

*The Impact of Work as an Indonesian Worker Abroad on Changes in
the Function of Parents and Children's Education*

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Abstract

This research aims to find out how children develop who are left behind by parents who work abroad in Pringgarata Village, Pringgarata District, Central Lombok Regency, West Nusa Tenggara, Indonesia. This research uses a qualitative descriptive method involving observation, interviews and documentation. This research uses a case approach to study the influence of parents working abroad on the development of abandoned children in Pringgarata Village, Pringgarata District, Central Lombok Regency, West Nusa Tenggara, Indonesia. The data analysis techniques used are data reduction, data presentation and data verification. Primary data were obtained by researchers using written records derived from interviews with village heads, or staff at the village office, and residents in Pringgarata Village, Pringgarata District, Central Lombok Regency. In the case of secondary data, researchers collect data through book sources, scientific magazines, personal documents, and official documents needed to complete the data studied. The research results show that parents who work abroad cannot carry out the parental function of educating, directing and caring for children, so these functions are replaced by substitute parents. These findings have implications for policies and programs to support children left behind by parents working abroad, such as the development of more effective educational programs and psychosocial assistance to help them cope with this situation.

Keywords: Indonesian Worker Abroad, Parent, Children Education

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Introduction

Parents are part of a family. The family is a related social structure in the organization of society. In the family, parents have a strategic role and function in educating, nurturing, and guiding their children for the continuity and success of their children's education (Ruli, 2020). In reality, not all parents can do this. There are several conditions that allow children to only get care from one of their parents, or even not at all. One of them is a child whose parents left behind becomes (Indonesian Labor) abroad, causing the role of parents to be replaced by other families such as grandmothers, grandfathers, aunts or other families (Suharto & Nurwati, 2018).

IWA is an Indonesian workforce carried out by both men and women who work abroad to provide for their families. Currently, many Indonesian citizens work as migrant workers abroad, as well as many NTB citizens who work as migrant workers. No exception, many residents in Pringgarata Village also work as migrant workers. Pringgarata Village is one of the villages that lacks job opportunities for people who are already married and the level of education of parents is not in accordance with existing jobs, so the role of parents must work abroad to become IWA to earn enough income for school needs and the continuity of children's education.

According to preliminary observations made on January 5, 2022, of Pringgarata Village Office staff, who explained that in Pringgarata Village there were 63 people who were registered or legal as IWA at the Village Hall, while those who were unregistered or illegal at the Village Hall were around 1,500 people. People in Pringgarata Village prefer to be illegal because they are lazy to take care of documents and the process is very long. Being a IWA is one of the solutions for family welfare, especially family economic welfare, for children's school needs and for the continuity of children's education. The development of education in children is a factor of basic needs for every human being in an effort to educate the life of the nation, because through education the improvement of people's welfare can be realized (Hamid et al., 2021).

Education is a process of activity that is common in human life, because wherever and whenever in the world there is an educational process. Education is essentially an attempt to civilize man or to glorify man. For the implementation of education properly and appropriately, a science is needed that examines in depth how education should be implemented. The science on which this is based must be tested for truth. This science is the science of education. Education without knowledge will lead to the non-achievement of educational goals (Uno & Lamatenggo, 2016).

The importance of education in today's community life to educate and develop potential in children. By growing and developing, each individual can have broader knowledge and become a responsible person. The education that children first get is education in the family environment (informal education), school environment (formal education), and community environment (non-formal education). The impact on children's education is quite serious. Children with biological parental supervision are certainly different from children who are allowed to learn on their own (Uno, 2022). Togetherness of parents is very necessary because those who understand the level of development and the things they need, togetherness with children begins from the unborn child until they are teenagers, tailored to the needs of each child (Rina Miftakhi & Ardiansah, 2020).

The importance of parents in children's education has been realized by many parties (Prima, 2020). When parents work as migrant workers, it will have a positive impact on family welfare in terms of fulfilling money and costs for the continuity of children's education, but also have a negative impact including not being able to carry out parental functions such as educating, guiding, caring for children fully. Researchers conducted a study in Pringgarata Village, Pringgarata District, Central Lombok Regency where there are many parents who work as IWA for the continuity of children's education, to examine how the impact of parents as migrant worker on the sustainability of children's education.

From the above problems, it can be concluded that it is migrant workers who attract researchers to raise a study entitled " The Impact of Work as an Indonesian Worker Abroad on Changes in the Function of Parents and Children's Education (Case Study in Pringgarata Village, Central Lombok Regency). In order to study or find the types of problems mentioned by the researcher will use a descriptive qualitative approach.

Research Method

The method used in this study is using qualitative methods. Qualitative research methods are often called naturalistic research methods because the research is carried out in natural settings (Sugiyono, 2019). Qualitative approach is an approach that is in the nature of building broader knowledge, with a qualitative approach, renewal of science can be done by looking for sources of knowledge such as those sourced from individual experience, social values, history and many more that can be used as sources by this approach. So that with this approach, the theories to be built can be realized (Laksana, 2020).

The type of approach used in this study is a qualitative approach with a descriptive type. Descriptive type qualitative research is a method that examines a certain group, an object, a condition, a system of thought and a principle in the present (Umar, 2013). This research was conducted in Pringgarata Village, Pringgarata District, Central Lombok District, West Nusa Tenggara. Data collection techniques used are observation, interviews and documentation. The data analysis techniques used are data reduction, data presentation and data verification. Primary data were obtained by researchers using written records derived from interviews with village heads, or staff at the village office, and residents in Pringgarata Village, Pringgarata District, Central Lombok Regency. In the case of secondary data, researchers collect data through book sources, scientific magazines, personal documents, and official documents needed to complete the data studied.

Result & Discussion

General Description of Pringgarata Village, Pringgarata District, Central Lombok Regency

Pringgarata Village is one of 11 villages in Pringgarata District, Central Lombok Regency. Pringgarata Village is one of the villages in Pringgarata District which is in the middle of the District Government, so the problems in all fields faced by the Village Government are very complex. Pringgarata Village is the result of the expansion of Sepakek Village approximately 65 years ago and until now there have been 5 changes of Village Heads in which all Village Heads have contributed a lot to the progress of Pringgarata Village; The Village Heads include: Alm Bapak Muhtar, Alm. Bapak H. Lalu Mahyidin, , Alm. Bapak Wagiman, Bapak Idham Halid, Bapak Surya Darma, SH. Bapak Khaeril Anwar, SH.

The word Pringgarata is a term or abbreviation of 2 (two) words, namely "Edge" which means Edge / Sedi (Sasak language) while "Rata" which means flat / rate (Sasak language) so Pringgarata means flat edge (meaning of geographical location) while the climatologic meaning is "Commensurate goals to achieve the same goal marginalizing the interests of groups / groups" (Documentation, Profile of Pringgarata Village, Pringgarata District, Central Lombok Regency, quoted on June 20, 2022).

State of Population

The total population in Pringgarata Village, Pringgarata District, Central Lombok Regency is 11,439 people, divided into 5,593 male residents and 5,846 female residents (Village Profile Book of Pringgarata District, Central Lombok Regency, quoted on June 20, 2022).

Table 1. Number of Population by Education

No	Types of Education	Sum
1	Bachelor S1, Magister S2	98
2	Diploma D1, D2, D3	127
3	Senior High School	928
4	Junior High School	1.465
5	Elementary School	7.175

The main livelihood of Pringgarata villagers is farmers and traders, the application of technology in agriculture, trade and handicraft and the skunder sector began to develop. Although the latest data collection indicates a development at the economic level of the community, of the 4,727 existing households, as many as 1,972 households are still classified as poor, still classified as indigent (Data sources, Jamkesmas and Jamkesda), even though there are still many heads of families who apply for Certificate of Incapacity to get recommendations for exemption from fees at the hospital or for their children's education.

This shows how weak the economic condition of the community is due to the very low source of livelihood and labor force. For more details can be seen in the following table.

Table 2. Number of Population by Type of Occupation

No	Types of Education	Sum
1	Bachelor S1, Magister S2	98
2	Diploma D1, D2, D3	127
3	Senior High School	928
4	Junior High School	1.465
5	Elementary School	7.175

Table 3. People of Pringgarata Village who become Indonesian Workers Abroad registered at the Village Hall

No	Name	Address	Country Placement
1	Yogi Putra	Dasan Baru	Japan
2	Sunnah Jamaah	Pengenjek	Malaysia
3	M. Irfan	Pringgarata	Malaysia
4	Kurniadi	Pringgarata	Malaysia
5	Jaiyah	Kwangjukut	Malaysia

6	Siti Wakiyah	Pringgarata	Malaysia
7	Ardi	Telabah Baru	Malaysia
8	Khairul Fahmi	Kwangjukut	Malaysia
9	Supardi	Pringgarata	Malaysia
10	Andur	Kwangjukut	Malaysia
11	Suparwadi	Pringgarata	Malaysia
12	Hirwan	Pringgarata	Brunei
13	Mustam Effendi	Dasan Baru	Malaysia
14	Khairul Hadi	Dasan Baru	Malaysia
15	Mariani	Pengenjek	Brunei
16	Winda Rohayani	Pengenjek	Brunei
17	Mahnun	Pringgarata	Malaysia
18	Muhammad Saidi	Telabah Baru	Malaysia
19	Sahli	Telabah Baru	Malaysia
20	Jundi Awal	Telabah Baru	Malaysia
21	Najamudin	Telabah Baru	Malaysia
22	Junaidi	Gunung Agung	Malaysia
23	Murdi	Pringgarata	Malaysia
24	Idin	Dasan Baru	Malaysia
25	Wahyu Dani	Penimbung	Malaysia
26	Lukmanul Hakim	Pringgarata	Malaysia
27	Irsan Hadi	Pringgarata	Malaysia
28	Ika Subagia	Dasan Baru	Malaysia
29	Heri Susanto	Dasan Baru	Malaysia
30	M. Zikrul Pajri	Pringgarata	Malaysia
31	Shaman	Pringgarata	Malaysia
32	Parhanudin	Pringgarata	Malaysia
33	Darman	Pringgarata	Malaysia
34	Wardi	Kwangjukut	Malaysia
35	Syarifudin	Kwangjukut	Malaysia
36	Abdul Hadi	Kwangjukut	Malaysia
37	Samsul Hidayat	Kwangjukut	Malaysia
38	Muslim	Kwangjukut	Malaysia
39	Tomi Kurniawan	Kwangjukut	Malaysia
40	Husnul Naim	Pringgarata	Malaysia
41	Sunaah	Pringgarata	Malaysia
42	Moh. Samsir	Pringgarata	Malaysia
43	Sabri Rais	Telabah Baru	Malaysia
44	Suhadi	Dasan Baru	Malaysia
45	Mustiadi	Dasan Baru	Malaysia
46	Ulul Azmi	Pengenjek	Malaysia
47	Sohirman	Pengenjek	Malaysia
48	Muhamad Anas	Dasan Baru	Malaysia
49	Husnul Fitman	Pringgarata	Malaysia
50	Khaerul Anwar	Gunung Agung	Malaysia
51	Moh. Awaludin	Gunung Agung	Malaysia
52	Jamaludin	Pringgaraa	Malaysia
53	Usman Ali	Telabah Baru	Malaysia

54	Anifah	Pringgarata	Malaysia
55	H. Jaelani Muzhar	Pringgarata	Saudi Arabia
56	Marzuki	Pringgarata	Malaysia
57	M. Azwar	Pringgarata	Malaysia
58	Hj. Fatmah	Pringgarata	Malaysia
59	Hj. Haeriah	Dasan Baru	Malaysia
60	Marni	Kwangjukut	Saudi Arab
61	Hilmi Najamudin	Pengenjek	Malaysia
62	M.Zaini Dahlan	Pengenjek	Malaysia
63	Rini	Pengenjek	Malaysia

Functions of Parents Working as Migrant Workers

In Pringgarata Village, Pringgarata District, Central Lombok Regency, many parents leave their children abroad due to economic factors and difficulty finding work. Because they could not get a job in their village due to the low level of education they had, they had to go abroad to meet the needs of their families and children's education.

The number of parents who become migrant workers in Pringgarata Village is quite large, some are legal and illegal. Those who are legal are recorded by the village, the number is approximately 63 people consisting of men and women. But many also departed illegally, generally they are not known with certainty by the village, their number is estimated at thousands of people.

The migrant workers from Pringgarata Village are generally mostly women consisting of housewives and teenagers. Their destinations are mostly migrant workers to Malaysia and Saudi but there are also those who go to Taiwan, Abudabi but the number is small. The number of Pringgarata residents who become migrant workers is more female than male residents because the tekong recruits more women than men in Pringgarata Village. This is because the needs in the country where they will work are sought after as domestic helpers. In addition, women become more migrant workers than men because the cost of becoming a migrant worker is cheaper and easier.

When parents work abroad as migrant workers in Pringgarata Village, their functions are replaced by surrogate parents, in this case the migrant worker family itself, namely (grandmother, grandfather, father, bibik, brother). The functions of parents are as follows:

1. The Function of Parents in Education

The family is the first educational institution for children. The family is the world of the first child, who contributes mentally and physically to his life, including the crucial role is the function of parents in educating children (Pahlevi & Utomo, 2022). Nurturing, raising and educating children is a noble task that cannot be separated from various obstacles and challenges. Children are unique individuals who have their own existence and soul, and have the right to grow and develop optimally. The world of children is always full of surprises, all curious, always exploring as well as the world of play and learning (Suteja & Yusriah, 2017). The function of educating, of course, must have closeness between children so that children are able to understand everything given by parents. Nurturing, raising and educating children is a noble task that cannot be separated from various obstacles and challenges. Children are unique individuals who have their own existence and soul, and have the right to grow and

develop optimally. The world of children is always full of surprises, all curious, always exploring as well as the world of play and learning.

For parents who work as migrant workers in Pringgarata Village, of course, educating children is not an easy thing for their children because they are hindered by distance so they are only able to cooperate through electronic media. The main role of parents is to nurture, guide, nurture and educate children to become intelligent, intelligent and moral. In addition, as parents must be able to provide facilities or children's needs in learning to improve children's learning outcomes (Nainggolan, 2020). Looking at the function of education, in Pringgarata Village, the implementation of educating children as part of the function of parents carried out by surrogate parents, namely (Grandma, grandfather, bibik, brother) can be said to have not been optimal in providing education for their children. The role of parents is the pattern of behavior of fathers and mothers in the form of responsibility to educate, nurture and guide their children to reach certain stages that lead children to be ready for community life (Elvira et al., 2019).

According to Efrianus Ruli, among the functions of parents in educating children that must be carried out are (Ruli, 2020):

- a) Give direction with love and compassion
- b) Teach children not to be bad towards those around them
- c) Diligent in being a good listener
- d) Taking time to play together

Pringgarata Village is that parents who become migrant worker cannot carry out functions in educating optimally, they cannot carry out functions such as not being able to always give directions to children, teaching children to be kind, being good listeners, taking time to learn together due to long distances and busy parents at work. The process of educating children when working as migrant worker is a problem for parents who become migrant worker. Parents who work as migrant workers will not be able to carry out the function of educating their children. For parents who work as migrant workers, of course, they are only able to communicate through electronic media. They communicate with their children, even then not every day but some once a week and twice a week. Even though through continuous care, care and supervision, the child's self and personality will be formed (Gusmanianti & Suweleh, 2019).

Parents who work as migrant workers have not been able to carry out the function of educating a child because there are many things that become problems such as distance, ability and others. Parents in Pringgarata Village who work as migrant workers give the responsibility of educating the closest relatives. The educational functions that should be performed by parents are transferred and carried out by surrogate parents. In this case, there are families whose educational functions are carried out more jointly by the relatives and parents of the migrant worker concerned, such as the case of Mrs. Mariani's family. Mr. Mus and his wife, Mrs. Mariani, are one of the migrant workers in Pringgarata Village who works in Malaysia. The function in educating her children is carried out by the brother of Mrs. Mariani who is assisted by the mother of Mrs. Mariani. When Ibu Mariani and her husband in Malaysia became migrant workers they asked her brother and mother to take care of, educate their children. They only communicate via mobile phone with the family left behind, sometimes once a week. Likewise with one of the cases experienced by Mrs. Sulaiha's family. Ibu Sulaiha became a migrant worker to Malaysia. Sulaiha's mother has two sons, one married and one still in school. This family is still luckier than the family of Mr. Mus and

Mrs. Mariani above. Because in this family, only his wife became a migrant worker while his father remained in Pringgarata Village working odd jobs. The function of educating in this family is carried out by Mr. Farwadi and assisted by his son-in-law, Nita.

Parents who work abroad give the mandate to surrogate parents or other families to always supervise children, but even so the way to educate surrogate parents will definitely be different from biological parents, because surrogate parents also have other activities, even though biological parents give trust to surrogate parents, the function of parents in educating is not carried out optimally by surrogate parents. As said by Mrs. Mariani as a parent of migrant workers in an interview on July 29, 2022, "Educating children while still abroad, of course, all parents will not be able to educate children optimally because of the long distance. My husband and I can only advise them to always be kind to friends, don't like to fight to their elders, can only remind children to be polite children, not to skip school, diligently go to recite, diligently study to be good children so that unlike me and my husband who become migrant worker, we can only contact by phone even then I call the children once a week."

Parents of migrant workers can only monitor the child's development only by telephone. The function of parents in educating can be carried out by migrant worker parents in directing children to be kind to people around, giving directions with soft speech. Migrant worker parents cannot accompany children while playing and learning together so that the role of migrant worker parents is replaced by surrogate parents, namely grandmothers, aunts, older siblings or other families. The family where only his mother became a migrant worker and the child was taken care of by his father. Although the child is taken care of by his mother, but the father is also not necessarily able to carry out the function of parents in educating children because it will be difficult for a father to replace the position of a mother. As stated by Mr. Farwadi in an interview on August 2, 2022, "Even though migrant worker mothers entrust children to their fathers, fathers may not be able to carry out their functions in educating children optimally. Fathers can only carry out the function of educating in giving direction to children with love and affection, I always remind children to go to school only and other educational functions are not carried out." He concluded.

2. The Function of Parents in Guiding

Parental guidance is a guide or explanation of how to do something done by parents to their children. So among the parents who are worthy of giving guidance to their children in a family are father and mother (Susanti, 2020). The main role in guiding and meeting the needs of children in learning is parents. With limited time due to the busyness of each parent, parents give some of their responsibilities in guiding children in learning to education providers or often called schools, but it does not mean parents release their responsibilities in education (Burhanudin et al., 2022).

When parents work abroad, parents will find it difficult to guide children, but parents must always try to be good parents for their children. When parents work as migrant workers, this guiding function cannot be carried out by migrant worker parents and replaced by surrogate parents, such as (grandmother, grandfather, aunt, brother). According to Nafisah Wahdan, among the functions of parents in guiding children that must be carried out by him, are (Busra, 2019):

- a) Guiding children to increase learning motivation
- b) Guide children to learn well

Pringgarata Village, Pringgarata District, Central Lombok Regency, parents who work as migrant workers cannot carry out parental functions in guiding children fully, because the distance is so far from their children. Parents of migrant workers cannot carry out their functions in guiding their children because of problems with very long distances. Guiding children in the learning process, parents who work as migrant worker give responsibility to surrogate parents, namely (grandmother, grandfather, aunt, brother) so that the guidance process can be carried out. The process of parental tutoring certainly cannot be separated from the role of parents even though they use all means both online and the help of others. Because basically children's learning is something that must be prioritized so that it will require parental guidance. Parental guidance is a role that must be carried out for each parent to the child himself so that the learning process can be carried out properly.

When supervised and guided by parents because the closeness of parents will affect a child in learning. For migrant worker children in Pringgarata Village, supervision and tutoring are actually lacking so that many children are not optimal in participating in learning. Therefore, this problem is a material that must be evaluated by migrant worker parents so that the child's learning process can be maximized. The right parenting style will form children who have positive social intelligence. The ability to process emotions and socially well in oneself and others, using those feelings to guide thoughts and actions (Robbiyah et al., 2018).

When parents become migrant worker, in Pringgarata Village, those who replace their position in guiding children are surrogate parents, although migrant worker parents give trust to surrogate parents such as (grandmother, grandfather, brother, aunt, uncle) but surrogate parents can also be said to be not optimal in guiding children because surrogate parents also have activities not as much as biological parents in guiding children. migrant worker families in the guiding function are carried out by surrogate parents. There are those who carry out such as the mandate given by migrant worker parents, there are also surrogate parents who cannot carry out functions in guiding children. As stated by Nita. Sometimes many children who are left by their parents abroad make the child's behavior not good even though it is entrusted to grandma or other families. This bad behavior is caused by lack of supervision or guidance in children's associations so that children imitate negative things in their associations.

Being a migrant worker is an action that has a risk or negative impact on their children because basically a child will need parents when they are still in the stage of child self-development. Of course, the lack of parental assistance to children affects all aspects of the child's behavior in learning, socializing and managing the child's behavior. Therefore, it is necessary that parents must be able to guide their children both supervising others and personally so that children can feel affection and follow learning optimally.

3. The Function of Parents in Caring for Children

Parents as role models for children, and a place to ask questions in everything that children want to know. Education in the family must be arranged in such a way that all aspects of education are summarized in the pattern of good life habits every day. Ideally, parents should be ready to answer and give direction to children every day, while the problem that will arise is whether there is quality time with family. Not all parents have a lot of time for family. Busy working hours, and less attention, especially for children, will be very different from parents whose fathers work and are housewives. In terms of attention of different intensity,

communication, guidance carried out, it will be very likely to have different effects for children (Ismail et al., 2021).

The function of caring for children is to meet children's needs such as regular feeding, clothing needs, helping children to clean themselves, helping children to do schoolwork and providing affection. Parents as migrant workers do not have much time to control children's development, especially in the continuity of children's education. According to Epi Widyawati, among the functions of parents in caring for children that must be carried out by them are (Ngewa, 2019):

- a) Meeting children's needs such as feeding regularly, clothing needs, helping children to clean themselves, telling children to go to school, reciting and others.
- b) Provide facilities and facilities to support learning.

In an education, of course, students or a child really need various educational needs both equipment, equipment, educational facilities and others. Educational needs are a provision of educational materials so that education can be carried out as expected. Therefore, parents must be able to provide children's educational needs so that children can carry out the education, especially for parents who work as migrant worker where parents who work as migrant worker must be able to provide children's educational needs because basically children's needs are the responsibility of parents in children's education. Pringgarata Village, Pringgarata District, Central Lombok Regency, that the function of parents in caring for children is difficult for migrant worker parents to carry out because of the long distance. So that it will be assisted by surrogate parents in carrying out the function of parents in caring for children to feed children, helping children to clean themselves helping children to do tasks is surrogate parents, but the function of caring in providing facilities to support learning, meeting family needs and children's school fees is carried out by migrant worker parents.

Parents who work as migrant in their function of providing children's needs must certainly be done both by sending money to buy all the needs and equipment needs. The purpose of parents becoming migrant worker is none other than to meet family needs, both children's education, family food and all other family needs. Parents in carrying out educational functions always look at the condition of children's education both by meeting the educational needs of children and the needs of other families. The purpose of this is that a child is able to be better than his parents so that later a child is not the same as his parents.

Positive and Negative Impact of Parents Working as Migrant Workers on Children's Education

Good education will produce good children, and vice versa, therefore many parents are willing to work hard to provide for the family economy and so that their children get a good and decent education, so many parents go abroad to improve and provide for their family economy. Because only then do they feel they can meet the needs of their families and children, even so it is highly recommended for parents not to just let go of their children, a child also needs and really needs love from his parents not only in terms of material things that are desired from parents but sincere affection and concern for the child (Hamid et al., 2021).

1. The negative impacts for children abandoned by parents in working as migrant workers in Pringgarata Village, Pringgarata District, Central Lombok Regency are:

- a) Lack of affection and interaction with parents
The lack of affection and interaction with parents here makes children feel jealous so that children's motivation to learn is very strong. Because at school age parental affection or attention becomes very important, but in reality it is less felt by children. For children, education does not only begin when children enter the world of formal education, education in the family environment is the first place for children to learn many things (Anggraini, 2021).
 - b) Behavior that tends to be unruly
Lack of supervision and guidance will affect the behavior or behavior of children where promiscuity will bring them to be less good due to lack of supervision from parents. Children are even more willing to take risks than when they grow up. They are more confident performing terrible dexterity such as climbing an object, running fast and like to race with their peers even with their parents (Mawar et al., 2021). The role of parents in accompanying children's success becomes very central, Parents initially play a role in guiding basic attitudes and skills, such as religious education to obey rules, and for good habituation, so that later it will form good habits as well (Kurniati et al., 2020).
 - c) Lack of guidance and supervision in learning
Supervision and tutoring are steps by parents so that children continue to follow the learning process both from home and educational institutions. However, for children whose parents work as migrant worker, supervision and tutoring are actually lacking, so many children are not optimal in participating in learning. As conveyed by Nita. Sometimes many children who are left by their parents abroad make the child's behavior not good even though it is entrusted to grandma or other families. This bad behavior is caused by lack of supervision or guidance in children's associations so that children imitate negative things in their associations. Not only that, many parents only fulfill all the wishes of the child, by meeting material needs but problems of education, praiseworthy morals, affection, tend to be ignored. As a result, teenagers will have bad qualities (Fatimah & Nuraninda, 2021).
2. The positive impact on the education of TKI children in Pringgarata Village, Pringgarata District, Central Lombok Regency:
 - a) Fullness of the economy
It can be said that becoming a migrant worker in Pringgarata Village is a step for someone to meet economic needs.
 - b) Fulfillment of children and educational needs
Basically, children's education is something that must be fulfilled so that the child can develop their potential so that they become qualified human resources and are able to get jobs easily. The treatment of parents towards children, is an element of coaching in the child's person (Afni & Jumahir, 2020). Therefore, the positive thing received in working as a migrant worker in Pringgarata Village is the fulfillment of the educational needs of their children.

Conclusion

Based on the results of research, observations and interviews that have been conducted by the author, the results of this study can be concluded as follows: The function of parents in educating, guiding and caring for children cannot be carried out by migrant worker parents in Pringgarata Village in full, because of the long distance and busy work. The functions of educating, guiding and caring for children are transferred and carried out by surrogate parents

or foster parents, namely (Grandmother, grandfather, aunt, uncle, brother). The negative and positive impacts of parents who work as migrant workers in Pringgarata Village on children's education. The negative impact is lack of affection and interaction with parents, behavior that tends to be unruly and lack of guidance and supervision in learning. While the positive impact is the fullness of the economy and the fulfillment of children's educational needs.

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