

## Legal Literacy Strengthening for Indonesian Migrant worker: Self Help Ability to Survive the Life

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### Abstract

Indonesian migrant workers serve as essential contributors to their families and communities, yet state support for them remains insufficient, as evidenced by the legal challenges they face abroad. A significant factor behind these issues is their lack of knowledge and skills in practical legal matters related to their work environments. This paper highlights the importance of legal literacy as a critical competency for these workers. Utilizing a qualitative socio-legal research approach, primary data was collected through surveys and focus group discussions conducted over the past three years (2020-2022), complemented by secondary data from relevant literature. The findings suggest that a distance education and learning platform, offered in a continuing education (non-degree) format, is the most effective design for providing Indonesian migrant workers with the necessary educational access to navigate their rights and responsibilities successfully while working overseas.

### A. Introduction

The practice of sending labor abroad by developing countries is primarily driven by limitations in domestic employment opportunities. Indonesia, as a developing nation with a large population, has implemented policies aimed at

sending its workforce abroad.<sup>1</sup> Notably, Indonesia ranks second only to the Philippines in terms of the placement of workers among ASEAN countries (International Labor Organization [ILO], 2015).<sup>2</sup> These migrant workers have been acknowledged as "remittance heroes" due to their substantial contributions to the national economy.<sup>3</sup> Research conducted by Eversole and Shaw (2010) indicates that remittances from migrant workers serve as a significant source of development, particularly in Indonesia.

Despite the recognition of their contributions by both the country and their families, Indonesian migrant workers often encounter various forms of chronic abuse during recruitment, employment, and repatriation.<sup>4</sup> Many face significant challenges related to their rights and obligations as workers, which can manifest during their departure process, while working abroad, and upon their return to Indonesia.<sup>5</sup> The issues surrounding Indonesian migrant workers have become a critical concern for the nation, encompassing civil matters (such as contract violations), criminal issues (including workplace violence, sexual harassment, and threats), familial problems (such as infidelity, divorce, and neglect of children), human trafficking, drug trafficking networks, fundamentalist group activities, and the need for enhanced legal literacy among migrant workers.

A particularly egregious example of the risks faced by Indonesian migrant workers is the case of Sumiyati, a migrant from West Nusa Tenggara, who, in 2010, was brutally abused and subsequently burned alive by her employer in Saudi Arabia. Her charred remains were discovered on the top floor of the employer's residence.<sup>6</sup> Similarly, in 2017, Wasni, a migrant worker from

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<sup>1</sup> Deny Tri Wahyudi, "Legal Protection for Indonesian Migrant Workers Abroad," *Mimbar Keadilan, Jurnal Ilmu Hukum* July – November 2015, p. 170 – 184 see also intercession, Rahmad et al. stated that the Indonesian government had taken steps to overcome unemployment by implementing a program of placing workers abroad to become Indonesian Migrant Workers or what is currently referred to as Indonesian Migrant Workers Syafa' at, Rachman, and Fatturachman, Dahlan, Initiating a Pro TKI Policy, (2002), Malang: Lapera Pustaka Utama.

<sup>2</sup> Raharto, Aswatini, "Pengambilan Keputusan Tenaga Kerja Indonesia (TKI) Perempuan Untuk Bekerja di Luar Negeri: Kasus Kabupaten Cilacap," *Jurnal Kependudukan Indonesia* 12, no. 1 (2017): 39-5.

<sup>3</sup> Rodriguez, R. M., "Migrant heroes: Nationalism, citizenship and the politics of Filipino migrant labor," *Citizenship Studies* 6, no. 3 (2002): 341–356. <https://doi.org/10.1080/1362102022000011658>; Farris, E. M., & Silber Mohamed, H., Picturing immigration: How the media criminalizes immigrants. *Politics, Groups, and Identities* 6, no. 4 (2018): 814–824. <https://doi.org/10.1080/21565503.2018.1484375>.

<sup>4</sup> Bal, C. S., & Gerard, K, ASEAN's governance of migrant worker rights. *Third World Quarterly* 39, no. 4 (2018): 799–819. <https://doi.org/10.1080/>

<sup>5</sup> Loso, "Perlindungan Hukum Tenaga Kerja Indonesia di Luar Negeri," *Pandecta Jurnal Penelitian Ilmu Hukum*, no. 2 (2010): 210 – 217.

<sup>6</sup> Puthut Dwi Putranto Nugroho, "Kisah Sumiyati, TKI dari Grobogan yang Tewas Dianiaya Majikannya di Arab Saudi", (2018) URL: 206

Cirebon Regency in West Java, suffered torture at the hands of her employer in Riyadh, where she was also deprived of her wages for nearly four years.<sup>7</sup> Furthermore, in 2018, Adelina Lisao, an Indonesian migrant from Nusa Tenggara Timur, died in Penang due to malnutrition and injuries allegedly inflicted by her employer. These instances reflect a broader pattern of exploitation.<sup>8</sup>

In Taiwan, research indicates that Indonesian migrant workers commonly face six primary issues: unpaid wages, work-related accidents, repatriation challenges, sexual harassment, abuse, and the presence of illegal or runaway migrant workers.<sup>9</sup>

Discrimination is an unfortunate reality for migrants, with migrant workers often depicted in local media as troublemakers and burdens on the host country.<sup>10</sup> Amidst uncertainties in their home country, these workers face significant challenges in accessing citizenship (Ellermann, 2020; Ishii, 2021). Unequal treatment has even been evident at immigration checkpoints, a consequence of government policies in Indonesia<sup>11</sup>, despite the country having ratified the International Covenant on Economic, Social, and Cultural Rights (ICESCR) through Law No. 11 of 2005. This ratification obligates the Indonesian government to respect, protect, and fulfill the rights enshrined in the convention, which includes providing employment opportunities and access to information on employment for its citizens.<sup>12</sup>

The protection of migrant workers is inherently linked to the right to work, which is a fundamental human right. These rights are articulated in Article 23 of the Universal Declaration of Human Rights and Article 6 of the ICESCR (1966).<sup>13</sup> According to Article 2, paragraph (1), of the Migrant Workers

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<https://regional.kompas.com/read/2018/01/11/09060501/kisah-sumiyati-tki-dari-grobogan-yang-tewas-dianiaya-majikannya-di-arab?page=all>,

<sup>7</sup> Toiskandar, "Wasni TKI Asal Cirebon Kerap Disiksa dan Tak Digaji Selama 45 Bulan", (2017) URL: <https://daerah.sindonews.com/read/1251784/21/wasni-tki-asal-cirebon-kerap-disiksa-dan-tak-digaji-selama-45-bulan-15089874> 46.

<sup>8</sup> BBC News Indonesia, "Adelina: TKI yang meninggal di Malaysia akibat kurang gizi dan luka-luka membuat 'marah bangsa'", (2018) <https://www.bbc.com/indonesia/trensosial-43044843>,

<sup>9</sup> Dinda Noor Utami, "Upaya Indonesia Dalam Menyelesaikan Permasalahan Pekerja Migran Indonesia di Taiwan 2018-2020," *eJournal Ilmu Hubungan Internasional* 8, no. 4 (2020): 849.

<sup>10</sup> Eberl, J.-M., Meltzer, C. E., Heidenreich, T., Herrero, B., Theorin, N., Lind, F., Berganza, R., Boomgaarden, H. G., Schemer, C., & Stroimbač, J., "The European media discourse on immigration and its effects: A literature review," *Annals of the International Communication Association* 42, no. 3 (2018): 207–223. <https://doi.org/10.1080/23808985.2018.1497452>

<sup>11</sup> Silvey, R., "Unequal borders: Indonesian transnational migrants at immigration control," *Geopolitics* 12, no. 2 (2007): 265–279. <https://doi.org/10.1080/14650040601168917>

<sup>12</sup> Sri lestari Rahayu, et. al, "Perlindungan HAM Pekerja Migran: Kajian Normatif Kewajiban Indonesia berdasar Prinsip-Prinsip dan Norma-Norma Hukum Internasional," *Yustisia* 2, no.1 (2013): 113.

<sup>13</sup> Majda El Muhtaj, "Dimensi-dimensi HAM, Mengurai Hak Ekonomi, Sosial dan Budaya," Jakarta: PT Rajagrafindo Persada, (2008): 182-183

Convention (1990), the Indonesian government is committed to safeguarding the rights of Indonesian migrant workers, as outlined in Article 27, paragraph (2)<sup>14</sup>, and Article 28D, paragraph (2), of the 1945 Constitution.<sup>15</sup> This commitment aligns with the development of the employment sector as an integral aspect of development based on the principles of Pancasila. However, without the fulfillment of Article 28D, paragraph (1), which pertains to the right to education, efforts to advance the labor sector may be undermined.

Knowledge of the law is crucial for Indonesian migrant workers, particularly for their protection and the prevention of criminal acts. Research by Widayanti and Sartika (2020) demonstrates a positive relationship between pre-departure training and acculturation stress, moderated by personal resources. Their findings suggest that greater personal resources enhance the effectiveness of pre-departure training in mitigating acculturation stress. This implies that personal resources are significant indicators affecting individual performance in the workplace.<sup>16</sup>

The authors aim to analyze programs that encourage Indonesian migrant workers to seek employment abroad, considering the limited time and challenging conditions they face. This study will examine the legal literacy necessary for Indonesian migrant workers as a self-help tool to navigate their lives overseas. The authors aspire to identify suitable methods for advocating on behalf of Indonesian migrant workers and mitigating their exposure to abuse while living abroad. The anticipated contributions of this research extend to legal education, particularly for Indonesian migrant workers and human rights studies. The novelty of this research lies in its potential to empower Indonesian migrant workers in legal and related matters through distance education and learning platforms that offer continuing education (non-degree) services.

A socio-legal method was used, utilizing a qualitative approach that incorporates both primary and secondary data. Primary data was collected through surveys and focus group discussions (FGDs) conducted with experts over the past three years (2020–2022). Secondary data was obtained from various published sources, including books, journals, articles, and other resources pertinent to this study.

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<sup>14</sup> "Every Indonesian citizen has the right to work and a decent living for humanity."

<sup>15</sup> "Everyone has the right to work and receive fair and proper remuneration and treatment in an employment relationship."

<sup>16</sup> Widayanti dan Sartika, "Pre-Departure Training and Personal Resources: How it Affects Acculturative Stress?," *Jurnal Etikonomi* 19, no. 1 (2020): 31 – 40. ISSN: 1412-8969; E-ISSN: 2461-0771, <https://doi.org/10.15408/etk.v19i1.11884>.

## **B. Discussion**

### **1. Basic Human Rights Principles and the Need for Legal Education for Indonesian Migrant Workers**

Working overseas presents significant challenges, particularly for Indonesian migrants, who predominantly find employment in sectors characterized as the "3D" categories: difficult, dirty, and dangerous. These sectors are often abandoned by local workers, leaving migrant laborers to navigate numerous obstacles from the outset of their journey until their eventual homecoming. Many migrants endure various forms of exploitation during the recruitment, work, and repatriation processes.<sup>17</sup> Public and media narratives in host countries frequently depict these individuals as troublemakers<sup>18</sup>, further complicating their experiences. Upon returning to Indonesia<sup>19</sup>, they often encounter mistreatment from fellow citizens, including unequal treatment at passport control and the imposition of illegal fees for local transportation, currency exchange, and other services.<sup>20</sup>

International human rights law upholds the principle of "exhaustion of local remedies," which necessitates that individuals utilize all available legal remedies at the national level before seeking recourse through regional or international mechanisms.<sup>21</sup> Consequently, if the Indonesian state can effectively fulfill the human rights of its citizens, legal efforts at the national level should take precedence. In this regard, the protective measures for Indonesian migrant workers instituted by the government are expected to operate optimally.

A prevalent issue affecting labor migrants, particularly in the informal sector, is a lack of understanding regarding employment agreements, which weakens their bargaining position. Additionally, migrant workers face vulnerabilities specific to their workplaces, including exposure to violence, harassment, and fraud.<sup>22</sup> These challenges are exacerbated in informal sectors where labor protections are often minimal or non-existent. Unfortunately, many Indonesian migrant workers possess limited knowledge of their rights and obligations, despite receiving briefings prior to their departure. The

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<sup>17</sup> *Op. Cit.* Bal & Gerard, (2018)

<sup>18</sup> *Op. Cit.* Eberl, J.-M., Meltzer, C. E., Heidenreich, T., Herrero, B., Theorin, N., Lind, F., Berganza, R., Boomgaarden, H. G., Schemer, C., & Stroimback, J; and Farris, E. M., & Silber Mohamed, H., (2018)

<sup>19</sup> *Op. Cit.* Silvey, R. (2007)

<sup>20</sup> ILO Office Jakarta, "Using Indonesian law to protect and empower Indonesian migrant workers: Some lessons from the Philippines. International Labour Organization," (2006)

<sup>21</sup> *Op Cit*, Sri Lestari Rahayu, et. al., p. 116

<sup>22</sup> Henni Wijayanti and Arovah Windiani, "Legal Protection and Advocacy For Indonesian Migrant Worker," *ProceedingsThe 2<sup>nd</sup> International Multidisciplinary Conference* (2016):1003-1009, ISBN 978-602-17688-9-1

employment laws in host countries frequently differ from those in Indonesia, and this disparity is not fully understood by all migrant workers.

Based on the academic text from the Distance and Open Law Education and Training program for Indonesian migrant workers, compiled in 2020, three critical aspects emerge in the development of educational programs: 1) needs assessment; 2) program competitiveness; and 3) management and delivery strategies. The findings indicate a substantial demand for educational resources among prospective Indonesian migrant workers, which correlates with the increasing number of Indonesian migrants each year. According to the World Bank, approximately nine million Indonesians, or seven percent of the total workforce, are currently employed abroad. The Agency for the Protection and Placement of Indonesian Migrant Workers reported 276,553 Indonesian migrant workers in 2019. A central issue faced by these workers is their limited legal literacy and access to educational resources, which significantly hampers their ability to address legal challenges.<sup>23</sup>

Given the crucial need for legal literacy among Indonesian migrant workers, it is essential to equip them with basic knowledge to advocate for their rights in the event of legal disputes in their destination countries. Empowered with this knowledge, migrant workers can effectively submit claims to relevant authorities, articulating their concerns in a structured manner. Research by Dewi Rahayu and Misbahul Munir (2012) highlights that, although policies exist to regulate the recruitment, placement, and protection of migrant workers, these regulations often lack coherence and tend to prioritize placement over protection. Furthermore, violations of these regulations are commonplace; despite stipulations requiring legal recruitment channels, many brokers and companies operate illegally.<sup>24</sup> Additionally, a lack of understanding regarding local labor laws, particularly concerning wage systems outlined in employment contracts, exacerbates the vulnerabilities of Indonesian migrant workers.

To enhance the legal education model for migrant workers, it is imperative to ensure efficient management and effective curriculum delivery that caters to the needs of these students. The study findings suggest that management efficiency can be improved through reduced educational costs, as most funding comes from the self-financing of prospective students. By minimizing transportation, consumption, infrastructure, and resource costs, students can enjoy more accessible education.

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<sup>23</sup> K, Sri Wahyu, et. al., "*Pendidikan Hukum Jarak Jauh Dan Terbuka Bagi Pekerja Migran Indonesia*," Universitas Terbuka, (2020).

<sup>24</sup> Dewi Rahayu dan Misbahul Munir, "Alternatif Kebijakan Peraturan Daerah Perspektif Gender Bagi Buruh Migran Perempuan di Madura," *Mimbar Hukum* 24, No. 3 (2012): 377-569

Moreover, it is essential to provide prospective Indonesian migrant workers with relevant skills and expertise prior to their departure. Skills training tailored to the specific roles they will undertake abroad can help meet the expectations of employers and facilitate smoother integration into the workforce. The government plays a vital role in socializing prospective migrant workers to protect their interests (Febriani, 2008).<sup>25</sup> Preliminary education or pre-departure orientation organized by the Agency for the Protection and Placement of Indonesian Migrant Workers is crucial for preparing these individuals for their overseas employment.<sup>26</sup>

However, many Indonesian migrant workers often possess only basic language skills upon arrival in their destination countries. This language barrier can lead to misunderstandings regarding the terms of their employment contracts, resulting in misinterpretations of workplace rules and policies.

## **2. Management Model for the Implementation of Legal Literacy for Indonesian Migrant Workers**

Understanding the nature of working hours for Indonesian migrant workers remains limited, highlighting the necessity for an effective legal literacy management model. One promising solution is the implementation of a Distance Learning Platform, which serves as an educational tool designed to bridge the gap between tutors and students in the teaching and learning process. Open and distance education refers to a flexible educational system that allows students to pursue their studies with a high degree of autonomy. This model facilitates online solutions for issues related to registration, program selection, course enrollment, and examination methods.

Moreover, the integration of computers and information technology offers a means to overcome barriers of space and time, significantly enhancing access to education. Initiatives to utilize these technologies for expanding higher education access in Indonesia have been ongoing since 1984, notably through the Indonesia Open University. This institution has pioneered various innovative learning models that foster a more engaging and interactive educational experience.

A critical component of this approach is the use of Information and Communication Technology (ICT) to deliver teaching materials, such as e-learning platforms. E-learning focuses on student-centered learning, requiring learners to take initiative and responsibility for their education within a specified timeframe. This model allows for the incorporation of diverse

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<sup>25</sup> Febriani and Meita Lefi Kurnia, "Perencanaan Bagi PJTKI Dan Lembaga Tempat Pelatihan Yang Berkualitas Untuk Mewujudkan Ekspor Tenga Kerja Yang Profesioanal." *Jurnal Manaajemen dan Bisnis* Vol 17 (2013) No.1 Fak. Ekonomi Program Studi Manajemen Univ. Tamansiswa Padang

<sup>26</sup> <https://www.bp2mi.go.id/>

teaching materials, including digital resources in modular formats that enable independent learning through quick access.<sup>27</sup>

Digital modular teaching materials should not be the sole educational resources; they can be supplemented with additional materials in audio-visual formats and computer-assisted instruction (CAI) available on compact discs, providing asynchronous learning opportunities. The curriculum can encompass a wide array of legal topics essential for Indonesian migrant workers, including civil law, criminal law, litigation, alternative dispute resolution (ADR), and family and child protection laws. The content of these educational materials must be carefully developed based on thorough needs analysis and aligned with clearly defined instructional objectives to ensure relevance and efficacy in meeting the educational needs of prospective Indonesian migrant workers.

The coordination of program implementation at Indonesia Open University is overseen by the Research and Community Service Institute (LPPM), specifically through the *PkM* Center. This initiative collaborates with the Faculty of Law and the Faculty of Social and Political Sciences, with the Faculty of Law serving as the primary academic authority for the Legal Literacy Practice Experience (*PPB*). Additionally, the *PkM* Center engages with UPBJJ-International Indonesia Open University, which manages overseas students and their tutors. Monitoring and evaluation efforts focus on various aspects of academic service provision, including tutorial activities and administrative support for both candidates and students. Academic papers are systematically integrated into the policy-making process to inform the management and implementation of the program. Several essential aspects such as (1) Tutorial activities, consisting of Face-to-face Tutorials, Interactive Online Tutorials in Tutor and Tuweb formats; (2) The number of tutorial sessions is not more than eight meetings 2 hours/teaching every day of the week for each course; (3) Study groups, consisting of 15-20 students; (4) Education requirements for prospective students of Senior of High School/equivalent and pass the administrative selection, completeness of documents determined by Indonesia Open University; (5) Conditions for transfer of credit, students must have a high school diploma/equivalent; (6) Tutor Requirements/Recruitment: a) Min Graduate and Post-graduate/equivalent capable (having a portfolio) teaching/tutoring Indonesian migrant workers legal literacy materials; b) Mastering online learning (synchronous & unsynchronous).

### **3. Legal Literacy Continuing Education Curriculum**

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<sup>27</sup> L. Chusna, Nuke, 2019, *Pembelajaran E-Learning*, Prosiding Seminar Nasional Pendidikan KALUNI Volume 2 – 2019 26 Januari 2019 DOI: <http://dx.doi.org/10.30998/prokaluni.v2i0.36>



Education is a critical issue for Indonesian migrant workers, as evidenced by the significant influx of unskilled labor, particularly in the 3D (dirty, dangerous, and difficult) sectors. This trend highlights a concerning lack of educational attainment among these workers. Research indicates that the level of education directly influences the earnings of Indonesian migrant workers, with those possessing higher educational qualifications earning significantly more than their less-educated counterparts. According to the Agency for the Protection and Placement of Indonesian Migrant Workers, the most common educational attainment among Indonesian migrant workers is secondary school graduation, particularly among those employed in Asia-Pacific countries, including Malaysia. However, a substantial number of individuals, especially those working in the household sector, have only completed primary school.<sup>28</sup>

To address this educational gap and enhance the skill sets of migrant workers, the Indonesian government has implemented a distance education program through the Indonesia Open University platform. This initiative aims to provide accessible educational opportunities for migrant workers worldwide.<sup>29</sup>

Building on the findings of previous research, the "Open and Distance Education" model, particularly utilizing a blended-delivery approach, has emerged as a key recommendation. The competency needs of the legal literacy cluster are identified through specific packages of study programs, which include: Law and Migrant Workers, Law and Workers Protection, and Migrant Workers and Social Affairs. Additionally, the socio-cultural cluster encompasses the Migrant Worker and Actualization Study Program package. Within the curriculum of the Indonesian Migrant Workers Legal Literacy Study Program, a foundational course titled "Law and Society" is required. Each study program package is designed with a curriculum structured as a semester credit system, which aligns with the degree strata education system, allowing for credit transferability.

Legal literacy needs identified among Indonesian migrant workers, the following recommendations for open and distance legal training have been developed in consultation with experts in relevant fields. These proposals aim to effectively address the legal training needs of Indonesian migrant workers.

### **Table 1. Expert Recommendations on the Need for Open and Long Distance Legal Training for Indonesian Migrant Workers**

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<sup>28</sup> Febriani, "Quality education and skills of Indonesian labor, towards equality wages in foreign countries," *Jurnal Ekonomi Pembangunan* 14, 2 (2013): 203–213.

<sup>29</sup> Ali Maksum, "Indonesian post-migrant workers: A challenging problem for human security," *Journal Social Sciences & Humanities Open* 4, (2021) 100223: 1-10. <https://doi.org/10.1016/j.ssaho.2021.100223>

Competence Outside the Field of Law	Competence in the Field of Law	Education Program Management
Customs and cross-cultural, intercultural work destination countries	Introduction to law	❖ Open and Distance Education System Platform
Worker interpersonal relations	❖ Indonesian legal system and destination country ❖ Knowledge of destination country laws	❖ Programs with short duration as needed
Basic work skills	Law and gender, gender issues and their protection in the country of work (destination)	management model through Joint Management compared to Joint Academic
Excellent service skills	Cases of severe legal violations	Non-degree/certificate pathway, namely Continuing Education to improve personal competence; and the Diploma degree pathways to improve case handling skills
Rights and responsibilities of migrant workers and employers	Employment law Labor rights (Law 18/2017): since the One-Stop Integrated Service -- pre-departure-- placement-- return home stage	Study counseling service
Issues about narcotics, psychotropics, and SARA.	❖ Protection from sexual violence ❖ Protection for Reproductive Health ❖ Conflict resolution protection forum	The curriculum model is adjusted to the needs of competency achievement characteristics, it can be Pyramidal Model, Project Model, Spiral Model
Employment insurance	International labor law (international labor conventions and treaties)	Senior high school qualification requirements for Continuing Education
Use of electronic media	Procedural law in courts of foreign countries of work destination (distillation)	The registration system and learning services adopt a system that has been running well at Indonesia Open University
GENDER ▪ Basic Understanding ▪ Gender Inequality Analysis of Gender Inequality in the Migration Stage	Communication and information network of employment mediation-advocate-consultation agencies/agents/associations	The learning outcomes evaluation system adopts Indonesia Open University's proven track record
--	Migrant worker departure criteria	❖ Tutor availability can be guaranteed for Indonesian migrant workers working country
--	Immigration law	❖ The content of teaching materials is equipped with case examples and their solutions
--	Family law & child protection	--

*Source:: 2020 Research Survey Results (Sri Wahyu et.al., LPPM-UT)*

**Table 2. Recommendation of Educational Needs Analysis**

No.	Program Package		Time	Method	Beban SKS
1	Law and Migrant Workers	Employer Relationship	6 Month	Blended	3
		Migrant Legislation			3
		Domicile State Judicial System			3
		Criminal Sanctions between Domicile Countries			3
		Ethics of conduct between the legal systems of the domicile country			3
Total					15
2	Law and Work Protection	Employment Contract & Protection	6 Month	Blended	3
		Insurance, exit-permit issues, and domicile taxation			3
		Legal Protection and Working Hours for Migrant Workers in the Country of Domicile			3
		Legal Aid Mechanism Procedure System			3
		Power of attorney, complaint letter, response letter, lawsuit letter			3
Total					15
3	Migrant Workers and Social	Genderisme	6 month	Blended	
		Human Rights			3
		Relations between Cultures of the Country of Domicile			3
		Terrorism, drugs, psychotropic drugs, and health (dangerous issues of drug use, vulnerability of migrant workers to become part of drug syndicates, terrorism, radicalism)			3
Total					9
4	Migrant Worker and Actualization	Women's Natural Rights at Work (reproductive health rights, menstrual leave, maternity leave)	6 month	Blended	3
		IT Entrepreneurship and Skills (Digital Marketing and Financial Management)			3
		Personality and Attitude Self-Control Behavior			3
Total					9

*Source:: 2020 Research Survey Results (Sri Wahyu et.al., LPPM-UT)*

#### **4. Delivery Strategy Recommendations**

The majority of respondents are familiar with the learning system at Indonesia Open University through self-study. Practically all respondents

expressed a need for the implementation of a legal education program through a blended-tutorial system, tailored to the part-time schedules of Indonesian migrant workers, particularly those employed as domestic workers. As a result, there is a significant demand for this legal literacy education program, which is well-suited to an open education system and distance learning format.

However, the effective transfer of knowledge and skills through education and training programs utilizing a distance learning system necessitates precise design in the selection of teaching methods and media. The implementation should incorporate interactive learning models, supported by teaching materials and modules, as well as supplementary non-print resources such as audio and video materials. Additionally, the presence of competent lecturers specializing in relevant fields is essential for curriculum development. Prospective students of the legal literacy program are not exclusively limited to Indonesian migrant workers; opportunities are also extended to the general public, particularly prospective migrant workers with at least a junior high school certificate, rather than exclusively requiring a high school diploma. The participant selection process is managed by Indonesia Open University through UPBJJ-LN, which operates within its designated authority, with no maximum limit on the number of participants in the selection process based on study group minimums.

From its inception, the legal literacy education and training program for Indonesian migrant workers has been designed for delivery using an 'Open and Remote' platform, adopting a blended learning approach. Key aspects such as system administration, management, delivery strategy, teaching materials, and learning outcomes evaluation will be re-evaluated to inform the development of a comprehensive program evaluation system. Recommendations derived from research and development findings, articulated in academic texts, will be utilized to enhance the infrastructure of the legal literacy continuing education (CE) program.

All legal literacy infrastructure products will effectively address three critical factors: 1) the level of education and training needs, 2) the level of training competitiveness, and 3) the strategies for delivering legal education programs to Indonesian migrant workers. Moving forward, it is advisable that the outcomes of this infrastructure development undergo rigorous testing before implementation in 2022, ensuring the operational viability of the entire system and infrastructure. To facilitate this process, collaboration during the pilot stage with the Center for *PkM LPPM-UT*, UPBJJ International, and operational units associated with Indonesia Open University will be crucial. Additionally, engaging external partners, such as associations representing Indonesian migrant workers, is recommended to support the implementation of this trial phase.

## **5. Evaluation of Legal Literacy Programs and Learning Outcomes**

The primary objective of graduate learning in this program is to enable students to practically and accurately simulate the self-actualization of positive legal values and rules as they relate to the realities faced by Indonesian migrant workers. This focus encompasses the entire spectrum of work-related social issues, from the recruitment process to the placement stage. Graduates are expected to acquire knowledge, theoretical frameworks, and practical concepts concerning the various socio-cultural factors that influence the personalities, attitudes, behaviors, and efforts to manage Indonesian migrant workers.

To assess the achievement of student learning outcomes, the legal literacy education program employs several types of evaluations as specified in the *RMK (Rencana Mata Kuliah)* for each course. The evaluation methods include tests, non-tests, and portfolio assessments. Additionally, students' learning is evaluated through a range of exercises and assignments throughout the instructional process, facilitated by tutorial activities and specially designed subject matter books.

The evaluation system for learning outcomes in this legal literacy education program adheres to the standards and procedures established by Indonesia Open University. This includes formative assessments, performance evaluations, and summative exams conducted by tutors, alongside centralized examinations by the university. Formative exams are determined by tutors during the tutorial process, while performance assessments are administered during both face-to-face and online tutorials. Portfolio assessments allow tutors to evaluate students based on academic performance and practical application, ensuring that the participants develop a cohesive set of competencies in line with the criteria established by Indonesia Open University.

Upon completing their education, students receive certificates and transcripts, with successful participants having the option to transfer their earned credits to graduate programs within the Faculty of Law, Social Science, and Politics at Indonesia Open University. To obtain a certificate, participants must meet the following criteria: (1) active participation in all face-to-face tutorials and online activities, successful completion of exams, and fulfillment of graduation criteria; (2) tutors must submit all results from formative tests, exercises, assignments, and performance assessments according to the established provisions and assessment standards to the local *UPBJJ-UT*; the summative exam is managed by the central administration of Indonesia Open University; (3) *UPBJJ-UT* is responsible for forwarding all test results and performance assessments to Pusjian, with a copy sent to *PPM-LPPM*; and (4) the system for implementing student learning outcomes exams is conducted throughout the semester.

To equip migrant workers with the necessary skills to address legal issues related to work engagements and contracts, conflict resolution, workplace ethics, labor protection, human rights, and the judicial system, it is essential for them to develop foundational competencies.

### C. Conclusion

Based on the conducted research and development, it is evident that the need for legal education for Indonesian migrant workers is essential. This educational initiative not only fulfills human rights obligations but also equips workers with valuable legal knowledge that can help prevent potential legal issues in the host countries where they work. By understanding the legal framework and implications of various regulations in their destination countries, Indonesian migrant workers can better navigate their rights and responsibilities.

Providing access to education is crucial for empowering Indonesian migrant workers, enabling them to address and confront various forms of unfair treatment, including corporate crime, human rights violations, and organized crime.

The key conclusion from this research and development is that a distance education and learning platform, utilizing a continuing education (non-degree) service format, represents the most suitable and efficient design for enhancing educational access for Indonesian migrant workers. This innovative educational service model, characterized by a well-structured curriculum and transferable credit systems leading to degree-level qualifications, significantly benefits participants in the legal literacy program.

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