



Leadership Training for Migrant Workers in Building A Resilient Generation and Competitive

Leonita Siwiyanti*, Jujun Ratnasari

Universitas Muhammadiyah Sukabumi, Indonesia.

*Corresponding Author. Email: leony23amr@ummi.ac.id

Abstract: This community service activity aims to provide interactive leadership training to the children of migrant workers and raise awareness of the importance of education and self-development. The programme aims to help children develop social and leadership skills that can be used in daily life. The methods include interactive discussions, focus groups, and participatory group work. The main activity is assembling a puzzle that is part of a group exercise, accompanied by delivering inspirational stories about great leaders to motivate participants to practise cooperation and decision-making in real-life situations. The training involved children of migrant workers aged 10-18 years in migrant communities in Malaysia. The evaluation instruments for this activity include participant satisfaction questionnaires and pre-post tests to measure knowledge and skill improvement. The collected data was analysed using descriptive statistical techniques, and a comparison of pre- and post-training test results was made to assess the effectiveness of the programme. The results of the activity showed a significant improvement in leadership understanding and confidence, as well as communication and teamwork skills. Participants were more enthusiastic and active in discussions and were able to apply the concept of leadership in daily life. Experience- and practice-based approaches have proven to be more effective than theoretical approaches, which allow participants to learn through real practice. This programme empowers children of migrant workers to be better prepared for challenges and to play an active role in their communities. In addition, this training model can be adapted for leadership development programmes in other marginalised communities.

Article History:

Received: 28-03-2025

Reviewed: 23-04-2025

Accepted: 09-05-2025

Published: 25-05-2025

Key Words:

Leadership; Migrant Workers' Children; Interactive Training; Empowerment; Alternative Education.

How to Cite: Siwiyanti, L., & Ratnasari, J. (2025). Leadership Training for Migrant Workers in Building A Resilient Generation and Competitive. *Jurnal Pengabdian UNDIKMA*, 6(2), 329-339. doi:<https://doi.org/10.33394/jpu.v6i2.15437>



<https://doi.org/10.33394/jpu.v6i2.15437>

This is an open-access article under the [CC-BY-SA License](#).



Introduction

Children of migrant workers living in Malaysia often face significant challenges in obtaining formal education. Many do not have access to adequate schools and educational programs, so their potential cannot be optimally developed. Migrant children are often marginalized in the education system, so there is a need for special interventions to improve their quality of life and future (Apikul, 2019). In this context, interactive leadership training is essential to equip these children with the necessary skills to build a better future.

Children of migrant workers face significant challenges in their self-growth, especially in terms of social skills, self-confidence, and leadership (Mohamed & Thomas, 2017). They are unable to develop as future leaders of their communities due to a lack of access to a good education as well as an unsupportive environment (Bezzina & Vassallo, 2019; Janta & Harte, 2016). The unstable economic situation of the family often worsens this situation, many parents work hard but still struggle to meet the basic needs of the family.



(Fauziah et al., 2022) This creates a cycle of poverty where children lose the opportunity to learn and develop their potential.

Another major problem is the lack of access to formal education for children of migrant workers. This causes them to lag in knowledge and skills compared to their peers (Devine, 2013; Telsaç et al., 2022). In addition, the social and economic conditions of migrant worker families also contribute to these children's low level of education (Naseem, 2020). Thus, it is important to formulate the problem concretely so that the training program can be designed as needed. Without exceptional support and attention to this group, the potential of future generations will be wasted.

Children of Indonesian migrant workers working in Malaysia face various difficulties when it comes to education and self-training. They face many obstacles to development, including limited access to formal schools, social isolation, and a lack of support facilities. This condition has the potential to prevent them from developing leadership skills that are essential for their future. Leadership is important for individuals, communities, and nations (Nursiva et al., 2016; Siwiyanti & Senen, 2023). Research has found that leadership training can improve children's abilities in teamwork, communication, and decision-making (E. F. Komara & Purnamasari, 2023; Muskita et al., 2025). Children of migrant workers, however, often do not have the opportunity to take part in this training.

Literature review shows that non-formal programs can positively impact migrant children without formal education (Dong, 2020). Research by Biasutti & Concina (2021) highlights the importance of community support in helping migrant students achieve academic success despite facing various challenges. Programs like this provide knowledge, build confidence in children, and strengthen social bonds between them. The physical, social, economic, and living conditions of migrant workers in Malaysia also need to be considered because they affect the effectiveness of this training. Many of the migrant workers' families live in slums with limited facilities. This impacts the mental and physical health of the children concerned (Sanz, 2018). Therefore, their family backgrounds and living conditions are crucial so that we can design training programs that are more relevant and useful for students.

Leadership is an important skill for everyone, especially for children of migrant workers and other vulnerable groups (Devine, 2013). Leadership can be a tool for them to defend their rights and achieve a better life in a challenging environment (E. Komara et al., 2023; Muskita et al., 2025). However, many children of migrant workers do not have access to learning programs that fit their needs. Implementing interactive leadership training for migrant workers is an educational and strategic step towards empowering Indonesia's young generation, especially vulnerable groups such as immigrant workers. Through a holistic approach based on empirical evidence, community service activities are hoped to create a long-term positive impact individually and collectively for achieving shared prosperity.

In order to overcome these problems, the service team of lecturers from the University of Muhammadiyah Sukabumi, who are also the Regional Executive of Aisyiyah Sukabumi Regency, initiated an interactive leadership training program at the Garis Comel Joint School (SB), Kampung Pandan, Malaysia. This community service activity aims to provide interactive leadership training to the children of migrant workers and increase awareness of the importance of education and self-development. The program aims to help children develop social and leadership skills that can be used in daily life (Karagianni & Jude Montgomery, 2018). By providing opportunities for them to learn about leadership through



interactive methods, it is hoped that the participants can be more confident in facing life's challenges.

Method

The program is designed to equip 34 participating children with leadership skills through interactive and participatory methods (E. Komara et al., 2023). The methods used in this training include movement and focus games, group activities such as putting together puzzles, and the delivery of stories of great leaders. This approach was chosen because it has proven effective in increasing children's participation and understanding of leadership (Puspitasari, 2016).

This approach has increased participant participation and understanding in leadership training programs. The implementation stages ensure that each participant gets an optimal learning experience—Figure 1.



Figure 1. Stages of Service Implementation

Planning

At this stage, discussions with teachers and administrators of the Garis Comel Joint School (SB) were carried out to identify the needs of the participants. The results of this discussion became the basis for creating training methods appropriate for the participants' age and background. Various elements of leadership are covered in this module, including communication, cooperation, and decision-making (Komariah et al., 2023).

Preparation

After that, it continues to the preparation stage, namely the preparation of training schedules and the division of tasks for the service team. Tools and materials are also prepared so that all activities can run smoothly on the D-day.

Implementation

In the implementation stage, the activity began with the opening using ice-breaking to build familiarity between the participants and their enthusiasm before participating in a focus movement game session, which aimed to train concentration and cooperation between groups. Putting together puzzles was also part of group exercises, accompanied by delivering inspirational stories about great leaders to motivate the participants. The training began with an opening session to create a familiar atmosphere among the participants. In this session, the facilitator introduces himself and explains the purpose of the training (Ramdan et al., 2022). Furthermore, motion games are carried out to break the ice and increase the participants' energy. The game is not only fun but also teaches the importance of teamwork. Afterward, the activity continued with group activities where the children were divided into several small groups. Each group was assigned to assemble a puzzle describing a great leader's various characteristics. This activity trains collaboration skills and encourages discussion about leadership values such as honesty, courage, and empathy. Participants will listen to inspiring stories of famous leaders from different cultural backgrounds and analyze those stories together to discover important lessons about leadership that can be applied in everyday life. This will help the learning process.



Evaluation

Evaluation is the last stage, in which observations are made on participants' participation and understanding during the activity through questionnaires before and after the program is implemented. Reflective discussions were also held with the participants to get feedback on the impact of the training on themselves. The measure of the success of this service program consists of two approaches: descriptive and qualitative. Descriptively, measurements are carried out through pre-tests and post-tests before and after the program's implementation to assess changes in children's knowledge of leadership concepts. In addition, direct observation during the activity was also carried out to evaluate each individual's level of active participation in the group.

On the qualitative side, in-depth interviews will be conducted with several participants after the program is completed to get feedback on their experiences during the training and their attitudes towards the role of leaders in their respective communities (Siwiyanti & Ramdan, 2020). The results of the interviews were then analyzed to see the socio-cultural impact of service activities on the attitudes of migrant workers' children. The success rate of service activities can be seen from changes in positive attitudes in children regarding their social skills and increased confidence when interacting with peers and other adults in their environment (Bezzina & Vassallo, 2019; Janta & Harte, 2016; Sa'idah et al., 2023).

Result and Discussion

The main objective of this community service program is to teach the children of migrant workers in Malaysia the leadership skills they need to face life's challenges. The program was created using a hands-on experience-based approach and engages children in various activities, such as motion games, focus, and puzzle making, while listening to stories about great leaders. This method has been shown to increase their participation and their understanding of leadership principles. During the training, participants showed enthusiasm and were highly engaged in each activity session.

Preparation

The success of the training depends on the preparation stage. Careful preparation includes setting clear learning objectives, creating materials tailored to the context of the participants, and choosing media and methods that suit the child's learning style (Acee et al., 2012; Pinontoan et al., 2024). The service team in this program prepares a schedule of activities and divides tasks to the facilitators to ensure that each session goes well. In addition, training facilities and materials have been prepared, which include:

- 1) Visual and print media about inspirational leader stories to increase participants' emotional engagement.
- 2) Educational puzzles to support teamwork.
- 3) A game tool for movement and focus sessions to train concentration.
- 4) The evaluation sheet is in the form of pre- and post-test questionnaires.

Good planning requires facilitators who understand the cultural context of the participants. Trainers who know the participants' social backgrounds tend to be better able to build relationships that support a safe and inclusive learning environment. Therefore, during the preparation, the trainers who are experts in the field of management and leadership are also given knowledge about the socio-cultural conditions of migrant workers in Malaysia.



Implementation

The implementation stage is the core of the service program, which is carried out directly with participants (Nikmatin et al., 2025). The implementation activities are designed with a dynamic and fun structure so that children stay focused and enthusiastic while participating in the entire series of activities.

Opening

The session begins with ice-breaking designed to melt the atmosphere, build familiarity, and foster spirit within the group. Activities like name games and creative introductions foster confidence and create a safe and inclusive learning climate (Creswell, 2007).



Figure 2. Icebreaking with Migrant Children

Core Sessions

- **Motion and Focus Games.** This activity was carried out at the beginning of the session to practice concentration and cooperation between participants. Activities such as alternating following instructions and group coordination challenges are used to build fundamental listening and communication skills.



Figure 3. Motion and Focus Games

- **Putting Together Puzzles and Stories.** Participants were divided into groups and asked to put together animal-themed puzzles. The facilitator inserted inspirational stories about great leaders from various backgrounds during the activity. The goal is to instill values such as honesty, responsibility, and a spirit of service that can be exemplified daily.



Figure 4. Putting Together Puzzles Per Group

- Interactive Discussions. After the inspirational session, participants were invited to discuss the characteristics of a good leader and how they can practice those values in their lives, whether at home, school, or in the community. The facilitator provides open-ended questions and encourages the active participation of all participants to develop critical thinking and confidence.



Figure 5. Discussion of Interaction Results of Working on Puzzles

- Closing. This session includes individual and group reflection. Participants were asked to write down or convey one thing they learned and wanted to apply as a prospective leader. In addition, the facilitator provides final motivation that encourages participants to continue to hone their potential and play an active role in the community. This moment is also used to appreciate participants' active involvement throughout the activity. At the end of this training activity, the best groups received a gift or prize for their cohesiveness and participation.



Figure 6. Awards for the Best Group and Best Participant

Evaluation

An important stage in assessing how effective a leadership training program is evaluation. This is done in layers using quantitative and qualitative approaches (Putranto et al., 2020). First, the pre- and post-test tests were conducted using questionnaires that measured five key leadership traits: integrity/honesty, responsibility, cooperation, effective communication, and decision-making ability. The service team can assess the extent to which participants' understanding has improved after the training with this data.

In addition to the test instruments, evaluation was done by directly observing participants' involvement and participation during the activity. More comprehensively, these observations help to describe changes in participants' behavior in social contexts, such as their involvement in discussions, their desire to participate in group activities, and their social interactions (Purnamasari et al., 2022).



Furthermore, the service team collected feedback from the accompanying teachers who accompanied them during the training. After participating in the training, teachers were asked to provide notes on changes in student behavior, attitudes, and participation in the school environment. This feedback is important because it shows the program's impact outside the training room.

Finally, individual and group reflection sessions at the end of the training allowed participants to reveal their personal experiences and action plans as young leaders. This activity is also a tool to measure changes in motivation and a deeper understanding of leadership values.



Figure 7. Implementation of Feedback Activities from Participants and Teachers

The following evaluation results show that participants better understand the leader's criteria before and after the training. The following table shows participants' level of understanding of the leader's criteria:

Table 1. Participant's Level of Understanding

Leader Criteria	Before Training (%)	After Training (%)
Honesty/integrity	45	85
Responsibility	50	90
Cooperation	55	88
Effective Communication	40	80
Decision Making	35	78

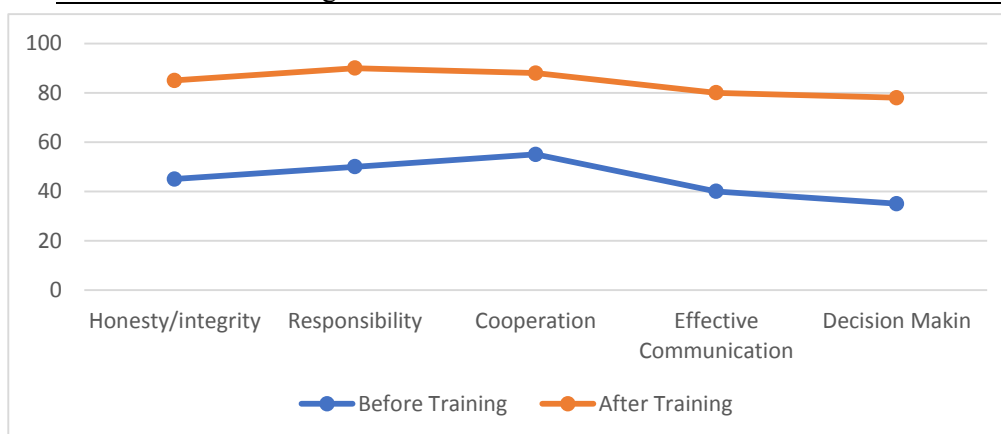


Figure 8. Graph of Participant Understanding Level

Based on Table 1 above, there is a significant increase in participants' understanding of the characteristics of a leader. For example, honesty increased from just 45% to 85%, while responsibility increased from just 50% to 90%. This shows that the interactive methods have



succeeded in increasing their awareness of the importance of leadership values.

In addition, through observation during the activity and the reflective discussion afterwards, it was found that the participants began to implement these leadership values into their daily lives. Some children report participating more actively in school activities and are more confident when expressing their opinions to their peers. Positive feedback also came from accompanying teachers who stated that this program succeeded in increasing the confidence and social skills of the students.

The indicator of this community service program's success is measured through increased knowledge and changes in socio-cultural attitudes among the children of migrant workers. With interactive leadership training like this, we hope that the younger generation can grow up to be resilient individuals ready to face future challenges while contributing positively to their respective communities. However, there are several weaknesses or challenges while implementing this community service activity. One of them is that the economic conditions of the migrant workers' families themselves often affect the children's concentration on learning due to concerns about their parents' financial situation or even demands to help with household chores from an early age (Jingzhong & Lu, 2011). In addition, the limited non-formal education facilities are also an obstacle to the development of the maximum potential of these students (Devine, 2013).

Another difficulty arises when it is necessary to adapt teaching materials to different cultural backgrounds from one group of migrant communities to another. In addition, the organization of time between formal school schedules and other activities also needs to be considered to avoid interfering with students' daily routines. In terms of product production, for example, participants were asked to make simple posters as promotional media related to leadership values. However, they were constrained by the lack of stationery or other creative raw materials. Nevertheless, the service team remains optimistic about the long-term impact of these programs if carried out sustainably to create a better young generation of Indonesia in the future.

Overall, from the evaluation results, it can be concluded that the interactive leadership training program has succeeded in achieving its goal, which is to equip migrant workers with basic leadership skills while encouraging the application of these principles in daily life. A hands-on experience-based approach has been proven to have a positive impact compared to theoretical methods alone because it allows students to learn through real practice. This program should continue to be developed to empower all levels of society, especially marginalized groups such as immigrant workers, to create shared prosperity (Apikul, 2019).

Thus, it is hoped that similar efforts can be carried out regularly to maximize the benefits obtained. We really hope that all parties, both from the government and the private sector, can work together to support the sustainability of this alternative education, especially for the children of migrant workers and marginalized communities. To ensure that this program continues to run and develop, we need to take real steps such as providing ongoing training for local teachers, providing adequate learning facilities, and collaborating with various institutions and industry players so that support and funding can continue to flow. In addition, it is also important to routinely monitor and evaluate the development of students and listen to input from the community, so that this program can continue to be improved and provide real benefits in the long term.



Conclusion

The interactive leadership training at SB Garis Comel, Malaysia, successfully improved the social skills and leadership of migrant workers' children. The evaluation results showed significant improvements in confidence, ability to work together, communicate, and understanding basic leadership principles such as honesty and responsibility. Real-life experiential training approaches have proven effective in increasing participant engagement, especially since activities are designed to meet participants' needs and contexts. In addition, the chapter's teachers saw changes in the participants' behaviors and attitudes in the school environment after the training, which showed that the program successfully generated positive change.

Recommendation

Based on the results of this service, recommendations are directed primarily to government institutions that handle education, workforce, and community empowerment, to develop interactive leadership training programs into sustainable programs with more comprehensive stages. The government is expected to actively involve parents and the community, expand coverage to other migrant worker communities, provide adequate budget and resources, and conduct regular monitoring and evaluation. With these steps, the program can provide a broader social impact and build a resilient and competitive young generation at the global level.

References

- Acee, T. W., Cho, Y. J., Kim, J. I., & Weinstein, C. E. (2012). Relationships among properties of college students' self-set academic goals and academic achievement. *Educational Psychology*, 32(6), 681–698. <https://doi.org/10.1080/01443410.2012.712795>
- Apikul, C. (2019). *Education Knows No Border: A Collection of Good Practices and Lessons Learned on Migrant Education in Thailand*.
- Bezzina, C., & Vassallo, B. (2019). Mediterranean Migration: From Treacherous Seas to Tortuous Roads? *Education, Immigration and Migration: Policy, Leadership and Praxis for a Changing World*, 213–230. <https://doi.org/10.1108/978-1-78756-044-420191013>
- Biasutti, M., & Concina, E. (2021). Including migrant students in the primary school: perspectives of Italian principals. *International Journal of Educational Management*, 35(5), 984–999. <https://doi.org/10.1108/IJEM-01-2021-0028>
- Creswell, J. W. (2007). Qualitative Inquiry & Research Design (Choosing Among Five Approaches). In *Public Administration* (2th ed., Vol. 77, Issue 4). SAGE Publications Ltd. <https://doi.org/10.1111/1467-9299.00177>
- Devine, D. (2013). 'Value'ing Children Differently? Migrant Children in Education. *Children and Society*, 27(4), 282–294. <https://doi.org/10.1111/chso.12034>
- Dong, J. (2020). Global learning from the periphery: An ethnographic study of a chinese urban migrant school. *Sustainability (Switzerland)*, 12(1), 1–14. <https://doi.org/10.3390/su12010381>
- Fauziah, L., Mashudi, M., Windriya, A., Sukoco, J., & Adawiyah, R. (2022). *Dual Roles of Women Working at Warehouse in Increasing Family Economy*. <https://doi.org/10.4108/eai.30-8-2021.2316375>
- Janta, B., & Harte, E. (2016). *Education of migrant children*. www.rand.org/t/RR1655



- Jingzhong, Y., & Lu, P. (2011). Differentiated childhoods: Impacts of rural labor migration on left-behind children in China. *Journal of Peasant Studies*, 38(2), 355–377. <https://doi.org/10.1080/03066150.2011.559012>
- Karagianni, D., & Jude Montgomery, A. (2018). Developing leadership skills among adolescents and young adults: a review of leadership programmes. *International Journal of Adolescence and Youth*, 23(1), 86–98. <https://doi.org/10.1080/02673843.2017.1292928>
- Komara, E. F., & Purnamasari, I. (2023). Pengaruh Cognitive Bias dan Emotional Bias Terhadap Keputusan Investasi (Studi Pada Investor Muda di Galeri Investasi UNJANI). *Jurnal Ekonomi Syariah Pelita Bangsa*, 08(02), 221–231.
- Komara, E., Mulyanto, A., Rahman, I. A., Karimah, I., & Ibrahim, D. Z. (2023). Implementasi Kepemimpinan Partisipatif dalam Manajemen Pendidikan Anak Usia Dini di TK Radhi Ibrahim Nurfadilah (RIN) Baleendah. *Jurnal Ilmiah Mandala Education*, 9(3), 1567–1571. <https://doi.org/10.58258/jime.v9i3.5205>
- Komariah, K., Siwiyanti, L., Asriyanik, M. Ramdan, A., & Nurmilah, R. (2023). Pelatihan Strategi Pemasaran Terpadu Terintegrasi Digital Melalui Pemanfaatan Media Sosial pada UMKM Kota Sukabumi. *Martabe (Jurnal Pengabdian Masyarakat)*, 6(6), 1887–1892. <http://jurnal.um-tapsel.ac.id/index.php/martabe/article/view/10298/pdf>
- Mohamed, S., & Thomas, M. (2017). The mental health and psychological well-being of refugee children and young people: an exploration of risk, resilience and protective factors. *Educational Psychology in Practice*, 33(3), 249–263. <https://doi.org/10.1080/02667363.2017.1300769>
- Muskita, S. M. W., F. Lahallo, F., Ferdinandus, A. Y., Pakpahan, R. R., Rupilele, F. J., Madina, L. O., Maniburi, M. Y., Sanar, F. S., & Lewaherilla, P. J. O. (2025). Membangun Jiwa Kepemimpinan Sejak Dini Di Kalangan Anak SD YPK Klasaman 1 Kota Sorong. *KALANDRA: Jurnal Pengabdian Kepada Masyarakat*, 04(01), 1–9. <https://doi.org/https://doi.org/10.55266/jurnalkalandra.v4i1.469>
- Naseem, F. (2020). The role of Youth Leadership Development Program: The case of immigrant communities in Canada. *Children and Youth Services Review*, 116(June). <https://doi.org/10.1016/j.childyouth.2020.105168>
- Nikmatin, S., Setyaningsih, L., Denih, A., Irmansyah, Zuhri, M., & Adiati, R. F. (2025). Pelatihan Konversi Biomass Sawit Menjadi Geo-Textile Nonwoven untuk Kemandirian Ekonomi Desa Wirajaya Kabupaten Bogor. *Jurnal Pengabdian UNDIKMA*, 6(1), 21–28. <https://e-journal.undikma.ac.id/index.php/jpu/article/view/13401>
- Nursiva, H., Sudarma, A., & Siwiyanti, L. (2016). Analisis Digital Leadership, Kompetensi, dan Lingkungan Kerja terhadap Kinerja Karyawan JNE Sukabumi. *PERFORMANCE Bisnis & Akuntansi*, 14(2), 173–184. <https://ejournalwirajaya.com/index.php/FEB/article/view/3631>
- Pinontoan, S. P. M., Febriana, B. A., & Andaria, A. J. (2024). Pelatihan Pencegahan Penyakit Kuku Akibat Jamur bagi Pemulung Sampah di Tempat Pembuangan Akhir (TPA) Sumompo Kota Manado. *Jurnal Pengabdian UNDIKMA*, 5(3), 425–430. <https://e-journal.undikma.ac.id/index.php/jpu/article/view/11147/6165>
- Purnamasari, E. D., Anggraini, L. D., Faradillah, F., & Jinal, J. (2022). Pentingnya E-Commerce Pada Pelaku Usaha Kerupuk Kemplang Lembak. *Dinamisia: Jurnal Pengabdian Kepada Masyarakat*, 6(6), 1511–1516. <https://doi.org/10.31849/dinamisia.v6i6.11751>



- Puspitasari, E. (2016). Peran Ganda Perempuan Pada Ibu Bekerja Di Desa Pakembinangun, Pakem, Sleman, Yogyakarta. *J. Elektron. Mhs. PLS*, 5(7), 209–211.
- Putranto, I., Eliyani, C., Syamruddin, S., Yulianti, R. M., & Widodo, S. (2020). Pelatihan Manajemen dan Kepemimpinan Karang Taruna Kelurahan Pamulang Timur Kecamatan Pamulang Tangerang Selatan. *Indonesian Journal of Society Engagement*, 1(1), 23–38. <https://doi.org/10.33753/ijse.v1i1.2>
- Ramdan, A. M., Siwiyaniti, L., Pertala, E. C., Anggraini, N., & Jhoansyah, D. (2022). Model Pendampingan Peningkatan Kinerja Pemasaran Kelompok Sadar Wisata Desa Kebonmangu Kabupaten Sukabumi. In *Academics in Action Journal* (Vol. 4, Issue 1).
- Sa'idah, Z., Salsabila, R. N., Lazuardi, A. S. S., & Bonai, V. W. (2023). Pembentukan Karakter Melalui Pelatihan Dasar Kepemimpinan di Sekolah Kawasan Prostitusi Bong Suwung Yogyakarta. *I-Com: Indonesian Community Journal*, 3(3), 944–955. <https://doi.org/10.33379/icom.v3i3.2800>
- Sanz, R. (2018). *Education an Assessment of The Types*. International Organization for Migration.
- Siwiyaniti, L., & Ramdan, A. M. (2020). Pemberdayaan Wirausahawan Masyarakat Tuna Karya di Desa Wisata Hanjeli Waluran Mandiri. *Dedication : Jurnal Pengabdian Masyarakat*, 4(2), 93–108. <https://doi.org/10.31537/dedication.v4i2.357>
- Siwiyaniti, L., & Senen, S. H. (2023). Literature Dynamics Leadership Development: Bibliometric Analysis to Identify Research Trends. *West Science Business and Management*, 1(05), 521–531. <https://doi.org/10.58812/wsbm.v1i05.431>
- Telsaç, Ö. Y., Karagöz, S., & Telsaç, C. (2022). The Educational Problems of Migrant Children : Findings and Recommendations. *International Journal of Educational Research Review*, 7(4), 345–355. chrome-extension://kdpelmjpfafjppnhbloffcjpeomlnpah/https://d1wqtxts1xzle7.cloudfront.net/95738890/2595648.pdf?1670995815=&response-content-disposition=inline%3B+filename%3DThe_Education_Problems_Experienced_By_Mi.pdf&Expires=1741928307&Signature=FAfosC6l