

MOOCS: A SOLUTION OF LEGAL LITERATION FOR INDONESIAN MIGRANT WORKERS

**Bahir Mukhammad¹, Zulham Adamy², Mani Festati Broto³, Daryono⁴, Bintang
Parashtheo⁵**

^{1, 2, 3, 4, 5}Universitas Terbuka (INDONESIA)

bahir@ecampus.ut.ac.id

Abstract

Indonesian migrant workers (PMI), as Indonesia's foreign exchange heroes, require guarantees of rights, opportunities, and protection from discrimination in the implementation of employment in their host country. The implementation of PMI work in the country of employment is hampered by several legal challenges. According to data from the Indonesia Migrant Workers Protection Agency (BP2MI), the total number of PMI placements from 2024 to June 2024 was 160,496 people, with 763 complaints. PMI's legal troubles arise from a lack of legal awareness in the country of employment. Legal literacy is required for providing practical understanding about recruiting, rights and obligations, living conditions, labour, and the cultural context of the employer's home country, as well as legal aid available in the country of employment. PMI offers legal literacy classes beginning with pre-employment and progressing through pre-departure, post-arrival, repatriation, and reintegration. The present reality is that PMI still requires information to assist with adaptation in the country of employment. This is exacerbated by a lack of information for non-procedural migrant workers who wish to work without a work visa. The lack of knowledge is what leads to many legal issues for migrant workers in the country where they work. Massive Open Online Courses (MOOCs) are a revolution in the world of education. MOOCs exist to provide new learning methods and chances for potential learners to participate in learning. The widespread availability of MOOCs provides several chances for migrant workers dispersed throughout Indonesia and their home country, without regard for age, time, profession, and distance. Document review, focus group discussions, and a 'test-trial' will be used in methods. All information will be sourced from training materials, PMI Legal Literacy trial results, and the MOOCS transmission mechanism. The FGD segment will include material developers and MOOCs-related reviewers in the content preparation process.

Keywords: Massive Open Online Course, Indonesia Migrant Workers, Legal Literacy

1 INTRODUCTION

Placement of Indonesian Migrant Workers in the country of domicile often encounters various problems, both for Indonesian Migrant Workers who have permits and those who do not have permits. These problems are caused by the lack of legal literacy regarding positive national labor law in Indonesia and labor law in the country of domicile. This is exacerbated by the limited information from the PMI service company in providing the legal knowledge needed by PMI. Provision of information related to legal literacy can be done during the administrative selection process until departure.

The legal literacy education and training program for PMI has been designed with a delivery system using the 'Open and Distance' platform by adopting a 'blended-mode of learning process'. Meanwhile, strengthening the capacity of this legal literacy education program on the MOOCS platform refers to the administration system, management, delivery strategy, teaching materials, learning outcome evaluation system that has been developed and will be modified according to the specific needs of the MOOCS platform. The development of this legal literacy education program for PMI will be through MOOCS transmission offered to the wider community.

2 METHODOLOGY

This study uses an empirical methodology by considering the lack of literacy of Indonesian Migrant Workers in dealing with legal phenomena in their country of domicile. The research is strengthened by a questionnaire filled out by Migrant Workers related to gender issues and the social environment.

The population in this research and development is determined to involve Indonesian Migrant Workers spread throughout the world. A purposive-sampling system will be applied related to the MOOCS trial and the learning outcome evaluation system applied to the tutor and student groups.

The purpose of this study is to minimize the problems of Indonesian Migrant Workers in the destination country by increasing legal literacy for Indonesian Migrant Workers.

The research questions in this study are:

RQ1. What are the legal literacy needs of Indonesian Migrant Workers?

RQ2. How does the Legal Literacy Moocs system for Indonesian Migrant Workers meet the knowledge of Indonesian Migrant Workers?

3 FINDINGS AND DISCUSSION

3.1 Legal Literacy Needs for Indonesian Migrant Workers

Current technological developments have made learning based on the use of the internet (Internet of Things). The Internet of Things is a concept that aims to expand the benefits of continuously connected internet connectivity. Wide internet accessibility reaches individuals in every part of the world that is connected to the internet network. One of the means that can be utilized in the use of the internet network is to provide teaching through Massive Open Online Courses (MOOCs). MOOCs are a type of inclusive interactive education that allows students to get free access that requires students to pay attention to the information presented, read reading sources, watch interactive videos, and complete evaluations according to the specified deadline. The achievement of the material is determined by the speed of the students in receiving the material. The learning approach through the speed of each student (self-paced learning) is carried out by introducing easy concepts before entering more complex concepts.

In general, migrant workers have problems understanding legal issues related to work with their employers. The low legal literacy of migrant workers in their work relationships is a factor in the decline of migrant workers. Through Open Education and Distance Learning¹ is considered appropriate to meet the expectations of PMI. Utilization of innovative learning models with easy access to wide-ranging education can be done through the open-distance learning process. Through the use of distance learning platforms, students are required to be independent and responsible in the learning and teaching process. Based on the questionnaire distributed to 110 Indonesian Migrant Workers spread across 50 countries, there are data findings that legal literacy for Indonesian Migrant Workers is important and very important to influence the comfort of Migrant Workers in Indonesia in carrying out their duties in the country of domicile with 53.6% stating it is important and 35.5% stating it is very important.

Pengetahuan gender & lingk sosial di negara domisili	Frequency	Percent	Valid Percent	Cumulativ e Percent	
Valid	Sgt tdk ptg	10	9.1	9.1	9.1
	Kurg ptg	2	1.8	1.8	10.9
	Penting	59	53.6	53.6	64.5
	Sgt pentng	39	35.5	35.5	100.0
	Total	110	100.0	100.0	

Indonesian Migrant Workers Moocs have a positive influence in providing increased legal skills that can be developed through the UT free Moocs scheme so that its impact can be widely felt by Indonesian Migrant Workers. This is because the training provided to Indonesian Migrant Workers currently only focuses on technical work training, according to the questionnaire given to 110 Indonesian Migrant Workers, there are 62 Migrant Workers who have received training while becoming Migrant Workers, including:

No	Nama Pelatihan
1	Pelatihan Pekerja Magang Jepang
2	Upgrade Skill
3	PAP di Kantor BP3MI di Negara Asal
4	Pelatihan,Bimbingan, Pengenalan dari BP2TKI Sebelum Keberangkatan sebagai Pekerja di Negara Tujuan, Pada Tahun 2016-2017
5	Pelatihan Bahasa dan Pelatihan Praktik Kerja
6	Pelatihan Bahasa Jepang
7	Cara Memeberaihhkan Kamar Mandi,Cara Beberes Rumah,Kamar Tidur,Vacum,Pasang Sprei,Cuci Wastafel,Menyetrika,Menjemur Baju Memakai Galah,Memebersihkan Jendela,Memebuat Susu Utk Bayi,Membersihkan Bitol Bayi,Memberikan Susu Kebada Bayi,Memandikan Bayi
8	Pelatihan Mesin
9	Pelatihan Bahasa Jepang
10	Ausbildung
11	Bahasa Dan Praktek Pekerjaan Rumah Yang Baik Dan Benar
12	Bahasa Dan Budaya Domisili Pekerjaan
13	Bahasa Mandarin
14	Latihan Fisik, Latihan Pembelajaran Bahasa Jepang
15	Belajar Budaya Negara Tersebut Dan Memahami Peraturan-Peraturan Di Negara Tersebut
16	Enrich Dengan 5 Kelas,First AID St Paul, Fire Service FSA Pemadam Kebakaran HK, Dllfsa Pemadam Kebakaran HK,Kesehatan Mental,S

17	Budaya, Aturan, Dan Bahasa
18	Magang Jepang
19	Tentang Hukum,Konseling Dan Evaluasi Baik Secara Online Dan Offline
20	IM Japan
21	Sebelum Berangkat Ke SG Saya Mengikuti Pelatihan Di Jakarta Tentang Safety ,Hak Dan Kewajiban PMI Dan Juga Saat Di PT Dibeali Keterampilan Bekerja Seperti Belajar Bahasa Inggris, Cara Memasak,Merapikan Rumah Dan Lain Lain.
22	Pelatihan Bahasa Korea,BST,K3
23	Pelatihan Merawat Orang Tua
24	BP2MI
25	Menjaga Diri Dari Serangan Org Jahat Dan Melakukan Pekerjaan Dengan Baik
26	Cara Kerja, Pengenalan Budaya Dan Kultur
27	Tidak Banyak, Salah Satunya Yang Masih Saya Ingat, Saya Pernah Mengikuti Training Manajemen Keuangan (TMK) Kusus Bagi PMI. Dan Itu Sangat Berguna Bagi Saya.
28	Pelatihan Dasar PMI
29	PAP
30	Rerum Novarum Center
31	Pelatihan Menjadi ART Di Hongkong
32	Saya Pernah Mengikuti Sebuah Pelatihan Di BLKDLN (Balai Latihan Kerja Dalam Dan Luar Negri
33	Cara Membersihkan Jendela Di Rumah2 Flat Atau Condominium
34	TITP
35	Pelatihan Bahasa Jepang
36	Norma” ,Bahasa ,Tata Tertib
37	Tentang Money Laundry
38	Pelatihan yang Berkaitan Dengan Pekerjaan Saya sebagai PMI/Helper
39	Seperti PAP yang diadakan Oleh BP2MI
40	Perlindungan PMI dan yang terkait dengan Nya
41	Pemagang
42	Pelatihan Bahasa,
43	Pengenalan Serta Penempatan
44	IM JAPAN
45	Training
46	Disiplin ,Jujur Dan Bertanggung Jawab dalam Membuat Kerja
47	Bahasa Jepang
48	Aturan-aturan dan Budaya Kehidupan Di Jepang
49	Pengoperasian Alat Berat
50	Norma, Budaya, dan Hukum
51	Pelatihan Budaya dan Bahasa
52	Tentang Hospitality

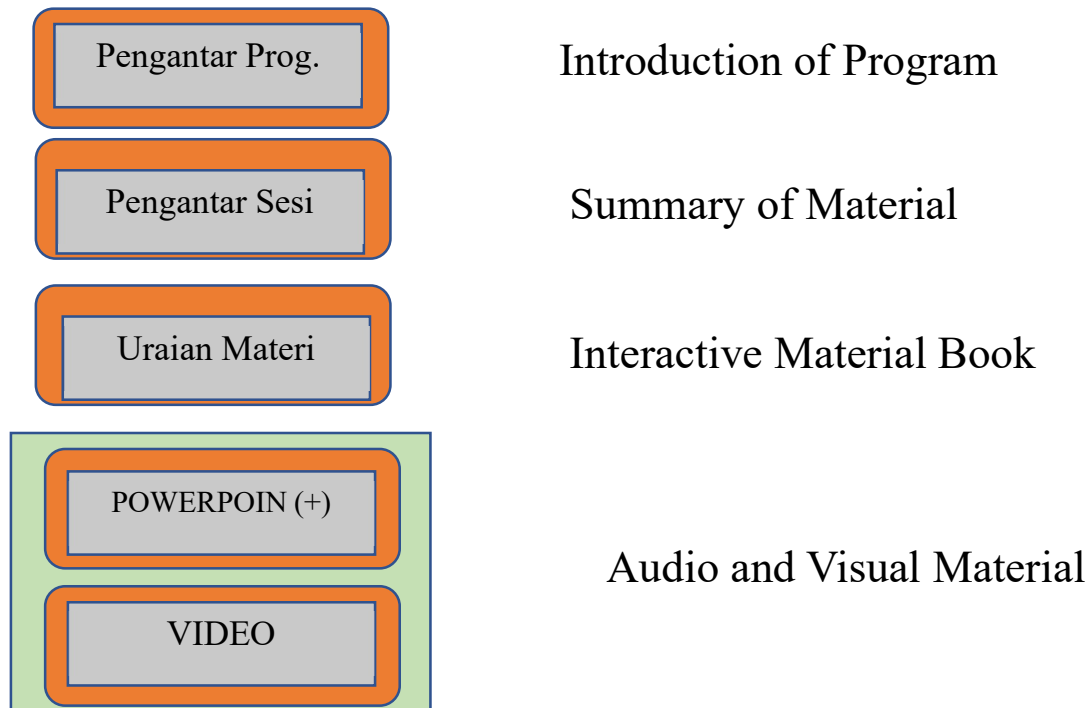
53	Hanya Dasar Tentang Menjadi Pembantu Rumah Tangga, Seperti Cara Untuk Menyapu, Mencuci, Menjemur Baju, serta Cara Untuk Membersihkan Jendela
54	Bahasa Korea
55	Pelatihan Fisik, Bahasa, dan Pelatihan Keperawatan Untuk Lansia
56	Etos Kerja Orang Di Perusahaan Jepang
57	Pelatihan Bahasa Jepang
58	Pelatihan Bahasa dan Budaya
59	Keterampilan Berbahasa Asing
60	Pelatihan Budaya, Peraturan Dan Perlindungan PMI selama Di Luar Negeri
61	Pelatihan Pemberangkatan PMI seputar Negara Malaysia
62	Safety Works

Based on the questionnaire, out of 62 Indonesian Migrant Workers who underwent training, only 10 trainings specifically explained the legal and socio-cultural literacy needs needed to deal with legal problems while in the country of domicile.

3.2 Legal Literacy MOOCS System for Indonesian Migrant Workers

The effectiveness and sustainability of the legal literacy program for Indonesian migrant workers is highly dependent on the suitability of the curriculum, delivery system, professionalism of managers and tutors, adequacy of infrastructure and affordability of education costs, are some of the determinant factors that influence. To produce the effectiveness and sustainability of the legal literacy education program for migrant workers, the basis for its management and implementation must be based on the strength of resource utilization and internal cooperation as well as external partnership networks in overseeing the management and implementation of this literacy program. The strategy for developing and strengthening the capacity of legal literacy education programs for migrant workers requires the accuracy of innovation in the utilization of various delivery platforms such as MOOCS. The utilization of various resources, platforms and educational program schemes including methods and media in the teaching and learning process as interactive learning models will have an impact on the sustainability of the education program. The use of MOOCS can improve the self-efficacy of Indonesian Migrant Workers in dealing with problems in the country of domicile. This self-efficacy is a belief in carrying out their duties in the country of domicile in accordance with applicable regulations. This self-efficacy arises through positive generating stimulation to complete tasks or problems faced. Indonesian Migrant Worker MOOCs are designed with a Self-Paced Learning model for 8 sessions by providing Interactive Learning Materials for

students to read, after finishing reading students can continue by watching videos broadcast by content experts in the field of Migrant Workers. Students can take an assessment through a Formative Test of 7-10 questions in sessions 1-8, and a Summative Test in session 9 to get a certificate of completion.



3.2.1 Interactive Learning Materials

Indonesian Migrant Workers MOOCS uses Interactive Learning Materials that are packaged to be studied independently (self-instructional), with limited interactivity and equipped with examples so that they are easy to understand (self-explanatory). In the Interactive Learning Materials, visual or audio materials are provided to make it easier for students to carry out independent learning. Interactive Learning Materials are available in each session (8 sessions).

vi

Daftar Isi

Modul 8.1

Teori Dan Konsep Interaksi Sosial Dan Kelembagaan Sosial

Kegiatan Belajar 1 8.3
Interaksi Sosial

Latihan 8.26

Rangkuman 8.31

Tes Formatif 1 8.32

Kegiatan Belajar 2 8.35
Kelembagaan Sosial

Latihan 8.57

Rangkuman 8.62

Tes Formatif 2 8.62

Kunci Jawaban Tes Formatif 2 8.64

Glosarium 8.65

Daftar Pustaka 8.66

3.2.2 Interactive Learning in Interactive Teaching Materials

lain, Aristotels salah seorang filsuf kemudian menamakannya sebagai makhluk bermasyarakat atau *zoon politicon* (SBMI, 2015).

<https://heinonline.org/HOL/LandingPage?handle=hein.journals/jils3&div=24&id=&page=>

LINK

MULTIMEDIA

INTEXT
ACTIVITIES

Setelah Anda memahami uraian materi tentang Urgensi Kelembagaan Sosial, silakan uji hasil belajar Anda dengan kerangka konsep kelembagaan sosial dikaitkan dengan urgensinya bagi TKI dan terutama peran SBMI di Arab Saudi.

8.10 MKWI4202 | BELAJAR DI ERA DIGITAL



MULTI
MEDIA

Silahkan
simak
penjelasan
lebih
mendalam
video berikut
tentang
kelembagaan
sosial di Arab
Saudi.

Video ini bisa Anda lihat di YouTube pada
https://www.youtube.com/watch?v=d0_rwLpSfjc

KUTIPAN

Ban Ki-moon, former UN Secretary-General, 2013

"Migrant workers contribute significantly to the economies of both their countries of origin and their host countries. It is crucial that their rights are respected and that they are treated with dignity."

Videos are materials that students must complete before completing the formative test in each session.



4 CONCLUSION

The need for MOOCS is very much needed by Indonesian Migrant Workers based on a questionnaire given to Indonesian Migrant Workers, stating that legal literacy training is very important in providing comfort for Indonesian Migrant Workers to work in their country of domicile. The Moocs system offered uses a self-paced learning method that adjusts the speed of students in carrying out independent learning. Students will complete interactive teaching materials followed by videos that will end with formative and summative tests.

