

INDONESIAN MIGRANT COMMUNITY BEHAVIOR AND AWARENESS IN PROVIDING EDUCATION RIGHTS FOR CHILDREN

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Abstract: Migrant workers frequently encounter a multitude of challenges, including a lack of official documentation such as deeds, family cards, passports, and residence permits. The absence of these documents precludes migrant workers from exercising their rights, including the right to send their children to school and access healthcare. The objective of this research is to analyse the behaviour of Indonesian migrant communities and their awareness of the necessity to provide children with the right to education. The research methodology employed is qualitative, with a descriptive approach. The subjects of this research are the Indonesian migrant community and the manager of *Sanggar Bimbingan Gombak Utara*. The data were collected through a combination of interviews, observation, and document analysis. The data analysis techniques employed included data reduction, data presentation, and conclusion drawing. The results demonstrate that migrant workers demonstrate a high level of responsibility with regard to their children's

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education rights. Despite the constraints they face in relation to legal documents, migrant workers adopt a proactive approach in seeking solutions. The government's initiative through the *Sanggar Bimbingan* illustrates its commitment to fulfilling the right to education. The research findings indicate that, despite facing economic challenges, migrant workers continue to prioritise their children's education.

Keywords: Community, Education Rights, Migrant Workers.

Introduction

Migration can be defined as a complex dynamic process, whereby individuals or groups relocate from one geographical location to another.¹ Indonesia, a country with a long history of migration, continues to produce migrant communities seeking a better life abroad.² In the context of globalisation, the phenomenon of migration has become an integral part of the dynamics of modern society.³ One aspect that has been highlighted is the behaviour of Indonesian migrants and their awareness of the right to education for their children. While migration often opens new doors of opportunity, it also involves a complex set of challenges, especially when it involves families and children.⁴

The term "migrant communities" is used to describe individuals or groups who have relocated from one country to another, with the intention of establishing a place of residence or employment.⁵ The phenomenon of migration can be triggered by a number of factors, including economic, social, or political. For instance, Indonesian migrants frequently select Malaysia as their destination for

¹ Riska Dwi Astuti, "Keputusan Migrasi di Indonesia," *Jurnal Kebijakan Ekonomi dan Keuangan* 2, no. 1 (2023): 29–35, <https://doi.org/10.20885/jkek.vol2.iss1.art4>.

² Mita Noveria, "Migrasi Berulang Tenaga Kerja Migran Internasional: Kasus Pekerja Migran Asal Desa Sukorejo Wetan, Kabupaten Tulungagung," *Jurnal Kependudukan Indonesia* 12, no. 1 (2017): 25, <https://doi.org/10.14203/jki.v12i1.255>.

³ Fajrin Nurul Qomariya, Hadi Soetarto, and Nur Inna Alfiyah, "Migrasi dalam Perubahan Sosial Ekonomi Masyarakat Desa Talango," *Public Corner* 16, no. 1 (2021): 79–96, <https://doi.org/10.24929/fisip.v16i1.1597>.

⁴ Erniwati Laia, Marnaek Tua Benny Kevin Afriando, and Syawal Amry Siregar, "Perlindungan Hukum Bagi Pekerja Anak dalam Perspektif Hak Asasi Manusia," *Journal Rectum* 4, no. 1 (2022): 486–500.

⁵ Cicilia Anggi Sholina, "Pemenuhan Hak-Hak Asasi Anak Tenaga Kerja Indonesia di Perkebunan Sawit di Wilayah Tawau, Sabah, Malaysia," *Jurnal Pembangunan Manusia* 3, no. 1 (2022), <https://doi.org/10.7454/jpm.v3i1.1029>.

employment opportunities. One such example is the Gombak Utara region of Malaysia. This region is characterised by the intricate dynamics of migrant communities, encompassing the multifaceted nuances of daily life that give rise to distinctive characteristics. According to data provided by BP2MI, the number of migrant workers placed in the period between January and October 2023 reached 237,992 individuals. Of these, the majority were women (146,785) and men (91,207). The majority of these individuals were employed as domestic workers, with a total of 61,180 individuals in this category, representing 25.70% of the total. The second most common occupation was that of caregivers, with 46,079 individuals or 19.36%. This was followed by plantation labourers (22,641 people) and workers (18,798 people). The final position was occupied by those engaged in furniture upholstery (173 people), restaurant service (181 people), and agricultural work (203 people).

The term "rights" is used to describe the prerogatives or privileges attached to every individual as a citizen, regardless of their status or background. These rights encompass fundamental aspects such as the freedom of life, freedom of speech, and the rights to education.⁶ Nevertheless, in practice, these rights are not always readily available to the migrant community, particularly those with undocumented status. Migrant workers frequently encounter significant challenges, including a lack of official documentation such as deeds, family cards, passports, and residence permits. The absence of these documents hinders migrant workers' ability to exercise their rights, including the right to send their children to school and the right to access health services. The possession of legal documents is crucial for ensuring that migrant workers can easily access their fundamental rights.

Education is a conscious and planned effort to create true human beings.⁷ Education, as the foundation of character and skill building, is one of the fundamental rights that must be guaranteed to every child. Education is not only about literacy and numeracy, but also includes the formation of moral values and character. Education has a central role in shaping future generations and improving the

⁶ Serlika Aprita Aprita and Yonani Hasyim, *Hukum Perdagangan Internasional* (Jakarta: RajaGrafindo Persada, 2020).

⁷ Journal Elementary Education, "Peningkatan Prestasi Belajar Siswa di Kelas VI SDN 02 Gunungsari Kabupaten Pematang pada Kurikulum Merdeka" 12, no. 1 (2023): 31–37.

welfare of society. Therefore, ensuring that children of migrant communities have the right to education is a moral and social imperative.⁸

The Gombak Utara region of Malaysia provides a poignant illustration of the challenges faced by Indonesian migrant communities striving to improve their circumstances. A significant proportion of these individuals are present in the country without the requisite legal documentation, which presents a considerable obstacle to ensuring their children's right to education. This phenomenon illustrates that the pursuit of a better life is not always accompanied by the assurance of fundamental rights. The Indonesian migrant communities in Gombak Utara have demonstrated a high level of solidarity and collective behaviour in the face of the challenges of daily life. However, their limited documentation status represents a significant barrier. They live with legal uncertainty, which is particularly detrimental in relation to their children's educational rights.⁹

A review of existing research indicates that numerous issues arise when a significant number of Indonesian migrant workers (TKI) in Malaysia lack the requisite documentation, despite having resided there for an extended period and feeling at ease. This situation ultimately results in a refusal to return to Indonesia.¹⁰ The issue is not solely confined to their inability to return to their country of origin; it persists even when they enter into a marriage for religious reasons. It is evident that the status of being a parent does not confer full marital status, and that the lack of proper documentation is a further complicating factor. This situation gives rise to a number of challenges and uncertainties for these individuals in their daily lives in Malaysia.¹¹ Previous research indicates that to overcome the behavioural challenges of Indonesian migrant communities and

⁸ Carolina Hidayah et al., "Pembentukan Karakter Rasa Ingin Tahu Melalui Kegiatan Literasi" 2, no. 2 (2019): 69–78.

⁹ Dzaky Makarim, "Menyongsong Generasi Emas 2030, Mengabdikan Kepada Siswa di Sb Gombak Utara Kuala Lumpur Malaysia", 2023.

¹⁰ Gede Dendi Teguh Wahyudi, Dewa Gede Sudika Mangku, and Ni Putu Rai Yuliartin, "Perlindungan Hukum Tenaga Kerja Indonesia Ditinjau," *Jurnal Komunitas Yustisia* 2, no. 1 (2019): 55–65, <https://doi.org/10.23887/jatayu.v2i1.28772>.

¹¹ Januar Mahardhani and Nurtina Irsad Rusdiani, "Pembelajaran Lintas Budaya Melalui Aktivitas Mengajar Pada Sanggar Bimbingan Non Formal di Malaysia" 02, no. 01 (2023): 58–67.

increase awareness of the provision of education rights, cross-sectoral efforts are required. Legal counselling, human resources training, cross-border cooperation between Indonesia and Malaysia, easy accessibility of education, women's empowerment programmes, human rights advocacy and peer-to-peer approaches are key solutions. With this holistic approach, it is expected that a positive impact will be achieved and the welfare of children of undocumented migrant communities will be improved.¹²

While a number of previous studies have highlighted certain aspects of migration and children's rights, there is no specific study that addresses the behaviour of Indonesian migrants and their awareness of the provision of educational rights for their children. Consequently, the objective of this study is to conduct a comprehensive examination of the behaviour exhibited by Indonesian migrant communities and their level of awareness regarding the provision of educational rights for children. It is anticipated that the findings of this research will serve as a basis for the government and the community to gain a deeper understanding of the circumstances faced by children of undocumented migrant workers in the Gombak Utara area, thereby enabling the provision of more effective support. Furthermore, this research is expected to offer constructive suggestions for the Indonesian government to enhance the protection and rights of children of undocumented migrant workers.

This research employs a qualitative approach, with a particular emphasis on the description and interpretation of social phenomena.¹³ In particular, it considers the behaviour of Indonesian migrant communities and their awareness of the importance of providing children with access to education. This research employs a descriptive methodology, which involves an examination of the behaviour of migrant communities in Gombak Utara, Malaysia. The research subjects were members of Indonesian migrant communities who were involved in the management of *Sanggar Bimbingan* Gombak Utara. The data were collected through observation, interviews and the analysis of relevant documentation. Observation was employed to gain insight into their behaviour and activities, interviews were conducted to

¹² Rahmah Daniah and Fajar Apriani, "Kebijakan Nasional Anti- Trafficking dalam Migrasi Internasional," 2017, 137–62.

¹³ Muhammad Rizal; Pahleviannur et al., *Metodologi Penelitian Kualitatif* (Sukoharjo: Pradina Pustaka, 2022).

obtain information through direct interaction, and documentation was used to collect data related to the behaviour of Indonesian migrant communities. The results of this data analysis provide an in-depth understanding of the behaviour of migrant communities and their awareness of children's education rights. The analysis was conducted in three stages, comprising data reduction, data presentation in the form of descriptions, and data verification to reach valid conclusions from the results of this study.

The Educational Landscape of the Indonesian Migrant Community in Gombak Utara

The condition of the non-migrant Indonesian community in Gombak Utara is illustrative of the rich ethnic diversity of the area. The ethnic diversity of Gombak Utara is reflected in the presence of a number of different ethnic groups, including Malays, Chinese, Indians, *Orang Asli* and Minang people. This contributes to the creation of a distinctive multicultural atmosphere. Its location to the north of Kuala Lumpur ensures convenient accessibility for local residents via a variety of transportation options, including commuter rail. The reduction in criminal activity over recent years in Gombak Utara has resulted in an enhanced sense of security and wellbeing for the non-migrant community. This has a beneficial effect on their daily lives.

Furthermore, ethnic diversity plays an integral role in shaping the multifaceted cultural tapestry of Gombak Utara. The community has succeeded in establishing a distinctive cultural identity by embracing and celebrating cultural elements from a multitude of ethnic backgrounds. Inter-ethnic harmony and cooperation are evident in a multitude of domains, including social, cultural, and economic activities. Meanwhile, Indonesian migrant workers in Gombak Utara play a significant role in the development sector. The presence of a significant Indonesian migrant worker population in Gombak Utara indicates that many Indonesians migrate to this area with the objective of earning a livelihood and contributing to the regional development sector. This illustrates the significance of their contribution to local development and economic growth.

The Indonesian migrant workers in Gombak Utara face significant challenges, particularly in the area of education. These workers openly express their difficulties in finding suitable

educational institutions for their children. Previous research has confirmed that many of them have difficulty accessing education due to constraints related to their legal status. This situation has a profound impact, particularly on the education of the children of migrant workers, making it challenging for them to gain access to educational services and other facilities.¹⁴

A number of community service activities were undertaken in Gombak Utara, specifically at the *Sanggar Bimbingan*. The students at this educational establishment are largely unaware of the cultural background of their parents. Nevertheless, it is crucial to foster a sense of patriotism and cultural pride among these students, equipping them with the tools to become dignified Indonesian citizens. The activities conducted revealed that the students displayed a keen interest in acquiring knowledge about Indonesian culture. However, they exhibited reticence, shyness, and distractibility when initially engaging with the subject matter. The cultural introduction proved an effective method of capturing the students' attention and fostering an understanding of their own culture. The accompanying image illustrates the potential benefits of similar activities, complemented by additional programmes and the utilisation of diverse media. If implemented, such initiatives could foster greater familiarity with the diversity of cultures that exist. Consequently, the common objective of preserving culture and instilling students' interest in returning to their homeland, Indonesia, may be realised.¹⁵

Nevertheless, in Gombak Utara, migrant workers in possession of the requisite documentation enjoy the benefit of enrolling their children in superior educational institutions, including the *Sekolah Indonesia Kuala Lumpur*. Some even elect to have their children attend Malaysian schools. This illustrates that the possession of legal documents bestows upon the children of migrant workers a greater capacity to obtain an education commensurate with their needs, despite the constraints faced by migrant communities.¹⁶

¹⁴ Dzaky Makarim, "Menyongsong Generasi Emas 2030, Mengabdikan Kepada Siswa di Sbg Gombak Utara Kuala Lumpur Malaysia".

¹⁵ Abu Halim Kopong et al., "Introduction to Indonesian Culture to Instill Love for the Homeland in Students of Gombak Utara Guidance Center," *International Conference on Education for All* 1, no. 1 (April 1, 2023): 58–64.

¹⁶ Budi Sulistya Handoyo and Reza Triarda, "Problematika Pendidikan di Perbatasan: Studi Kasus Pendidikan Dasar bagi Anak Pekerja Migran Indonesia

In light of the educational challenges prevalent in Gombak Utara, the Pengurus Cabang Istimewa Muhammadiyah Malaysia (PCIM) has established a non-formal educational institution, namely the *Sanggar Bimbingan* Gombak Utara, which is overseen by a team of Muhammadiyah professionals currently pursuing their studies in Malaysia. This situation has a positive impact, particularly for Indonesian migrant communities who lack the necessary documentation to access formal education for their children. The education model implemented is aligned with the Indonesian education system, which is coordinated by the School of Indonesian Kuala Lumpur (SIKL).

The author identified a body of research on the Gombak area that shed light on the state of public school facilities in that region. The selection of an appropriate educational establishment by parents was found to be influenced by the facilities provided by the school in question. The paper presents a detailed examination of the data findings and analyses pertinent to the subject matter under investigation. With regard to the teacher-to-student ratio, it can be concluded that the ratio for secondary schools is slightly higher than the actual ratio stated by the education office. In terms of class size, the average class size for both primary and secondary schools in the case study area is higher than that stated in the planning standards and guidelines. The findings indicate that there is scope for improvement in the provision of school facilities to cater for the school population.¹⁷ The robust provision of school facilities enhances the school building and the physical learning environment.¹⁸ Furthermore, an adequate provision and proper maintenance of school facilities will

(PMI) di Negara Bahagian Sarawak, Malaysia,” *Transformasi Global* 7, no. 2 (2020): 201–13, <https://doi.org/10.21776/ub.jtg.2020.007.02.2>.

¹⁷ Nuraihan Mohd Ibrahim et al., “Assessment on the Condition of School Facilities: Case Study of the Selected Public Schools in Gombak District,” *Procedia - Social and Behavioral Sciences*, ASEAN-Turkey ASLI QoL2015: AicQoL2015Jakarta, Indonesia, 25–27 April 2015, 222 (June 23, 2016): 228–34, <https://doi.org/10.1016/j.sbspro.2016.05.151>.

¹⁸ Sheila Walbe Ornstein et al., “Improving the Quality of School Facilities through Building Performance Assessment: Educational Reform and School Building Quality in São Paulo, Brazil,” ed. Cynthia L. Uline, *Journal of Educational Administration* 47, no. 3 (January 1, 2009): 350–67, <https://doi.org/10.1108/09578230910955782>.

optimise teaching and learning in the classroom, thereby positively influencing the academic performance of students.

The adequate number of school facilities positively affects the teaching and learning process in the school.¹⁹ The condition and provision of school facilities and infrastructure can be enhanced through the allocation of financial resources from the government and the PIBG. It would be beneficial in the future for financial support to be allocated to facilitate the expansion of physical structures and the increase of school capacity. Nevertheless, any developments or improvements must be carried out in accordance with the guidelines set out by the relevant authority. The provision of an adequate number of school facilities is crucial for the creation of a productive learning and teaching environment for students and teachers alike.

The findings indicate that school components, including parking areas, pedestrian walkways, bus stops, and toilets, are not adequately maintained, resulting in a low ranking. It is therefore evident that these facilities require improvement in order to provide a pleasant environment for the school community. Furthermore, the school must consider the principles of universal design to cater to the needs of disabled people. In addition, the facilities provided in the school area must consider safety aspects to ensure a high level of safety among the school community. It is also hoped that the school will have proper facilities and equipment to support the needs of disadvantaged groups. In addition, a proper provision of school facilities will improve the level of comfort among the school community.

Fulfillment of Children's Education Rights in Migrant Communities in Gombak Utara

In response to the educational challenges faced by migrant workers in Gombak Utara, the Embassy of the Republic of Indonesia (KBRI) and the Education and Culture Attaché of the Embassy of the Republic of Indonesia (ATDIKBUD) took the initiative to establish the *Sanggar Bimbing* in Peninsular Malaysia. The objective of this initiative is to provide support for the learning and education of children of migrant workers. The research findings indicate that these

¹⁹ Glen I. Earthman, "School Facility Conditions and Student Academic Achievement," October 1, 2002, <https://escholarship.org/uc/item/5sw56439>.

centres facilitate access to education for children of migrant workers. The centre serves not only as a place of learning but also as a resource for addressing the document constraints often faced by migrant worker children. This effort involves assistance in obtaining the necessary documents, thereby encouraging children to participate in education without being constrained by a lack of documents.

The *Sanggar Bimbingan* plays a significant role in the education of children of migrant workers, offering them access to a non-formal school programme.²⁰ This provides them with the opportunity to pursue their studies despite the limitations imposed by the requisite paperwork. This initiative demonstrates the active role of KBRI and ATDIKBUD in supporting the right to education of migrant children in Gombak Utara. While these efforts are commendable, to achieve a greater and more sustainable impact, further roles from the government and cross-sectoral cooperation are required. This joint effort is crucial to provide a comprehensive and sustainable solution to the educational challenges faced by the children of migrant workers. In the *Sanggar Bmepa*, education and skills are taught.²¹

This research project involved the participation of four informants in Gombak Utara, Malaysia, with a particular focus on the Indonesian migrant communities. The analysis of the research data yielded several key findings based on the interviews with the informants. One of the initial findings is that the majority of Indonesian migrant communities in Gombak Utara are primarily engaged in the development sector. This reflects a trend where a significant proportion of migrant workers choose to migrate to the area with the objective of earning a livelihood, engaging in development projects, and capitalising on existing job opportunities.²²

Gombak Utara is perceived as an attractive location for migrant communities seeking employment opportunities, given its status as a development area. The Indonesian migrants in Gombak Utara are identified as individuals engaged in gainful employment and providing

²⁰ Mahardhani and Rusdiani, "Pembelajaran Lintas Budaya Melalui Aktivitas Mengajar Pada Sanggar Bimbingan Non Formal di Malaysia."

²¹ Marisa Trisofirin, "Menumbuhkan Kreativitas Anak Pekerja Migran di Sanggar Bimbingan Sentul Malaysia Melalui Pembuatan Kerajinan Dari Barang Bekas" 2, no. 1 (2023).

²² Anas Anwar Nasirin, "Profesionalisasi Buruh Migran Indonesia (BMI) dalam Revolusi Industri 4.0," *Jurnal MSDA (Manajemen Sumber Daya Aparatur)* 8, no. 1 (2020): 39–50, <https://doi.org/10.33701/jmsda.v8i1.1174>.

support to their families. Their involvement in numerous development projects in the area indicates that Gombak Utara is a destination for those who migrate with the aspiration of improving their livelihood. This finding is consistent with previous research, such as that conducted by Chriswuri,²³ which states that migrant workers work in Malaysia as a response to the economic drive to achieve better changes in their lives.

The second finding underscores the concerns experienced by migrant workers who are also parents, particularly in relation to the absence of legal documents. Migrant workers experience feelings of anxiety and restlessness, recognising that this situation has the potential to negatively impact the lives and rights of their children. It is crucial to acknowledge that being a migrant worker entails additional responsibilities, particularly for those with children.²⁴ The lack of legal documentation heightens the anxiety of migrant workers, particularly in relation to safeguarding the fundamental rights of their children, including the right to an adequate education.

Previous research also corroborates these findings, demonstrating that the behaviour of migrant workers consistently prioritises the rights of their children.²⁵ The right to education is one aspect that migrant workers pay close attention to, illustrating their concern for the future and well-being of their children. In this context, the struggle of migrant workers to provide education for their children becomes even more complex when they face legal document constraints. This finding emphasises the importance of including children's rights in discussions about the conditions and challenges faced by migrant workers.

The third finding emphasises the proactive role of the Indonesian government, particularly the initiatives of KBRI and ATDIKBUD, in ensuring the right to education of migrant community children in Gombak Utara, Malaysia. In response to the identified educational challenges, the Indonesian government proposed and subsequently established the *Sanggar Bimbingan* in

²³ Gania Chriswuri, "Analisis Terhadap Minat Kerja TKI Purna di Indonesia," 2019.

²⁴ Lalu Adi Adha, Zaeni Asyhadie, and Rahmawati Kusuma, "Kebijakan Jaminan Sosial Pekerja Migran Indonesia," *Jurnal Risalah Kenotariatan* 1, no. 2 (2020), <https://doi.org/10.29303/risalahkenotariatan.v1i2.13>.

²⁵ Marisa Trisofirin et al., "Pandangan Nasionalisme dari Anak Pekerja Migran Indonesia Non Dokumen di Sanggar Bimbingan Sentul Malaysia," *Mimbar PGSD Undiksha* 11, no. 1 (2023): 64–70.

Gombak Utara. This demonstrates the government's seriousness and commitment to providing tangible solutions to the educational challenges faced by the children of migrant workers.

The *Sanggar Bimbingan* serves not only as an alternative educational facility but also as a means of overcoming practical obstacles, including the lack of official documentation. This initiative represents a constructive step towards facilitating access to education for children of migrant workers, despite the presence of bureaucratic obstacles. The Gombak Utara guidance centre serves to illustrate the significant role played by KBRI and ATDIKBUD in supporting the right to education of children in migrant communities. While this is a highly encouraging development, it is essential to acknowledge that the Indonesian government's support and involvement must be augmented to achieve a more far-reaching and enduring impact. Cross-sectoral collaboration and community engagement are also pivotal to ensuring the continuity of efforts to guarantee the educational rights of migrant community children in Gombak Utara.

It is important to note that the Guidance Centre in North Gombak also assesses the affective aspects of students. In the context of Islamic education, it is essential to consider the attitudinal aspect in addition to the cognitive and psychomotor areas. Tsani's research demonstrated that the evaluation model of the affective aspect for IRE (AEIRE) comprises three key components: input, process, and output. All instruments of the model demonstrate a satisfactory level of fit. The model is sufficiently effective for madrasah aliyah and pondok pesantrens.²⁶ According to IRE teachers, the model's user guide is highly commendable. This model can also be effectively utilised in an educational context that emphasises Islamic values.

The results of this study are in accordance with the findings of previous research examining the behaviour and awareness of the Indonesian migrant community with regard to the provision of educational rights for children.²⁷ Previous research has also corroborated the assertion that Indonesian migrant workers, despite their status as migrant workers in Malaysia, accord a high degree of priority to their children's right to education. The findings of the

²⁶ Iskandar Tsani, "Evaluation Model of the Affective Aspect for Religion Education in Madrasah Aliyah and Pondok Pesantren," *Didaktika Religia* 11, no. 2 (December 30, 2023): 41–60, <https://doi.org/10.30762/didaktika.v11i2.3382>.

²⁷ Sholina, "Pemenuhan Hak-Hak Asasi Anak Tenaga Kerja Indonesia di Perkebunan Sawit di Wilayah Tawau, Sabah, Malaysia."

reviewed research illustrate that the roles and responsibilities of migrant workers extend beyond the provision of financial support. They also facilitate and strive for their children's fundamental rights, including protection, security and health. This awareness reflects a deep understanding that education plays a central role in shaping their children's future.²⁸ Based on several studies discussed, the behaviour of migrant workers towards the right to education for children is highly prioritised.

Conclusion

Migrant workers from Indonesia in Gombak Utara demonstrate a high level of responsibility with regard to their children's educational rights. Notwithstanding the legal document constraints they face, migrant workers proactively seek solutions. The Indonesian government's and communities' initiative through the *Sanggar Bimbingan* demonstrates a commitment to fulfilling the educational rights of its citizens. The findings of this research have implications for the importance of collaboration between the government, community, and the attitude of individuals in the community to work together in order to provide educational rights for the nation's next generation. The implementation of populist policies from the government that are welcomed by the attitude of migrant communities to prioritise children's education will create a positive culture in advancing living standards in the future.

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²⁸ Mujiburrahmad Mujiburrahmad, Ahmad Humam Hamid, and Tazliatun Nufus, "Pola Migrasi dan Faktor-Faktor yang Berhubungan dengan Migrasi Penduduk di Kecamatan Padang Tiji," *Jurnal Ilmu Sosial dan Humaniora* 10, no. 3 (2021): 419, <https://doi.org/10.23887/jish-undiksha.v10i3.34757>.

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