalam, namely 1) the low level of Qur'anic illiteracy, 2) the low quality of student literacy and numeracy, and 3) the lack of facilities and infrastructure for the development of student interests and talents. Based on the identified problems, Indonesian students have engaged in community service. These students are part of the community service team placed at Sanggar Bimbingan (SB) in the Semenanjung Malaysia region.

Community service programs aimed at Indonesian citizens residing abroad have also been researched by Saputri (2023), Makmur (2023), Sulistyanto (2023), and Hayati (2023), who discuss how to cultivate and strengthen the character of love for the homeland (nationalism), empower literacy and numeracy activities through digital media, and implement environmental education. These efforts are carried out through PPM KI and KKN activities that are expected to achieve long-term benefits. Therefore, the changes and developments made should not stop once the community service team is withdrawn but should become a sustainable project.

Unlike previous research, students will join and collaborate with participants from other PTMAs in varying numbers according to the needs of each SB. This program has previously been implemented, resulting in six generations of students who have carried out community service. This year marks the sixth generation. Community service carried out in the Pantai Dalam region is

expected to enhance the comprehensive knowledge and understanding of Indonesia among students studying at Sekolah Indonesia Kuala Lumpur (SIKL) Malaysia, so that they can return to Indonesia to continue their studies (Masyarakat and Dahlan 2018).

2. Program Implementation Method

This research employs a descriptive research method, which is a research procedure or problem-solving approach that investigates by providing a description of the subjects or objects used, such as individuals, institutions, communities, and others (Satriawan, 2016). As for the method of implementing this activity, it is divided into three stages, namely:

a. Preparation phase

In the preparation stage, the first thing to do was to hold a small discussion with the management of the Pantai Dalam guidance studio. The discussion contained an introduction to the place of origin of the PPM team and explained what work programs would be implemented for approximately 28 days at SIKL.

b. Observation and Needs Analysis Stage

After making preparations, the action taken is to carry out direct observations. This observation then produces conclusions regarding what needs to be followed up. As well as analyzing the abilities of the students at SB Pantai Dalam, starting from the ability to read, count, and so on. Then we classify them based on the abilities possessed by the students.

c. Activity Implementation Stage

The PPM activities which lasted for 28 days were based on the Tri Dharma of Higher Education, the aim of which was to improve human resources at SIKL. At the implementation stage of this activity, the subjects were 11 children with various different conditions based on the results of the analysis that had been carried out previously.

3. Results of Program Implementation & Analysis

The results of this KKN/PPM KI activity are expected to give birth to a self-reliant program that we collectively discuss and turn into a group program. Our main working program includes the eradication of illiteracy in the Quran / Reading and Writing Quran (BTA). Other programs include strengthening students' interests and talents, enhancing students' characters, and implementing AIK, which are also part of our prioritized programs.

a. Eradicating Al-Qur'an/BTA Illiteracy Using Iqra Books

The activity of eradicating illiteracy in reading and writing the Quran is part of literacy. Nugroho (2023) outlines efforts that can be made to promote literacy in schools, one of which is the establishment of a literacy corner. Increasing the variety of books both in schools and in various educational institutions (TPA), especially adding books containing Arabic letters to familiarize students with reading and writing the Quranic letters. Posting posters related to BTA in the students' learning environment.

The program to eradicate Illiteracy in Reading and Writing the Quran / BTA using the Iqra Book is one of the main programs we implement because it is an easily accessible Quran learning method in Indonesia. In the implementation of this program, students use a guidebook consisting of 6 volumes, namely Iqro. Equipped with a practical tajweed book, it can facilitate students in reading the Quran relatively quickly.

K.H. As'ad Humam is the creator and compiler of the Iqro method. He compiled Iqro since meeting and studying with K.H. Dachlan Salim Zarkasyi, who first introduced the method of learning to read the Quran using the Qiroati method (Yulianti, 2022). These methods must be mastered by mentors, including students. The chosen method must also be suitable for the learning conditions at the location. Thus, its delivery can be well received.

The implementation of this program does not require many tools. During the program's implementation process, we guide students on how to recite or pronounce the Quranic letters fluently and correctly, following the makhrojal letters and their readings.

Here is the classification we obtained in the field before guiding the students in learning to read and write the Quran / BTA.

Table 1. Results of Al-Qur'an Reading and Writing Ability before Guidance

No.	Variables	Indicator	Test Form	Result
1.	Reciting Al-Qur'an	a. Smoothness b. Fashohah	Reading Practice Test	1 person who is already fluent 2 people who are still stuttering
2.	Write Al-Qur'an	a. Writing single hijaiyah letters b. Writing hijaiyah letters in cursive c. Correct use of punctuation	Practice Test	7 people who can't. 4 people can do it.
3.	Reading Iqro	a. Fashohah b. Smoothness c. Mastery of hijaiyah letters	Reading Practice	3 people who are still iqro six. 2 people are still iqro three. 3 people still have two iqro

Next, the following is the classification that we obtained in the field after guiding students in learning to read and write the Al-Qur'an / BTA.

Tabel 2. Hasil kemampuan baca tulis Al-Qur'an setelah pembimbingan

No.	Variables	Indicator	Result
1.	Reciting Al-Qur'an	a. Smoothness b. Fashohah	5 people who are already fluent. 1 person is still stuttering.

No.	Variables	Indicator	Result
2.	Write Al-Qur'an	a. Writing single hijaiyah letters b. Writing hijaiyah letters in cursive c. Correct use of punctuation	8 who can already write. 3 which still can't.
3.	Reading Iqro	a. Fashohah b. Smoothness c. Mastery of hijaiyah letters d.	3 people who are still iqro four. 2 people are still iqro two

b. Reading, Writing and Calculation Ability

The next program is guidance in reading, writing, and arithmetic by the students themselves. Ramadhan (2023) states that in the process of improving reading, writing, and arithmetic skills, a variety of methods are required. The media and learning environment should also be diversified to prevent students from feeling bored. It is explained that literacy implementation can include the provision of diverse books to avoid monotony. Ulinnuha (2023) and Saputri (2023) suggest that providing books can be done with specific strategies, such as setting up a reading corner at school. Digital media can also be used to support learning through educational games. Additionally, posters are considered effective in motivating students to read more (Lestari, 2023).

Apart from the strategies outlined in previous research, the previous community service team also began the activity by classifying the students' abilities there. This classification was conducted to assess the reading, writing, and arithmetic abilities of the students. Here are the test results to identify the shortcomings of the children at the guidance center.

Table 3. Reading and Writing Ability Test Results Before Guidance

NO	Variables	Indicators tested	Number of Students in the variable category	Total number of students
1	can't read yet	can read Latin letters in Indonesian and can read a series of letters or basic words that are easy to read and use every day	4	11
2	Can't speak Indonesian well yet	fluent in basic Indonesian in pronunciation of basic words or those used every day	2	11

3	Can't count yet	calculating multiplication 1x1 to 5x5 as well as dividing numbers and short subtraction	4	11
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After providing guidance to students, our next step is to classify students' reading, writing and calculating abilities. The results of the guidance in the period March 14 to March 31.

Table 4. Results of Students' Reading, Writing and Calculating Abilities after Guidance

No.	Result	Indicators tested	Number of Students in the variable category	Total number of students
1	Can't read yet	can read Latin letters in Indonesian and can read a series of letters or basic words that are easy to read and use every day	2	11
2	Can't speak Indonesian well yet	fluent in basic Indonesian in pronunciation of basic words or those used every day	1	11
3	Can't count yet	calculating multiplication 1x1 to 5x5 as well as dividing numbers and short subtraction	2	11

c. Increasing Interest and Talent using the Stifin Method

The last program implemented is the enhancement of students' interests and talents. The research conducted by Husna (2023) reveals that factors influencing students' interests and talents can originate from both internal and external sources. These factors include limitations in learning media and underutilization of technological advancements, causing students to be unwilling to change and improve. Additionally, interests and talents are often overlooked. Another factor is the support from parents and self-motivation of the child. Self-motivation plays a significant role in enhancing interests and talents.

Based on this research, the program for enhancing interests and talents utilizes the STIFIn method. STIFIn stands for Sensing, Thinking, Intuiting, Feeling, and Instinct. Here are the research findings obtained before the guidance was provided.

Table 5. Increasing Interest and Talent Using the Stifin Method before Mentoring

No	Types of Intelligence	Number of students	Intelligence
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No	Types of Intelligence	Number of students	Intelligence
1	Sensing Introvert	2	Memorize counts in good physical shape and have strong muscles, be diligent
2	Sensing Extrovert	2	Memorizing counts is good physical shape and has strong muscles
3	Insting	1	Can learn anything quickly but cannot master it completely
4	Feeling Extrovert	2	drawing, sensitive to the environment and has high empathy for society
5	Intuiting extrovert	2	good at drawing, can understand and learn various languages well
6	Thinking Introvert	2	logical, wise, good at assessing conditions

Therefore, based on the results of the quick test, appropriate actions can be taken by providing guidance according to their innate intelligence. A "Sensing" individual will receive more focus on logical questions and practical exercises. "Instinct" individuals can be placed anywhere due to their uniqueness, while "Feeling" individuals will receive treatment oriented towards the arts due to their strong emotions. "Intuiting" individuals will be taught practical aspects, art, pattern recognition, and language practice.

The STIFIn concept was introduced by Farid Poniman with an initial psychological analytical approach. The application of talent and interest through this method will also enhance and assist students who may face difficulties in learning something in the future, as they will better understand their innate talents, making it easier for them to determine their future, seek employment, or develop their careers (Hasmaniah et al., 2023).

Within the STIFIn method, there are 9 (nine) characteristics of intelligence/brain that have their own uniqueness. By conducting the STIFIn test, we can identify the appropriate approach to instilling character values in students. Here are the types of characteristics of human brain intelligence based on the STIFIn method:

1. Sensing, the brain's operating system for this characteristic is located in the lower left part of the limbic system. People with a Sensing advantage usually have strong and diligent memory.
2. Thinking, the brain's operating system for this characteristic is located in the upper left part of the neocortex. Individuals with a Thinking advantage are usually intelligent and analytical.
3. Intuiting, located in the neocortex or the upper right part of the brain. People with this advantage usually have innovative and creative skills.
4. Feeling, located in the right limbic system or the lower right part of the brain. Individuals with a Feeling advantage usually possess emotional intelligence and social instincts.

5. Instinct, the instinct system is located in the right part of the brain. People with this advantage usually have versatile abilities and instinctual intelligence (Stifinfamily.com, 2022).

The treatments for each of these characteristics are as follows:

1. Approach to Sensing intelligence individuals involves providing examples, learning by doing, and giving detailed and orderly instructions.
2. Approach to Thinking intelligence individuals involves logical reasoning, consensus, and written rules.
3. Approach to Intuiting intelligence individuals involves providing a broad overview and imagination.
4. Approach to Feeling intelligence individuals involves an emotional approach.
5. Approach to Instinct intelligence individuals involves providing spontaneous, to-the-point approaches to engage them directly.

Table 6. Increased Interest and Talent Using the Stifin Method After Guidance

No.	Type of Intelligence	Number of Students
1.	Sensing Introvert	3
2.	Sensing Ekstrovert	2
3.	Insting	2
4.	Feeling Ekstrovert	2
5.	Intuiting Introvert	1
7	Intuiting Ekstrovert	1

So, from the results of the following rapid test, action can be taken by providing direction according to their innate intelligence. A sensing person will be given more treatment on logic questions and more practice. An instinct person can be placed anywhere because of their specialness and feeling is given artistic treatment because they have strong feelings as well. An intuitive is given lessons on practice, art, patterns, images, and language practice

4. Conclusion

This research utilizes a descriptive method to enhance the quality of human resources (HR) at SB Pantai Dalam School in the Federal Territory of Kuala Lumpur through a 28-day community service program (PPM). In the preparation phase, the team held discussions with the managers of Pantai Dalam guidance center, introduced themselves, and presented their work program. During the analysis phase, the team classified students based on their abilities and interests. In the implementation phase, the team applied the Tridharma of Higher Education, which includes service, teaching, and research, to provide knowledge to the students.

The research results indicate that out of 11 children, 4 cannot read, 2 do not understand Indonesian, and 2 struggle with basic mathematics. The team organized separate learning sessions

for children who cannot read and provided specialized instruction for those who lacked basic Indonesian language and mathematics skills. As a result, the children who previously couldn't read or do basic math improved their abilities. Additionally, by incorporating interests and talents, the team was able to assist students who had difficulty learning and make it easier for them to determine their future paths. Each student has their own unique abilities and intelligences, along with a high level of enthusiasm for learning.

This program is conducted through community service activities (PPM), which is one of the Tri Dharma of Higher Education, namely community service. Students, as agents of change and social controllers in society, help improve the knowledge and comprehensive understanding of Indonesia among Indonesian working children who are pursuing education in Malaysia. The program aims to enhance the quality of human resources in Indonesia through collaboration with academics, NGOs, and PCIM in Malaysia.

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