



Introduction to Information Technology and Independence Based on Prophetic Values at Sanggar Bimbingan Indonesia in Malaysia

Sigit Dwi Laksana ^{1*}, Yolan Priatna ¹, Fatkhur Rohman Albanjari ¹, Kholis ² Watik Widianingrum¹

¹ Universitas Muhammadiyah Ponorogo, Indonesia.

² University Sultan Zainal Abidin, Malaysia.

Corresponding Author ✉ sigitdwilaksana@gmail.com *

ABSTRACT

This community service program was conducted at Sanggar Bimbingan At Tanjil, Lembah Jaya, Selangor, Malaysia, with the aim of introducing information technology literacy and promoting economic independence based on prophetic values among children and parents of Indonesian migrant workers. The program applied a qualitative participatory approach, involving direct observation, interviews, and training workshops to identify and address the community's specific needs in digital literacy, financial management, and moral education. The intervention included workshops on healthy internet use, family financial literacy, and the internalization of prophetic values such as honesty, responsibility, and diligence. Results showed that participants demonstrated improved understanding and skills in utilizing digital technology responsibly, managing finances wisely, and applying ethical principles in daily life. Despite challenges related to limited facilities and parental involvement, the program effectively strengthened community awareness and fostered collaboration between lecturers, students, and local leaders. In conclusion, the integration of technology education, financial literacy, and prophetic ethics offers an effective model for empowering migrant communities to achieve sustainable independence in both digital and economic aspects

Keywords: *Digital literacy, Prophetic Values, Economic Independence, Migrant Workers, Community Empowerment,*

ARTICLE INFO

Article history:

Received

May 28, 2025

Revised

August 11, 2025

Accepted

September 30,
2025

Journal Homepage

<https://ojs.staialfurqan.ac.id/IJoASER/>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

INTRODUCTION

In today's digital era, information technology (IT) plays an important role in improving the quality of life and economic independence of the community (Widyastuti et al., 2016). However, the children of migrant workers and their families often face challenges in accessing education and technology (Anam et al., 2019).

Information technology (IT) is currently one of the important aspects in the development of society. As a means of communication, education, and potential development (mifta.hulaikah.1601219@students.um.ac.id et al., 2020), IT can have a great impact in improving the quality of life, especially in the fields of education, economy, and social. However, many communities in remote areas, such as SB Tanzil Lembah Jaya, have not fully accessed and utilized IT optimally.

In addition, it is also important to remember that the Indonesian people, especially in the region, have noble values contained in religious teachings, especially prophetic values (Kusnilawati, K., & Fauziddin, 2018), which can be used as a guideline in developing independence and facing the challenges of the times. Independence built on spiritual values will have a more positive and sustainable impact. Therefore, this community service program aims to introduce information technology and economic independence to the children of migrant workers, by integrating prophetic values that emphasize ethics, morality, and social concern.

Malaysian PMIs are facing difficult and complicated working conditions (Riani et al., 2024). Many of them work away from family and do not receive adequate social support. They often suffer from psychological distress and social isolation, which affects their overall well-being. In addition, they face the risk of exploitation, lack of job protection, and limited access to health care and legal protection. There are different levels of PMI training in Malaysia. Some of them have secondary education, while others have only basic education or have no formal education at all. Low levels of education mean that people are less able to get better jobs and improve their social mobility (Fadillah et al., 2023). In addition, limited access to financial training and education programs also affects financial literacy. PMI also faces challenges related to finance and remittances.

Many of them send most of their income back to their families in Indonesia in the form of remittances, which contribute to the economic development of their home countries and families (Laksono et al., 2019). However, limitations such as high remittance fees, exchange rate fluctuations, and lack of knowledge on how to effectively manage remittances can limit the optimal economic benefits of such remittances. Even so, the level of financial literacy among PMIs is still a concern. A survey conducted by the Institute of Demographic and Health Surveys (LSDK) found that around 60% of Malaysian PMIs have a low level of financial literacy (Suranto et al., 2024). This can make it difficult to manage personal finances, understand financial products, and make smart financial planning decisions. This lack of understanding can negatively impact financial stability individuals in the following ways: For example, it may be more difficult to save, manage expenses, and protect against unexpected financial risks. This service will be carried out at SB At Tanzil Lembah Jaya Selangor Malaysia which is located in Jln Setia Gemilang BG U13/BG Seksyen U13 Setia Alam 40170 Shah Alam Selangor.

Based on this background, we propose a community service program that aims to introduce information technology to the people of SB Tanzil Lembah Jaya as well as instill the principles of independence based on prophetic values.

Specifically, the target of community service, the global status of community service, is the first of the general public in SB Tanzil Lembah Jaya, both parents, youth, and children who can access and utilize information technology. and both Educators and Community Leaders who have a great influence on social development and education in the area.

This target of community service is expected to make a significant contribution to science and technology in several ways, namely:

- 1) Increasing the understanding of migrant workers to be wise in managing and utilizing technology and information
- 2) Developing a learning activity model about technology and prevention of fraud and digital crime

- 3) Providing empirical evidence of financial literacy by utilizing financial management wisely and choosing financial products and services safely.

Adding to the academic literature on community service in Indonesia with a focus on aspects of information technology and financial literacy.

METHOD

This community service program employed a qualitative participatory approach designed to empower the children and parents of Indonesian migrant workers (PMI) at Sanggar Bimbingan At Tanjil, Lembah Jaya, Selangor, Malaysia. The methodology integrates educational, technological, and value-based interventions, emphasizing both digital literacy and prophetic-based economic independence. Through active participation, beneficiaries were not only recipients but also contributors to the learning process.

community service program will use qualitative methods with the following stages:

- 1) **Needs Assessment:** Conducting surveys and interviews to identify specific needs and challenges faced by the target community (Creswell, 2018).

The initial phase focused on identifying the specific needs and challenges faced by the target community. A needs assessment was conducted through direct observation, semi-structured interviews, and small group discussions involving both children and parents.

The main objectives of this phase were to:

- Identify participants' level of digital literacy and technology utilization skills.
- Assess their understanding of basic financial management and family economic independence.
- Explore how prophetic values—such as honesty (*sidq*), trustworthiness (*amānah*), responsibility, and diligence—are currently practiced in their daily lives.

Findings from this stage provided essential insights for the design of the intervention and ensured that the program addressed real community needs.

- 2) **Intervention:** Designing and implementing FDS sessions tailored to address identified needs. These sessions may cover topics such as technology and information utilization, financial literacy, how to deal with financial crimes digitally. Based on the results of the needs assessment, a comprehensive training module was developed to integrate information technology skills, financial literacy, and prophetic values. The design process included the development of structured learning materials and a flexible implementation schedule adapted to participants' availability and learning capacities.

The content of the training covered three key domains:

1. Basic information technology literacy, including safe internet practices, basic office applications, and digital security awareness.
2. Family financial literacy, focusing on income management, savings planning, and protection from online financial fraud.
3. Prophetic values integration, emphasizing ethics, moral awareness, and social responsibility in the digital and economic context.

The training plan also included the identification of facilitators, the division of participant groups, and strategies to ensure active engagement throughout the sessions.

3) **Evaluation:** Includes competency evaluation, skills in understanding the functions of information technology, financial management. Evaluation of the achievement of both mandatory and additional mandatory outcomes and evaluation of the achievement of each performance that has been determined. Follow-up plan program, during the implementation of the service program is carried out assistance by the team to monitor and evaluate the course of the program implemented and the follow-up plan to be carried out.

The evaluation phase aimed to measure the effectiveness and impact of the intervention. Assessment was carried out using pre- and post-tests, direct observation, and reflective discussions with participants.

Evaluation indicators included:

- Improvement in participants' technological competencies.
- Increased understanding of financial management and digital security.
- Observable internalization of prophetic values in attitudes and daily behavior.

Follow-up mentoring sessions were provided to monitor progress and offer continuous support. Participants showing interest in further learning were encouraged to join a community-based digital learning group facilitated by the service team.

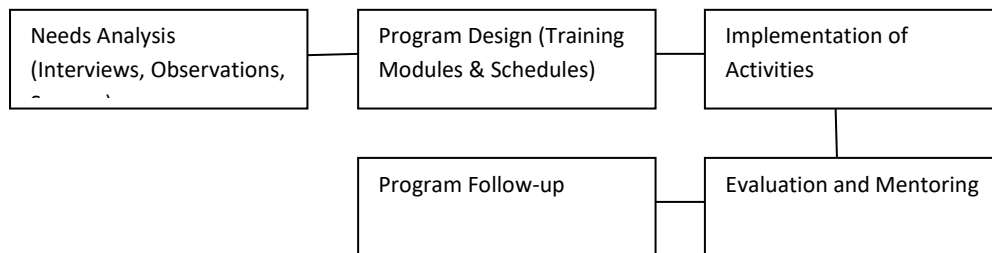


Figure 1. Flow of Service Activities

RESULT AND DISCUSSION

The International PKM activity held at SB At Tanzil Lembah Jaya Malaysia took place on January 29, 2025, the activity began with coordination by the head of the service team with The Coordinator of the At Tanzil Institution throughout Peninsular Malaysia is Mr. Kholis Frenrika, S.Pd, then directed to communicate with Mr. Ustman as a manager in the Lembah Jaya area. The team leader coordinates which includes activity plans and forms of PKM activities carried out, the team leader also said that this PKM activity will later be collaborated with the KKN student work program at At Tanzil, so that there is sustainability in the activity, so that the team leader can monitor the progress of the development in every activity there.



Figure 2. Joint coordination with the manager of SB At Tanzil Lembah Jaya

The core of this PKM activity focuses on the introduction of information technology and independence in education and the economy, in the area of technology focuses on the introduction of a healthy internet, which includes how to surf in cyberspace in a healthy and good way, so that they avoid the negative dangers of the internet. Furthermore, activities that focus on independence are children trained to save money by making piggy banks from used items around to be used as piggy banks, by adding the decorations to the piggy banks, so that children are trained to be economically independent (Watik, 2025a).



Figure 3. Piggy Bank Making Training for SB At Tanzil Lembah Jaya Children

The use of technology in this activity is by utilizing digital devices that are there, or available there. By introducing various things related to how to use the internet properly and correctly, one of them is introducing the culture of reyog ponorogo to children (Watik, 2025b). The role of the studio manager is to provide facilities in organizing activities at SB At Tanzil Lembah Jaya, as well as helping to coordinate with fellow managers at SB at tanzil to help make the activities there a success.

The achievements of the activities that have been carried out are the implementation of community service activities at SB Di Tanzil Lembah Jaya, this can be seen from the publication of activities carried out in the kompasiana news, this shows that there is a comparison of the activities that have been planned with the results of the implementation that has been carried out.



Figure 3. Introduction to Technology for children of SB At Tanzil Lembah Jaya Malaysia

The challenges and obstacles in this activity are in the place of implementation Where, the activity is carried out in one room together with other activities, so that the delivery is not optimal, because of these disturbances. In addition, supervision from parents is lacking, so it is less optimal in terms of follow-up, because their parents are focused on making money.

Judging from the activities that have been carried out, it can be said that this activity is quite effective, besides that students who are doing KKN there also continue the program, because indeed the work program is designed to be integrated with PKM activities carried out by lecturers. As for the response from the manager of SB At Tanzil Lembah Jaya Malaysia, they were greatly helped by this activity because basically they really need assistance in terms of technology and independence, their parents who are busy in earning a living do not give them the opportunity to accompany their children. This is also the next challenge, so this requires the help of managers to monitor the development of early children.

CONCLUSION

This community service program at Sanggar Bimbingan At Tanjil, Lembah Jaya, Malaysia, effectively integrated information technology literacy with prophetic values to promote educational and economic independence among children and parents of Indonesian migrant workers. The activities improved participants' understanding of digital use, financial management, and ethical behavior based on honesty, responsibility, and diligence. Despite limited facilities and parental supervision, the program achieved positive outcomes and fostered sustainable collaboration between lecturers, students, and community leaders. Overall, this initiative demonstrates that combining digital empowerment with prophetic ethics can strengthen community resilience and serve as a model for future value-based technology education programs

REFERENCES

- Anam, S., Nyoman Sudana Degeng, I., Murtadho, N., & Kuswandi, D. (2019). The Moral Education and Internalization of Humanitarian Values in Pesantren: A Case Study from Indonesia. *Journal for the Education of Gifted Young Scientists*, 815–834. <https://doi.org/10.17478/jegys.629726>
- Creswell, J. W. (2018). Fourth Edition: Research design: qualitative, quantitative, and mixed methods approach. In *SAGE* (fourth Edi, Vol. 59).
- Fadillah, A., Nopitasari, D., Bilda, W., Yanti, R., Sulisty, D. R., & Aini, I. D. N. (2023). Pelatihan Literasi Digital Pekerja Migran Indonesia (PMI) di Hongkong. *Jurnal Anugerah*, 5(1), 33–40. <https://doi.org/10.31629/anugerah.v5i1.4867>
- Kusnilawati, K., & Fauziddin, M. (2018). Meningkatkan Aspek Perkembangan Nilai Agama dan Moral Anak Usia Dini dengan Penerapan Metode Bercerita Tema Islami. *Aulad: Journal on Early Childhood*, 1(1), 28-38.
- Laksono, B. A., Supriyono, S., & Wahyuni, S. (2019). LITERASI FINANSIAL DAN DIGITAL KELUARGA PEKERJA MIGRAN DITINJAU DARI LATAR BELAKANG PENDIDIKAN. *Jurnal Pendidikan Dan Kebudayaan*, 4(2), 139–151. <https://doi.org/10.24832/jpnk.v4i2.1291>
- mifta.hulaikah.1601219@students.um.ac.id, I. T. G. S. U. N. M. I., Hulaikah, M., Degeng, I. N. S., nyoman.sudana.d.fip@um.ac.id, I. T. G. S. U. N. M. I., Sulton, S.,

- sulton.fip@um.ac.id, I. T. G. S. U. N. M. I., Murwani, F. D., & f.danardana.fe@um.ac.id, B. & M. E. G. S. U. N. M. I. (2020). The Effect of Experiential Learning and Adversity Quotient on Problem Solving Ability. *INT J INSTRUCTION*, 13(1), 869–884. <https://doi.org/10.29333/iji.2020.13156a>
- Riani, L. P., Mustofa, M., Fikri, A. A. H. S., Sholeh, M., & Supriyanto, S. (2024). Edukasi dan Pendampingan Literasi Keuangan dan Digital pada Mantan Pekerja Migran Indonesia. *Jurnal ABDINUS: Jurnal Pengabdian Nusantara*, 8(1), 151–162. <https://doi.org/10.29407/ja.v8i1.21201>
- Suranto, Sari, D. E., Syah, M. F. J., Imran, M. A., Sihotang, I. M., & Fatmahwati, S. (2024). Peningkatan Literasi dan Akses Informasi Keuangan Bagi Pekerja Migran Indonesia di Malaysia. *International Journal of Community Service Learning*, 7(4), 486–494. <https://doi.org/10.23887/ijcsl.v7i4.69669>
- Watik. (2025a). *Edukasi Menabung Cerdas dan Daur Ulang Berkualitas di SB At-Tanzil Lembah Jaya: Membangun Generasi Peduli Lingkungan dan Masa Depan*. <https://www.kompasiana.com/>.
https://www.kompasiana.com/watik00097/67a812abc925c42dca119c82/edukasi-menabung-cerdas-dan-daur-ulang-berkualitas-di-sb-at-tanzil-lembah-jaya-membangun-generasi-peduli-lingkungan-dan-masa-depan?utm_source=Whatsapp&utm_medium=Refferal&utm_campaign=Sharing_
- Watik. (2025b). *Semangat Baru Pasca Libur, Siswa SB At-Tanzil Lembah Jaya Antusias Menonton Pagelaran dan Asal-Usul Reog Ponorogo*. <https://www.kompasiana.com/>.
<https://www.kompasiana.com/watik00097/679d8e0fc925c415c46ff785/semangat-baru-pasca-libur-siswa-sb-at-tanzil-lembah-jaya-antusias-menonton-pagelaran-dan-asal-usul-reog-ponorogo>
- Widyastuti, D. A. R., Nuswantoro, R., & Sidhi, T. A. P. (2016). Literasi Digital pada Perempuan Pelaku Usaha Produktif di Daerah Istimewa Yogyakarta. *Jurnal ASPIKOM*, 3(1), 1. <https://doi.org/10.24329/aspikom.v3i1.95>