

FATHERS' PERCEPTIONS OF EDUCATION, CHILDREN'S EDUCATIONAL FACILITIES, CHILD-PARENT COMMUNICATION, AND ADOLESCENTS' SCHOOL CONTINUATION MOTIVATION IN FAMILIES OF CIRCULAR MIGRANT WORKERS

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Abstact

Children who come from families of circular migrant workers with separated parents and children have their own challenges in order to continue to be motivated to continue their education. This study aims to analyze the influence of father's perception of children's education, provision of educational facilities, and child-parent communication on adolescents' motivation to continue school in families of circular migrant workers. This research is a quantitative study with a non-probability sampling method through snowball sampling technique. The number of participants in this study were 40 children and 40 fathers. The results showed that the higher the father's last education, the more motivation for children to continue their education. Meanwhile, the greater the number of children can reduce the motivation to continue education. Other results showed that fathers' perceptions were in the moderate category. Provision of children's education facilities and child-mother communication have a significant positive relationship and effect on increasing motivation to continue schooling. Motivation to continue school in both dimensions is in the low category, namely intrinsic motivation (40%) and extrinsic motivation (70%). Future research is expected to examine perceptions of children's education through the perspective of migrant worker family mothers.

Keywords: educational facilities, circular migrant worker families, motivation to continue school, perception of education, parent-child communication

PERSEPSI AYAH TERHADAP PENDIDIKAN, FASILITAS PENDIDIKAN ANAK, KOMUNIKASI ANAK-ORANG TUA, DAN MOTIVASI MELANJUTKAN SEKOLAH REMAJA PADA KELUARGA PEKERJA MIGRAN SIRKULER

Abstrak

Anak yang berasal dari keluarga pekerja migran sirkuler dengan kondisi hubungan orang tua dan anak yang terpisah memiliki tantangan tersendiri agar terus termotivasi melanjutkan pendidikan. Penelitian ini bertujuan untuk menganalisis pengaruh persepsi ayah terhadap pendidikan anak, penyediaan fasilitas pendidikan, dan komunikasi anak-orang tua terhadap motivasi melanjutkan sekolah remaja pada keluarga pekerja migran sirkuler. Penelitian ini merupakan penelitian kuantitatif dengan metode penarikan contoh dengan *non-probability sampling* melalui teknik *snowball sampling*. Jumlah partisipan dalam penelitian ini adalah 40 anak dan 40 ayah. Hasil penelitian menunjukkan semakin tinggi pendidikan terakhir ayah semakin meningkatkan motivasi anak melanjutkan pendidikan. Sementara itu, semakin besar jumlah anak dapat menurunkan motivasi melanjutkan pendidikan. Hasil penelitian lainnya menunjukkan bahwa persepsi ayah berada dalam kategori sedang. Penyediaan fasilitas pendidikan anak dan komunikasi anak-ibu memiliki hubungan dan berpengaruh positif signifikan terhadap peningkatan motivasi melanjutkan sekolah. Motivasi melanjutkan sekolah dalam kedua dimensi berada dalam kategori rendah yaitu motivasi intrinsik (40%) dan ekstrinsik (70%). Pada penelitian selanjutnya diharapkan dapat meneliti persepsi mengenai pendidikan anak melalui sudut pandang ibu keluarga pekerja migran.

Kata-kata kunci: fasilitas pendidikan, keluarga pekerja migran sirkuler, komunikasi anak-orang tua, motivasi melanjutkan sekolah, persepsi Pendidikan.

INTRODUCTION

Based on data from the Indonesian Central Bureau of Statistics (BPS) (2021), the dropout rate (APS) at the senior high school level is still alarming, reaching 28.68 percent. This high percentage reflects the difficulty in pursuing further education, and this can be caused by a number of factors faced by students. One significant factor in limiting access to education is the economic situation of the family. According to BPS (2021), 8.83 percent of the Indonesian population in March 2021 was forced to move to find work. This phenomenon is known as circular migration, where individuals move periodically with a period of stay in the new place of more than a week but less than 6 months.

Parental supervision and attention to children is often disrupted by the departure of one parent to seek employment outside the region. Attentive supervision from parents plays an important role in shaping children's motivation and commitment to their education. Research by Su, et al. (2013) shows that educational problems in immigrant households are often caused by a lack of parental assistance and supervision, which can then have a negative impact on children's academic development. Family migration can provide a solution in terms of increasing family income. However, on the other hand, it brings new challenges in continuing the education of children of migrant families. Motivation is the main key to encourage someone to continue their education. In rural areas, one of the causes of children dropping out of school is the difficulty in accessing educational facilities and the lack of motivation to continue schooling (Zhang, 2013). The desire to attend school is influenced by various factors, including the condition of the place of study, the availability of adequate infrastructure, learning equipment, and comfortable temperature and air arrangements, as stated by (Pratiwi, 2014). In addition, low interaction with one of the parents working outside the area can also result in children spending less time learning and increasing the risk of repeating a grade (Wong, et al., 2019). While migration can provide a solution in terms of the family's economy, it is important to find a suitable balance with children's educational needs. One way to address this issue is through effective communication within the family, where parents who work outside the region remain involved in their children's educational development, even if they are far away.

Several recent studies have revealed the impact of communication in family relationships on children's motivation to continue their education. Damayanti (2019) and research by Umri, et al. (2021) showed that closed communication between parents and children can increase academic stress levels, which in turn can trigger low motivation to continue school. In addition, Wong, et al. (2019) found that poor quality relationships between parents and children can shape children's more passive attitudes towards their environment, including in terms of education. Therefore, it is important to adjust migrant parents' communication in order to provide strong support for their children to have enthusiasm in continuing their schooling. Research by Utami (2020) also supports these findings by emphasizing that good communication between father-child and child-mother can be effective in increasing children's motivation to continue school. Other research, such as that conducted by Assyura (2019), shows that problematic communication between parents and children, as well as high levels of anxiety in children, have a negative impact on children's academic motivation. Therefore, it is important for migrant worker families to prioritize open and effective communication in their relationships. Parents need to take an active role in supporting their children's educational development and ensure that children feel supported in their educational journey. Strong communication and tangible support can create high motivation in children to continue their education with passion and determination.

Therefore, it is important for migrant worker families to prioritize open and effective communication in their relationships. Parents need to take an active role in supporting their children's educational development and ensure that children feel supported in their educational journey. Strong communication and tangible support can create high motivation in children to continue their education with passion and determination.

Parents who migrate to find work outside the region often focus more on fulfilling food needs or home improvements in the area of origin than on providing facilities and planning for children's education. The role of fathers in a family has a significant impact on children's views on the importance of education (Solina, 2017). This shows that parents' views on education and how they communicate with their children and provide educational facilities can influence children's motivation and desire to continue their education. According to Sari (2021), the support provided by parents will be a determining factor in educational development. It will also influence parents' perceptions and views on children's education. Therefore, it is important for migrant parents to have a strong understanding of how important it is to invest in children's education. With good communication and support, parents can help motivate children to value education and continue schooling with determination, even if children and parents do not see each other often.

METHODS

This research is explanatory research with a quantitative approach. The method used in this research is the survey method through questionnaires distributed online. The population that is the subject of this research is fathers and children with intact families, where the father works as a circular migrant worker. Fathers of circular migrant workers are fathers who work in different cities/regencies and have a frequency of returning home at least once a week and a maximum of once every six months (BPS, 2021). This study was conducted over a period of time from January to September 2022. During the time span of the study, a total of 80 respondents were obtained, consisting of 40 fathers and 40 children. The sampling method of this research was carried out by non-probability sampling with snowball sampling technique. The snowball sampling technique was carried out by collecting primary data obtained through self-administered, namely data collection techniques obtained from respondents who filled out the questionnaire independently.

Data collected from respondents were managed using Microsoft Office Excel software. The processing included data entry, editing, coding, data cleaning and data analysis. Furthermore, data analysis was carried out using the Statistical Package for Social Science (SPSS) 25 for Windows program. The data analysis process involved various steps. First, descriptive analysis was conducted, which included calculating the number, percentage, mean, standard deviation, minimum and maximum values of the variables in this study. The analysis was conducted to identify child characteristics, family characteristics, child-parent communication, fathers' perceptions of children's education, provision of children's facilities and motivation to continue school. Then, inferential analysis was also conducted, including Pearson correlation analysis and multiple linear regression analysis. Pearson correlation analysis was used to analyze the relationship between variables. Meanwhile, multiple linear regression analysis was used to analyze the effect of providing facilities for children's education, child-parent communication and motivation to continue their education. This analysis helps in identifying factors that may influence children's motivation to continue their education and how these variables are interconnected.

The variable of parents' perception of children's education in this study was measured using instruments previously developed by Sriyanti (2006) and Puspitawati, et al. (2009). This instrument was then modified to better fit the context of the study involving fathers as respondents. The modification of this instrument involves adding and changing a number of questions in the questionnaire. From the instrument developed by Sriyanti (2006), 6 questions were modified to describe fathers' perceptions of their children's education more specifically. In addition, the instrument from Puspitawati, et al. (2009) was also modified by adding 10 questions relevant to the focus of this study. The total instrument used in the study consisted of 16 questions. The instrument was designed to measure the extent to which fathers in circular migrant families have a deep understanding of the importance of their children's education and how they perceive their role in supporting their children's education. The reliability test results using Cronbach's Alpha showed a figure of 0,850. This figure indicates the level of consistency and reliability of the instrument in measuring the variables under study.

The variable of children's educational facilities was measured by modifying the instrument developed by Nurhartanti (2013). This modification includes eleven questions focused on understanding the extent to which the educational facilities provided by parents match the educational needs of their children. The instrument has good reliability, with a Cronbach's Alpha value of 0,608, indicating consistency in the measurement of this variable.

Furthermore, the child-parent communication variable was measured by adapting the measuring instrument developed by Barnes and Olson (1982), namely the Parent Adolescents Communication Scale (PACS). Modifications were made by distinguishing the instrument for use with fathers and mothers differently, given the role of both in circular migrant families. The instrument consists of 18 items designed to measure the extent of communication between parents and their children in the family. The instrument demonstrated high reliability, with Cronbach's Alpha values of 0,897 for communication between children and fathers and 0,746 for communication between children and mothers. Finally, the variable of motivation to continue school in children was measured using an instrument developed by Humaeda and Alfiasari (2016). The instrument consists of 20 statements designed to measure children's level of motivation in continuing their education. This instrument divides motivation into two dimensions, namely intrinsic motivation and extrinsic motivation. The reliability test results show a Cronbach's Alpha value of 0,845, which indicates a high level of consistency in measuring this motivation variable.

RESULTS

Based on the results of the characteristics of the proportion of adolescent girls (62,5%) compared to adolescent boys (37,5%). Furthermore, the age of the child, it was found that the average teenage child in this study was 15 years old with the highest proportion being at the age of 18 years. Meanwhile, children's education is dominated at the high school level by 60 percent. The pocket money that respondents have per day is in the range of IDR20.000 to IDR50.000. Fathers in this study have an age of 41 to 60 years. Furthermore, almost half of the father respondents are college graduates, and earn a monthly income in the range of IDR3.000,000 to IDR5.000,000. Migrant worker fathers in this study are dominated by fathers who work in different provinces with the family's original residence by having a frequency of returning home less than one month.

The results showed that fathers of circular migrant workers have a perception of continuing their children's schooling in the medium category (55%). Meanwhile, the rest are categorized as high (27,5%) and low (17,5%). This indicates that fathers have enough motivation to support children's education in continuing their education and creating better future opportunities. However, in supporting their children's education, fathers may have limitations such as resources or understanding of the importance of education. Furthermore, with regard to the provision of educational facilities by parents, 37,5 percent were both in the medium and high categories. However, there is still 27,27 percent in the low category regarding the provision of children's educational facilities. These results show that although children feel they have received a number of educational facilities according to their needs, parents have not optimally fulfilled all aspects of education. When looking at specific indicators, most educational facilities such as children's personal study desks (82,5%), reading books and children's bookshelves (75%) have been fulfilled by parents. However, there are a number of facilities that do not meet children's expectations, such as facilities for tutoring activities to support children in their education, as well as the lack of provision of facilities in the form of extracurricular tutoring activities that can help children develop their soft skills. This suggests that despite a strong understanding of the importance of education, parents may need to focus more on providing comprehensive educational facilities to support their children's optimal educational development.

Communication between children and parents in this study uses the child's point of view by separately distinguishing communication with the father and communication with the mother. Based on the results obtained, the communication between parents and children is classified in the low category. These results show that communication between children and both parents still cannot be established properly. When viewed from the average communication of parents, communication between mothers and children is higher (70%) than communication between fathers and children (52,2%).

Motivation to continue school is divided into two dimensions, namely intrinsic dimensions and extrinsic dimensions. Based on the results of the study, it was found that both dimensions were classified in the low category with the percentage of intrinsic dimensions (40%) and extrinsic dimensions (70%). Meanwhile, when viewed based on the average value, the average value of the intrinsic dimension is 64,47 and the extrinsic dimension is 50,33. These results indicate that the motivation to continue school that comes from within the child or intrinsic motivation has a higher average than extrinsic motivation. More detailed distribution results can be seen in Table 1.

Table 1 Distribution of respondents in minimum, maximum, mean, standard deviation and category of motivation to continue schooling

Motivation to Continue School	Intrinsic		Extrinsic	
	n	%	n	%
Low (0<60)	16	40	28	70
Medium (60-80)	12	30	10	25
High (>80)	12	100	2	5
Min-Max	0-100		0--100	
Mean±STD	64,47±25.40		50,33±21,87	

Notes: n= number, %= percentage

Based on the results of the correlation test presented in Table 2, the father's latest education is significantly positively related to the motivation to continue school ($p < 0,1$, $\beta = 0,343$). This means that the higher the father's education, the higher the motivation to continue school. In addition, father's latest education is also significantly positively associated with children's education facilities ($p < 0,1$, $\beta = 0,322$). This means that the higher the father's education, the higher the provision of educational facilities for children. Other results show

that there is a significant negative relationship between the number of children and motivation to continue schooling ($p < 0,1$, $\beta = -0,335$). This means that the greater the number of children, the lower the motivation to continue schooling. Fathers with a high level of education will form a high perspective on their children's education. In this case, the father considers that the better the child's schooling, the more secure the child's career will be so that they have a decent job.

Table 2 Correlation test results of child characteristics, family characteristics, and overall variables

Variables	1	2	3	4	5
Child Characteristics					
Child's Gender (0=male, 1=female)	- 0,137	0,048	- 0,208	- 0,159	0,054
Child's Age	- 0,047	0,008	- 0,251	- 0,145	0,002
Child's Education (0=Not yet graduated from junior high school, 1=Has graduated from junior high school)	0,029	- 0,161	0,128	-0,018	-0,128
Child's pocket money	0,184	0,247	-0,008	-0,031	0,273
Family Characteristics					
Father's Age	0,228	-0,056	-0,036	0,066	0,056
Father's Income	0,181	0,231	0,015	0,168	-0,131
Father's Last Education (0=No College Graduate; 1=College Graduate)	0,041	0,322*	0,033	0,122	0,343*
Typology of residence and work (0=Different cities/districts within the same province; 1=Different provinces)	-0,03	-0,002	0,234	0,193	-0,307
Frequency of Returning Home (0=<1 Month; 1=1-6 Months)	- 0,199	0,015	-0,142	0,135	0,179
Number of Children in School	- 0,089	- 0,211	0,103	- 0,015	- 0,335*

Notes: 1=Father's perception of children's education, 2=children's education facilities, 3=child-father communication, 4=child-mother communication 5=motivation to continue school *significant at $p < 0,1$; **significant at $p < 0,05$; ***significant at $p < 0,01$.

Based on the results of multiple linear regression test (Table 3), family characteristics that affect the motivation to continue school, namely the frequency of returning home, have a significant positive relationship ($p < 0,05$, $\beta = 0,048$). This means that the more often the father comes home, the more motivation to continue school will increase. In addition, children's education facilities also have a significant positive relationship ($p < 0,1$, $\beta = 0,067$). This means that the more complete the educational facilities provided to children, the more motivation to continue school will increase. Furthermore, the number of children has a significant negative relationship with motivation to continue school ($p < 0,1$, $\beta = -0,068$). This means that the higher the number of children in a family, the lower the motivation to continue their education.

Table 3 Multiple linear regression test results of child characteristics, family characteristics, children's educational facilities, child-father communication on motivation to continue schooling

Variables	Unstandardized Coefficient	Standard Error	Beta Standardized Coefficient	Sig
Constant	83,396	19,937		0,000
Child Characteristics				
Child's Age	-0,363	0,841	0,072	0,669
Child's Gender	-0,825	4,165	0,021	0,844
Family Characteristics				
Father's Age	0,042	0,342	-0,09	0,902
Father's Income	-2,226	2,011	-0,137	0,277
Frequency of Returning Home	3,565	3,743	0,281	0,048**
Number of Children	-4,004	3,121	-0,38	-0,068*
Children's Education Facilities	0,209	0,11	-0,21	0,067*
Child-Mother Communication	-0,127	0,104	-0,38	0,232
F		1,596		
Sig		0,047		
R ²		0,292		
Adjusted R ²		0,108		

Based on the results of the study, children's communication with mothers has a significant positive effect on motivation to continue school ($p < 0.1$, $\beta = 0.270$). This means that the better the communication between mother and child will increase the motivation to continue school. In addition, educational facilities also have a significant positive effect with child and mother communication. This means that the better the communication between children and mothers, the more the provision of children's educational facilities will increase. This suggests that these factors support each other and create a better educational environment for children in circular migrant families. More detailed results can be seen in Table 4.

Table 4 Multiple linear regression test results of child characteristics, family characteristics, children's education facilities, child-mother communication on motivation to continue schooling

Variables	Unstandardized Coefficient	Standard Error	Beta Standardized Coefficient	Sig
Constant	66,958	19,259		0,002
Child Characteristics				
Child's Age	1,006	0,844	-0,091	0,395
Child's Gender	1,481	4,096	0,079	0,22
Family Characteristics				
Father's Age	-0,054	0,345	-0,052	0,391
Father's Income	-1,285	2,009	-0,182	0,164
Frequency of Returning Home	1,429	3,747	0,141	0,167
Number of Children	-3,641	2,074	-0,364	-0,033**
Children's Education Facilities	0,134	0,112	0,202	0,041**
Child-Mother Communication	0,155	0,12	0,318	0,008***
F		1,624		
Sig		0,038		
R ²		0,295		
Adjusted R ²		0,113		

DISCUSSION

Motivation to continue schooling is important for children's future lives. Based on the results of the study, father's education has a significant impact on children's motivation to pursue higher education. The research shows that the higher the level of education attained by the father, the higher the child's motivation to continue learning. Fathers believe that through a good education, their children will have a better chance of building a decent career in the future. This study confirms previous findings that have been conducted in the area of children's learning motivation and the provision of educational facilities in circular migrant families. A study conducted by Rahmiati and Puspitawati (2013) showed that the length of education pursued by the father and the father's employment status have a significant correlation with children's learning motivation and the provision of educational facilities as a form of investment for children. In this study, fathers who have a higher level of education tend to have higher expectations and standards for their children's education in the future. This provides additional motivation for children in circular migrant families to continue their education.

In addition to the father's education, another factor that influences children's motivation to continue schooling is the number of children in the family of a circular migrant worker. The study found that the greater the number of children in the family, the lower their motivation to continue their education. Research conducted by Mufidah (2016) supports this finding, stating that the more needs that must be met by the family, especially in terms of financial management, can reduce students' interest in continuing school. This may be because the greater the number of children, the higher the burden of meeting the needs and facilities that parents must provide to each child. Thus, there is additional pressure on families to maintain a balance and equalize educational services and facilities among their children. However, this study also shows that children's characteristics, such as age or gender, do not have a significant influence on their motivation to continue schooling. This finding is in line with research conducted by Humaeda and Alfiasari (2016) and Nurdini (2020), who confirmed that there is no strong relationship between adolescents' characteristics and their motivation to attend school. This suggests that other factors, such as communication with parents and educational facilities have a greater impact in influencing the motivation of children in circular migrant families to pursue higher education. It is important for parents, especially fathers, to recognize their important role in motivating their children to continue their education. Educational support from parents, especially

those with higher education, can help children reach their full potential and overcome obstacles they may encounter in their educational journey (Johnson, 2015).

Based on the results of the study, fathers' perceptions of education are dominant in the moderate category. This shows that fathers have a fairly good perception of education but still lack in-depth knowledge about the importance of children's education. Research by Pomerantz and Wang (2018) looks at the role of parental control in the psychological development of their children. The results showed that the way parents control their children can have a significant impact on their development. Therefore, the results of this study remind us of the importance of understanding and supporting parental involvement in the education of children from circular migrant worker families, and provide encouragement to further deepen their understanding of the long-term implications of investing in education.

The results of the research shown through correlation tests and regression tests state that educational facilities have a relationship and a significant positive effect on motivation to continue school. Research that has been conducted by Su, et al. (2013) and Umri, et al. (2021) provide strong support for the concept that the availability of educational facilities has a significant positive impact on children's motivation to continue their education. This indicates that parents, particularly fathers, have an important role in ensuring that their children have access to adequate educational facilities. Fathers' desire to provide adequate facilities for their children's education is a form of investment in the child's educational future. With adequate facilities, children are better able to cope with the learning process and are more motivated to pursue higher education. Recent research shows that the better the provision of children's education facilities in the family, the higher the children's motivation to continue their education (Lie & Xie, 2020). Educational facilities that include books, computer equipment or a comfortable study room can provide a supportive environment for children's learning. Therefore, improving children's education facilities in the families of circular migrant workers can boost adolescents' motivation to stay in school.

Research conducted by Sundawati (2015) also supports these findings by showing that the provision of adequate education facilities can affect children's access to education. Adequate facilities at home and at school can create an environment conducive to learning, so children can more easily engage in their learning process. This, in turn, can encourage children's enthusiasm for learning and improve their academic outcomes. In addition, the sending of pocket money by migrant parents, as mentioned in the study by Ambler, et al. (2015), can also contribute to children's enthusiasm for learning. This allowance can help meet children's daily needs, including additional education costs such as books, stationery or transportation costs. Fulfilling children's monetary needs has been shown to provide the necessary budgetary support for children left behind in the area of origin (Dong, et. al., 2021). Thus, children can feel financially supported by their parents, which can motivate them to focus on their education. Overall, the findings emphasize the important role of parents in providing adequate educational facilities, both at home and at school, as well as providing financial support to their children. This can create a supportive environment and motivate children in circular migrant families to pursue higher education and reach their full potential.

In addition, research results suggest that child-mother communication has been identified as an important factor contributing to adolescents' motivation to continue school. Effective communication between children and mothers has a key role in increasing motivation to continue school. Research by Walker and Jaynes (2019) shows that a close communication relationship between mothers and children can help children feel supported and understood in their educational journey. Good communication between child and mother can create an environment where the child feels comfortable to talk about their educational challenges or needs. This can help parents better understand what their children need in terms of education and can motivate them to provide better educational facilities. Research conducted by Wong, et al. (2019) also supports these findings by stating that quality communication between parents and children can shape children's more positive attitudes towards their environment. Utami (2020) found that good communication between children and mothers can increase adolescents' motivation to continue school. Meanwhile, communication with fathers, Utami (2020) found that adolescents tend to prefer communicating with mothers rather than fathers. Therefore, in conditions where fathers work away from home, it is important to pay attention to communication between children and fathers in building strong relationships in the families of circular migrant workers. Meanwhile, research by Prihartiningsih, et al. (2018) also highlighted the importance of good communication patterns in the family. Good communication patterns include not only communication from parents to children, but also interactions between parents and children. Parents should be able to control their children through positive interactions and wise control. Thus, effective communication and healthy communication patterns in the family can play a major role in increasing children's motivation to continue their education.

The results of the study provide deep insights into the factors that influence the motivation to continue schooling of children in circular migrant families. One important finding is that children tend to have higher

motivation when it comes from within themselves, or in this case referred to as intrinsic motivation. In the intrinsic dimension, children show a positive attitude towards education. They have a desire to learn, believe that education will lead to a better life and want to acquire knowledge and skills. The results also show that the number of children in their neighborhood who continue their education can be one of the factors that increase children's motivation to continue their education. This reflects the important role of the social environment in shaping children's attitudes and motivation towards education. External factors or extrinsic motivation, such as schoolwork or deepening the material, tend to have a more limited impact. In addition, children also face some constraints that affect their motivation, such as the cost of education and distance. This suggests that practical aspects such as educational accessibility and financing play an important role in shaping children's motivation to continue schooling. In addition, the role of parents also has a strong influence in motivating children, both through their support and encouragement and the desire to be recognized by the family. An in-depth understanding of these factors can help in designing more effective education strategies and support the educational development of children in circular migrant families. A focus on strengthening intrinsic motivation, creating an inclusive educational environment and addressing practical constraints such as the cost and accessibility of education may be useful measures in boosting children's enthusiasm in pursuing higher education.

A limitation of this study is the challenge of collecting respondents through the online questionnaire method. The required respondents have specific criteria that do not have a specific population in their distribution. Therefore, more intensive efforts are needed to identify and engage appropriate respondents, without being fixated on one particular population group only. In addition, in this study, the instrument used to measure parents' education perceptions was only aimed at fathers, so mothers' perspectives on their perceptions of their children's education could not be accessed.

CONCLUSIONS AND RECOMMENDATIONS

Based on the characteristics of the respondents, the majority of teenagers in this study have a high school education level. In addition, family characteristics reveal that the fathers of circular migrant workers are in the middle-aged category, with an age range of 41 to 60 years. Respondents' fathers have a monthly income within the average range of workers' income, which is between IDR3.000.000 and IDR 5,000,000. However, fathers still prioritize returning home at least once a month. Perceptions of children's education and the provision of educational facilities for children in families of circular migrant workers are moderate. However, in terms of communication between children and parents, children's communication with their mothers is considered better than children's communication with their fathers. The results stated that the father's last level of education had a significant positive influence on children's motivation to continue schooling. However, the findings show that the greater number of children in the family tends to decrease children's motivation to continue their education. Overall, the motivation of migrant workers' children to continue their schooling can be categorized as moderate. The correlation test results show a positive relationship between the provision of children's education facilities and mother-child communication with children's motivation to continue school. Furthermore, the results of the multiple linear regression test confirm that the variables of educational facilities, and communication between children and mothers have a positive significant effect on children's motivation to continue school. However, there is a negative significant effect between the number of children in the family and children's motivation to continue school. To strengthen these findings, future research could involve in-depth interviews with respondents to obtain more valid answers and reduce the potential for data confusion. This will improve the quality of research and a deeper understanding of the family dynamics of circular migrant workers in the context of their children's education. Overall, the motivation of migrant workers' children to continue their education can be categorized as moderate.

Based on the results of the study, it is known that the provision of children's educational facilities has a positive relationship with children's motivation to continue school. Therefore, it is expected that parents are much more fulfilling and facilitating in full, especially in children's talent development facilities. Next, this study found that children's communication with parents was categorized as low. Therefore, it can be a consideration in conducting intensive and consistent communication activities so that children feel more interaction with their parents. Future research is expected to examine perceptions of children's education through the perspective of migrant worker family mothers. Furthermore, in collecting research data, it can collaborate with companies with a predominance of migrant workers in order to capture more migrant worker respondents. Further research can be strengthened by in-depth interviews so that the answers received are more valid without any confusion.

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