

# The Perspective of Children of Migrant Workers (TKI) on Physical and Emotional Changes During Puberty: A Study at CLC Ladong Simunjan, Kuching, Sarawak

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### ABSTRACT

Puberty is an important stage in a child's development which is marked by significant physical and emotional changes. Children at the Ladang Ladong Community Learning Center (CLC), Simunjan, are facing this phase amidst limited information and support. This research aims to explore the perspectives of children at CLC Ladang Ladong regarding their experiences during puberty, especially regarding physical and emotional changes. Using a qualitative approach and in-depth interview methods, data was collected from a number of puberty-aged children who attended CLC. The results showed that children have varying understandings about changes in their bodies and emotions. Some of them felt confused and lacked self-confidence, while others showed good adaptation. Factors such as communication with parents, the role of teachers, and the social environment contribute to how they deal with these changes. This research underlines the importance of holistic education and better emotional support from the surrounding environment in helping children face puberty.

## 1. INTRODUCTION

Puberty is an important transitional period in a child's life marked by significant changes, both physically and emotionally. The puberty phase is a crucial stage in human development characterized by notable physical, emotional, and psychological changes. A study by Kartika Mawar et al. (2024) states that physical changes such as growth in height, voice changes, and the emergence of secondary sexual characteristics are often accompanied by emotional changes, including mood instability, anxiety, and a strong sense of curiosity. This process becomes a unique experience for each child, depending on environmental support, the availability of information, and social and cultural factors. According to Laok et al. (2023), puberty is a biologically dynamic process marked by visible changes in body proportions, body composition, and the growth of secondary sexual characteristics, culminating in the transition from the pre-reproductive to the reproductive stage throughout human life.

These physical abilities, which include endurance, strength, and body coordination, play a crucial role in shaping a child's self-confidence during puberty. Children who feel physically capable tend to be more confident in socializing and participating in various activities. Conversely, physical limitations or negative perceptions of their bodies can lead to feelings of inferiority and social isolation. A study by Kartika Mawar et al. (2024) mentions that the process of physical maturation involves changes in body appearance and self-image that can have adverse effects, resulting in doubt, feelings of inadequacy, and insecurity. Therefore, it is important to pay special attention to the development of physical abilities during this time to support optimal growth.

According to Santrock (2011), good physical abilities during puberty are closely related to the development of a positive self-concept. Children who feel healthy and active tend to be more confident in facing social challenges. On the other hand, Goleman (1995) emphasizes the importance of emotional intelligence in helping children manage emotional changes and social pressures during puberty. The ability to manage emotions, as explained by Goleman, can help children reduce the risk of stress and improve their adaptability to changes.

In addition to physical abilities, emotional abilities also play an equally important role during puberty. Children in this phase often face challenges in managing emotions such as anger, anxiety, and sadness. According to (Afrinaldi, Dewi, Syam, & Yarni, 2023), many teenagers tend to feel that they are the cause of the problems that arise, often feeling guilty about bad events that they should not have to bear. They consider themselves the main cause of the problems and often complain and give up. The occurrence of emotional turmoil during puberty is influenced by various factors, including environmental factors, society, family, school, peers, activities undertaken, and so on (Hurlock, 1991; Pieter, 2010). The ability to recognize, understand, and manage emotions is essential so that they can face various pressures and changes that occur in daily life. Without adequate emotional support, children can experience problems such as excessive stress or mental health disorders. A study conducted by (Fitri Handriani et al., 2022) states that during emotional changes in puberty, very noticeable changes occur, such as experiencing unstable emotions, being more inclined to be free and not wanting to be controlled, an interest in the opposite sex, a desire to be noticed, and having an idolized figure as a role model for self-discovery. It is very clear that role models are greatly needed by adolescents, so parents should play a primary role in this matter by becoming role models themselves or by being figures with positive attitudes to be emulated, so that adolescents will be motivated by their positive behavior.

Santrock (2011) asserts that the development of a positive self-concept is intimately linked to having good physical ability during adolescence. Youngsters who are active and feel well are typically more comfortable handling social difficulties. However, Goleman (1995) highlights the

value of emotional intelligence in assisting kids in coping with the emotional shifts and social demands that come with puberty. According to Goleman, youngsters who are able to control their emotions are less likely to experience stress and are more flexible when things change. Through puberty, emotional skills are just as crucial as physical skills. Children in this stage frequently struggle to control their emotions, including grief, worry, and rage. Afrinaldi, Dewi, Syam, & Yarni (2023) state that a lot of youths have a tendency to believe that they

Meanwhile, the changes that are very clearly visible during puberty are the signs of sexual maturity as well as the increase in height and weight. The characteristics of physical changes during male puberty are: (1) Growth of body hair, (2) changes in voice, (3) occurrence of maximum growth, (4) increase in body weight, etc. Then, for the physical changes of puberty in women: (1) Increased height, (2) Growth of body hair, (3) Widening of the hips, (4) First menstruation in women, (5) Increased body weight. Growth spurt in girls typically occurs on average two years earlier than in boys. A study by (Fitri Handriani et al., 2022) mentioned that physical changes during puberty are very evident from their research results, with more than half showing hair growth in certain parts of the body in both males and females, as well as changes in height, widening of the hips, and the development of acne. It is not uncommon for children at this age to feel less confident, frustrated, embarrassed, anxious, and confused by the changes they are experiencing. It is very clear that the role of parents and teachers at school is to accompany and provide early knowledge about the changes experienced during puberty.

The importance of support from schools, families, and social environments cannot be overlooked in helping children develop physical and emotional abilities during puberty and in keeping them away from free association. Families that provide emotional support and a positive social environment can help children feel more confident and capable of facing challenges. In addition, the role of parents as role models in maintaining physical health and managing emotions is key to successfully supporting a child's development. Meanwhile, the role of schools can guide children into participating in extracurricular activities related to positive academic and psychological outcomes. Service Learning can also be implemented so that children can develop social responsibility and service towards the community. This aims to ensure that children in their puberty age are not too self-centered and are more motivated to help others.

For the children of migrant workers at the Community Learning Center (CLC) Ladong, Simunjan, puberty presents additional challenges. As children of Indonesian Migrant Workers (TKI), they live in a situation that is different from other children. Limited access to information about puberty, minimal time with parents, because most of their parents work from morning until evening, resulting in children at home receiving less special attention and support. And the unique social conditions can affect the way they understand and respond to the changes happening in their bodies and emotions. Their social conditions, especially in palm oil plantation areas, tend to be

free and have minimal regulations, with little attention specifically for children in puberty. Their social interactions tend to be free when they reach puberty.

Research on the perspectives of migrant workers' children during puberty has become important to understand their specific needs. As a group vulnerable to a lack of emotional and educational support, these children need a more holistic approach in accompanying them through this very crucial phase of development. This research focuses on the experiences and perspectives of children at CLC L Ladong Simunjan regarding physical and emotional changes during puberty. Using a qualitative approach, this study aims to explore their understanding of the changes they experience, the challenges they face, and the forms of support they need. The results of this study are expected to contribute to the development of more effective educational and mentoring strategies for migrant workers' children during puberty in the Kuching region, Sarawak. It is hoped that children can go through puberty better and become healthy, confident individuals who are able to adapt to life changes and be beneficial in the social environment.

## 2. METHODS

This research uses a qualitative approach with a case study design to explore the perspectives of migrant workers' children regarding physical and emotional changes during puberty. This approach was chosen because it allows researchers to understand the experiences, perspectives, and meanings attributed by the research subjects within the context of their lives. Qualitative research according to Sugiyono states that the theory used in qualitative research is temporary, with the theory serving as the basis for developing research instruments (Sugiyono, 2022). Then, according to Sugiyono (2022:9), where the researcher is the key instrument, data collection techniques are carried out through triangulation (a combination of observation, interviews, and documentation). The research was conducted at the Community Learning Center (CLC) Ladang Ladong, Simunjan, an educational center for children of Indonesian migrant workers. The research subjects consisted of pubescent children (11–15 years old) who attend school at the CLC. As many as 20 children, specifically those in grades 5 and 6 of elementary school, were selected as informants using purposive sampling techniques, with the criteria: Aged within the puberty range (11–15 years), They are children of migrant workers (TKI), willing to participate in in-depth interviews. The process of observation, interviews, and documentation was carried out from September to November, with direct observation conducted on Tuesday, November 3, 2024.

The data obtained from the observation involves observing the interactions of children in the CLC environment, particularly in the social and learning contexts, to understand how they cope with the changes that occur during puberty. According to Nasution (1988), observation is the foundation of all knowledge. Meanwhile, according to Marshall (1995), "through observation, the researcher

learns about behavior and the meaning attached to those behaviors." Through observation, researchers learn about behavior and the meaning attached to that behavior. In this study, the author used the direct observation method, immersing themselves directly in the research location. This technique can be used to help complete data that has not been answered through interviews and to directly check the CLC environment and the children. The indicators that will be observed are as follows: (1) Indicators of physical changes, (2) Indicators of emotional changes, (3) Indicators of social support, (4) Academic impact, (5) Indicator emotional well-being in general. Can be elaborated in the table below:

Tabel 1. Observation

Indicator	Sub Indicator	Observation	Frequency
Physical changes	Appearance and self-care	(Example: Often covering the face while speaking)	Often/sometimes/rarely
Emotional changes	Expression and Emotional Stability	((Example: easily cries when scolded by the teacher)	Often/sometimes/rarely
Social support	Interaction with friends or teachers	Example: appears close with classmates	Often/sometimes/rarely
Academic impact	Participation in class	(Example: not doing homework for a week)	Often/sometimes/rarely
Emotional well-being	Everyday behavior	(Example; often alone when resting))	Often/sometimes/rarely

With these indicators, systematic observations can be conducted to gain an in-depth understanding of how the children of migrant workers in CLC Ladong experience and respond to physical and emotional changes during puberty. Sugiyono (2013: 317) states that interviews are used as a data collection technique when researchers want to conduct preliminary studies to identify problems that need to be investigated, but also when researchers want to gain deeper insights from respondents. Meanwhile, according to Susan Stainback (1988), it is stated that: through interviews, researchers will gain a deeper understanding of participants in interpreting situations and phenomena that occur, which cannot be found through observation. In this study, individual interviews were conducted to explore children's experiences and perspectives on physical and emotional changes during puberty. The interview used a semi-structured interview guide to provide flexibility in data exploration. According to Esterberg (2002), the purpose of using semi-structured interviews is to discover issues more openly, where the interviewee is asked for their opinions and ideas. In conducting interviews, researchers need to listen carefully and take notes on what the informants say. The interviewees are fifth and sixth-grade children from CLC Ladong aged 11-13 years. The outline of the interview guidelines is as follows: (1) Respondent's identity, (2) Child's understanding of physical changes during puberty, (3) Child's understanding

of emotional changes during puberty, (4) Impact of puberty changes, (5) Social and environmental support, (6) Child's hopes and needs.

Sugiyono (2013: 329) stated that document study is a record of past events, and documents can take the form of writings, images, or monumental works of an individual. Document study complements the use of observation and interview methods in qualitative research. According to Bogdan, the results of research from observation or interviews will be more credible/trustworthy if supported by personal life history from childhood, school, workplace, community, and autobiography. The research results will also be more credible if supported by existing photos or academic and artistic writings. For documentation in this research, additional data such as teacher's daily notes or related documents from the CLC are used to support the research findings, such as photos of students socializing with friends, to understand students' behavior in peer interactions.

### 3. FINDING AND DISCUSSION

#### 3.1 Children of Migrant Workers (TKI) on Physical and Emotional Changes During Puberty

In this section, the research findings obtained during the course of the study are presented. The findings are presented from the data exposure successfully gathered through interviews with informants, observations of events/phenomena, and the study of several documents selected by the researcher. It is as follows:

##### 3.1.1 Observation results

Based on the results of observations with 5th and 6th-grade students at CLC SD Ladong Simunjan, it is shown in the table below;

Tabel 2. Observation results

Observation aspect	Observation results	Frequecy
Change Physics	<ul style="list-style-type: none"><li>• Children show awareness of bodily changes such as height, voice, and menstruation for women.</li><li>• Often looking in the mirror and adjusting clothes for both women and men due to the emergence of insecurity over the changes that have occurred.</li><li>• Feeling shy and covering the face when speaking, and looking down when interacting.</li><li>• More sensitive towards the opposite sex</li></ul>	Often
	<ul style="list-style-type: none"><li>• Often shows mood swings, such as being easily irritated or restless, especially when facing new situations.</li><li>• Interacting only with peers, classmates, or tablemates, preferring to be in groups, and some also prefer to be alone.</li></ul>	Often

Social Support (Interaction with friends))	<ul style="list-style-type: none"> <li>• Children are more comfortable discussing physical and emotional changes with their peers.</li> <li>• Prefer to group with classmates or tablemates or more often gather in small groups based on gender when discussing puberty.</li> </ul>	Often
Academic Impact	<ul style="list-style-type: none"> <li>• Students tend to be more critical, and some do not want to follow the rules set by the teacher.</li> <li>• The children showed high enthusiasm during the educational session but seemed hesitant to ask questions directly.</li> </ul>	Often
Emotional well-being	<ul style="list-style-type: none"> <li>• Prefer to be alone or in a group with the same gender or just with friends at the same table.</li> </ul>	Often

Observation Results (1) Physical Changes: In CLC Ladong, especially in grades 5 and 6, some children appear shy or lack confidence due to the physical changes they are experiencing, by covering their bodies or lowering their heads during interactions. Additionally, girls have started to wear makeup and often tidy their clothes, using fragrances for some children. They are experiencing changes in height and weight, as seen from clothes that are starting to become smaller and tighter. For female and male students, they have started to become sensitive to anything related to the opposite sex. It can be summarized that they often engage in such behavior, so its frequency can be considered frequent. (2) Emotional Changes: Children tend to experience mood swings such as being easily angered, sensitive, and prone to withdrawing from social environments. Interactions with peers show fluctuating patterns; some are very close to their peers, while others choose to be alone. Girls are more likely to experience emotional changes compared to boys. In these emotional changes, the frequency results indicate that they are often exhibited by children. (3) Social Support: In social interactions with friends, they appear close with only a few people, not evenly distributed but rather specific, for example, with a desk mate or only with friends at the same class level. Similarly, interactions with teachers are only observed with the homeroom teacher or the teacher who teaches in the class, while interactions with other teachers tend to be less familiar. For social support, the frequency of interactions is often carried out by the children. (4) Academic Impact: Students tend to be more critical, unwilling to be controlled, and tend to not comply with the rules set by the teacher, but the children show high enthusiasm during educational sessions, although they sometimes hesitate to ask questions. The frequency with which it occurs is often. (5) Emotional Well-being: At the stage of Emotional Well-being, children prefer to be alone and group with peers of the same gender, for example, with a desk mate or with classmates of the same gender, whether girls or boys. It can be concluded from the table that the frequency of children engaging in such behavior is often.



### 3.1.2. Interview results

Based on the interview results with 5th and 6th-grade students at CLC SD Ladong Simunjan, it is shown in the interview results table and the interview questions table;

Tabel 3. Interview results

Observation aspect	Interview results
Change Physics	Boys mention voice changes and wet dreams; girls focus on menstruation and breast development.
Emotional changes	Children often admit to feeling anxious or embarrassed about their body changes and find it difficult to talk to their parents. Feeling the need to be alone and crying for no reason.
Social Support (Interaction with friends)	Children feel shy and reluctant to talk to their parents but are more comfortable sharing with friends or peers.
The role of a teacher	As a teacher, becoming the primary source of information and additional knowledge for children.
Academic Impact	Children become more challenged, think critically about the material provided by the teacher, and are more likely to resist being controlled and not follow the rules, although not all students do this.
Emotional Well-being	Prefer to hang out and chat with friends who are on the same wavelength, in the same class, or at the same desk. Prefer to be in a group or alone.

Tabel 4. Results of Questions and Interviews

Question	General Answer (Boy)	General Answer (Daughter)
What do you feel when changes happen in your body?	"At first I was scared, but my friends said it was normal."	"Confused and embarrassed, especially during the first menstruation."
How do you cope with feelings of anxiety or embarrassment?	"Tell a friend who has experienced it before."	Tell your mother or a female teacher at school.
Do you feel any changes in your emotions?	"Often angry without reason, but quickly makes up."	"Sometimes I feel sad out of nowhere, but if I talk to a friend, I feel relieved."
Where did you get the information about puberty?	From teachers at CLC and sometimes from friends.	"From my older sibling and also from the teacher at school or from the internet."



Do you feel comfortable talking about puberty with your parents?	"Not very comfortable, they are busy working."	" Sometimes I feel embarrassed, so I tell my friends more often."
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Tabel 4. Results of Questions and Interviews

As for the interview results (1) Child's Perspective on Physical Changes: (1) "Sometimes I feel embarrassed because my voice has changed." (Male Respondent, 13 years old), "My friends like to mock the changes in my body." I became less confident. (Female Respondent, 12 years old), Boys find it easier to adapt to physical changes compared to girls. (2) Children's Perspective on Emotional Changes: (1) often angry for no reason, sometimes I also feel sad alone. (Respondent Male, 14 years old), I don't know why I suddenly cry easily. Female Respondent, 12 years old), Children admit to being confused by the emotional changes they are experiencing and find it difficult to share their feelings with busy working parents. From an emotional perspective, migrant children aged 11-15 show a higher vulnerability to feelings of anxiety and stress. The pressure to adapt to a new environment and the limited communication with parents, who are busy working, become the main challenges. Teachers at CLC play an important role as mediators in providing the necessary guidance and information. (3) Social Support from the Surrounding Environment: (1) Teachers mentioned that some children seem to require special guidance to understand the changes they are experiencing. Parents tend to have limited time to accompany their children during puberty because they are busy with work and are more likely to be indifferent. (4) Academic Impact: (1) The teacher mentioned that in terms of academics, students have become more critical, less willing to be controlled, and more inclined to do as they please, not following rules such as not doing homework or breaking school regulations. Although not all children commit those violations. (5) Emotional Well-being: In this case, children prefer to be alone or group only with friends of the same gender, especially classmates or desk mates. With teachers, they are closer only to the homeroom teacher or the teacher who teaches in the class.

### 3.1.3 Documentation

The results of the documentation in the form of attendance records, school activities, and photos during the research support the findings of the observations and interviews, (1) Some teaching and learning activities at CLC Ladong Simunjan integrate reproductive health education and understanding of puberty into social studies and science subjects, (2) Activity photos show the active involvement of children in discussion sessions about physical and emotional changes during puberty. According to Erik Erikson, puberty falls within the stage of identity versus role confusion. Children begin to form their identity through the exploration of interests, values, and social relationships. The changes that occur during this period often make children more sensitive to the opinions of their peers, and they tend to seek social recognition to strengthen their identity (Hurlock, 2001).

Puberty affects children's social behavior in various ways, including: (1) Interaction with Peers: Children in puberty tend to build closer relationships with peers compared to parents or family. Emotional Changes: Hormonal surges can trigger emotional changes such as anxiety, anger, or mood instability that affect the way they interact. (2) The Need for Acceptance: Children often try to conform to peer social norms to gain acceptance. Children of migrant workers aged 11-15 at CLC Ladong Simunjan face unique challenges during puberty. At this age, children are in a significant phase of development, both physically and emotionally. Their lives, which often involve moving around, limited interaction with the local community, and lack of access to formal information, affect the way they understand puberty. These children often rely on their peers as their main source of information, even though the quality of that information is not always reliable.

**Implications** This research highlights the importance of providing reproductive and emotional health education in the CLC environment. Teachers and parents need to work together to create a safe and inclusive discussion space for children. Community-based interventions, such as teacher training and the provision of relevant teaching materials, can help children navigate puberty more effectively. The children of migrant workers at CLC Ladong have a unique experience during puberty due to the influence of social and cultural factors. They need better support in understanding and managing the physical and emotional changes they are experiencing. Providing inclusive education and access to valid information sources is key to supporting their development.

### **3.2 Analysis Children of Migrant Workers (TKI) on Physical and Emotional Changes During Puberty**

Puberty is the transitional process from childhood to the reproductive capacity of adulthood (Howard, 2021). Puberty in human development is marked by biological, psychological, and social changes. Adolescence or puberty is an important time in a person's development, where children experience many significant changes, both in their way of thinking, social relationships, and physically. This is in line with what Oriza Latifah et al. stated in their research (2024), which indicates that adolescence is an important period in life marked by physical, emotional, and social changes. This phase is a transition from childhood to adulthood that encompasses the period from the onset of puberty to the attainment of individual maturity. Biologically, puberty begins with the activation of reproductive hormones that cause physical changes such as growth spurts, the development of secondary sexual characteristics, and the maturation of reproductive functions (Santrock, 2017). During this period, children also begin to experience changes in their thinking patterns and social relationships.

According to WHO (2021), there are several foundations of puberty changes, including (1) Physical Changes: These include the development of primary and secondary sexual

characteristics, such as menstruation in girls, nocturnal emissions in boys, breast development, deepening of the voice, and hair growth in certain areas. (2) Biological Changes: Puberty is triggered by hormonal activation, particularly by the hypothalamus, pituitary gland, and gonads. This causes an increase in hormone levels such as estrogen and testosterone. (3) Psychological and Social Changes: Puberty also involves emotional and cognitive development that affects identity, independence, and social relationships. WHO also emphasizes the importance of social support, reproductive health education, and policies that promote the well-being of adolescents during puberty. This approach aims to help them face the physical, emotional, and social challenges that occur during this period.

In line with this, CLC Ladong Simunjan has undergone several changes, including (1) Physical Changes. Puberty is a period full of physical changes that include sexual development, changes in height, and hormonal changes. Children of TKI (Migrant Workers) at CLC Ladong may feel confusion or discomfort related to these changes, especially if they do not receive support from their parents, who are usually a source of information and comfort. In this case, the class teacher or guidance counselor may play an important role in providing a proper understanding of these physical changes, as well as imparting knowledge about the changes that occur during puberty. Between schools and parents, there should be mutual cooperation in guiding and supervising the children. In the research conducted by Fauziah Nasution et al. (2024), it is stated that the family greatly influences a child's development because the family is the child's foundational support for growth, thus playing a significant role in the child's development. Additionally, parenting styles and the family's socio-economic status significantly affect the child's development. Therefore, the family plays a very important role in the development of a child's puberty.

(2) Emotional changes during puberty are often associated with feelings of anxiety, anger, or dissatisfaction with oneself. Children of migrant workers whose parents work abroad may feel lonely or lack direct emotional support from their immediate family. And the limited knowledge that parents have about puberty results in a lack of attention and guidance for the children. This can also worsen the already complex feelings due to the hormonal changes. As in the research conducted by Zuhaimi Santari (2024), it reveals that parenting patterns and family environment play a significant role in helping adolescents become more resilient in facing challenges. This research will explore how the children of migrant workers manage those feelings without the direct support and backing of their parents.

(3) The Role of Community and Educational Institutions: CLC Ladong, as an educational institution, plays an important role in providing support to TKI children. Especially for classroom teachers or guidance counselors, it is hoped that CLC Ladong provides a safe and supportive space for children to talk about their personal issues, including physical and emotional changes during puberty. Providing counseling or introducing what puberty is to children. This is

in line with the research conducted by Kurniawati & Nurmayanti (2021) which states that the enhancement of knowledge can influence adolescents' attitudes in preparing themselves to face the early signs of puberty. The increase in knowledge will certainly affect the psychological readiness of adolescents in facing puberty (Widiastini, Karuniadi, Putu, et al., 2021).

(4) Social and Academic Impact: Unmanaged physical and emotional changes can affect the social relationships and academic performance of children of migrant workers (TKI). Feelings of low self-confidence or shame related to physical changes can affect their participation in social and academic activities. And the free association they might engage in due to the lack of guidance, attention, and support from people who are considered important in the hearts of children, one of whom is the teacher. This statement is further reinforced by research conducted by Pratiwi and Susanto (2020), which emphasizes the importance of teachers' understanding of students' emotional dynamics to create a positive, comfortable, and supportive learning environment. In line with this, an appropriate learning approach is very important in creating a conducive atmosphere. The approach to learning should begin with a socio-emotional approach that focuses on creating closeness and comprehensive recognition between educators and learners (Shaifudin, 2020).

Regarding the academic performance of children during puberty, does it significantly improve or actually decline with the changes experienced during this period? This research will examine whether there is a relationship between emotional changes during puberty and a decline in academic performance or changes in their social dynamics. Effective parenting patterns can help children develop positive character traits that will be useful to them in adulthood, and parents and teachers must work together to ensure that children develop holistically in all areas (Anisah, 2023).

This research is expected to provide deeper insights into the challenges faced by children of migrant workers during puberty, as well as the important roles played by educational institutions and communities in supporting them, and the role of parents as a strong foundation for children's development during puberty. These findings can also serve as a basis for designing more effective programs to support the children of migrant workers, both in terms of Physical, emotional, and academic, during their puberty. The recommendations for these issues are: (1) Improving counseling and emotional support programs for TKI children at CLC Ladong, (2) Providing more inclusive and easily understandable educational materials about puberty for children whose parents work abroad, (3) Facilitating interactions between TKI children and their parents through remote communication to provide better emotional support and foster cooperation, bridging closer relationships between parents, children, and schools. (4) Providing special activities from the school and organizing social activities to direct children into participating in extracurricular

activities related to positive academic and psychological outcomes. Service Learning can also be conducted so that children can develop social responsibility and service towards the community. This aims to motivate children to help others more.

#### 4. CONCLUSION

This research shows that the children of migrant workers in CLC Ladong, Simunjan, Sarawak, face significant challenges in understanding physical and emotional changes during puberty. Although they are aware of changes such as body growth, menstruation, and voice changes, many of them feel confused or anxious due to the lack of access to accurate information and parental attention. Physical and Emotional Changes: The children of migrant workers at CLC Ladong, Simunjan, experience physical and emotional changes during puberty. Girls tend to be more sensitive to these changes compared to boys. Children's Perspective: Children feel confused, embarrassed, and lack confidence with the physical changes they experience, while emotional changes often make them feel angry, sad, or confused for no apparent reason.

The social environment in CLC, including peers and teachers, plays an important role in providing support, but there are still limitations in terms of educational facilities and systematic approaches. Parents, despite having the potential to provide emotional support, are often less involved due to work commitments and their limited knowledge about puberty. This research emphasizes the need for: (1) More structured and comprehensive reproductive health education in CLC, so that children receive accurate information about puberty, (2) Active parental involvement in supporting their children through open communication and emotional support, (3) The development of social support programs in the CLC environment involving teachers, peers, the surrounding community, and parents to create an atmosphere that supports the physical and emotional growth of children. With a more holistic approach, TKI children can be more confident in facing puberty and preparing for the challenges of adolescence and adult life. And the children are taught to better develop social responsibility and service to the community.

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