

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

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Abstract: Migrant workers frequently face many problems and difficulties, such as not having official documents such as deeds, family cards, passports, and residence permits. The absence of these documents prevents migrant workers from enjoying their rights, such as the right to send their children to school and healthcare. This research aims to analyze the behavior of Indonesian migrant communities and their awareness of the need to provide education rights for children. The type of research used is qualitative with a descriptive approach. The subjects of this research are the Indonesian migrant community and the manager of the *Sanggar Bimbingan Gombak Utara*. Data were collected through interviews, observation, and documentation. Data analysis techniques include data reduction, data presentation, and conclusion drawing. The results show that migrant workers show high responsibility for their children's education rights. Despite being faced with legal document constraints, migrant workers are proactive in finding solutions. The government's initiative through the *sanggar bimbingan* shows its seriousness in fulfilling the right to education. The research findings show that, despite facing economic challenges, migrant workers still give high priority to their children's education.

Keywords: Community, Education Rights, Migrant Workers.

Introduction

Migration is a complex dynamic that involves the movement of individuals or groups from one place to another.¹ Indonesia, as a country with a long history of migration, continues to produce migrant communities seeking a better life abroad.² In this globalization era, the phenomenon of migration has become an integral part of the dynamics of modern society.³ An aspect that has been highlighted is the behavior of Indonesian migrants and their awareness of the right to education for their children. Migration often opens new doors of opportunity, but it also involves a complex set of challenges, especially when it involves families and children.⁴

Migrant communities refer to individuals or groups who come from one country and choose to live or work in another.⁵ This migration phenomenon can be triggered by various factors such as economic, social or political. Indonesian migrants, for example, often choose Malaysia as their destination for work. One of them is Gombak Utara Malaysia. This region witnesses the complexity of the dynamics of migrant communities, with all the nuances of daily life that form unique characteristics. Based on BP2MI data, the placement of migrant workers reached 237,992 people in January-October 2023, dominated by women (146,785) and men (91,207). The majority worked as domestic workers (61,180 people), accounting for 25.70% of the total. Caregivers were the second most common occupation with 46,079 people or 19.36%. Followed by plantation laborers (22,641 people) and workers (18,798 people). The last position is occupied by furniture upholsterers (173 people), restaurant servers (181 people), and workers in agriculture (203 people).

Rights are prerogatives or privileges attached to every individual as a citizen, regardless of their status or background. These rights involve fundamental aspects such as the freedom of life, freedom of speech, and the

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 Tlungagung," *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>.

rights on education.⁶ However, in reality, these rights are not always easily accessible to the migrant community, especially those with undocumented status. Migrant workers often face many problems and difficulties, such as not having official documents such as deeds, family cards, passports, and residence permits. The absence of these documents prevents migrant workers from enjoying their rights, such as the right to send their children to school and the right to health services.⁷ The existence of legal documents is key in ensuring that migrant workers can access their basic rights with ease.

Education is a conscious and planned effort to create true human beings.⁸ 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 welfare of society. Therefore, ensuring that children of migrant communities have the right to education is a moral and social imperative.⁹

The Gombak Utara region of Malaysia bears witness to the harsh reality of Indonesian migrant communities struggling for a better life. Many of them are there without legal documents, creating complex challenges especially in ensuring the right to education for their children. This phenomenon demonstrates the reality that the journey in search of a better life is not always accompanied by the guarantee of basic rights. Most of the Indonesian migrant communities in Gombak Utara have shown high solidarity and togetherness behavior amidst the challenges of daily life. However, limited document status is a real barrier. They live with legal uncertainty, which is especially detrimental when it comes to their children's education rights.¹⁰

Previously reviewed research shows that many problems arise when a number of Indonesian Migrant Workers (TKI) in Malaysia do not have complete documents, even though they have lived there for a long time and

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

⁷ Marisa Trisofirin et al., "Literasi Edukasi Pola Hidup Sehat Dan Bersih Terhadap Anak Pekerja Migran Di Malaysia," *Zadama: Jurnal Pengabdian Masyarakat* 2, no. 1 (2023): 1-7, <https://doi.org/10.56248/zadama.v2i1.41>.

⁸ Journal Elementary Education, "Peningkatan Prestasi Belajar Siswa Di Kelas VI SDN 02 Gunungsari Kabupaten Pematang Pada Kurikulum Merdeka" 12, no. 1 (2023): 31-37.

⁹ Carolina Hidayah et al., "Pembentukan Karakter Rasa Ingin Tahu Melalui Kegiatan Literasi" 2, no. 2 (2019): 69-78.

¹⁰ Dzaky Makarim, "Menyongsong Generasi Emas 2030, Mengabdikan Kepada Siswa Di Sd Gombak Utara Kuala Lumpur Malaysia", 2023.

feel comfortable. This situation leads to refusal to return to Indonesia.¹¹ The problem is not only limited to their inability to return home, but also continues when they marry only for religious reasons. Naturally, having children does not give them full marital status and they also lack proper documentation. This poses many challenges and uncertainties in their lives in Malaysia.¹² Previous research shows that to overcome the behavioral challenges of Indonesian migrant communities and increase awareness in providing education rights, cross-sectoral efforts need to be made. Legal counseling, human resources training, cross-border cooperation between Indonesia and Malaysia, easy accessibility of education, women's empowerment programs, human rights advocacy and peer-to-peer approaches are key solutions. With this holistic approach, it is expected to have a positive impact and improve the welfare of children of undocumented migrant communities.¹³

Whilst a number of previous studies have highlighted certain aspects of migration and children's rights, there is no specific study that addresses the behavior of Indonesian migrants and their awareness in providing education rights for their children. Therefore, this study aims to carefully analyze the behavior of Indonesian migrant communities and their awareness in providing education rights for children. It is hoped that the results of this research can serve as a foundation for the government and the community to better understand the conditions of children of undocumented migrant workers in the Gombak Utara area and provide appropriate support. In addition, this research is expected to provide constructive input for the Indonesian government to improve the protection and rights of children of undocumented migrant workers.

This research uses qualitative research with a focus on the description and interpretation of social phenomena,¹⁴ especially related to the behavior of Indonesian migrant communities and awareness in providing education rights for children. This research methodology is descriptive, by examining the behavior of migrant communities in Gombak Utara, Malaysia. The research subjects involved Indonesian migrant communities managing the

¹¹ Gede Dendi Teguh Wahyudi, Dewa Gede Sudika Mangku, and Ni Putu Rai Yuliantin, "Perlindungan Hukum Tenaga Kerja Indonesia Ditinjau," *Jurnal Komunitas Yustisia* 2, no. 1 (2019): 55–65, <https://doi.org/10.23887/jatayu.v2i1.28772>.

¹² 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.

¹³ Rahmah Daniah and Fajar Apriani, "Kebijakan Nasional Anti- Trafficking Dalam Migrasi Internasional," 2017, 137–62.

¹⁴ Muhammad Rizal; Pahleviannur et al., *Metodologi Penelitian Kualitatif* (Sukoharjo: Pradina Pustaka, 2022).

Sanggar Bimbingan Gombak Utara. Data were collected through observation, interviews and documentation. Observation was used to understand their behavior and activities, interviews were conducted to obtain information through direct interaction, and documentation was used to collect data related to the behavior of Indonesian migrant communities. The results of this data analysis provide an in-depth understanding of the behavior 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 reflects the rich ethnic diversity of the area. With a diversity of ethnic groups such as Malays, Chinese, Indians, *Orang Asli*, and Minang people, Gombak Utara is a place that promotes a unique multicultural atmosphere. Located north of Kuala Lumpur, accessibility through means of transportation such as Commuter Rail facilitates the mobility of local residents. The decrease in crime rates over the past few years in Gombak Utara creates a safer and more comfortable environment for the non-migrant community. This has a positive impact on their daily lives.

Ethnic diversity is also an important contributor to the rich culture of Gombak Utara. The community has managed to create a unique culture by embracing and celebrating cultural elements from different ethnicities. Inter-ethnic harmony and cooperation are seen in various aspects of life, including social, cultural and economic activities. Meanwhile, Indonesian migrant workers in Gombak Utara are heavily involved in the development sector. Their presence in this area shows that many Indonesians migrate to Gombak Utara to earn a living and contribute to the development sector in the region. This reflects the importance of their role in local development efforts and economic development.

Indonesian migrant workers in Gombak Utara face serious challenges especially when it comes to education. Migrant workers in Gombak Utara openly express their difficulties in finding suitable school places for their children. Previous research has confirmed that many of them have difficulty accessing education due to legal document constraints. This condition has a serious impact especially on the education of migrant workers' children,

making it difficult for them to gain access to education services and other facilities.¹⁵

Several community service activities were conducted in Gombak Utara, specifically at the *Sangga Bimbingan*. The students in this institution are not familiar with the cultural background of their parents in particular. However, it is important to instill a sense of love for their homeland through cultural recognition so that they become dignified Indonesian citizens. Based on the activities conducted, it was found that students have a great interest in getting to know Indonesian culture, but they tend to be hesitant, shy, and distracted when starting out. This cultural introduction successfully captivated the students and made them understand their own culture. This picture indicates that similar activities are needed with additional programs and the use of diverse media. If implemented, students will become more familiar with the diversity of cultures that exist. Thus, the common hope of preserving culture and instilling students' interest in returning to their homeland, Indonesia, can be realized.¹⁶

However, in Gombak Utara, migrant workers who have legal documents have the advantage of sending their children to better schools, including the *Sekolah Indonesia Kuala Lumpur*, and some even choose Malaysian schools. This shows that having legal documents provides greater opportunities for children of migrant workers to get a better education, according to their needs, despite the limitations faced by migrant communities.¹⁷

Considering the educational problems existing in Gombak Utara, *Muhammadiyah* through the *Pengurus Cabang Istimewa Muhammadiyah Malaysia* (PCIM) established a non-formal school, namely the *Sanggar Bimbingan* Gombak Utara which is managed by Muhammadiyah people who are studying in Malaysia. This situation has a positive impact, especially for Indonesian migrant communities who do not have documents to be able to receive the right to education for their children in the form of non-formal education. Of course, the education model implemented is adjusted to

¹⁵ Dzaky Makarim, "Menyongsong Generasi Emas 2030, Mengabdikan Kepada Siswa Di Sbg Gombak Utara Kuala Lumpur Malaysia."

¹⁶ 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.

¹⁷ Budi Sulistya Handoyo and Reza Triarda, "Problematika Pendidikan Di Perbatasan: Studi Kasus Pendidikan Dasar Bagi Anak Pekerja Migran Indonesia (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>.

education in Indonesia which is coordinated by the *Sekolah Indonesia Kuala Lumpur* (SIKL).

The author found research on the Gombak area that highlighted the condition of public school facilities there. Parents' criteria for selecting the suitable school were influenced by the facilities provided by the school. The paper has gone through the data findings and analyses relevant to the subject in the study. In term of teacherstudent ratio, it can be concluded that the teacher-student ratio for secondary schools is slightly higher than the actual ratio stated by the education office. In term of class size, the class size of both primary and secondary school in the case study area is higher than the average class size as stated in the planning standards and guidelines. From the findings, there were still some rooms for improvements to increase the provision of the school facilities to cater the school population.¹⁸ The sturdy provision of school facilities improves the school building as well as the physical learning environments.¹⁹ Moreover, an adequate provision and proper maintenance of school facilities will improve the teaching lessons in class and directly have a positive impact on the academic performance of the students.

The adequate number of school facilities positively affects the teaching and learning process in the school.²⁰ The condition and provision of the school facilities and infrastructures can be improved with the financial allocation from the government as well as from the PIBG. In the future, there should be allocation of financial supports to facilitate the school to expand the physical structure and to increase the school capacity. However, the development and improvement should be done by following the guidelines that have been listed by the authority. An adequate number of school facilities component is important in creating a productive learning and teaching environment for students and teachers.

From the findings, school components such as parking area, pedestrian walkway, bus stop and toilet are not properly maintained thus resulting them to be in the lowest ranking. Therefore, these facilities need to be improved to provide a pleasant environment for the school society. The

¹⁸ 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>.

¹⁹ 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>.

²⁰ Glen I. Earthman, "School Facility Conditions and Student Academic Achievement," October 1, 2002, <https://escholarship.org/uc/item/5sw56439>.

school also must consider the principles of the universal design to cater the needs of the disabled people. In addition, the facilities that are provided in the school area must consider the safety aspects to ensure the high level of safety among the school community. The school also is hoped to have proper facilities and equipment in supporting the needs of the disadvantage 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 Attache of the Embassy of the Republic of Indonesia (ATDIKBUD) took the initiative to establish the *Sanggar Bimbingan* in Peninsular Malaysia. This initiative aims to provide support in the learning and education of migrant workers' children. The research found that through these centers, children of migrant workers are able to access education. The center is not only a place of learning, but also seeks to address the document constraints often faced by migrant worker children. This effort involves assistance in obtaining the necessary documents, so that children can be encouraged to take part in education without being constrained by lack of documents.

The existence of the *Sanggar Bimbingan* is an important place for children of migrant workers to get education in a non-formal school program.²¹ This gives them the opportunity to study despite the limitations of paperwork. This initiative reflects the active role of KBRI and ATDIKBUD in supporting the right to education of migrant children in Gombak Utara. While these efforts are very positive, to achieve a greater and sustainable impact, further roles from the government and cross-sectoral cooperation are required. This joint effort is important to provide a comprehensive and sustainable solution to the educational challenges faced by the children of migrant workers. In the *Sanggar Bimbingan*, education and skills are taught.²²

This research involved four informants in Gombak Utara, Malaysia, with a focus on Indonesian migrant communities. From the analysis of the research, several key findings have been identified based on the interviews with the informants. One of the first findings is that the majority of

²¹ Mahardhani and Rusdiani, "Pembelajaran Lintas Budaya Melalui Aktivitas Mengajar Pada Sanggar Bimbingan Non Formal Di Malaysia."

²² Marisa Trisofirin, "Menumbuhkan Kreativitas Anak Pekerja Migran Di Sanggar Bimbingan Sentul Malaysia Melalui Pembuatan Kerajinan Dari Barang Bekas" 2, no. 1 (2023).

Indonesian migrant communities in Gombak Utara are mainly in the development sector. This reflects a trend where many migrant workers choose to migrate to the area to earn a living, engage in development projects, and take advantage of existing job opportunities.²³

Gombak Utara, as a development area, is seen as attractive to migrant communities seeking employment opportunities. Indonesian migrants in Gombak Utara are identified as individuals who work to earn a living and provide support to their families. Their involvement in many development projects in the area suggests that Gombak Utara is a destination for those who migrate in the hope of a better livelihood. This finding provides a picture consistent with previous research, such as that conducted by Chriswuri,²⁴ 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 highlights the concerns experienced by migrant workers who are also parents, particularly in relation to the absence of legal documents. Migrant workers feel anxious and restless because they realize that this condition can have a negative impact on the lives and rights of their children.²⁵ It is important to note that being a migrant worker brings additional responsibilities, especially for those with children. The inability to have legal documents increases the anxiety of migrant workers, especially in ensuring the fundamental rights of their children, especially the right to proper education.

Previous research also supports these findings, showing that migrant workers' behavior consistently prioritizes the rights of their children. 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.²⁶ In this context, migrant workers' struggle to provide education for their children becomes even more complex when they face legal document constraints. This finding underscores the importance of including children's rights in discussions about the conditions and challenges faced by migrant workers.

The third finding highlights the proactive role of the Indonesian government, particularly the initiatives of KBRI and ATDIKBUD, in realizing the fulfillment of the right to education of migrant community

²³ 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>.

²⁴ Gania Chriswuri, "Analisis Terhadap Minat Kerja TKI Purna Di Indonesia," 2019.

²⁵ 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>.

²⁶ 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.

children in Gombak Utara, Malaysia. The Indonesian government responded to educational challenges by proposing and establishing the *Sanggar Bimbingan* in Gombak Utara. This idea shows the seriousness and commitment of the government in providing concrete solutions to the educational obstacles faced by the children of migrant workers.

The *Sanggar Bimbingan* is not only an alternative place of learning, but also a means to overcome practical obstacles, including the lack of official documents. This initiative is a positive step in providing access to education to children of migrant workers amidst bureaucratic obstacles. The Gombak Utara guidance center reflects the important role of KBRI and ATDIKBUD in supporting the right to education of children in migrant communities. While this is a very positive step, it is important to note that the support and involvement of the Indonesian government needs to be increased to achieve a broader and more sustainable impact. Cross-sectoral cooperation and community participation are also key to success in maintaining the continuity of efforts to fulfill the educational rights of migrant community children in Gombak Utara.

One point that should not be forgotten is how the Guidance Center in North Gombak also evaluates the affective aspects of students. In the context of Islamic education, the attitudinal aspect is an area that must be considered, in addition to the cognitive and psychomotor areas. Tsani's research showed that the components of the evaluation model of the Affective Aspect for IRE (AEIRE) consist of Input, Process, and Output. All instruments of the model show a good fit. The model is effective enough for madrasahs aliyah and pondok pesantrens.²⁷ According to the teachers of IRE, the guide for the use of the model is very good. This model can also be used in the context of an educational environment that focuses on Islamic values.

The results of this study are consistently in line with the findings of previous research examining Indonesian Migrant Community Behavior and Awareness in Providing Educational Rights for Children.²⁸ Previous research has also confirmed that Indonesian migrant workers, despite being migrant workers in Malaysia, give high priority to their children's right to education. In the research reviewed, these findings illustrate that the roles and responsibilities of migrant workers are not limited to the breadwinning aspect

²⁷ 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>.

²⁸ Sholina, "Pemenuhan Hak-Hak Asasi Anak Tenaga Kerja Indonesia Di Perkebunan Sawit Di Wilayah Tawau, Sabah, Malaysia."

alone. Instead, they also facilitate and strive for their children's fundamental rights, such as protection, security and health. This awareness reflects a deep understanding that education plays a central role in shaping their children's future.²⁹ Based on several studies discussed, the behavior of migrant workers towards the right to education for children is highly prioritized.

Conclusion

Indonesian migrant workers in Gombak Utara are highly responsible for their children's education rights. Despite being faced with legal document constraints, migrant workers proactively seek solutions. The Indonesian government's and communities initiative through the *Sanggar Bimbingan* shows its seriousness in fulfilling the educational rights of its citizens. This research has 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. Populist policies from the government that are welcomed by the attitude of migrant communities to prioritize children's education will create a positive culture in advancing living standards in the future.

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²⁹ 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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