

The Influence of The Social Environment on the education Indonesian Migrant Workers

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Article Info	Abstract
<p>Received : 2023-02-03 Accepted : 2023-05-27 Published : 2023-10-19</p> <hr/> <p>Key words: migrant; education; student; family</p>	<p>This study aims to describe how education is implemented and carried out using a planned curriculum system that is adopted at Sungai Buloh SB Kuala Lumpur, Malaysia, to boost the academic achievement of children from migrant families. The respondents were student guardians and several children with migrant backgrounds, who were taken for purposive sampling and for the interview process. The instruments used in this research were observation and interviews. Researchers have detailed the outcomes of their observations and interviews in their findings. The data gathered demonstrates that pupils from immigrant families also deserve an education on par with other students. The Indonesian Student Association established the Sungai Buloh guidance center with the intention of granting access to education to the following groups of people; children who are old enough to attend school but are not yet enrolled; children who are not enrolled in school; children who are blind and can read, and; children whose needs for education have not been met by formal education; teachers who work in a studio may encounter kids whose parents don't show them much affection.</p>

INTRODUCTION

The goal of education in a setting located in SB Sungai Buloh Kuala Lumpur, Malaysia, specifically on Jl. Taman Ayahanda syed Ibrahim Selangor was to give children the knowledge to seek human resources and know how to use them for educational purposes (Ferguson et al., 2022). to enhance education at the national level. Selangor, Malaysia's capital city, has a school or guidance center there called SB Sungai Buloh. a foundation for appropriate interpersonal relations and with the educational environment, it was created to support the values of the younger generation (Geovani et al., 2021). One of the objectives of the Education Law of the Republic of Malaysia is to create a value orientation that exists within children and to teach them to be honest, seek knowledge, be independent, and love their motherland with a social competence and for the ability to be independent and to create their own way of life as well as to maintain a healthy lifestyle (Rideng, 2023).

In general, the population of Amalia is primarily Indonesian, who come to Malaysia in search of employment to support their families. This is because the Indonesian population is out of control for a variety of reasons, one of which being the scarcity of jobs in Indonesia (Suarno et al., 2022). It turns out that many people are looking for work abroad, including in Malaysia itself. This is evident when comparing jobs and job-seeking statistics. because of this, many people won't have the opportunity to get employment, which will cause the economy to grow and have a negative effect on an individual's financial situation. In order to strengthen a

community by assuring sustainable growth for the economy, ecology, and human resources of the country, a mentorship center was also constructed in Selangor (Yao et al., 2022).

In order to accomplish this purpose, it is required by law that the educational curriculum in Malaysia be tailored to meet people's requirements, as mentioned in article 3 on pages 3, 4, and 5. With a considerable rise in the workforce, it is clear that competition among the workforce is getting stronger (Seddighi et al., 2021). Competition in the workplace has a significant impact on the development of free and inescapable markets. So the author investigates why most people There are still not enough employment in Indonesia, so working parents entrust their children to be educated, and the majority of the educated children are still unclear (Rosenthal et al., 2020). Indonesia relocated to Malaysia and was willing to bring their children and live there for economic reasons. Additionally, education is a means of creating human resources, allowing for the realization of education through graduates with high levels of competency, specific skills, and competitiveness for the children's future. Therefore, education is required to prevent the danger of school refusal that occurs during adolescence (Berrington, 2020). Children's education, on the other hand, refers to instruction in moral, intellectual, and physical education. Children's education is the cornerstone of every person and must be planned from an early age (KOSCIOLEK, 2020).

Education is the best way to ensure that life continues in the future, and it is obvious that education is the basis for a country's success and will eventually become a powerful, ideological, and political education (No & Fitria, 2023). Hidian therefore stated and stressed that education is the cornerstone of social business and necessitates strong cooperation between schools, families, and society. Xi Jinping, secretary general of the Chinese Communist Party (CPC) Central Committee, agreed with Hidian (Rideng, 2023). In order to succeed in the field of basic education and be able to incorporate family ideology and moral education into the development of a student's ideological and moral behavior, it is imperative to put the concept of people-oriented education into practice by combining family, school, and community situations (Mardta, 2022).

Students at the Sungai Buloh Guidance Center in Kuala Lumpur, Malaysia, are required to be educated as individuals who are integral with spiritual maturity, intellectual maturity, physical maturity, who will have an experience capacity and the construction of meaning and attitudinal awareness (Ferguson et al., 2022). This is determined by a change in the socio-cultural environment, the needs of the local community and school, and the experience of a student's educational needs and interests. They possess social, cultural, citizenship, and national consciousness, as well as a range of skills that enable them to contribute to advanced, long-term economic development (KOSCIOLEK, 2020). The aim of elementary education in grades 1-6 is to foster attitudes that kids will adopt, responsibility for their actions and decisions in a personal, social, civil, and cultural context, as well as safe, healthy, and constructive behavior (Rosenthal et al., 2020).

From the above the statement, this study was aimed at investigating the environmental conditions of the children of Indonesian migrant workers. The influence of these environmental conditions on the education of the children of Indonesian migrant workers. The categorizes of children of migrant worker who run the risk of being expelled from school, and Malaysia's provisions for the education of children without documents.

LITERATURE REVIEW

In order to comprehend children's conduct, there is a concept of values that can be expressed clearly and deliberately and that can be recognized as a value (KOSCIOLEK, 2020). The research in question examines the impact of the social environment on the children of Indonesian migrant workers living in Malaysia. It can influence the discovery and perception of

a human worth that can take on a form and be known from an implicit and subliminal reality in a range of circumstances and settings (Rideng, 2023). Future generations must be able to benefit from environmental sustainability in the fields of education and human resources. Additionally, the natural environment supports human well-being in numerous, intricate ways and offers both concrete and abstract advantages (Rosenthal et al., 2020).

The morality and fundamental life principles that a person strives for, develops in childhood, and that can help people achieve their goals while also being followed in many situations and at decision-making times are values that can affect social change (Wiers-Jenssen & Støren, 2021). Children's talents are used to help them develop the skills necessary to assist them recognize and solve problems in the classroom. Attitude is used to help pupils develop values and a care for their school environment. Immigrant effectiveness To expand on our understanding of immigrant selectivity, we tend to view the effect of selection as a common potential source in social research when making judgments about education to skew the findings of studies designed to look at the causes of factors like culture or migration (Ferguson et al., 2022). Education and honing a skill that will be helpful in the future are the causes. Education can also improve a person's capacity to recognize and seize economic opportunities (Yao et al., 2022).

However, for them right now, continuing their education outweighs the opportunity cost of becoming what children desire in the future, allowing for higher education levels to take advantage of them and provide them with a superior education (Rideng, 2023). The effectiveness of education as it currently stands prioritizes the fundamentals, interests, beliefs, and attitudes of society or groups and individuals that define a principle by which a person behaves (KOSCIOLEK, 2020). Values that can influence attitudes toward the environment, perceptions about the consequences of behavior, and acceptance of responsibility are also given priority. However, in such settings, kids learn better when confronted with the issues and difficulties faced by kids from immigrant backgrounds in the country's current educational system and forced to reexamine some of the formal but unrelated issues. Some people cite a sociological or legal description that identifies these kids (Yao et al., 2022).

Following that, the latter are taken into account in relation to their role in a system of education and environmental protection, as well as others related to services that can be offered to these children or people and institutions that can or cannot empower them (Ferguson et al., 2022). It is crucial as intercultural education rules and mandates that each nation respect the culture and identity of pupils by providing Cultural education is equitable and gives students access to the cultural knowledge, attitudes, and abilities needed to participate fully and actively in society by fostering mutual respect, understanding, and solidarity among members of various ethnic, social, and cultural groups. faith and nationality (Seddighi et al., 2021).

In accordance with the requirements, the government must also adopt a policy that will modify the sociological and legal definitions that are used to classify children with a history of migration learning, as well as alter the environment and services (Broadhurst & Mason, 2020). An essential indicator for eliminating inequities in access to social goods, equitable development, and opportunity is education itself, which is considered as a social capital-forming element, equal opportunity creator in the labor market, and social capital itself. Despite the claims of equal access to education, it is widely acknowledged outside of Malaysia that students from immigrant backgrounds frequently experience difficulties in the classroom (Rosenthal et al., 2020).

In order to better their family's economic situation, these families migrate, and they prefer Malaysia because it is not too far from Indonesia (Broadhurst & Mason, 2020). However, with migration comes a decrease in parental love for their children, who are then more likely to find it challenging to control their education because values are a fundamental priority, as well as the interests, beliefs, and attitudes of society, or groups, as well as an individual who defines

a principle by which a person should behave (KOSCIOLEK, 2020). Additionally, there are beliefs that can affect how people feel about the environment, how they think about how their actions will be perceived, how they accept responsibility, and how they behave in ecologically beneficial ways (Geovani et al., 2021). By promoting introspection, the instillation of values, and other behaviors, human activity for the sake of well-being can become more effective in enhancing the welfare of oneself and others (Yao et al., 2022).

METHODS

Research using qualitative descriptive methods, which can find a social phenomenology of the subject being investigated, focuses more on attention than other methods and approaches (No & Fitria, 2023). The majority of other data sets in that area are focused on education. To improve education for kids from immigrant backgrounds, several teachers were employed. The educational institutions there are still insufficient, so Indonesian student associations founded a school called the learning studio in Selangor, Malaysia. Because the location is Sungai Buloh, the school is called the Sungai Buloh Guidance Studio (Suarno et al., 2022).

The researchers' ability to produce this paper based on their knowledge and experiences and to reflect a broad range of people and institutions participating in the child education process is made possible by the authors' decision to use this approach to observe and study the environment there (KOSCIOLEK, 2020). After integrating into a Malaysian educational setting, a number of study centers are chosen in the area to evaluate the situation of the migrant children who are present. The study's schools were chosen to represent a range of business sizes, from those found in major cities to those in remote little towns. Each of them is organized as an interview and was conducted by a person who has the finest understanding of the subject matter at hand as well as the best familiarity with the local community and immigrant children (No & Fitria, 2023). Then instructors, psychologists, staff, and other staff members conduct an in-depth investigation at the school. The same group was then encouraged to explore perceptions of diversity and multiculturalism in a setting by focusing on groups. As well as strengths and limitations, beneficial procedures, and other integration-related concepts, the school environment itself. Additionally, transcripts from all focus groups with kids were examined (Rosenthal et al., 2020).

The ability to observe human behavior for the purpose of well-being by promoting reflection and for the inculcation of other values and behaviors will be more effective in promoting self-well-being alone (Boruszak-Kiziukiewicz & Kmita, 2020). These values can influence attitudes toward the environment or perceptions about the consequences related to behavior and acceptance of responsibility. identified cognitive-ecological categories and views, which include knowledge about possible natural processes, dangers, and human activities and their detrimental effects (Rosenthal et al., 2020).

There are three types of residents in Malaysia and people who hold Malaysian citizenship. Children with children with a migration background that can be legally recognized in terms of law, have a value system that can be fulfilled by interacting with nature and encompassing life and health, responsibility, work, beauty, harmony, and others. The aspect of environmental awareness that is generally regarded as interactive and that is most commonly highlighted is the understanding of environmental values and attitudes (Ferguson et al., 2022). identifies knowledge as a means of assisting social groups and individuals to gain various experiences and about the environment and its problems in attitudes as a means of assisting them to acquire the values of concern for the environment and have the motivation to actively participate in improving and protecting the surrounding environment, and is considered interactive and can be environmental knowledge and can increase awareness, which in turn also causes behavior change (Herison et al., 2022).

Then, to assist them in acquiring conceptual knowledge and skills that can be acquired through community environmental education, as well as to help them become aware of the values and attitudes that can motivate and empower an individual or group to work in promoting sustainability in terms of environmental problems both now and in the future (KOSCIOLEK, 2020).

In Malaysia, in-school instruction was provided as a component of the other nations' educational system, which was adopted at the Ministry of Education level in the category where students are more specific and distinct (Rosenthal et al., 2020). Citizens who are not enrolled in the school but were born abroad or spent some time there and acquired their education there may be sorted in this situation. It is clear that the education system frequently ignores and discriminates against the group of children with a migratory background, making it difficult for them to receive a fair and equal education (Jančius & Gavenauskas, 2022). Since children are also citizens of Malaysia, even though the situation is still debatable and it is still believed to be unlawful because of the family's relocation from Indonesia to Malaysia, it is expected that they are familiar with the local way of life, even though this is frequently the case (Koskela et al., 2020).

RESULTS and DISCUSSION

The effectiveness of the social environment for children whose parents are migrants working in Malaysia is examined by the authors based on research, and the findings are presented in two parts: the first part categorizes children who run the risk of being expelled from school, and the second part discusses Malaysia's provisions for the education of children without documentation. Based on the researchers' investigation, the authors looked at how well Malaysian children with migrant workers' backgrounds fared in terms of their social environments, and the researchers clarified the differences between undocumented and non-citizens in terms of where they lived based on birth year (Broadhurst & Mason, 2020). The phrases "stateless" and "undocumented" are more likely to be used interchangeably and put children at danger of being excluded from education because stateless children are undocumented in Malaysia. and the findings in the first section are categorized as children who run the risk of being expelled from school, and the measures for the education of children without documentation in Malaysia are discussed in the second section (KOSCIOLEK, 2020).

Based on the data that academics have gathered, it is clear that social environments have a significant impact on kids. The parent of a student was the subject of the researcher's sample collection, and during interviews and observations, the parent of the student stated that the future well-being of their children and the future of the country depend much on their education.

The environmental conditions of the children of Indonesian migrant workers. The surroundings that Indonesian migrant workers' kids live in. The surroundings are rural, and the people there live in rural conditions with their parents working long hours and not having time to care for their children, so the youngster is sent to the Sungai Buloh guidance center to receive an education. Additionally to provide formal education to migrant worker children in Malaysia. While there are several migrant workers' kids who do not possess a birth certificate, a document essential for enrollment in school. then state representative institutions and associated structural institutions make the next try.

Each state ministry also collaborates and coordinates with other ministry organizations to talk about concerns pertaining to the current challenge. One of them is the problem of ensuring that the educational rights of Indonesian children who reside overseas are met. Therefore, the Ministry of Education and Culture of the Republic of Indonesia and the Ministry of Foreign Affairs of Indonesia should coordinate and work together to develop a solution so as to be able to support efforts to resolve a problem with the right to education for Indonesian

children who live abroad. Some of the actions implemented by the Indonesian government to address the issues of PMI kids in Sungai Buloh, Malaysia, include creating the Sungai Buloh Guidance Center, sending foster instructors, and helping with population studies for the school's educated kids.

The Indonesian Student Association established the Sungai Buloh guidance center with the intention of granting access to education to the following groups of people: (1) children who are old enough to attend school but are not yet enrolled, (2) children who are not enrolled in school, (3) children who are blind and can read, and (4) children whose needs for education have not been met by formal education. (5) Teachers who work in a studio may encounter kids whose parents don't show them much affection. In this approach, Sungai Buloh's educational system is progressing favorably. Rural learning activities are located in the Sungai Buloh Guidance Center. Services for Indonesian Children's Education. The guidance center is an educational facility set up in Malaysia to reach out to communities with limited access to education, such as the dispersed villages that dot the country.

In its implementation, non-formal schools will serve as the primary site of education, and students who complete their coursework at the Sungai Buloh guidance center will receive the same formal diploma as those who attend SIKK—diplomas that are issued by the Ministry of Education and can be used to advance to the next level. Agreements made at numerous meetings serve as the foundation for the partnership between Malaysia and Indonesia. According to the agreement, the Sungai Buloh Guidance Studio will be established, Indonesian youth students will be formed, and Indonesian teachers will be sent to the Sung Gai Buloh Guidance Studio until the program's learning and the issuance of official documents or population documents, such as passports, birth certificates, and marriage certificates, will take place. The two nations work together bilaterally to address the issues facing Indonesian migrant workers in the Sungai Buloh region, with Indonesia pursuing a foreign policy that serves its own national interests, particularly the country's intellectual life. higher level. Citizens who uphold their nation's obligations have a right to receive an education. In the midst of implementing many policies to facilitate service delivery and education for the children of migrant workers, Malaysia Indonesia is accompanied by discharge guidelines from the Ministry of Education. The expansion of elementary schools, which are widely dispersed and directly correlated to the growth in the number of TKI children who can access education (obtain educational services), indicates that cooperation between Indonesia and Malaysia is quite effective in terms of the addition of teachers accompanied by an increase in the level of education available. Despite not quite being a sufficient number to come close to the overall goal.

The influence of these environmental conditions on the education of the children of Indonesian migrant workers. The impact of this setting is seen in how children may receive education according to their age, how they can study exclusively academic subjects in the Sungai Buloh learning studio, and how much time they spend studying each day—roughly five hours. The children in the Sungai Buloh learning studio appear to need the teacher's attention, even if they are in class from morning till afternoon. In addition, it is challenging to condition youngsters to study if the teacher is not rigorous with them. Additionally, the school environment provides classrooms that are fit for use, classroom furniture, housing for teachers, and teachers who were founded by Indonesian student associations. Additionally, all school operational costs are then incorporated into the yearly financing owned by the founders in a manner that is similar to be delivered. Parents work from morning to night because it is necessary to address the socioeconomic inequality issue and provide a living. The social environment also has a lot of issues that education can help with. Since many kids don't get enough attention from their parents, these kids turn to the teachers at the Sungai Buloh learning center for their attention. In Malaysia, the issue of rights over PMI children's education is

essentially a complex, multi-layered one. The implementation of an absence policy by either Indonesia or Malaysia demonstrates that both countries made the other feel responsible while not really responding to it, making the issue of how to best fulfill human rights, particularly the right to education for PMI children in Malaysia, a contentious one that needs to be resolved soon.

Following the parent's response to the aforementioned question, we learn; The guardian of the student believes that education is crucial because it enables students to shape their own futures; According to the student's guardian, the expense of education is the main barrier to access, since educated children must pay for services or do the work of teachers. Teachers who are excessively strict or who don't care about their students frequently neglect or favor the smarter students over the less intellectual ones. And the child's own lack of enthusiasm in learning, which also takes into account the environment's influence. Education must be implemented, especially in environments that are relatively small and still desperately need education, because the current state of education is still far below expectations because most children now prefer to work and marry young. These children will eventually make up the next generation of the country.

The primary influence on a child's education comes from their family, followed by the school where they attend and environmental elements. If the environment in which they live is healthy, a child will also live a healthy life since education has a significant positive impact on the environment, because associations will steer kids in the right or positive path toward the environment, it is crucial if the environment has an impact on schooling. Which is where the child's association has a significant impact. The regulation of employment development in Indonesia is based on Law No. 13 of 2003 Concerning Employment, which is a legislative regulation. The rapid advancement of technology has changed many aspects of life, including work and compensation structures (Yao et al., 2022). Thus, it is crucial to pay attention to how crucial and strategic the position of the labor or workers is in a government that promotes the idea of the omnibuslaw concept. Because these children hold two nationalities Indonesian and Malaysian and their status is uncertain, the education system frequently disregards this group of migrants' children and discriminates against them in a fair and equal access to education (Mardta, 2022). This is similar to how the citizen system disregards other racial and ethnic minority groups. Theoretically, Malaysian citizens are the owners of the state (Ferguson et al., 2022).

Based on this, the researcher applies the definition of statelessness from the 1954 convention, which relates to the status of a stateless person and as someone who is not regarded as a citizen by any country based on the implementation of its law (Yao et al., 2022). As a result, a fundamental question of a stateless state is whether a person with citizenship is considered to be a stateless person. is the right to citizenship outlined in article 15 of the Universal Declaration of Human Rights, which declares that everyone has this right. However, each nation has different laws governing citizenship based on birth and naturalization (Rideng, 2023). Due to the complexity of Malaysian citizenship, some children stray through the system and run the risk of being stateless. However, due to the lack of integration backed by the state and the rapid advancement of technology, it is impossible to say that children from migrant backgrounds gain from integrated programs (KOSCIOLEK, 2020). This includes changes to work and salary systems. implemented by the funds for migration, asylum, and integration. The major fund is now organizing third-party integration events for local children and offering supplementary language sessions to make up for the lessons for migrant children (Rosenthal et al., 2020). The status of immigrant children is complicated from a legal and educational standpoint and highlights various possible inequalities. The opposite side of being undocumented is to encompass a more extreme scenario that may apply to legitimate citizens

and residents of the host country, non-foreign nationals or unrestricted nationals, and those who are devoid of any nationality (stateless), regardless of where they were born (Rideng, 2023).

However, this study discovered that residents of Malaysia are not migrants from abroad and may also be lacking the necessary papers to demonstrate their legal standing and cope with the ramifications for undocumented immigrants as a whole. Therefore, the educational system faces numerous structural difficulties (Chan, 2014). The first aspect is the most crucial differentiator in this case, and it is evident that while children are still learning how to deal with school issues, language skills are generally well incorporated into the system. Among them are the need to retake classes throughout the year, reduced achievement, and a general failure in school. To connect a child with a migratory past to the resources offered by social policy institutions, it is crucial to classify children correctly and adapt useful terminology (Rosenthal et al., 2020).

Based on this, numerous law enforcement officials of Indonesian migrant workers in Malaysia have significantly aided in the implementation of national and regional development. The quantity of Indonesian migrant workers has led to the expansion of the definition of "undocumented" to include non-migrants at this time, demonstrating the vulnerability of undocumented children (KOSCIOLEK, 2020). Increased right to nationality and citizenship-based educational exclusions. While this is going on, many academics and social activists in Malaysia warn that inclusion in the educational system is either already imperfect or nonexistent, especially in light of the recently declared epidemic state that was brought about by the situation where children require special education, once again restricting their access to a just and equal education (No & Fitria, 2023).

Educating kids from migratory backgrounds. Every child has the legal right and obligation to attend school beginning at age 7, and they must finish eight years of formal education. After completing primary school, students should continue their education at a higher level (Ferguson et al., 2022). Secondary education consists of four years of academic instruction, five years of technical training, and two stages, namely vocational schools, where the territorial registration of primary schools is located. The first structural issue is caused by the fact that children with migrant backgrounds are primarily dispersed over a number of schools in the neighborhood where they live, which is not typically a district or city for migrants (Rosenthal et al., 2020). Additionally, they create a presence for the school community in those situations. The teacher's capacity to take care of these kids and include them in the class will determine how well the integration goes (Boruszak-Kiziukiewicz & Kmita, 2020).

Teachers are especially conscious of the lack of affection from parents for children from immigrant homes. But by doing this, the teacher won't be able to differentiate between every student at school, independent of individuality or ownership, and this really hits on problems with the individualization of instruction (Rosenthal et al., 2020). Even in big courses, the decision on whether to include or exclude students from this migrant background is complicated by the need for the curriculum. Insights from Micreate reveal that once a teacher is abandoning native children in favor of migrant students, which leads to conflict between peers. However, some teachers fail to care for immigrant students, which leads to isolation and academic issues (Seddighi et al., 2021). It has been noted by the educational community and non-governmental organizations that migrants and children have fewer opportunities to be involved in an online learning process and, in addition, they also cannot ask questions or make additional requests, which makes individualization of work even more difficult in the current epidemic situation than online teaching, which is shorter and more focused on tasks and knowledge transmission (Koskela et al., 2020).

CONCLUSIONS AND SUGGESTIONS

The conclusion finding some similarities and differences between Indonesian and Malaysian policies that are very significant with regard to law enforcement and protection within the state, and noting that Malaysia has shown better implementation, the conclusion from the research described above is that the education of Indonesian migrant children and migrant workers needs to be placed at the center of attention for the Indonesian government (Herison et al., 2022). However, improvements in terms of pressuring both nations to have more precise regulations are urgently required, and for Malaysia, the significance of translating TKI monitoring needs to be carried out and demonstrated to the Indonesian government for an immediate response to education and to improve the quality of education and construct around the concept of inclusivity that children with a migration background also need education and receive the same education from the same sources as children without such backgrounds (KOSCIOLEK, 2020).

Children from migrant or minority ethnic groups, as well as those who are disabled or who have additional needs that need to be met, are included in this context. According to experts, there is a need for a one-part strategy or model that attempts to integrate youngsters with requirements, abilities, and rapid development into society (Rosenthal et al., 2020). Education in Malaysia was designed to meet the needs of children with immigrant backgrounds so that they receive an education similar to that of other children and can become the nation's successor and be useful for himself, the nation, and the nation. However, in practice, such inclusive education is a problem, and the most significant is an issue that refers to language education and introduction in most countries (Rideng, 2023).

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