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Community-Based Inclusive Literacy Education for Indonesian Migrant Children at Broga Learning Center

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Abstract

This community service initiative sought to enhance inclusive literacy education for Indonesian migrant children at Broga Learning Center, Malaysia, using a community-focused reflective literacy strategy. The program utilized a qualitative participatory approach that engaged migrant children alongside local tutors in informal educational environments. The sessions involved mini-classes that included guided reading, storytelling, reflective writing, and dialogic discussions aimed at promoting active student involvement and experiential learning opportunities. The process of implementation encompassed a needs assessment, creation of reflective literacy resources, mini-class educational activities, tutor guidance, and evaluation of the program. The results showed that the program effectively enhanced students' involvement in literacy, boosted their communication confidence, and increased their participation in learning activities. Students became increasingly engaged in voicing ideas, exchanging experiences, and collaborating with peers and facilitators. Moreover, the program positively impacted the enhancement of local tutors' pedagogical skills through collaborative co-teaching and mentoring practices aimed at inclusive and student-centered learning methods. The combination of reflective literacy, participatory teaching methods, and tutor empowerment fostered a more nurturing and significant learning atmosphere for migrant children. This initiative showcases the promise of inclusive literacy education driven by the community as a viable educational framework for marginalized migrant populations.

Keywords: **Community-Based Education, Inclusive Literacy, Migrant Children, Reflective Literacy, Non-Formal Education.**

INTRODUCTION

Access to inclusive and equitable education is one of the major challenges encountered by migrant children globally, especially in nations where their legal and social status restricts entry to formal educational facilities. An Indonesian migrant child in Malaysia is part of a vulnerable group often overlooked by mainstream educational services because of administrative obstacles, socio-economic challenges, language disparities, and mobility problems faced by families of migrant workers (Loganathan et al., 2022). Consequently, numerous children depend significantly on informal community learning centers created autonomously by migrant populations or volunteer groups. These educational centers are crucial not only for offering fundamental access to education but also for aiding children's social adjustment, emotional health, and individual growth. In relation to Sustainable Development Goal (SDG) 4, which focuses on providing inclusive and equitable quality education for everyone, community-driven literacy initiatives are gaining significance as viable educational solutions that can tackle educational disparities faced by marginalized migrant groups (Saini et al., 2023).

Broga Learning Center Malaysia, functions as a community-focused educational facility created to assist Indonesian migrant children with restricted access to conventional education. The learning center serves children from families of migrant workers with varied educational histories, literacy skills, and cultural experiences. Broga Learning Center, functioning as a non-formal educational entity, has restricted infrastructure, educational materials, and teaching assistance. Learning activities are typically supported by local tutors and volunteers who are dedicated to community service but frequently lack extensive professional training in inclusive and literacy-focused educational methods (Harsono et al., 2022). Nonetheless, the learning center has transformed into a significant educational and social environment where migrant children can persist in their education, engage socially, and enhance their communication skills despite their disadvantaged situations. The presence of this learning center highlights the significant role of community involvement in tackling educational issues encountered by migrant communities overseas.

Even with its significant impact, various educational challenges were recognized at Broga Learning Center before the launch of this community service initiative. Numerous students exhibited minimal literacy engagement, restricted reading comprehension skills, and lacking confidence in articulating thoughts verbally or in writing. Learning activities primarily emphasized traditional academic tasks without incorporating reflective and participatory learning methods that could promote active engagement from students. Furthermore, the variety of students' reading skills and language proficiencies posed challenges for tutors in applying adaptive and inclusive teaching methods (Razalli et al., 2020). The restricted access to contextual learning resources and organized literacy modules additionally impacted the efficacy of teaching practices. From the institutional viewpoint, tutors needed enhanced pedagogical assistance and guidance concerning student-centered learning techniques, reflective literacy methods, and inclusive educational strategies appropriate for migrant learning contexts. These challenges emphasized the immediate necessity for a community-focused educational initiative that can enhance student literacy skills and tutor teaching abilities at the same time.

Under these conditions, the “Community-Based Inclusive Literacy Education for Indonesian Migrant Children at Broga Learning Center” program was executed as an international community service project carried out in partnership by Universitas Muhammadiyah Ponorogo and local collaborators in Malaysia. The initiative aimed to enhance reflective literacy skills in migrant children via mini-class instructional activities, guided reading, storytelling, reflective writing, and participatory discussions tailored to students' contextual backgrounds and educational requirements. Additionally, the initiative highlighted the importance of tutor empowerment via cooperative teaching methods, mentoring activities, and the creation of relevant literacy learning modules that could be effectively integrated into the learning center. This program sought to enhance students’ literacy engagement and self-confidence while reinforcing the sustainability of non-formal educational practices for Indonesian migrant communities in Malaysia by incorporating inclusive education principles, reflective literacy methods, and community involvement.

The execution phase was conducted jointly through co-teaching methods that included the community service team and local tutors, employing reflective and student-centered learning strategies. The primary variables examined in this program encompassed student involvement, literacy interaction, confidence in communication, reflective expressive skills, and tutor teaching effectiveness. Data gathering methods involved participatory observation, reflective dialogues, student learning output documentation, tutor feedback meetings, and notes

taken during program activities. The gathered data were examined employing qualitative descriptive analysis methods by categorizing and interpreting results thematically to recognize patterns of literacy growth, tutor engagement, student involvement, and implementation obstacles. Periodic reflection meetings took place between facilitators and tutors to assess program effectiveness and develop suggestions for enhancing the sustainability of inclusive literacy education strategies in migrant community learning settings

RESEARCH METHODS

This community service initiative utilized a qualitative participatory method within a community-based education framework to enhance inclusive literacy education for Indonesian migrant children at the Broga Learning Center in Malaysia. The program took place from February to April 2026 and included Indonesian migrant children along with local tutors engaging in non-formal educational activities. Participants were chosen intentionally according to their engagement in literacy learning sessions and tutoring activities. The program implemented a mini-class learning approach featuring small groups of around five students each session to promote intensive interaction, personalized mentoring, and flexible learning assistance. Educational resources encompassed guided reading modules, reflective writing worksheets, storytelling exercises, dialogic discussions, student journals, visual literacy tools, and basic digital learning assistance via WhatsApp prompts. The process of implementation included four phases: needs assessment, development of instructional materials, execution of learning, and evaluation. The needs assessment phase involved observing, conducting informal interviews, and carrying out initial literacy activities to determine students' literacy skills, socio-emotional status, communication obstacles, and learning preferences.

RESULTS AND DISCUSSION

Stage 1. Needs Assessment and Development of Inclusive Literacy Materials

The program's first stage concentrated on recognizing the educational environment, literacy skills, and learning obstacles faced by Indonesian migrant children at Broga Learning Center. This phase involved direct observations of the classroom, casual discussions with local instructors, and initial literacy exercises with students. The evaluation results showed that participants had a range of literacy skills, especially in reading comprehension, vocabulary knowledge, and written communication abilities. A number of students exhibited low confidence in sharing their thoughts during class discussions, whereas some faced challenges in comprehending learning directions because of variations in their educational backgrounds and language exposure. Moreover, tutors indicated that literacy acquisition activities had largely depended on traditional teaching methods, lacking adequate contextual or engaging learning resources tailored to the social experiences of students as migrant children. These circumstances emphasized the pressing requirement for more inclusive and student-focused literacy programs that can address various learning needs in informal migrant education settings.

Drawing from the assessment results, the community service team worked together to create contextual literacy learning resources tailored specifically for migrant children at Broga Learning Center. The created resources consisted of guided reading modules, storytelling

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International Journal Community Service Implementation
Vol. 4 No. 3 January 2026, Page 327 - 334

exercises, reflective writing sheets, discussion guidelines for dialogue, student journals, and visual literacy materials. The learning design focused on reflective literacy strategies that prompted students to relate learning activities to their personal experiences and everyday social contexts. Moreover, local tutors participated actively in the preparation of materials to guarantee sustainability and practicality for implementation following the program's conclusion. Utilizing contextual and inclusive literacy resources allowed facilitators to develop more interactive, adaptable, and emotionally resonant learning experiences for students during the implementation phase.



Figure 1. Initial literacy assessment and introduction of reflective literacy learning activities at Broga Learning Center.

Stage 2. Implementation of Mini-Class Literacy Learning Activities

The second phase concentrated on executing mini-class literacy learning tasks through small-group instructional methods involving around five students each session. This method was deliberately crafted to promote strong engagement, personalized guidance, and tailored educational assistance based on students' reading skills and involvement rates. Throughout the implementation phase, students engaged in a variety of reflective literacy tasks including guided reading, storytelling, reflective writing, group discussions, and literacy games. The classroom observations showed that students slowly grew more engaged and self-assured in their participation during learning activities. Students who initially seemed reluctant and timid displayed a growing readiness to share personal experiences, voice opinions, and engage with their peers and facilitators. Reflective writing tasks specifically motivated learners to express emotional experiences and social truths tied to their lives as migrant children in Malaysia.

The mini-class setting fostered a more nurturing and inclusive educational environment, enhancing students' emotional involvement throughout the learning experience. The contextual learning resources utilized in the sessions enabled students to connect literacy tasks to their daily life, which enhanced motivation for learning and participation in class. Moreover, the participatory learning method allowed facilitators to offer direct support and tailored feedback more efficiently than traditional classroom environments. The results of the implementation showed that reflective literacy activities positively influenced students' engagement in literacy as well as their confidence in communication, social interaction skills, and abilities in emotional expression within the non-formal learning setting.

E-ISSN : 3025-0013
International Journal Community Service Implementation
Vol. 4 No. 3 January 2026, Page 327 - 334



Figure 2. Mini-class reflective literacy activities through participatory discussion and storytelling sessions

Stage 3. Tutor Mentoring, Evaluation, and Program Outputs

The concluding phase of the program focused on mentor support for tutors, cooperative assessment, and the creation of lasting educational outcomes. During the implementation phase, local tutors engaged in co-teaching practices, discussions on lesson planning, reflective evaluation meetings, and mentoring sessions led by the community service team. By engaging in these collaborative activities, tutors acquired hands-on experience in applying reflective literacy methods, differentiated teaching strategies, and participatory classroom management techniques appropriate for non-formal migrant education contexts. Tutors also grew more acquainted with inclusive learning principles that emphasize student engagement, relevant learning experiences, and tailored instructional assistance based on learners' socio-emotional and literacy needs. The mentoring process enhanced tutors' confidence and teaching ability to independently carry out literacy learning activities following the program's conclusion.

The assessment phase involved participatory observation, reflective discussions, instructor feedback sessions, and analysis of the learning outputs generated by students throughout the program. The evaluation results indicated favorable reactions from both students and tutors concerning the use of reflective literacy learning activities. Students showed enhanced participation in class and greater confidence in sharing their thoughts, while tutors recognized the value of contextual learning modules and mini-class methods in fostering inclusive learning settings. Besides educational results, the program produced various sustainable outputs, such as reflective literacy learning modules, student journals, literacy worksheets, documentation of activities, and basic digital learning support materials. These results aim to facilitate future program replication and enhance the sustainability of community-driven inclusive literacy education efforts for migrant children in Malaysia.

E-ISSN : 3025-0013
International Journal Community Service Implementation
Vol. 4 No. 3 January 2026, Page 327 - 334



Figure 3. Collaborative community service activities at Broga Learning Center.

Discussion

The results of this community service initiative show that reflective literacy methods can significantly enhance literacy involvement and learning participation among Indonesian migrant children in non-formal educational environments. Reflective literacy tasks carried out via storytelling, guided reading, reflective writing, and dialogic discussions allowed students to link learning content with their own experiences and social realities as migrant children residing in Malaysia. This educational experience motivated students to enhance their technical literacy skills while also fostering confidence, emotional expression, and communication skills during interactions in the classroom (Mahardhani et al., 2025). These results are strongly connected to Freire's critical pedagogy theory, which highlights that literacy ought to serve as a means of empowerment where students actively build meaning through reflection and conversation instead of simply absorbing information passively (Juppenny et al., 2025). In the realm of migrant education, reflective literacy is particularly significant as vulnerable learners frequently face educational exclusion, social marginalization, and restricted chances for self-expression (Aththoillah et al., 2024). Thus, the incorporation of contextual and participatory literacy learning activities in this program positively impacted the development of more meaningful, inclusive, and emotionally engaging educational experiences for migrant children at Broga Learning Center.

The mini-class learning method utilized in this program showed considerable success in fostering adaptive and student-centered literacy learning settings. The small-group learning structure enabled facilitators and tutors to offer personalized mentoring and immediate learning support based on students' literacy skills, communication capabilities, and socio-emotional states. This result corroborates Vygotsky's constructivist learning theory, which asserts that knowledge is built through social interaction and collaborative learning activities in nurturing educational settings (Hariana, 2021). By engaging in frequent interactions during mini-class sessions, students became more involved in discussions, posing questions, sharing experiences, and working together with peers during literacy tasks. Moreover, utilizing contextual learning resources derived from students' everyday experiences boosted motivation to learn and emotional involvement during the program's execution. These results align with Lickteig & Short (2023) view on cooperative learning environments, which suggests that engaging and collaborative classroom settings can greatly enhance student interaction, confidence, and active participation in learning, especially for vulnerable and marginalized students. Hence, the mini-

class method demonstrated efficacy in fostering a more inclusive and supportive educational environment for Indonesian migrant children in non-formal learning contexts.

An additional significant discovery of this program pertains to the enhancement of local tutor teaching abilities via joint mentoring and co-teaching methods. Tutors' active participation in lesson planning, classroom facilitation, and evaluation sessions allowed them to acquire hands-on experience in applying inclusive and reflective literacy strategies appropriate for contexts of migrant education (Trisofirin et al., 2023). Tutors grew more knowledgeable about differentiated instructional techniques, engaging classroom management, and flexible learning approaches that effectively address students' varied literacy skills and emotional requirements. This discovery aligns with Nchaga (2025),community empowerment, which highlights the necessity of engaging local community members as active participants in social and educational change initiatives instead of treating them merely as beneficiaries of outside support. By fostering tutor empowerment and engaging in collaborative learning strategies, the sustainability potential of reflective literacy initiatives at Broga Learning Center greatly improved. Additionally, the combination of reflective literacy methods, participatory teaching, and tutor empowerment illustrates an inclusive and sustainable educational framework that can act as a model for upcoming community-focused literacy initiatives aimed at migrant and marginalized populations in Southeast Asia.

CONCLUSION

The execution of the Community-Based Inclusive Literacy Education program at Broga Learning Center effectively showed that reflective and participatory literacy methods can enhance literacy involvement, communication confidence, and educational participation among Indonesian migrant children in non-formal learning environments. Utilizing mini-class learning tasks such as storytelling, guided reading, reflective writing, and dialogic discussions, students became increasingly engaged in articulating thoughts, sharing experiences, and working together throughout the learning experience. Moreover, the initiative played a beneficial role in enhancing the pedagogical skills of local tutors via collaborative mentoring and co-teaching methods that emphasized inclusive and student-focused learning strategies. The combination of reflective literacy, contextual learning resources, and tutor empowerment fostered a more encouraging and significant educational setting for migrant children who frequently face educational marginalization and social insecurity. In light of these results, it is suggested that upcoming programs increase both the length and scope of their implementation to support more thorough literacy growth and the ongoing assessment of student advancement. Moreover, enhancing tutor training, varied instructional approaches, and digital learning support systems is essential for boosting the sustainability and adaptability of inclusive literacy education in migrant community environments. Enhanced collaboration between universities, migrant communities, educational institutions, and government agencies is strongly advised to foster the growth of sustainable community-oriented literacy programs and improve educational access for marginalized migrant children in Malaysia and comparable settings.

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