

The Role Of Migrant Workers' Village in Establishing a Free School For Migrant Children

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Abstract—The aim of this article is explaining about the role of Migrant Workers Village (locally known as *Kampung Buruh Migran/KBM*) Society for establishing free school. This research conducted in Tracap Village Kaliwiro district Wonosobo Regency. The subjects in this research are the members of Indonesian Migrant Worker Union (in Indonesia called as *Serikat Buruh Migran Indonesia/SBMI*) branch Wonosobo and parents of student who school in Early-childhood education (locally known as Pendidikan Anak Usia Dini/PAUD) Ori School. The data is collected from in depth interview and participant observation. Data analysis of this research is through qualitative method by interactive models. The result of this research showed that Tracap village has a lot of social problem such as is juvenile delinquency resulting from wives working overseas. One of juvenile delinquency is caused by wrong parenting style and less parent's affection. These made women workers who join in SBMI Wonosobo Branch concern on it. Initially the SBMI member did some discussion to make program that can minimize the problem. Until in the end there was some idea to set up PAUD Ori School. The School has a nonprofit characteristic, Its mean this school is free. The school is for Migrant workers children so that children can get affection through fun learning. The aim of the school is re-socialization for migrants' young children.

Keywords— *free school, migrant's children, migrant workers village, role*

I. INTRODUCTION

Women Migrant Workers in Indonesia called as Tenaga Kerja Wanita (TKW). TKW is one of the country's foreign exchange earners. TKW also contributes to changes in the village communities that are left behind. These changes can be seen from changes in the form of houses, the addition of furniture, vehicles and land ownership [1]. These changes can be a measure of the success of women migrant workers abroad [2].

However, working as a migrant worker is full of risk. Many problems are experienced by migrant workers in the country where they work. These problems such as mistreatment by employers, unpaid salary, deportation cases due to employment status, murder cases and many others [3]. In addition to overseas, migrant workers also face problems in their own hometown. Problems that occur such as cases of husband's infidelity, divorce, remittances are misused and children's problems due to lack of parental affection [2].

The problem of TKW who appear in their hometown can be seen in Tracap Village, Kaliwiro District, Wonosobo District. Tracap Village is the largest supplier of TKW in Wonosobo District. Until 2017 there were still many women in Tracap Village who worked abroad. They left their husbands and children in hometown. Since the family loses the mother's figure, the family becomes intact.

Problems begin at home, where children who are supposed to get parental care have now moved to their grandparents [4]. Even many children are raised by neighbors with contractual agreement systems. Such parenting causes the child's socialization process to run not optimally. A father, who should be a substitute for a mother, is having an affair due to lack of love. In the end the number of divorces in Tracap Village is the highest in Wonosobo. Families are no longer harmonious and therefore children become victim of his parents' divorce.

The problems that occur in the children of TKW in the end are so complex. Therefore, the people in the Migrant Workers Village are trying to find a solution. One of the efforts to overcome these problems is through the establishment of Early Childhood Education (locally known as PAUD) Ori School. At its inception, PAUD was devoted to TKW children. In the process of administering education, PAUD managers do not charge tuition fees or free.

Educational institutions everywhere have a fundamental role in building a nation's civilization. Therefore, one of the obligations carried out by education is the need to carry out the transformation process. According to [5], schools that are community-based and subsequently schools that are managed in the living environment of students are concrete to be absolute in the individual development of students.

Schools play an important role in the process of child socialization, schools improve and refine the behavior of students brought from their families, schools prepare for the development and formation of personality, cultural transmission, social integration [6][7][8]. A positive school atmosphere allows children to develop the fundamental values needed in social life [9].

II. METHODS

This study will use qualitative methods that produce descriptions of those observed [10]. To sharpen the process of data collection and data interpretation, the researchers used a case study approach with a research

locus in the Migrant Workers' Village of Jojogan Hamlet, Tracap Village, Kaliwiro District, Wonosobo Regency [11]. Indonesian Migrant Worker Union (in Indonesia called as Serikat Buruh Migran Indonesia/ SBMI) Wonosobo Branch, teacher of PAUD Ori School and former migrant woman. Data were analyzed using interactive model analysis from Miles and Haberman [12].

III. RESULT

A. Migrant Workers Village in Jojogan Hamlet

Tracap village has 4 hamlets namely: Tracap, Jojogan, Karang Sari and Wonoroto. The four hamlets are the granary of TKW in Wonosobo Regency. The name of the Migrant Workers Village (locally known as Kampung Buruh Migran) is attached to Jojogan Hamlet. This is because: first, almost 90% of women in Jojogan village were once TKW and so far, there are still many who work abroad. The practice of migration carried out by both men and women abroad has begun before the 90s. The destination countries of the migrants include Saudi Arabia, Abu Dhabi, Kuwait, Singapore, Malaysia and Hong Kong. In these countries migrant men are accommodated in lowly jobs such as laborers. While migrant women are more absorbed in the informal sector jobs, such as housemaids. Economic factors are the reason they work abroad. This is in line with [13]'s study which says that decisions taken by someone to migrate are more due to economic factors.

Second, in this village there is a former TKW who becomes the locomotive of the community empowerment movement. Maizidah Salas is a former migrant worker who has experienced a bitter life as a migrant worker. The various ideas and empowerment programs carried out by Maizidah Salas have been appreciated by various parties by giving awards. One of the awards he received was as a Trafficking in Persons Report Hero Award given by the US Minister for Foreign Affairs in June 2018.

Thirdly, the existence of the Wonosobo Branch SBMI organization that plays an important role in the process of social transformation. The member of the SBMI Branch is a former TKW. The SBMI is active in carrying out various activities which have a positive impact on the community. TKW, organizes PAUD to overcome the problems of TKW children.

B. Problems of Children of Migrant Workers

The decision to work abroad has an impact on the emergence of problems for TKW children. When his wife leaves, the husband takes on the role of caring for his children. Meanwhile, if the husband objects, then the care of his children is handed over to his extended family such as his grandparents and aunt and uncle. Childcare is handed over to neighbors in a contract system, paying a sum of money for care services.

Such care processes have shown the beginning of child problems in the Kampung Buruh Migran. In Jojogan Village, there are at least 69 women who are still actively working in the country. 30% of these migrant women are single. Most of the 70% are married women. Almost 98%

of migrant women in Tracap village leave their children. In Jojogan sub-village there are 30 more children left by their parents working out of the country. The number is greater when calculated in the village. More than 100 children in Tracap Village are migrant workers left by their mothers abroad.

The age of children left by their mother abroad is very diverse. Many children under the age of 5 years have been abandoned by their mothers. In fact, there are TKW who leave their 3-month-old child. There are those who leave their children at the age of 1 to work in Saudi Arabia. There are also those who leave their 3-year-old children.

These children grew up to be children who were less compassionate than their mothers and caregivers. Children who were left abroad grew up to become children who had many problems. The problems of TKW children can be categorized according to age. Early childhood problems include: communication difficulties because communication in the interaction process does not go well; lacking confidence and looking moody; lack of attention from the caregiver so that it seems like there is omission during the care process; and hyperactive children feel free to do what they want.

The problems of TKW children who are teenagers and adults include: ditching school; forcing and threatening their mother to send some money; hang out for activities that are not useful; dropout from school; do not have skills and diplomas so that many are unemployed; like to get drunk; steal and have sexuality outside of marriage. The problem is in line with the study of [14] and [15] where the behavior of the children of Indonesian migrant workers tends to show deviant actions such as skipping school, lazy learning and loss of motivation to attend school.

C. The Role of Migrant Workers' Villages Establishing Free Schools

The problems of the TKW children above get the attention of the *Kampung Buruh Migran*. The effort to solve these problems is done through SBMI. The role of SBMI in the Migrant Workers Village in addressing the problems of adolescents and adults, among others, is the program: first, creating a computer training program for teenagers and adults. The training aims to equip teenagers and adults with the ability to operate computers that are useful when looking for work. Secondly, the provision of free wi-fi facilities at the SBMI secretariat is accessible to teenagers. Wi-fi access is intended to reduce hang out activities that are not clearly its usefulness. In the end the children's activities are easily controlled. The existence of this wi-fi is also used to make it easier for children to complete the tasks given by school.

Early childhood problems are overcome through the establishment of PAUD Ori School. Before this PAUD was established, Jojogan hamlet did not have PAUD facilities. Therefore, new TKW children can go to school when entering kindergarten school age. This causes TKW children to lack positive activities that can help the process of growth and development. Moreover, caregivers do not provide the primary socialization process well to TKW children. Children at an early age generally learn

about many things through interaction activities, learning to communicate, learning to sing, and learning to know short prayers, introduced with values and norms and so on. Through the process of socialization the community will know their respective roles and therefore can behave in accordance with their social roles appropriately as expected by existing social norms and among them can adjust their behavior in interacting [16].

PAUD Ori School was initiated by Maizidah Salas and her husband Setio Purnomo Hadi. The PAUD was established as a non-profit educational institution. Setio Purnomo Hadi sought financial support to finance the education process. Funds for Corporate Social Responsibility (CSR) were obtained from institutions where Setio Purnomo Hadi worked. Therefore, this education can be provided free of charge to children of migrant workers. The community of migrant workers' villages also contributes to the implementation of this free education. One of them is PAUD manager who established in 2010. PAUD managers number 3 people who also act as teachers. They are Muarifah, Siti Ulfah and Munadiroh who are also former children of TKW.

PAUD is established to help guard child development and become an agent of socialization for children left by their mothers abroad. Children left by their mothers often do not get good socialization from their caregivers. As a result, TKW children show inferior behavior, their vocabulary is limited causing difficulty communicating, and there are also children who are hyperactive because during their stay at home their caregivers are released. These PAUD teachers have a great contribution to helping the development of the TKW children. Through playing and learning activities in accordance with the curriculum of PAUD [17], the children of migrant workers receive the socialization process. The interaction built by PAUD teachers through playing, singing and interacting with one another makes children of migrant women learn many things [18]. They gradually learn to communicate with teachers and other friends. PAUD teachers have become mother's substitutes for children for TKW child. Through this way of growing a sense of confidence and increased communication skills.

What children receive during the learning process while playing in PAUD indirectly shapes conformational behavior while forming individual personality. The process of involuntary socialization carried out through the process of interaction and the process of socialization that was done intentionally through the educational process turned out to be able to shape individual personalities [16].

IV. CONCLUSION

Migrant activities carried out by women have an impact on children's problems. The complex problems that occur in children in Jojogan hamlet are overcome

through the role of the community of Kampung Buruh Migran in establishing PAUD Ori School. Children of TKW who attend PAUD are free of charge. Education in PAUD emphasizes the process of socialization, so that TKW children get what they should receive in the primary socialization process in the family. Therefore, PAUD Ori School is a socialization agent that is very useful for TKW children who are not getting enough attention during the care process.

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