

The Impact of Migration on University Education Comparative Analysis Between Croatia and Indonesia

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ABSTRACT

Migration is a phenomenon that has global, regional, and local significance in many areas, such as: development, politics, social relations, labour, humanitarian issues, the legal framework, security, and education. Globally, the number of migrants is increasing from year to year, and migration reasons are often very different. They have always been generated by push and pull factors that have affected individuals, entire groups of peoples, states, regions, and international organizations. We can conclude that there is no part or segment of human activity that is not more or less affected by the phenomenon of migration. Therefore, this analysis aims to investigate through a binary case study of Croatia and Indonesia to explore to what extent the migration phenomenon is present at all universities in Croatia (total 12) and an equal number of universities from different parts of Indonesia. The final result we want to achieve is to compare and contrast the migration education provided by the universities from both countries.

Keywords: Migration, university education, Croatia, Indonesia.

1. INTRODUCTION

Human migrations have been a constant phenomenon, appearance, and process throughout history. They have sampled some of the most significant events in history and raise numerous questions about how to study, analyze, and frame them. Moreover, migration analysis is probably more important today than ever before because globally, the number of migrants increases yearly. Currently, the World Economic Forum estimates show that there are “272 million international migrants – 3.5% of the world’s population. While most people leave their home countries for work, millions have been driven away due to conflict, violence, and climate change” [1].

Accordingly, numerous disciplines of migration research have been developed: Migration and Human Rights [2]; Migration and Security [3], [4]; Globalization of migration [5]; Labor and Migration [6]; Law and Asylum [7]; Environment and Migration (natural disasters, climate change) [8], [9]. In addition to the above, there are many other disciplines for migration research since migration requires legal, economic, sociological, philosophical, developmental, political science, and security debate. Moreover, the issue of migration is a highly complex and multidimensional reality, so it needs to be analyzed from several different dimensions and discourses. Migration brings progress but also causes numerous challenges in the environments in which migrants come. Therefore, migration challenges need to be researched and taught

about them at all different educations, especially at the university level.

In this research, we are interested in analyzing how much migration is represented at the level of university education in Croatia and Indonesia. Although Croatia and Indonesia are very different countries, they also have some similarities and commonalities. But the differences are bigger and more significant than the similarities that the two countries have. Because of that, it is our first reason why we have chosen these two countries to analyze them and set up a research design explained below. Second, it is especially worth mentioning that academic cooperation is becoming more intensive within a few years, and we want to give additional value to that collaboration.

This review paper will have a methodological approach based on a comparative study which includes a strategy of the most different case design. The analysis will have a qualitative-quantitative approach in which we will organize two binary case studies that will be set up, which will be analyzed and compared. According to the scope of the research, desk-top research will be conducted. Our research aims to analyze the same number (12) of universities in Croatia and Indonesia, their entire university studies, faculties, and programs to detect how many of them conduct education in the field of migration and on which topics.

In order to structure the research, the text will be divided into four additional sections after the *Introduction*. The second section, *How migration is*

changing our world, will research how migration changes our world and what key issues the debate raises. The next section, entitled *Migration education*, will analyze how much migration education is represented at universities in Croatia and Indonesia. The fourth chapter, *Discussion*, will show us a comparative analysis of the areas taught in Croatia and Indonesia in the migration segment and compare it with the key issues from the second chapter. The last section, also the *Conclusion*, will provide a summary of the research and a review of the total collected material and the analysis results.

2. RESEARCH DESIGN

The research design of this paper follows a methodological framework composed of research methods within the political science of respected authors and their works Burnham, Gilland, Grant and Layton-Henry *Research Methods in Politics*; Landman *Issues and Methods in Comparative Politics: Introduction*; Marsh and Stoker (ed.) *Theory and Methods in Political Science*; and Yin *Case study research: Design and methods*. There are many other important works in political science, but the above will suffice for this research. According to Burnham et al., "Political science is, in many ways, a related subject of the social sciences, derived from history and philosophy, relying on insights from economics and sociology, and, to a lesser extent, legal science, psychology, and geography" [10]. This openness of political science and its research methods towards other scientific disciplines makes it a very suitable platform for forming the necessary research design.

"Comparative design is one of the most important research designs in political science" (ibid: 58). Numerous processes are clarified and elucidated by comparing them with similar processes in other contexts or geographical areas. But as Burnham et al. note: "The main difficulty with comparative design is finding comparable cases" (ibid: 59). To respond to the stated challenge of designing comparative research, researchers opt for two basic designs: first, the most similar cases design; second, the most different case design (ibid: 65). That coincides with Landman's view that these two research designs are currently being used to compare a small number of countries: the most similar case design and the most different case design. The design of the most similar cases seeks to compare certain countries and their systems that have a multitude of common features to neutralize some differences and highlight some. At the same time, the most different case design compares countries and systems with very few common features where they seek to identify and highlight some of the common features [11].

Qualitative research methods are a generic term that refers to a whole range of techniques, such as:

observations, participatory observations, interviews with individuals and / or focus groups, and other techniques. These methods seek to explain the context, meaning, and different processes [12]. On the other hand, quantitative methods observe and measure a particular phenomenon [13]. Thus, combining research methods (qualitative and quantitative) increases the validity of research where one method verifies another and vice versa [14].

As a form of research design, case studies allow a focus on a single individual, group, community, event, policy area, or institution. Both quantitative and qualitative data can be generated by case study design [10]. Cases are those countries that appear in comparative analysis, while units of analysis are objects about which scientists collect data [11]. Yin states that the case study is an empirical study that studies a contemporary phenomenon within its real-life context. A comprehensive research strategy is presented, which contains the logic of research design, data collection techniques, and specific approaches to data analysis [15].

Eventually, a comparative research design is formulated for the present study to explore Croatia and Indonesia (cases) and research programs of 12 universities (units of analysis). Through research, we try to analyze the qualitative and quantitative methodological approach to how much migration education programs are represented at the university level and which topics are covered. By designing various systems, we compare Croatia and Indonesia, which have very few common features, where we will try to determine and highlight which are common features. The set research strategy is a binary case study, where we will specifically investigate Croatian and Indonesian universities' migration educational programs and compare the research results.

3. HOW MIGRATION IS CHANGING OUR WORLD

There are many areas and opportunities to discuss the impact of migration. For the purposes of our research, we opted for several different approaches, which include views from Croatia, Indonesia, and other parts of the world.

Croatian sociologist Milan Mesić views migration in the international context as a constitutive part of the globalization process. It connects international migration and globalization within six themes: "global cities"; the scale of migration; diversification of migration flows; globalization of science and education; international migration and citizenship; emigrant communities and new identities [5]. "Global cities" are increasingly becoming the centre of a new world

(global) economy that needs and attracts multinational corporations and domestic and foreign (migrants) highly qualified professionals. They all need a whole range of service activities provided by an ever-widening circle of auxiliary unskilled workers, such as construction workers, cleaners, security guards, delivery men, and many others (ibid: 8-9). On the scale of migration, the author warns that the most common discussions of migration involve very simplified representations of migrant numbers ignoring comparisons with trade and financial capital movements. It also does not consider the natural and fundamental social changes that preceded migration, nor the fact that international migration is "on the one hand as a consequence of (external) modernization or dismantling of premodern economic and social structures, and on the other as an increasingly powerful factor in their acceleration" (ibid: 12). Regarding diversification of migration flows is vital to see that there are no longer dominant areas of outgoing and incoming migration. Still, trends are changing, and many areas have become part of increased migration, as well as the emergence of new immigration areas (the Middle East, newly industrialized Far East countries) and intraregional migration (in Europe, Asia, Africa, and Latin America)" (ibid: 14). The globalization of science and education enables progress for all, where there are different views of who gains the most and who loses in the migration of highly educated professionals. Regardless of different perspectives, globalization provides more significant opportunities for more people and abolishes the monopoly over knowledge (ibid: 16). International migration has also made a significant contribution to the debate on citizenship and the opportunities for many people to acquire the citizenship of countries in which they were not born but have settled permanently. The multicultural model of citizenship in individual countries stems from the growing cultural diversity of developed immigration societies. Some countries (such as the USA, Canada, Australia) promote this approach as an official policy (ibid: 18). The last topic, but no less important, refers to emigrant communities and new identities. "The need to create communities is a deep and universal feature of human beings." Emigrant communities create new identities with different peculiarities of the environments from which they come and the places they settled (ibid: 18-19).

In different parts of the world, particularly in developing countries, migration is driven by the intention to have better economic opportunities. In Indonesia migration is seen by individuals or family as the way to find a better job by moving to urban or more prospective areas. One of the important studies about migration in Indonesia was conducted by Speare and Harris. They highlighted not only the relationship among earnings, education, and migration but also the overarching factors that drive individuals and families to

migrate. They suggest the idea in which rural-urban migration can be controlled if the jobs that require technical skills and prerequisite education are created in more equally distributed locations in the country [16]. Furthermore, Muhidin (2018) studied empirically the evidence in which education has a very strong influence on internal migration. Using statistical data, he surveyed and pointed out the profile of migration development outlined within three decades in the periods of 1980s, 1990s, and 2000s [17]. In other words, these studies share several things in common. Having more education tends to drive individuals or families to migrate and this phenomenon is also closely associated with the attainment of a job to get a better economic opportunity and status.

Turning to the current policies in Indonesian higher education context, the Ministry of Education, Culture, Research, and Technology (MoECRT) established a new educational curriculum called Merdeka Belajar Kampus Merdeka or emancipatory education [18]. This curriculum allows students to study outside of the Study Program they are enrolled in for at least two semesters. This opens new chances for students to choose the major they are interested in, provided by the domestic or foreign education institutions. While many higher education institutions have established mobility programs independently, MoECRT launched the foreign students mobility program with the Indonesian International Student Mobility Awards (IISMA) while internal or domestic students exchange has been running through National Students Exchange Program. This means that more student mobility and migration will happen since the policy was established in 2020. This case is also closely related to the idea proposed by Muhidin (2018) in which education plays an important role in migration.

Next, we analyzed a book *International Migration and Security*, edited by Elspeth Guild, professor of European migration law at the University of Nijmegen, and Joanne van Selm, a senior policy analyst at the Migration Policy Institute in Washington and senior researcher at the Institute for Migration and Ethnic Studies, University of Amsterdam. Joanne van Selm explores how migration affects security in a regional context, where it focuses on the space of Europe in general and the European Union specifically. It explores three dimensions of forms of migration, namely: „Migration between countries in a region which is seeking integration for political and/or economic security purposes; the coordination of policies on and approaches to immigration of people coming from outside that region – linked to the goal of free movement for people within the region; and the arrival of refugees and asylum seekers from conflict-type situations, which impacts the states involved in receiving them, for wider security reasons“[19]. The focus is additionally placed on observing events at the

borders. After the discussion, the author concludes that despite all the challenges and difficulties in approaching the issue of migration, migration as a process generally has a positive effect because it leads to countries increasingly addressing these issues and developing policies to deal with immigration (ibid: 33). Jacqueline Bhabha investigated the impact of migration on the legal system of western states. She concluded that „immigration has radically transformed Western states. Many domestic institutions, including schools, the media, the academy, and NGOs, have been changed in the process [20]. According to the author, the change she writes about is a change for the better. She argues this through three benefits: First, it has resulted in a remarkable geographical expansion of the impact of Western legal systems, broadening the scope of domestic human rights obligations to include protective responsibility for threats to human rights arising in foreign states. Second, the presence of immigrants and their involvement with Western states' legal systems has profoundly democratised globalisation, extending its benefits and access to the advantages of a Western standard of living beyond wealthy and powerful global travellers such as corporate executives and privileged consumers of Western health or educational services. Third, the presence of immigrants and their involvement with Western legal systems has been the stimulus for the creation of new legal doctrine with important spin-offs for domestic rights culture (ibid: 41-42). During this time, Didier Bigo discusses many open issues that have a negative connotation and have arisen due to incoming migrations to Western countries. From the non-acceptance of part of the domestic population of migrants who came, through the development of extremism and radicalism as populist behavior of various political parties, to the state policies of some Western countries that securitize migrants and the issue of migration, individual countries, and regions from which migrants come [21].

In his book *Critique of Migration: Who Gains and Who Loses*, Austrian expert Hannes Hofbauer (2020) opens up additional questions related to the phenomenon and process of migration itself and provides a slightly different perspective on the debate on migration. His initial assumption is that migrations are the exception, while the constant population of people in certain areas is constant. As the culprits causing mass migration, he sees primarily the corporate interests of developed countries that once extracted resources from the countries they ruled through colonialism, while today their corporations do so by buying land and resources from those same countries while preventing people from living decent lives. Then there is the dumping of various waste in developing countries, waging futile wars on their territory, all the way to selling weapons around the world, which are then clashed by various factions, creating millions of

refugees and migrants. He then discusses labor migration and Western Europe's dependence on immigrants filling gaps in the labor market. All the way to raising questions about the immigration of Muslims to Europe and whether they pose a long-term threat to European tradition, culture, and identity. This book's peculiar conclusion is that life in one place is the rule, and migration is the exception, where migrations ultimately create torn societies along many lines [22].

In this section, we have seen many areas and issues related to the discussion of migration. Some authors have pointed out new dimensions and areas of overall human activity resulting from migratory movements. We then saw how migration is caused by positive changes in policy development and the expansion of legal frameworks of western countries. But we have also seen the consequences of migration to countries where migrants come and the push factors that force people to migrate. In addition to these topics, there are additional topics relevant to the discussion of migration, listed currently not in the focus of our observation. This section wanted to present the breadth of challenges and issues (legal, political, developmental, social, philosophical, and others) that need to be considered and taught at the university level. The situation related to this area will be presented in the following analysis.

4. MIGRATION EDUCATION

As we saw in the previous section, the issue of migration is significant because it affects many spheres of human activity and contributes to the development of new (scientific) disciplines. The research aim in this section is to show the extent to which this is represented in the educational systems of Croatia and Indonesia at the university level.

4.1. Case Study in Croatia

Croatia has a long tradition of university education. In Croatia, the first university, the Dominican higher education institution Studium generale, later known as the Universitas Iadertina, was founded in 1396. The university is still very active today, and throughout its history, it has had some interruptions due to external influences that prevented continuous work [23]. The oldest university with continuous work in Croatia is the University of Zagreb, founded in 1669. The University of Zagreb is the oldest Croatian university and also the oldest university in South East Europe [24].

According to the official date from Agency for science and higher education (2021) „Higher education institutions in Croatia are universities (and their constituents – faculties and academies of arts), polytechnics and colleges. A university is an institution

organizing and delivering university study programmes, and, exceptionally, professional study programmes. Polytechnics and colleges organize and deliver professional study programmes. The higher education system currently includes 117 higher education institutions with the status of a legal entity: 12 universities (9 public and 3 private universities), 71 faculties and art academies as part of universities, 17 polytechnics (11 public and 6 private polytechnics) and 18 colleges (3 public and 15 private colleges) [25].

Units of analysis are represented by 12 universities (9 public and 3 private universities), namely: University of Dubrovnik, Juraj Dobrila University of Pula, University of Rijeka, Josip Juraj Strossmayer University of Osijek, University of Slavonski Brod, University North, University of Split, University of Zadar, University of Zagreb (all public), Catholic University of Croatia, Libertas International University, and VERN' University.

University of Dubrovnik – No course was found to deal directly with migration issues. At the same time, diploma graduate papers were found in the university repository that dealt with migration research, namely: Interregional labor markets and labor migration; Human rights of migrants and immigrants in the European Union; European economic integration, labor market and migration [26]. In addition to the above, the activities of professors from the University of Dubrovnik who had presentations and papers on the topic of Migration and Identity: Culture, Economy, State were found. Also, important to mention, workshops on migration and sustainable development were organized at the University.

Juraj Dobrila University of Pula – As in the previous example, no course was found to deal directly with migration issues. However, in some subjects, migration issues are dealt with in seminar classes. In the university repository of graduate theses, papers were found that dealt with the research of migration from the aspect: Migration and economic growth; History and modernity of world migrations – their impact on the economy and society; The impact of migration on different cultural communities; The impact of migration on the development of society; The impact of regional migration on the economic development of the Republic of Croatia. These graduate theses are related to the Faculty of Economics and Tourism and the Faculty of Interdisciplinary, Italian and Cultural Studies [27]. In addition, lectures were organized at the University on various topics that dealt with migration, borders, tourism, and the development of different perspectives.

University of Rijeka – a course entitled “Tourism, Terrorism, and Migration” was detected, performed at the graduate university study “Management in the hotel industry”. The course aims to acquaint students with the internationalization of the two biggest challenges of the

21st century, terrorism and migration, and their connection with tourism and European policy in these areas and introduce them to a critical understanding of the role of migration as a link between terrorism and tourism. The mentioned study program is performed at the Faculty of Tourism and Hospitality Management [28]. A large number of graduate theses related to very different topics and discourse migrations were found in the repository of graduate theses. The most significant number of diploma theses come from the mentioned Faculty, while the remaining part comes from the Faculty of Law and the Faculty of Economics [29]. In addition, an ongoing project entitled “MI (Migration Challenges) – Yesterday, Today, Tomorrow” was detected at the Faculty of Economics and Business, with which it is developing a dialogue and strengthening cooperation between civil society organizations, local and regional self-government units, and higher education and scientific institutions to create a stimulating environment, preventing further emigration and unemployment, by conducting scientific research and structured dialogues, as a basis for policy making, which would serve to adopt new reforms and measures in the Republic of Croatia [30].

Josip Juraj Strossmayer University of Osijek – the course “Sociology of Migration” is taught at the Faculty of Philosophy, Department of Sociology. The course deals with contemporary international migrations, which are increasingly a global social phenomenon that affects many socio-demographic, economic, ethnocultural, political, and other transformations in the world. Therefore, migrations have been set as an essential research topic for international and domestic sociology [31]. It is interesting to note that some other faculties of philosophy of other universities (such as the University of Zagreb, the University of Zadar) have the same course with the same name (“Sociology of Migration”), which deals with very similar topics related to migration. That is a quality solution because it allows almost equal access to topics and students regardless of which part of the country they studied. In addition, contents related to the topic of migration were found in several courses at the Faculty of Law. Also, as in previous cases, some papers on the topic of migration that were made at this University were detected in the repository of graduate theses.

University of Slavonski Brod – this University is one of the younger and smaller universities in Croatia and is mainly focused on technical sciences. So at this University, we found no links to issues of teaching and educating migration issues.

University North – the situation is very similar to the previous university. In the repository of graduate theses, we found several of them that dealt with the

topic of migration and related to the field of economics and business [32].

University of Split – the University of Split is the second-largest university in Croatia and has many faculties, academies, and departments where numerous scientific disciplines are taught. Our desk-top search did not find any course directly related to the issue of migration. Still, in several different courses at the Faculty of Philosophy, Faculty of Law, and Faculty of Economics, we found that migration is an area of research and teaching at all education levels (from undergraduate to doctoral level). In addition to the above, the Faculty of Philosophy holds occasional extracurricular lectures on migration policies, migration ethics, art and migration, and migration research methodologies [33]. In the Repository of the University of Split, many graduate theses are directly or indirectly related to migration, mainly from an economic and philosophical point of view and the faculty [34].

University of Zadar – at the University of Zadar, there is a significant scope of activities to educate students on migration issues. As in several previous examples, migration is taught within the courses „Sociology of Migration“ and „Sociology of Migration and Spatial Mobility“ [35]. In addition to the above, university professors are very active in publishing scientific papers related to migration, organizing extracurricular lectures on migration, and participating in various projects related to migration. Due to the significant activities carried out on the migration topics, in the repository of graduate theses, we found a number of papers that approached the topic of migration in very different ways [36].

University of Zagreb – it has already been stated that this is the oldest University in Croatia with a continuous education process and the largest in the country. According to statistical indicators, this University has 31 faculties and three academies, more than 62 thousand students, where more than half of all students in Croatia are currently studying at this University. The University also participates in more than 50 percent of all scientific projects and scientific production in Croatia [37]. The topic of migration is taught at numerous faculties of this University, where we search to find various subjects in which the topic of migration is taught directly. And at the Faculty of Law, the Faculty of Philosophy, the Faculty of Croatian Studies and some others. Due to the limited space of analysis, we will single out the subject “Migration and Security”, which is taught at the Faculty of Political Science. The aim of this course is to study the phenomenon of migration from the perspective of security studies. Attention is focused on researching and analyzing contemporary political and security processes that cause migration, and to which migration leads [38]. It is additionally important to point out that various

research centers at the University deal with migration research, one of which is at the Faculty of Political Science, under the name Center for the Study of Ethnicity, Citizenship and Migration [39]. Finally, as in previous cases, in the repository of graduate theses of the University of Zagreb, we found graduate theses that researched and analyzed the issue of migration. In this repository, there are many works, which in number exceeds the total number of all works found so far in all repositories together [40].

Catholic University of Croatia – at this University, the Department of Sociology also has the course "Sociology of Migration", within which very similar topics are taught as in the previous examples [41]. So far, several scientific conferences on migration issues have been held at the University [42]. While in the repository of diploma theses, five papers dealt with migration research [43].

Libertas International University – we have not found a single course at this University that deals directly with the topic of migration, but within the „International Relations (diplomacy)“ study, many courses include discussions on migration [44]. On the other hand, in the repository of graduate theses, we found only one paper with a direct link on the topic of migration, which is slightly at odds with many subjects in which the topic of migration can be taken as the topic of the thesis [45].

VERN' University – this University is one of the youngest universities in Croatia and is mainly focused on science in IT, communication, management, and tourism. Thus, at this University, we found no links to issues of teaching and education about migration.

4.2. Case Study in Indonesia

Migration and mobility have shaped the Indonesian way of life and contributed to development of the country [46]. Indonesia is well-known as the fourth largest country with its 267 million people, and it is formed by 17 thousand islands which differ in size, geographical landscape, and weather. Migration in Indonesia has been the important discussion of the last few years among practitioners and researchers [47], [48], [49], [50] since it is related to not only education but also the economy and sustainability of the nation. In this article, migration's impact is explored how higher education, as “the centre of knowledge”, respond and provide migration education. The present study is the analysis of how universities provide migration education in Indonesia. There are 12 universities presented in this analysis and they are selected based on several criteria including: (1) reputation as the top universities in Indonesia in providing academic and non-academic content on official website [51]; (2) area where the university is located.

Andalas University – Located in Sumatera island, even though there is no course related directly to migration, this university offers Social Demography as the primary course in the History Study Program, Faculty of Cultural Sciences. This course discusses the problems of the population in Indonesia from time to time according to the historical perspective. The social changes that occur are related to population problems as the main focus in this course. Knowledge related to the notion of population includes mortality, fertility, and migration is discussed comprehensively.

University of Riau – University of Riau is the biggest state university in Riau Province, located in Sumatera. Public Administration is one of the courses offered by the University of Riau in the Public Administration Study Program. Although this subject has not provided migration studies directly, Public Administration discusses the concept and scope of population, population growth, population composition, population structure and process. This course provides the students with the knowledge related to the notion of migration and mobility as the sub learning material.

University of Lampung – University of Lampung, located in the southern tip of Sumatera island, offers Migration and Diaspora course in the Faculty of Social and Political Sciences. The Diaspora and Migration course discusses human movement in the international sphere. This course discusses the history of diaspora and international migration and concepts related to diaspora and migration. For its influence on culture so that it has an impact on trade, political agendas, policies of countries, and developments on current issues of diaspora and migration. This course will also discuss case studies of diaspora and migration in several countries.

University of Indonesia – located in Depok, West Java and Capital city of Indonesia Jakarta, University of Indonesia is the biggest and one of the top universities in Indonesia. Indonesia has been the leading University in terms of national rank as well as research and publication. Even though there is no course concerned directly with migration studies, plenty of research was found in the library and repository discussing the development of migration viewed from different perspectives such as demography, politics, and economy. Moreover, University of Indonesia regularly conducts conferences and webinar on strategic and global studies including multilateralism and migration.

Indonesia University of Education – Located in West Java, Indonesia University of Education provides some subjects such as Socio-Cultural Geography and Demography as subjects that study migration as the sub learning material in the Geography Education Study Program. Even though those subjects are not directly related to migration, Indonesia University of Education also focuses its research on migration studies as it was

found that several articles discussing migration are available on both electronic repository and journal.

Catholic University of Parahyangan – Located in West Java, Catholic University of Parahyangan is one of the private universities in Indonesia. Even though there is no specific migration subject offered, it was found that there are some scientific articles written in relation to international migration and foreign policy published in e-journal and repository. It was also worth noticing that this university established Center for Diaspora concerned with migration and diaspora studies.

Gadjah Mada University – Gadjah Mada University is one of top universities who gained international recognition. Located in Yogyakarta at the center of Java, Gadjah Mada University offers Mobility as the subject that discusses directly the study of migration. Moreover, Gadjah Mada university also offers Urbanization as the primary course taught in the Geography Department. It was also found that Migration and Social Development is offered in open online massive courses managed by Gadjah Mada University. Several research related to international migration and urban development were also found in the digital library. It was also noted that Gadjah Mada University also paid more attention on migration studies as represented in the regular conference on collaborative strategies on the adaptation of migration.

Sebelas Maret University – Located at the Central of Java, Sebelas Maret University offers Demography as the subject concerned with migration as the sub materials. The department of Geography also discusses some issues related to local and international migration published in journal articles and repositories. Even though there is no conference or seminar held to ponder migration issues, this university regularly participate or conduct international students mobility.

Airlangga University – Airlangga University is a state university located at Surabaya, East Java. Claimed as one of the top universities in Indonesia, Airlangga university has focused its research and development in the area of both national and international migration. Some of the migration studies done by lecturers and students were published in repository and electronic journals. It was found that Airlangga University conducted webinars regularly on human migration.

Udayana University – Udayana University is one of the top Universities in Bali. It offers Migration and Population as the subject that discusses migration in the Faculty of Social and Political Sciences. It was also noted that there is numerous research related to migration studies published in the electronic repository, journal, and library. The studies related to migration were found and written by not only the faculty but also the students.

Mulawarman University – Mulawarman University is located at East Kalimantan, the biggest island in Indonesia. Even though it was found that there is no relevant course directly related to migration studies, there are several studies concerned with the factors and impact of migration. Those researches were published in electronic journals and repositories.

Hasanuddin University – Located at the southern of Sulawesi, Hasanuddin University offers International Migration at the subject compulsory taught at the department of International Relations of Faculty of Social and Political Science. Hasanuddin University also focuses its research on global migration. Furthermore, Hasanuddin University has also established cooperation with the International Organization for Immigration in order to introduce and discuss further the trans-disciplinary impact of migration for the national audience.

5. DISCUSSION

After the last part in which we had an analysis of individual universities in Croatia and Indonesia, we have the task following the research design set in the second section of this paper (Research design) to make a comparison between the representation of representation migration issues. We will do this through three selection criteria: a) The university provides a course(s) in migration studies; b) The university has integrated migration studies in the curriculum of courses; c) The university has records of research or significant action related to migration studies.

We detected several universities in both countries regarding the first selection criteria (The university provides a course(s) in migration studies). In Croatia, there are courses at five universities that deal directly with migration studies. These are the following universities: the University of Zadar, the University of Zagreb, the Catholic University of Croatia, the Josip Juraj Strossmayer University of Osijek, and the University of Rijeka. It is interesting how the course "Sociology of Migration" is performed at the four mentioned universities: the University of Zadar, the University of Zagreb, the Catholic University of Croatia, and the Josip Juraj Strossmayer University of Osijek. While course "Tourism, Terrorism, and Migration" is performed at the University of Rijeka. It should be additionally emphasized that at the University of Zagreb, different courses directly related to migration are conducted at different faculties. The course "Sociology of migration" has already been mentioned above is performed at the Faculty of Philosophy, while "Migration and Security" is performed at the Faculty of Political Science. In Indonesia, we detected six universities, namely: the Indonesia University of

Education, the University of Lampung, the University of Indonesia, the Udayana University, the Hasanuddin University, and Universitas Gadjah Mada. The following courses are taught at these universities: "Migration", "Migration and Diaspora", "Global Migration", "Civics and Migration", "International Migration", and "Migration Mobility".

Regarding the second selection criterion (The university has integrated migration studies in the curriculum of courses), we identified several universities in both countries where migration issues are taught in a broader context at different faculties. There are seven universities in Croatia, namely: the Juraj Dobrila University of Pula, the University of Rijeka, the Josip Juraj Strossmayer University of Osijek, the University of Split, the University of Zadar, the University of Zagreb, and the Libertas International University. The five universities listed here are also within the first selection criterion. That means that in addition to courses directly dedicated to migration studies, there are also courses that indirectly deal with migration issues. In the analysis of Indonesian universities for this selection criterion, we identified a total of five universities, namely: the Andalas University, the Sebelas Maret University of Surakarta, the University of Riau, the University of Jember, and the University of Indonesia. These are just some of the courses that teach migration in a broader context: "Demography", "Public Administration", "Demographic Economics", "Social Demography". Here, as in the case of Croatia, we have a university within the first and second selection criteria - the University of Indonesia.

The third selection criterion (The university has records of research or significant action related to migration studies) is the broadest and includes the largest number of universities in both countries. Within this criterion, we analyzed all activities carried out by universities related to migration studies, migration issues, preparation of diploma theses, organization of various seminars and workshops. In the case of Croatia, we did not find a single link at the two universities (the University of Slavonski Brod and the VERN' University). While in Indonesia, all twelve universities have recorded at least some of the activities related to migration education.

The analysis showed us that migration issues and education are pretty common in Croatian and Indonesian universities. We consider this to be a very positive result of our research. It should certainly be noted here that this research was desk-top and without a deeper insight into the universities themselves, without us contacting them and getting more information from the universities themselves. We plan to do this in the following research and new paper. Our approach in this research allowed us to identify how much migration issues and migration education are represented at all in

Croatian and Indonesian universities. In future research, it is necessary to go deeper into the matter to learn more about the quality of topics taught at universities in both countries.

6. CONCLUSION

Migration is a global phenomenon and presents numerous challenges, both on the side of the countries from which migration comes and in the countries to which migrants come. Moreover, it is necessary to mention that migration also creates challenges within countries if it involves a larger number of people. In the Introduction to this research, we stated that migration raises many issues related to political, social, legal, economic, humanitarian, philosophical, developmental, and security areas of human activity. And therefore, it is necessary to research, explain and above all learn about them at all levels of education, with particular emphasis on the university level.

In this paper, we have researched and analyzed how much migration studies are represented at the university education level in Croatia and Indonesia. For this purpose, we set up a methodological approach based on a comparative study that included a strategy of the most different case design. Thus, the conducted analysis had a qualitative-quantitative approach organized in two binary case studies. Twelve universities from Croatia and Indonesia represented the case studies. The research showed that there are very significant activities related to migration education at the analyzed universities, as well as other activities related to discussions on migration.

In conclusion, we consider a very good result of this research to be that we have found significant activities related to migration studies at Croatian and Indonesian universities. Furthermore, we consider migration and migration education to be very important topics of the 21st century, so we plan to go deeper into this matter in the following research and explore how satisfied universities, teachers, and students are with the current migration topics.

AUTHORS' CONTRIBUTIONS

The present study aims at gaining pictures on migration studies represented in university education particularly in Croatia and Indonesia. This study is conducted remotely and of a collaboration between Rebert Mikac, Ph.D. from University of Zagreb and Achmad Yudi Wahyudin, M.Pd. affiliated with Universitas Teknokrat Indonesia. Dr. Robert Mikac is an expert in the field of national security and civil

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