

**Fulfillment of Educational Rights for Indonesian Migrant Workers'
Children in Jeddah: Challenges and Solutions (Case Studi at Sekolah
Indonesia Jeddah, Arab Saudi)**

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Abstract

This study aims to analyze the fulfillment of the educational rights of children of Indonesian migrant workers (PMI) in Jeddah, Saudi Arabia, focusing on the challenges faced and the efforts made to ensure their access to education. The research uses a qualitative method with a case study approach at Sekolah Indonesia Jeddah (SIJ). Data was obtained through interviews, observations, and documentation, then analyzed using an interactive analysis model that included data reduction, data presentation, and conclusion drawn. The results of the study show that SIJ plays an important role in fulfilling the educational rights of migrant workers through matriculation programs, affordable education services, psychosocial support, and cooperation between the governments of Indonesia and Saudi Arabia. However, the fulfillment of the right to education still faces various obstacles, such as unofficial immigration status, administrative difficulties, social and cultural discrimination, language and cultural adaptation challenges, and limitations in inclusive education services. To overcome these obstacles, SIJ and the Indonesian government have developed various strategies, including the provision of affordable education programs, educational assistance, guidance and counseling services, and strengthening cross-border cooperation. This research shows that the fulfillment of the educational rights of migrant children not only requires access to educational institutions, but also policy support, administrative protection, an inclusive learning environment, and collaboration of various parties to ensure the sustainability of migrant children's education.

Keywords: *Right to education, Migrant Children, Jeddah*

INTRODUCTION

Education is one of the most basic human rights for every child, including migrant children living in foreign countries. In Jeddah, Saudi Arabia, the phenomenon of migrant

workers has created a large community consisting of various backgrounds, including many migrant workers from Indonesia. Although migrant workers contribute significantly to the local economy, challenges in fulfilling the right to education for the children of Indonesian Migrant Workers (PMI) often arise, raising concerns about the future of the younger generation.

The children of migrant workers face a number of obstacles in getting a proper education. For example, lack of information about available educational institutions, language differences, an education system that may be different from the country of origin, namely Indonesia, and high parental mobility due to job demands often cause children to be forced to change schools or even drop out of school. These factors can create gaps in education that can negatively impact the academic and social development of migrant workers. According to Ulil Firdausiyah, et al., the children of migrant workers often do not have adequate access to formal education due to several things, such as not being enrolled in school due to legality issues and language difficulties (Firdausiyah et al., 2025). In addition, according to Shafiyah Rahmah, et al., the status of stateless migrant children results in migrant children losing basic rights for a child, such as access to proper formal education. Uncertainty of citizenship status also hinders migrant children from obtaining the administrative documents needed to attend educational institutions (Rahmah et al., 2025).

To answer these problems, the Indonesian government through diplomatic representatives abroad seeks to provide educational services for the children of Indonesian citizens. One of the tangible forms of this effort is the establishment of the Sekolah Indonesia Jeddah (SIJ), which functions as a formal educational institution for Indonesian children in Saudi Arabia (Khalida, 2025). According to the results of research observations at Sekolah Indonesia Jeddah, it has made efforts to provide solutions for migrant children by offering a customized curriculum and special programs. Through this approach, schools not only function as a place of learning but also as a community that supports students' social and emotional development. Initiatives such as the Matriculation Program at Sekolah Indonesia Jeddah demonstrate a commitment to ensuring that every child has the opportunity to get a quality education. This program is designed to help children who are late in the formal education process to catch up. With support from teachers and the local community, the program aims to create an inclusive and supportive learning environment for all students.

However, efforts to fulfill the educational rights of migrant workers in Jeddah are inseparable from various challenges. The increase in the number of students, the diversity of family socioeconomic backgrounds, the issue of document legality, and the limitation of educational resources are factors that need attention. On the other hand, various strategies have been implemented by SIJ and stakeholders to ensure that all Indonesian children, including those from vulnerable groups, can have equal and sustainable access to education.

Studies on the education of migrant workers are becoming increasingly relevant in the midst of increasing global labor mobility and demands for the protection of children's rights across countries. The research is titled "Fulfilling the Rights of Children of Immigrant Workers: A Case Study of Children of Indonesian Migrant Workers in Malaysia". The research discusses the fulfillment of the basic rights of children of Indonesian migrant workers (PMI) in Malaysia, especially the rights to education, health, and legal protection (Rahmah et al., 2025). The second study, entitled "Empowerment of Children of Indonesian Migrant Workers in Malaysia Through Non-Formal Education at Kepong Guidance Studio". The research examines the role of non-formal education in empowering migrant children in Malaysia (Rachmawati et al., 2025).

Previous studies have generally highlighted access to education for migrant children in other countries, such as Malaysia and the empowerment of non-formal education for migrant children in Malaysia. Studies that specifically examine the fulfillment of the educational rights of migrant workers in Jeddah are still relatively limited. Therefore, this research is important to provide a more comprehensive picture of the challenges faced and the various efforts made in guaranteeing the educational rights of migrant workers in Jeddah, Saudi Arabia.

Based on this description, this study aims to analyze the fulfillment of the educational rights of children of Indonesian migrant workers in Jeddah with a focus on the challenges faced and educational solution efforts carried out by Sekolah Indonesia Jeddah. The results of the research are expected to contribute to the development of education policies for Indonesian citizens abroad and become evaluation materials in strengthening the protection of the educational rights of children of Indonesian migrant workers.

This study uses a qualitative method with a case study approach. This approach was chosen because it allows researchers to deeply understand the phenomenon of fulfilling the educational rights of children of Indonesian migrant workers (PMI) in a specific context,

namely at Sekolah Indonesia Jeddah (SIJ), Saudi Arabia. Through case studies, the research can explore various conditions, experiences, challenges, and solutions related to access and implementation of education for migrant workers.

The research location was conducted at Sekolah Indonesia Jeddah (SIJ), which is a formal educational institution under the auspices of the Indonesian government that provides educational services for Indonesian citizens in Saudi Arabia. The subjects of the study include teachers, school principals, representatives of non-governmental organizations, and parents and children of migrant workers. Data collection techniques are carried out through interviews, observations and documentation. Documentation data was obtained from various written sources such as scientific journals, books, research reports, Indonesian government policy documents related to the protection of migrant workers and the education of Indonesian citizens abroad, as well as official documents of Sekolah Indonesia Jeddah that are relevant to the focus of the research.

Data analysis was carried out using an interactive analysis model which included three stages, namely data reduction, data presentation, and drawing conclusions. At the data reduction stage, the researcher selects and groups data related to the fulfillment of the educational rights of migrant workers. Furthermore, data is presented systematically to facilitate the identification of patterns and relationships between findings. The last stage is drawing conclusions by interpreting the data to get an idea of the challenges faced and solutions carried out in an effort to fulfill the educational rights of children of Indonesian migrant workers in Jeddah.

To ensure the validity of the data, the research applied source triangulation by comparing various relevant documents and literature so that more comprehensive and scientifically accountable information was obtained.

DISCUSSION

Fulfillment of the Educational Rights of Children of Indonesian Migrant Workers in Jeddah in the Perspective of the Convention on the Rights of the Child (CRC)

The right to education is one of the fundamental rights of children guaranteed in the Convention on the Rights of the Child (CRC). In particular, Article 2 on the principle of non-discrimination states that children's rights must be guaranteed regardless of race, gender,

language, social origin, or parental status (Nations, 1989). This principle is an important foundation in analyzing the access to education of the children of Indonesian migrant workers in Jeddah who often face administrative and social barriers. Then, articles 28 and 29 which affirm that every child has the right to receive education without discrimination (Nations, 1989). In the context of the children of Indonesian Migrant Workers (PMI) in Jeddah, the fulfillment of the right to education is not only related to the availability of educational institutions, but also concerns accessibility, sustainability, and quality of educational services that can reach all children regardless of their family's social or administrative status.

The existence of Sekolah Indonesia Jeddah (SIJ) shows the state's commitment to fulfilling the educational rights of Indonesian citizens abroad. This commitment is reflected in the implementation of Indonesian Overseas Schools (SILN) which has a legal basis in the Regulation of the Minister of Education and Culture Number 1 of 2015 concerning the Management and Implementation of Indonesian Education Abroad (Ministry of Education and Culture of the Republic of Indonesia, 2015). Through this policy, the Indonesian government provides educational services for Indonesian citizens abroad as part of the state's responsibility to ensure access to education for all its citizens. SIJ not only functions as a formal educational institution, but also as an instrument to protect children's rights through the provision of easier access to education for migrant workers' children. In the CRC's perspective, this step reflects the implementation of the principles *non-discrimination* which affirms that every child has the right to receive educational services without being limited by their parents' economic background or migration status (Nations, 1989)

According to the results of the study, one of SIJ's flagship programs is the matriculation program for migrant children. This program is designed to help children catch up with their education according to their age and ability. Through this approach, children who have never been to school before can enter formal classes in less time. This matriculation program uses an intensive learning method with small groups, so students get more personalized attention. Teachers also play an important role in providing motivation and building students' confidence. With this program, many children can finally continue their education in a sustainable manner. The curriculum used at SIJ is tailored to the special needs of migrant children. Not only does it focus on academics, but the curriculum also includes children's social and emotional development. Many migrant children experience mental distress due to

life instability and social isolation, so this approach is essential. Teachers and staff at SIJ are also trained to understand the unique conditions that students face. In addition, extracurricular programs such as arts and sports help children feel more connected to their environment. All of this is designed to create an inclusive and supportive learning environment

Psychological support is an integral part of the education of migrant children in Jeddah. In theory, according to Sahana Kribakaran, et al., many children experience trauma due to the pressure of living in a foreign country or the uncertainty of the future (Kribakaran et al., 2023). According to the results of the study, SIJ provides counseling services to help students overcome their emotional problems. This counseling is carried out both individually and in groups to create a sense of community among the students. In addition, special training is also provided to teachers to deal with students with high emotional needs. With this approach, children are expected to be able to learn more focused and confident.

This approach is in line with the educational goals in CRC which not only emphasizes the mastery of knowledge, but also the optimal development of children's personality, talents, mental and social abilities (Nations, 1989). Therefore, education for migrant workers cannot be understood only as a process of knowledge transfer, but as an effort to build the capacity of children to be able to fully participate in social life in the future.

Obstacles in the Fulfillment of the Educational Rights of Indonesian Migrant Workers (PMI) at Sekolah Indonesia Jeddah (SIJ)

The fulfillment of the right to education for migrant children is one of the global challenges that requires serious attention, including in Jeddah, Saudi Arabia. Children from migrant worker families face various barriers that hinder access to formal education. Although education is a fundamental right recognized by various international instruments such as the Convention on the Rights of the Child (CRC), the reality on the ground is often far from ideal. This article will outline the various barriers faced by immigrant children in accessing education, such as unofficial legal status, high costs, discrimination, and lack of inclusive education facilities, as well as the impact of these barriers on their development. (Rachman Assegaf, 2019)

Unofficial Migration Status

The results of the study show that some of the students who study at Sekolah Indonesia Jeddah (SIJ) come from Indonesian Migrant Worker (PMI) families who have unofficial immigration status or face various administrative obstacles related to immigration documents. This condition puts children at risk of having difficulty accessing formal education services in their country of residence.

These findings are in line with the research of Rahmah, et al., that migrant workers who do not have clear citizenship documents or citizenship status tend to experience difficulties in accessing formal education in their country of residence. This condition causes some migrant children to be in a vulnerable situation because their basic rights, including the right to education, cannot be fulfilled optimally (Rahmah et al., 2025).

Lack of Government Policy Support in Settling the Administrative Status of Children of PMI

The results of the study show that one of the obstacles faced by the children of Indonesian migrant workers (PMI) in Jeddah is related to the lack of optimal support in the completion of administrative documents and legal status. There are migrant workers who have difficulty obtaining official documents, both related to their identity and immigration status. This condition causes some children to be in a vulnerable position because they have the potential to experience obstacles in accessing various public services, including education.

In theory, according to Ihsan (2020), the limitations of policy protection and the lack of optimal coordination between countries are often factors that cause children of migrant workers to experience difficulties in obtaining equal educational services. From the perspective of children's rights, the state has an obligation to ensure access to education without discrimination as affirmed in the Convention on the Rights of the Child (CRC), so that inclusive education policies are an important factor in fulfilling the educational rights of migrant children (Nations, 1989).

It can be concluded that the fulfillment of the educational rights of migrant children requires stronger synergy between educational institutions, representatives of the Indonesian government abroad, and other related parties in providing administrative assistance for migrant families. Thus, efforts to fulfill the right to education focus not only on providing

access to schools, but also include administrative protections that support the sustainability of the education of the children of Indonesian migrant workers.

Social and Cultural Discrimination

The findings of the study show that some students at Sekolah Indonesia Jeddah (SIJ) face challenges in social interaction influenced by differences in cultural backgrounds and family identities. The informant revealed that there were students who came from mixed Indonesian-Arab and Arab-Indonesian families, while some others came from full Indonesian families. In some cases, these differences in background give rise to bullying and social grouping that cause some students to feel less accepted in the school social environment.

These findings are in line with research by Yang et al. (2022) which showed that migrant children have a higher vulnerability to experiencing bullying than non-migrant groups. The study explains that differences in social identity, cultural background, and environmental adaptation process can be factors that influence the emergence of bullying behavior among migrant children (Yang et al., 2022).

Language Challenges and Cultural Adaptation

The results of the study show that one of the challenges faced by students at Sekolah Indonesia Jeddah (SIJ) is related to the ability to speak Indonesian. The informant revealed that students who come from mixed Indonesian-Arab families are generally more accustomed to using Arabic in their daily lives so they have limitations in understanding and using Indonesian. On the other hand, students who come from full Indonesian families tend not to experience significant obstacles in the use of Indonesian because the language has been used in the family environment from an early age.

This condition is a challenge in the learning process considering that SIJ implements the Indonesian Curriculum with Indonesian as the main language of instruction. As a result, students who do not have mastered the Indonesian language experience difficulties in understanding the subject matter, following the teacher's instructions, doing assignments, and actively participating in learning activities. This language barrier not only has an impact

on academic achievement, but also affects the social adaptation process of students in the school environment.

In addition to language issues, differences in cultural backgrounds also affect the process of self-adjustment of students. Children who grow up in an Arab cultural environment tend to take longer to understand the norms, habits, and patterns of interaction that develop in the Indonesian educational environment. Therefore, the process of cultural adaptation is an important part in supporting the success of the education of the children of Indonesian migrant workers in Jeddah.

The findings are in line with the research of Nasution et al., which show that language differences and cultural identities are one of the main challenges faced by the children of Indonesian migrant workers in the educational process. Limited mastery of instructional language can affect academic success as well as the process of social integration of students in the school environment (Nasution et al., 2025).

It can be concluded that the linguistic and cultural diversity in the SIJ environment requires a more inclusive and adaptive approach to learning. Support in the form of language assistance, contextual learning, and strengthening cross-cultural understanding are important to help students adapt to the learning environment. Thus, all students can get equal opportunities in participating in the educational process and developing their potential optimally.

Limitations of Inclusive Education Services

The results of the study show that Sekolah Indonesia Jeddah (SIJ) has made efforts to provide access to education for the children of Indonesian migrant workers in Saudi Arabia. However, in its implementation, there are still some limitations in the implementation of inclusive education services. The informant revealed that students who attend SIJ have very diverse backgrounds, both in terms of language, culture, and previous educational experiences. This diversity demands a more adaptive learning approach to accommodate the needs of each student.

One of the challenges faced is that there are still students who have difficulty following the learning process due to differences in Indonesian language skills and cultural backgrounds. Some students who come from mixed Indonesian-Arab families or who have

grown up in an Arabic-speaking environment since childhood need additional assistance to understand the subject matter delivered in Indonesian. On the other hand, the limited resources owned by the school cause that the assistance service cannot be provided optimally to all students in need.

According to Mohaned G. Abed, et al., a less inclusive school environment has the potential to cause negative social experiences for students from vulnerable groups, including migrant children. This condition can have an impact on low confidence, limited participation in learning activities, and decreased psychological well-being of children (Abed et al., 2023).

It can be concluded that the fulfillment of the educational rights of migrant workers is not only related to the availability of access to schools, but also to the ability of educational institutions to provide services in accordance with the needs of diverse students. Therefore, strengthening school capacity, providing academic assistance programs, and developing more adaptive learning models are important steps to improve the quality of inclusive education services at Sekolah Indonesia Jeddah.

Efforts and Solutions to Improve Access to Education for Children of Indonesian Migrant Workers (PMI) at Sekolah Indonesia Jeddah (SIJ)

Provision of Free Education Programs

The results of the study show that Sekolah Indonesia Jeddah (SIJ) plays an important role in expanding access to education for the children of Indonesian migrant workers (PMI) in Saudi Arabia through the provision of relatively affordable educational services. The informant revealed that the cost of education at SIJ is much lighter than the cost of education that must be incurred if the children of migrant workers attend other educational institutions. This condition makes SIJ the main choice for many migrant worker families in meeting the educational needs of their children.

In addition to providing affordable education costs, SIJ also provides opportunities for students from underprivileged families to obtain educational assistance through scholarship programs. The program aims to ensure that economic limitations do not become a barrier for migrant workers in obtaining the right to education. With this support, students from families with vulnerable economic conditions can continue their education without being burdened with excessive costs.

Furthermore, the results of the study show that there is support from the Indonesian government in the form of education subsidies for students who experience economic difficulties. The assistance is a form of the government's commitment to ensuring the continuity of education of Indonesian children abroad. The presence of subsidies and educational assistance programs helps reduce the risk of dropping out of school that can be experienced by migrant workers due to family financial limitations.

These findings are in line with Mawardha Indresvari's research that the Indonesian Embassy (Embassy of the Republic of Indonesia) has made various efforts, including cooperation with the Malaysian government, non-governmental organizations, and local communities, to provide access to education for immigrant children. These efforts include the establishment of community schools, scholarship programs, and the provision of books and teaching materials (Interior Response, 2024).

It can be concluded that the fulfillment of the educational rights of migrant workers is not only carried out through the provision of educational institutions, but also through affirmative policies aimed at reducing economic barriers. With affordable education fees, scholarship programs, and education subsidies, SIJ and the Indonesian government have worked to create more inclusive access to education for the children of Indonesian migrant workers in Jeddah.

Psychosocial Support for Immigrant Children

The results of the study show that Sekolah Indonesia Jeddah (SIJ) not only plays a role in providing academic education services, but also provides psychosocial support to students, in the form of counseling guidance by BK teachers (Counseling Guidance). The school strives to create a learning environment that is safe, comfortable, and supports the emotional development of students through mentoring by teachers and paying attention to students' psychological conditions.

These findings are in line with the research of Yi Guo, et al., that migrant children face various psychosocial challenges, such as low self-confidence, difficulty adapting to new environments, limited social support, anxiety, and low motivation to learn. Therefore, psychosocial support is an important factor in helping them adapt and develop optimally (Guo et al., 2023).

In the context of SIJ, the psychosocial support provided to students not only serves to maintain the mental health of children, but also helps in adapting to the school environment and increasing involvement in the learning process. From these findings, it can be concluded that the fulfillment of the educational rights of migrant workers children is not only related to providing access to schools, but also includes efforts to create an educational environment that supports the psychological well-being of students. Thus, psychosocial support is one of the important strategies in realizing inclusive education oriented to the needs of the children of Indonesian migrant workers in Jeddah.

Strengthening Cooperation Relations between the Governments of Indonesia and Saudi Arabia

The results of the study show that the existence of the Sekolah Indonesia Jeddah (SIJ) is inseparable from the support and active role of the Embassy of the Republic of Indonesia (KBRI) in Saudi Arabia. The Indonesian Embassy has an important role in supporting the implementation of education at SIJ, both through institutional assistance and facilitation of various needs related to school operations. In carrying out its role, the Indonesian Embassy also establishes communication and coordination with the government of Saudi Arabia so that the existence of SIJ can continue to provide educational services for the children of Indonesian migrant workers.

This finding is in line with the research of Septian, Ginanjar, and Akbar (2024), that bilateral cooperation between Indonesia and Saudi Arabia in the field of placement and protection of Indonesian migrant workers has a positive impact on efforts to protect Indonesian citizens in Saudi Arabia (Septian et al., 2024).

It can be concluded that the fulfillment of the educational rights of the children of Indonesian migrant workers requires continuous cross-border support. The existence of the Indonesian Embassy as a representative of the Indonesian government in Saudi Arabia has a strategic role in bridging the educational interests of Indonesian citizens with the policies that apply in the local country. Therefore, strengthening the cooperative relationship between the governments of Indonesia and Saudi Arabia is one of the important steps to ensure that access to education for the children of migrant workers can continue to be maintained and develop sustainably.

CONCLUSION

The fulfillment of the educational rights of the children of Indonesian migrant workers in Jeddah is part of the implementation of children's rights as stipulated in the *Convention on the Rights of the Child* (CRC). The existence of Sekolah Indonesia Jeddah (SIJ) is a manifestation of the Indonesian government's commitment to providing access to education for Indonesian citizens abroad. Through matriculation programs, affordable education services, psychosocial support, and various other support programs, SIJ seeks to ensure the continuity of education of migrant workers' children.

Nevertheless, this study found various obstacles in the fulfillment of the educational rights of migrant workers, namely unofficial immigration status, administrative difficulties and document legality, social and cultural discrimination, language and cultural adaptation challenges, and limitations in inclusive education services. These barriers not only affect access to education, but also have an impact on the social, emotional, and psychological development of students.

To overcome these various obstacles, continuous efforts are needed through the provision of educational assistance, strengthening counseling services and psychosocial support, developing more inclusive learning models, and increasing coordination between SIJ, the Indonesian Embassy, the Indonesian government, and the government of Saudi Arabia. With the synergy of various parties, the fulfillment of the educational rights of children of Indonesian migrant workers in Jeddah can be carried out more optimally so that they get equal learning opportunities and are able to develop their potential to the maximum.

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