

Promoting Children's Educational Rights and Social Welfare in Migrant Communities: A Human Rights-Based Assessment of The Sanggar Bimbingan Malaysia Program

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Abstract

This study analyzes the fulfillment of the educational rights and social welfare of Indonesian migrant children in Malaysia through the Malaysian Guidance Center Program using a *Human Rights-Based Approach* (HRBA). Specifically, this study evaluates the impact of the quality of the STEMphoria subprogram implementation, a STEM-based learning enrichment initiative delivered through Sanggar Bimbingan community learning centers, on participant satisfaction as a direct outcome of the program, as well as mapping the achievements, impacts, and challenges of program implementation based on the alignment between targets and realization. The research uses a *mixed-method* approach with a *convergent parallel* design. Quantitative analysis was conducted through a Community Satisfaction Index survey of 38 respondents and analyzed using simple linear regression. Meanwhile, qualitative analysis was performed on Pertamina International EP's 2025 CSR Monitoring and Evaluation documents using NVivo software. The dataset comprised information from 46 respondents gathered through in-depth interviews and field observations conducted by the Community Development Officers (CDOs) of PIEP as part of the CSR monitoring and evaluation activities. Quantitative analysis result show that the quality of the STEMphoria program implementation has a positive and significant effect on participant satisfaction, with an explanatory contribution of 63.0%. Qualitative findings show that the program exceeded its targets in both workshop coverage and beneficiary student numbers, while generating tangible impacts including improved learning facilities and support for teaching staff. However, the study also identified structural challenges, such as student educational backwardness and limited supporting facilities. These findings support human rights-based approaches to migrant children's education.

Keywords: children's rights, migrant children's education, Sanggar Bimbingan Malaysia, human rights-based approach, participant satisfaction

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Introduction

Cross-border labor migration in Southeast Asia raises concerns over migrant children's rights to education and social welfare, particularly among Indonesian migrant workers in Malaysia. UNICEF (2019) identifies migrant children as vulnerable to exclusion from basic services because of legal status, family mobility, and limited institutional access. Although the Convention on the Rights of the Child guarantees education without discrimination, including nationality or immigration status (United Nations, 1989), implementation in destination areas still reveals a gap between legal commitments and social realities.

Migration policies in destination countries are often shaped by economic needs and labor regulation, which can marginalize family protection and children's rights (Castles et al., 2014). Consequently, migrant children frequently depend on community-based non-formal education as an alternative to public schooling (Huijsmans, 2018). In Malaysia, Indonesian migrant workers' children face administrative and social barriers to entering the national education system (Allerton, 2020). This strengthens Malaysian guidance centers as alternative learning spaces that sustain education, provide academic services, and function as safe spaces supporting children's social stability (Ford & Lyons, 2013; IOM, 2020). From a Human Rights-Based Approach, education must be fulfilled through non-discrimination, participation, accountability, and the best interests of the child (UNDP, 2006), while recognizing children as active rights holders rather than passive beneficiaries (Androff & Mathis, 2022). However, studies on migrant children's education in Southeast Asia remain focused on policy and governance, with limited attention to human rights implementation in community-based education programs (Dazzo, 2022).

The Malaysian Guidance Center Program, supported by Pertamina's EP International Program, reflects collaboration among migrant communities, the country of origin, and the corporate sector, consistent with corporate responsibility to support human rights (Ruggie, 2011). Yet corporate involvement in cross-border social programs is often assessed through sustainability and institutional reputation, while beneficiary-level human rights impacts are rarely evaluated systematically (Sun et al., 2021). Although Sanggar Bimbingan Malaysia has developed as an adaptive community education model, existing evaluations remain normative and descriptive, focusing on policy, access, and legality (Suryani, 2018; Wahyuni, 2021). Therefore, an evidence-based approach is needed to assess implementation quality, target achievement, beneficiary satisfaction, and intervention outcomes in fulfilling children's educational rights and social welfare (Androff & Mathis, 2022; UNDP, 2006).

Corporate involvement through Pertamina's EP International Program in the Malaysian Guidance Center requires systematic evaluation of the alignment between program targets and implementation, consistent with corporate responsibility for human rights (Ruggie, 2011). Following Sun et al. (2021), cross-border social programs should not be assessed only through sustainability and institutional legitimacy, but also through concrete outcomes for beneficiaries. Therefore, this study analyzes the fulfillment of Indonesian migrant children's rights to education and social welfare through the Malaysian Guidance Center Program using a Human Rights-Based Approach, combining quantitative and qualitative analysis to examine program implementation, target achievement, and rights-based outcomes.

Specifically, this study aims to: (1) quantitatively examine the effect of the quality of the STEMphoria subprogram's implementation on participant satisfaction as a direct outcome of the program; and (2) qualitatively map the program's achievements based on the alignment

between targets and actual outcomes, as well as identify the educational and social intervention outcomes resulting from the implementation of the program's, as reflected in the Monitoring and Evaluation documents of Pertamina International EP's Corporate Social Responsibility (CSR) program.

Literature Review

Human Rights-Based Education Framework

The human rights-based education framework positions education as a fundamental human right that is inseparable from social justice, equality, and non-discrimination. This framework is rooted in international legal instruments, including the Universal Declaration of Human Rights, which affirms the right to education without discrimination (United Nations, 1948), and the Convention on the Rights of the Child, which emphasizes the state's obligation to guarantee access to education for all children, including vulnerable groups such as migrant children (United Nations, 1989). From this perspective, schools and educational programs function not only as spaces for knowledge transfer, but also as arenas for building rights awareness, participation, and human dignity. Its implementation emphasizes three main dimensions: access, quality, and participation, ensuring that all children can enter education systems, receive quality learning, and participate actively in inclusive environments (UNESCO, 2015). In addition, this framework requires pedagogical approaches that foster critical awareness of social issues and empower marginalized groups (Tibbitts, 2017).

The analytical framework of human rights-based education in the study *Promoting Children's Educational Rights and Social Welfare in Migrant Communities: A Human Rights-Based Assessment of the Sanggar Bimbingan Malaysia Program* positions migrant children as rights holders, while Sanggar Bimbingan and its supporting actors, including the state, community, and corporate CSR, act as duty bearers responsible for fulfilling children's rights to education and social welfare. The analysis focuses on three main dimensions: access, quality, and participation, which are linked to the core principles of non-discrimination, the best interests of the child, active participation, and accountability. Through this framework, Sanggar Bimbingan is assessed based on its ability to expand educational access for migrant children excluded from the formal system, provide quality learning through programs such as STEMphoria, and create safe, inclusive spaces that support children's social welfare. The framework also evaluates whether program outcomes, including participant satisfaction, target achievement, facility improvement, and support for teachers and students, reflect the substantive fulfillment of children's rights, while identifying structural challenges such as educational gaps, limited facilities, and social vulnerability that continue to hinder the full realization of migrant children's right to education.

Migrant Child Education Literature

The literature on migrant children's education shows that children in migrant communities often face structural barriers to formal schooling, including unclear legal status, limited family economic resources, and language and cultural challenges that affect their integration into education systems (Abdusamatov et al., 2024). These barriers limit access to quality education and often force migrant children to rely on alternative or community-based education programs as their primary source of learning (Abdusamatov et al., 2024). Education for migrant children is therefore not only a matter of school access, but also closely related to social rights protection

and child well-being, requiring inclusive education systems that reach children in migration mobility and provide psychosocial support (UNICEF, 2019).

Community support, mentoring programs, and learning activities that strengthen 21st-century skills are also important factors in supporting migrant children's educational success (Crul et al., 2017). Comparative evidence from Malaysia, Brazil, and Norway further shows that although structural barriers are universal, their manifestations vary across contexts. In Malaysia, Indonesian migrant workers' children in Sabah and Sarawak often experience liminal legal status that excludes them from formal education, while Community Learning Centres remain limited by the absence of formal recognition (Arpanudin et al., 2026). In Brazil, inclusive education policies for Venezuelan migrant children face implementation challenges related to multilingual classrooms, culturally appropriate materials, and high student mobility (Câmara, 2025). In Norway, Syrian students may gain access to formal schooling, but still face challenges in peer integration, language, cultural adaptation, and family understanding of the education system (Mohamad et al., 2025). These studies indicate that migrant children's educational challenges extend beyond access, involving legal recognition, culturally inclusive education, psychosocial support, and broader protection for children and families.

Community-Based Intervention Studies

Community-based intervention is widely used in educational programs for vulnerable groups, including migrant children, by emphasizing the active involvement of local communities, social organizations, and non-governmental institutions in designing and implementing programs that respond to community needs (Minkler & Wallerstein, 2008). Through participatory strategies, this approach strengthens program relevance, community ownership, and the creation of flexible alternative learning spaces that are responsive to the social conditions of migrant communities. Studies show that community-based education can increase children's learning participation while also reinforcing social support for migrant families. Its success depends on collaboration among multiple actors, including educational institutions, community organizations, and the private sector through corporate social responsibility (CSR) initiatives (Campbell and Cornish, 2010). Participatory approaches also enable learning processes to become more contextual and sustainable (Wallerstein and Duran, 2010). In cross-national education programs such as Sanggar Bimbingan in Malaysia, community-based intervention serves as an important strategy to expand educational access and strengthen the social well-being of migrant children.

Educational Rights and Social Welfare of Migrant Children

The right to education is a fundamental right inherent to every child, regardless of social status or nationality. Its fulfillment requires the principles of availability, accessibility, acceptability, and adaptability, which place the state and supporting actors as guarantors of educational continuity (Tomasevski, 2001). In migrant communities, accessibility and adaptability are especially important because children are often excluded from the formal education system of the destination country. Community-based alternative education has therefore emerged as a response to these limitations by maintaining migrant children's learning continuity, preventing long-term social exclusion, and providing stable learning spaces that support routines, security, and basic competencies for future education (Crul et al., 2017).

However, the fulfillment of educational rights cannot be measured only by the existence of programs. Rights-based education also requires attention to whether children feel valued,

involved, and protected as beneficiaries of educational services (Osler & Starkey, 2010). This is closely related to child social welfare, which includes material, emotional, relational, and environmental well-being (Ben-Arieh et al., 2014). In migrant communities, children's welfare is shaped by the stability of learning environments and the quality of social interactions within them. Community education spaces therefore function not only as places of learning, but also as spaces of social protection where positive relationships with teachers and peers can reduce psychosocial stress caused by uncertain living conditions (Clancy et al., 2025). For this reason, beneficiary perception becomes an important element in evaluating both educational rights and social welfare. The Community Satisfaction Index (IKM) is relevant because it captures beneficiaries' assessments of planning, implementation, infrastructure, implementer competence, and program impact (OECD, 2015).

Quality of STEMphoria Program Implementation

The quality of program implementation determines the effectiveness of learning interventions for vulnerable groups, including migrant children. In rights-based education, program design must respond to participants' social, cultural, and developmental needs (UNICEF, 2019). In STEM learning, this requires linking scientific concepts to everyday experiences so that learning becomes contextual and accessible (Bybee, 2013). Clear materials, structured delivery, and meaningful content support engagement, understanding, critical thinking, and creativity (Hattie, 2012; OECD, 2018). Facilitator competence, adequate facilities, and a conducive learning environment also shape participant comfort and perceptions of program quality (Demir et al., 2021; United Nations, 2011).

Participant Satisfaction and CSR Accountability in Education Programs

Participant satisfaction is an important indicator for evaluating educational programs, particularly in non-formal and social service contexts. It reflects beneficiaries' assessment of whether program implementation meets their expectations and responds to their needs (Kotler & Keller, 2016). In migrant children's education, satisfaction is not only a psychological response, but also relates to the perceived fulfillment of educational rights and social welfare (UNESCO, 2020). As a perceived outcome, satisfaction helps capture how participants directly experience program benefits, limitations, and relevance (Patton, 2015). In STEMphoria, satisfaction may indicate whether activities are meaningful, enjoyable, and supportive of learning, while also serving as an early signal of program acceptance and sustainability (Oliver, 2010).

From a child rights-based perspective, satisfaction has ethical significance because programs that foster security, appreciation, and dignity reflect respect for children as rights holders (United Nations, 1989). In migrant communities, positive satisfaction can strengthen trust in implementing institutions and encourage continued participation (Abdusamatov et al., 2024). This links satisfaction to CSR accountability in education. CSR contributes to social rights and human development (Davies & Egas, 2022), but requires impact measurement to ensure real value for beneficiaries (Porter & Kramer, 2011). The Community Satisfaction Index helps assess this alignment between program objectives, beneficiary experience, and educational welfare outcomes (Costa & Andreus, 2021).

Research Methodology

This study employed a mixed-method approach with a convergent parallel design, integrating quantitative and qualitative analyses to provide a comprehensive understanding of the fulfillment of educational rights and social welfare among migrant children through the Malaysian Guidance Center Program, particularly the STEMphoria subprogram. STEMphoria is an educational initiative that introduces science, technology, engineering, and mathematics (STEM) learning through interactive workshops, mentoring sessions, and creative educational projects aimed at enhancing scientific literacy and learning motivation. This design was selected because human rights-based program evaluation requires both statistical assessment of beneficiary perceptions and in-depth examination of program achievements, implementation outcomes, and educational interventions.

The quantitative component consisted of descriptive and inferential analyses. Descriptive statistics were used to profile 38 respondents participating in the STEMphoria Community Satisfaction Index (CSI) Survey, including students and accompanying teachers. Demographic variables included gender, age, role in the activity, and educational institution. Inferential analysis was conducted using simple linear regression in SPSS version 26 to examine the effect of program implementation quality (independent variable) on participant satisfaction (dependent variable). The t-test assessed the significance of regression coefficients, while the coefficient of determination (R^2) measured the proportion of satisfaction variance explained by implementation quality.

The qualitative component utilized NVivo software to analyze Monitoring and Evaluation (M&E) Report documents from Pertamina International EP's 2025 Mentoring Program CSR. The dataset was derived from monitoring activities involving 46 respondents, including beneficiary students, teachers, parents, and implementing partners, through in-depth interviews and field observations. Data collection and reporting were conducted by a four-member team consisting of Community Development Officers (CDOs) and independent evaluators. While CDOs implemented and documented program activities, independent evaluators supported objective verification of program outcomes. Document analysis followed open coding, categorization, and theme development procedures to identify patterns of program achievement, educational and social interventions, and implementation dynamics. The qualitative findings were used to explain how program targets were achieved, the types of interventions generated, and their contribution to the fulfillment of migrant children's educational rights and social welfare. This analysis also contextualized the quantitative results by providing deeper insights into participant experiences and program implementation processes.

Results and Discussion

The results of this study present an empirical description of the characteristics of respondents, participant satisfaction levels, activity preferences, aspects that need improvement, and an evaluation of the Malaysian Guidance Center program through a *Human Rights-Based Approach* and a Community Satisfaction Index measurement. The integrated presentation of quantitative and qualitative data is intended to provide a comprehensive understanding of the quality of educational services and social welfare experienced by the beneficiaries of the Guidance Center Program and the STEMphoria Subprogram.

Table 1*Characteristics of STEMphoria Survey Respondents (N = 38)*

Characteristics		f (N=38)	%
Gender			
	Male	14	36.84
	Female	24	63.16
Age			
	< 10	10	26.32
	> 21 years	3	7.89
	10 - 12 years	19	50.00
	13 - 15 Years	5	13.16
	16 - 18 years	1	2.63
Role in Activities			
	Assistant Teacher	4	10.53
	Students	34	89.47
Institution			
	An-Nahdloh Boarding School	6	15.79
	Guidance Center	31	81.58
	Sb Kelagit	1	2.63

Based on Table 1. Characteristics of STEMphoria Survey Respondents, it can be seen that the respondents were dominated by females, numbering 24 (63.16%), while male respondents numbered 14 (36.84%), indicating greater female involvement in this activity. In terms of age, the majority of respondents were in the 10–12 age range, numbering 19 (50.00%), followed by 10 respondents (26.32%) under the age of 10, suggesting that most participants were elementary school-aged children. There were relatively fewer teenage and adult respondents, with 5 respondents (13.16%) aged 13–15 years, 1 respondent (2.63%) aged 16–18 years, and 3 respondents (7.89%) aged above 21 years. Based on their role in the activity, the respondents were dominated by students, numbering 34 (89.47%), while accompanying teachers only numbered 4 (10.53%), confirming that the STEMphoria activity was directly oriented towards students as the main target of the program. In terms of institutional affiliation, most respondents came from Sanggar Bimbingan (31 people or 81.58%), followed by Pondok An-Nahdloh (6 people or 15.79%), and SB Kelagit (1 person or 2.63%), indicating that Sanggar Bimbingan is the main partner and largest participant base in the implementation of STEMphoria activities.

Table 2*Distribution of Respondent Satisfaction Levels per Service Element*

Service Element	Very Satisfied	Satisfied	Moderately Satisfied	Not Satisfied
Activity planning	26	10	2	0
Presentation of material	20	14	4	0
Material suitability	24	11	3	0
Learning methods	22	10	6	0
Practical tools and equipment	27	9	2	0
Implementation time	18	11	8	1
Facilitator Competency	25	11	2	0
Benefits of the activity	28	9	1	0

Table 2 illustrates the distribution of respondents' satisfaction levels for each service element. The elements of activity benefits and facilities and equipment received the highest number of “Very Satisfied” responses, with 28 and 27 respondents respectively, indicating a positive perception of the impact and support of the activity facilities. The elements of activity planning and facilitator competence also showed a predominance of the “Very Satisfied” category. In contrast, the element of implementation time had a more varied assessment, with 18 respondents stating “Very Satisfied”, 11 “Satisfied”, 8 “Somewhat Satisfied”, and 1 “Not Satisfied”, indicating room for improvement in managing the duration of activities.

Table 3
Simple Linear Regression Results (t-Test)

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Standard Error	Beta		
1	(Constant)	2.059	.638		3,225	.003
	Quality of STEMphoria Program Implementation	.481	.182	.404	2.647	.012

a. Dependent Variable: Satisfaction with STEMphoria Activities

Based on Table 3. Simple Linear Regression Results (t-test), *the Quality of STEMphoria Program Implementation* variable has a positive and significant effect on *Satisfaction with STEMphoria Activities*. This is indicated by the regression coefficient (B) value of 0.481 with a t-value of 2.647 and significance (Sig.) = 0.012, which is smaller than the significance threshold of 0.05. This finding indicates that every one-unit increase in the quality of STEMphoria program implementation will increase participant satisfaction by 0.481 units. The standardized beta coefficient value of 0.404 also shows a fairly strong contribution of the quality of program implementation to participant satisfaction. Meanwhile, the constant of 2.059 with a significance value of 0.003 indicates that when the quality of program implementation is considered constant, the basic level of participant satisfaction remains positive. Overall, the results of this t-test confirm that the quality of the STEMphoria program implementation is an important factor in shaping participant satisfaction with the activities organized.

Table 4
Coefficient of Determination

Model	R	R Square	Adjusted R-Square	Standard Error of the Estimate
1	.640 ^a	.630	.614	.46674

a. Predictors: (Constant), Quality of STEMphoria Program Implementation

Based on Table 4. Coefficient of Determination, an R Square value of 0.630 was obtained, indicating that 63.0% of the variation in participant satisfaction with STEMphoria activities can be explained by *the Quality of STEMphoria Program Implementation* variable. Meanwhile, the Adjusted R Square value of 0.614 indicates that after adjusting for the number of predictor variables in the model, the explanatory power of the model remains strong at 61.4%. The Std. Error of the Estimate value of 0.46674 indicates a relatively low level of prediction error, so that the regression model used can be said to be quite accurate in predicting participant satisfaction. Thus, the results of the coefficient of determination confirm that the quality of the STEMphoria program implementation plays a dominant role in determining participant

satisfaction, although there is still approximately 37.0% variation in satisfaction that is influenced by factors outside the research model.

The results of qualitative analysis using NVIVO on the Monitoring and Evaluation (Monev) CSR Pertamina International EP Program Guidance Center 2025 report documents related to the mapping of targets and the realization of the implementation of the guidance center, as well as the identification of results that emerged as an impact of program intervention, and several challenges faced during the implementation process of this program.

Figure 1

Results of Qualitative Analysis Mapping of Targets and Realization

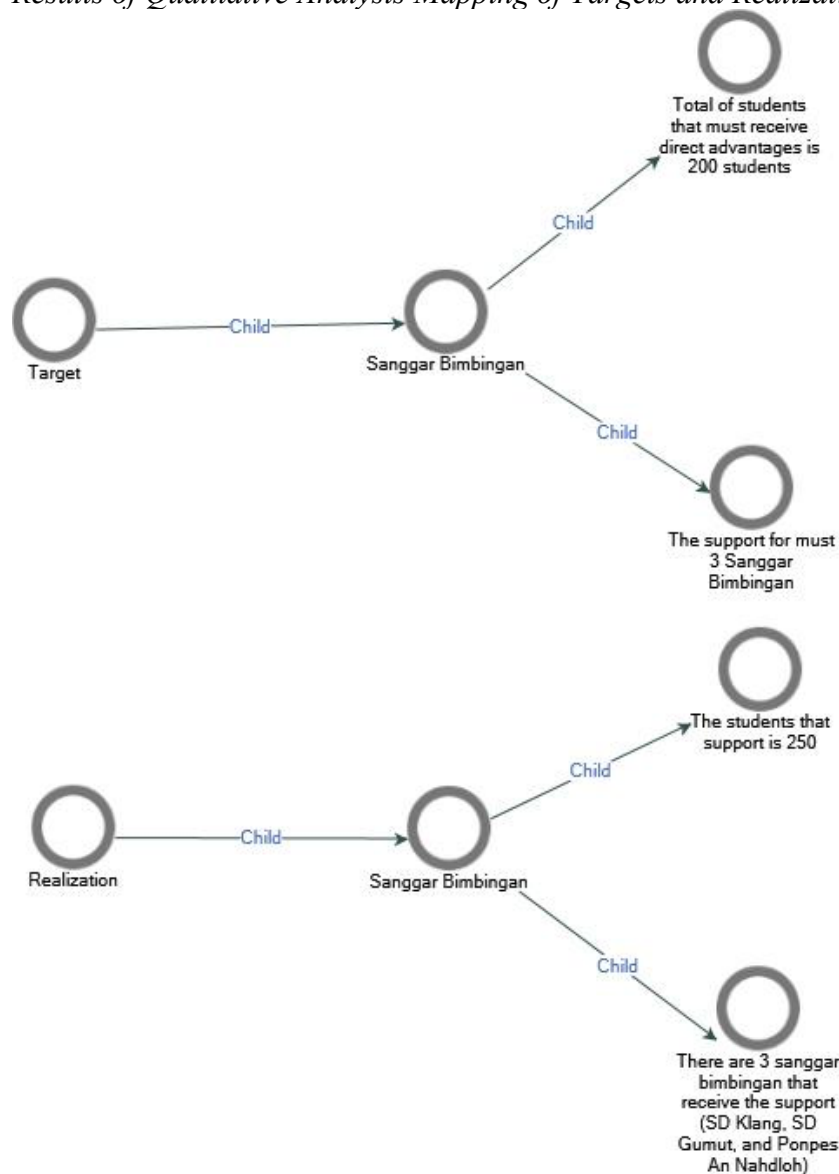


Figure 1 shows that program achievement was assessed using two main indicators: the number of guidance centers receiving assistance and the number of student beneficiaries. The program targeted assistance for three guidance centers and benefits for at least 200 students. Based on the qualitative analysis of the Monev document, both targets were achieved, with three guidance centers receiving assistance, namely SB Klang, SB Kubu Gajah, and SB Gumut, and a total of 250 students benefiting from the program.

Figure 2

Impact of Program Intervention Before (Left) and After (Right) Implementation

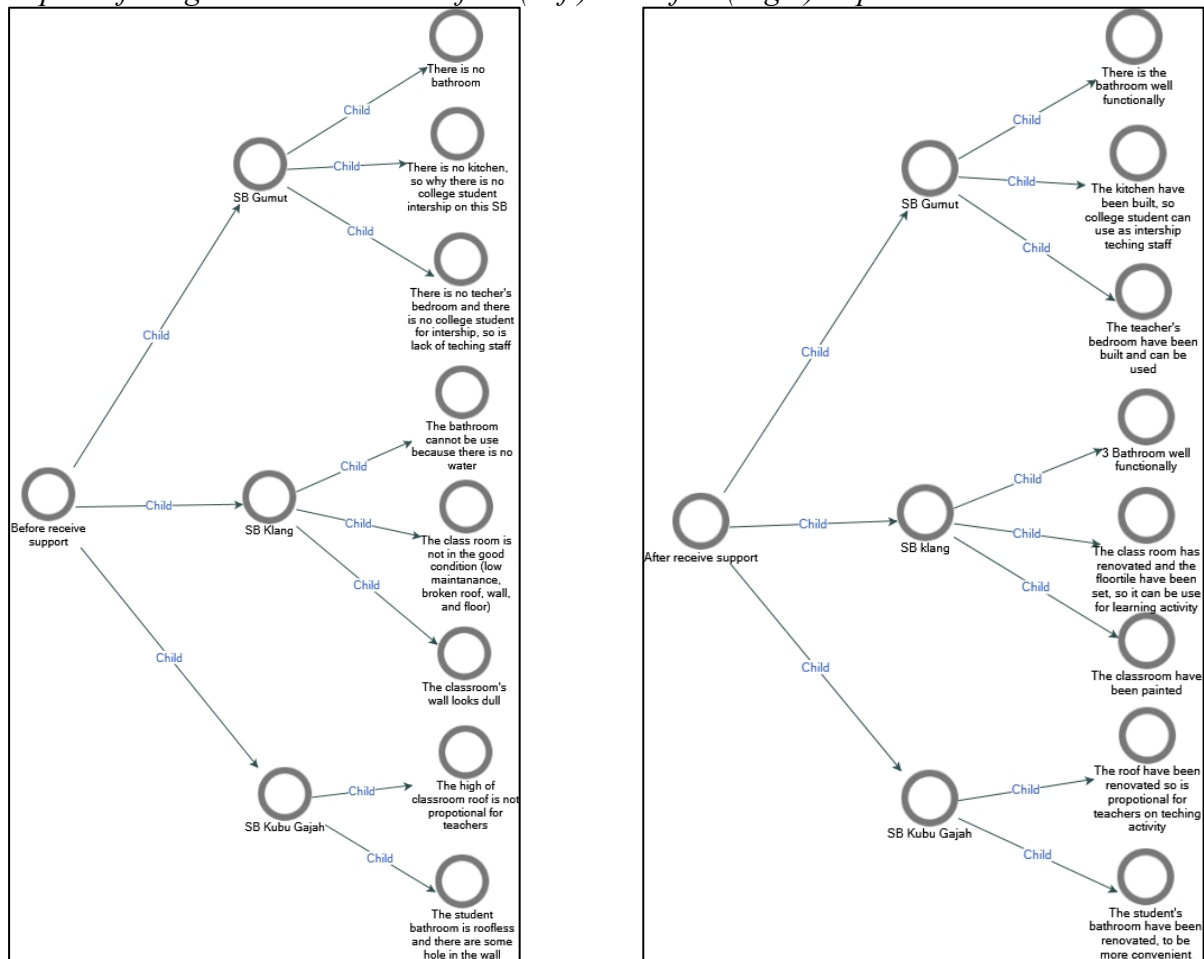


Figure 2 presents the intervention outcomes identified across the three guidance centers based on the analysis of the Monev document. At SB Gumut, the program supported the construction of bathrooms, a kitchen, and bedrooms for teachers. At SB Klang, the intervention focused on renovating bathrooms that previously lacked running water and repairing damaged classrooms without tiled flooring. Meanwhile, at SB Kubu Gajah, the program addressed classroom conditions by renovating low-ceiling learning spaces that had constrained teachers' mobility, as well as repairing student bathrooms that previously lacked roofing and had damaged walls.

Figure 3

Challenges Faced During the Program Implementation Process

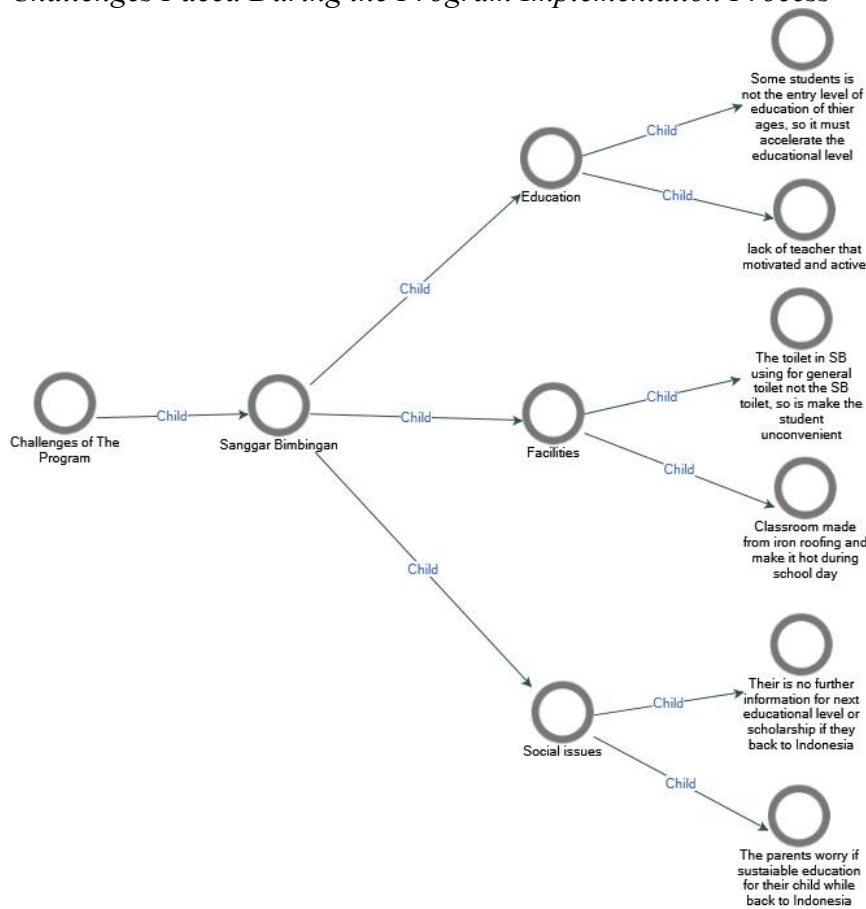


Figure 3 identifies three main categories of implementation challenges based on the qualitative analysis of the monitoring and evaluation document. The first relates to social issues, particularly parents' concerns about the continuity of their children's education upon returning to Indonesia and the limited information available on educational assistance and scholarship opportunities. The second concerns teaching and learning challenges, including the limited number of teachers or instructors and students' difficulties in following age-appropriate lessons due to delayed access to basic education. The third relates to facility constraints. Although several classrooms had been constructed or renovated, many still used zinc roofing, which created excessive heat and reduced learning comfort. In addition, some student bathrooms were used by the surrounding community as public facilities, limiting their intended function for students.

Discussion

The Effect of the Quality of Implementation of the STEMphoria Subprogram on Participant Satisfaction

The simple linear regression results show that the quality of STEMphoria implementation has a positive and significant relationship with participant satisfaction as a direct program outcome. A positive coefficient indicates that better planning, clearer material delivery, facilitator competence, and learning activity management are associated with higher satisfaction. This supports the service quality framework of Parasuraman et al. (1988), which identifies process quality as a key determinant of user satisfaction. In STEM education, implementation quality

is also crucial because effective STEM learning requires active participation, exploration, problem solving, and authentic experiences (Bybee, 2013).

The standardized beta coefficient suggests that implementation quality plays a substantive role in shaping satisfaction. Consistent with Oliver (2014), satisfaction emerges when actual program experiences meet or exceed participants' expectations. Thus, STEMphoria participants are more likely to be satisfied when activities are interactive, relevant, and meaningful. This aligns with Breiner et al. (2012) and Honey et al. (2014), who emphasize active pedagogy and facilitator support in STEM programs. The coefficient of determination further indicates that implementation quality explains much of satisfaction variation, making satisfaction an important reaction-level indicator in program evaluation (Kirkpatrick and Kirkpatrick, 2006).

The quality of STEMphoria implementation serves as a strategic factor in supporting program effectiveness. However, participant satisfaction may also be shaped by factors beyond the research model, including individual characteristics, learning environment, participant involvement (Astin, 1993), initial motivation, background, and social learning context (Pozón-López et al., 2021).

Target Realization, Impact, and Challenges in the Implementation of Pertamina International EP's CSR

Based on the qualitative analysis of target mapping and realization in Pertamina International EP's CSR program for guidance centers, the program was aligned with the established success indicators. This was demonstrated by the assistance provided to three guidance centers with 250 students benefiting from the intervention. Since the realization exceeded the initial target, the program achieved a success rate above 100%, indicating technical success and providing a basis for sustainable educational support for migrant workers' children. This achievement is consistent with the concept of CSR program effectiveness, which emphasizes the optimization of resource distribution to generate maximum social impact (Mardikanto, 2018). In this sense, the program can be positioned as a strategic reference for supporting the fulfillment of migrant children's basic education rights in Malaysia.

The program's intervention also produced tangible improvements in physical facilities, including classrooms, sanitation facilities, and teacher accommodations. Although these interventions may appear basic, they form an essential foundation for creating a conducive teaching and learning environment. At SB Gumut, the construction of bathrooms, kitchens, and teacher bedrooms improved comfort for permanent teachers and helped attract additional teaching support from volunteers and community service students. This is relevant because the quality of school facilities has a positive relationship with school climate and student motivation (Uline & Tschannen-Moran, 2008). Similarly, the classroom roof renovation at SB Kubu Gajah created a more ergonomic teaching space, while at SB Klang, classroom repairs and sanitation improvements increased students' sense of belonging and learning enthusiasm. These findings show that adequate learning facilities can strengthen students' hope, motivation, and attachment to their educational environment (Husna et al., 2025).

However, the program still faced implementation challenges. While several facility-related issues affecting teachers' living conditions were addressed through infrastructure development, a major remaining problem concerns educational lag among students. Many migrant children entered basic education late and therefore received learning materials that were not aligned

with their age level. This condition is common among children of migrant workers who experience limited access to formal education in destination countries (Anggraeni et al., 2025). Therefore, future improvements should not focus only on infrastructure, but also on adaptive curricula, acceleration programs, and intensive literacy and numeracy classes for overaged learners.

Implications of Malaysia's Mentoring Program on Cross-Border CSR Policies

The findings indicate that the Malaysian Guidance Center Program, including the STEMphoria subprogram, functions not only as a community-based educational intervention but also as a cross-border Corporate Social Responsibility (CSR) practice aligned with the Human Rights-Based Approach (HRBA). The program positions migrant workers' children as rights holders, while companies and implementing partners act as duty bearers in supporting the fulfillment of educational rights and social welfare. This approach moves beyond conventional philanthropic CSR by integrating social sustainability, participation, and accountability within the context of international migration. Empirically, the significant relationship between implementation quality and participant satisfaction (Sig. = 0.012), along with the reported explanatory power of the model ($R^2 = 0.630$), suggests that CSR programs responsive to local needs can generate measurable social outcomes. From a policy perspective, these findings show that multinational companies, particularly Indonesian state-owned enterprises operating abroad, should direct CSR not only toward regulatory compliance, but also toward the protection of vulnerable groups across jurisdictions. Qualitative findings from NVivo analysis further show that social, educational, and facility-related challenges in guidance centers require integrated solutions. Therefore, cross-border CSR should be designed collaboratively by involving the country of origin, destination country, civil society, and migrant communities.

Relevance of the Malaysian Guidance Center Program to the Sustainable Development Goals (SDGs)

The findings show that the Malaysian Guidance Center Program supports SDG 4, SDG 10, and SDG 16. For SDG 4, the program expands access to inclusive and quality basic education for migrant children, reflected in the dominance of elementary school-aged participants (76.32%) and high satisfaction with activity benefits and facilitator competence. For SDG 10, it helps reduce educational inequalities caused by legal status, family mobility, and limited access to public services. For SDG 16, the program strengthens accountable and participatory non-formal institutions that promote social justice, trust, legitimacy, and social cohesion within migrant communities.

Replication Model of the Guidance Center Program Based on CSR and a Human Rights-Based Approach

Based on empirical findings and qualitative analysis, this study proposes a replication model for the Sanggar Bimbingan Program that can be applied in other migrant communities in Malaysia and other Indonesian migration destinations. The model is built on three main pillars: a human rights-based approach (HRBA), cross-border multi-stakeholder partnerships, and an impact-based evaluation system. The HRBA pillar emphasizes that replication should begin with mapping children's rights and community-specific needs, rather than merely distributing physical assistance. The partnership pillar highlights the importance of collaboration among companies, governments, civil society organizations, and migrant communities to address educational and social challenges, including concerns over educational continuity, teacher

shortages, access to scholarship information, further education pathways, and capacity building for local educators. The evaluation pillar strengthens monitoring and evaluation beyond output indicators by incorporating outcome and long-term impact measures through satisfaction surveys, regression analysis, and qualitative mapping. Through these pillars, the Sanggar Bimbingan Program can be replicated as a contextual, accountable, and sustainable transnational CSR model based on children's rights, while contributing to the global sustainable development agenda.

Limitations

This study has several limitations. First, the quantitative analysis was based on a relatively small sample of 38 respondents, consisting of both students and accompanying teachers, which limits the generalizability of the findings. Second, the study relied on participant satisfaction as a perceived outcome, which may not fully capture long-term educational impacts. Third, the qualitative analysis was based on monitoring and evaluation documents, which may contain institutional perspectives from the program implementer. Therefore, future studies should include longitudinal data, independent field observations, and broader participation from parents, teachers, and migrant children to strengthen the assessment of rights-based educational outcomes.

Conclusion

The findings demonstrate that the quality of STEMphoria implementation has a positive and significant effect on participant satisfaction. Quantitative results show that planning quality, material delivery, facilitator competence, and infrastructure support are key factors shaping meaningful learning experiences for migrant children. Regression analysis confirms that better implementation quality leads to higher participant satisfaction. Qualitative findings further indicate that the Malaysian Guidance Center Program exceeded its targets in both the number of supported guidance centers and beneficiaries. Program interventions also improved learning facilities, sanitation infrastructure, and teacher support, contributing to a more conducive educational environment.

From a Human Rights-Based Approach (HRBA) perspective, STEMphoria and the Guidance Center Program serve not only as educational initiatives but also as mechanisms for advancing migrant children's right to education. Migrant children act as rights holders, while corporations, implementing partners, and community institutions function as duty bearers responsible for ensuring access to learning opportunities and supportive environments. Improvements in educational facilities, STEM learning opportunities, and teacher capacity represent practical efforts to reduce inequalities and exclusion experienced by migrant children. Consequently, the program promotes inclusive education that upholds dignity, participation, and equitable access to learning. This study contributes theoretically by integrating Corporate Social Responsibility (CSR), community-based education, and HRBA within a cross-border migration context. Unlike previous studies that primarily examine migrant education from policy or humanitarian perspectives, this research demonstrates how CSR-driven education programs can support the fulfillment of educational rights for vulnerable migrant populations. The findings suggest that CSR initiatives aligned with HRBA principles can move beyond philanthropy toward rights-based interventions emphasizing participation, accountability, and sustainability.

From a policy perspective, cross-border CSR initiatives implemented by multinational companies from migrant-sending countries can help address structural barriers to migrant

children's education. However, educational rights fulfillment should not be measured solely through participation or satisfaction indicators. Program evaluation should also incorporate HRBA principles, including community participation, accountability, and sustainability of outcomes. Strengthened collaboration among governments, corporations, civil society organizations, and migrant communities is therefore essential. Based on these findings, future programs should prioritize adaptive curricula and acceleration learning to address educational delays among migrant children. Educational infrastructure should adopt climate-responsive and child-friendly designs, while teacher and volunteer capacity-building should be conducted continuously to maintain pedagogical quality and cultural responsiveness. Furthermore, cross-border CSR education programs should implement evidence-based monitoring and evaluation systems that assess both immediate outputs and long-term educational and social impacts, thereby supporting the sustainable fulfillment of migrant children's right to education in line with HRBA principles.

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