Determinants of the effectiveness of education and training in Indonesian migrant workers

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Abstract: This study explores the effectiveness of education and training programs for Indonesian migrant workers, who often seek employment abroad due to limited opportunities and low wages in their home country. The increasing numbers of migrant workers, combined with their significant economic contributions, highlight the need for effective training to enhance their self-reliance and reduce the likelihood of returning to overseas work. Employing a mixed-methods approach, the research identifies key determinants of program success, including financial literacy, self-management, motivation, and social support. The findings reveal that while macro-level policies are still insufficient, effective mapping and guidance at the micro level show promising results. Successful training programs positively impact the workers' independence, with those who acquire essential skills more likely to pursue entrepreneurship upon returning to Indonesia, rather than seeking further employment abroad. The study underscores the importance of incorporating financial and digital literacy, along with entrepreneurship training, into the curriculum to foster long-term economic independence for Indonesian migrant workers.

Keywords: Financial literacy, Migrant worker training, Self-reliance.

1. Introduction

One of the problems that many countries often face is the shipping, placement, and protection of migrants. According to the International Organization for Migration (2019), migration has become a global phenomenon with 3.5% of the world's population or 272 million people being international migrants. The migrants are expected to integrate with the local community in accordance with the norms of integration and inclusion, with a focus on the work and policies of the host country. As a result, Western countries set minimum standards and requirements for the workforce. Until now, the number of migrant workers remains high and international migration continues to pose a threat to global, social, and economic stability. Migrant workers face a higher cost of living because they tend to participate more and contribute to the country's economy through the use of financial and cognitive resources.

In a survey by the International Organization for Migration (Piper, 2009) on Gender and Labour Migration in Asia, it was found that migrant workers from Southeast Asia face various limitations such as lack of skills, financial resources, networks, information, and education. Limited employment and economic factors have encouraged many people to look for work abroad. Indonesians believe that working abroad can stabilize their economy and social status. Indonesia Migrant Workers (BMI) are any Indonesia citizens who work and receive wages abroad. Working abroad is considered a solution to domestic employment problems.

According to the National Agency for the Placement and Protection of Indonesia Workers (BNP2TKI), the number of migrant workers abroad in 2018 reached 283,640 people. Indonesia is one of the largest BMI sending countries. The number of BMI and migrant workers varies from year to year, with the largest increase occurring in 1997-1998 during the economic crisis. Nearly one million

Indonesia's migrant workers are spread across 142 countries, making it a significant source of foreign exchange. Remittances are an important source of income for Indonesia and other developing countries. In addition, good financial and digital literacy can help make use of remittances more effectively.

Low wages in Indonesia encourage migrant workers to seek employment opportunities abroad, contributing to the reduction of unemployment and the role of ambassadors of the nation. Remittances from migrant workers increased by 30% between 2010 and 2014, supported by an international retail payment system. The government is responsible for protecting migrant workers through Law Number 39 of 2004, which guarantees workers' rights based on the principles of equality and social justice. The effectiveness of HR training is essential and must be designed with effective methods, actively involving participants to improve learning and practical applications in the workplace. Education is a process that can improve the quality of human life through learning. The effectiveness of HR training depends on good design and methods, as well as the active participation of participants (Goldstein & Ford, 2014). Problems that often arise in HR training are the relevance of the material, low transfer of learning, and lack of organizational support (Holton, Bates, & Ruona, 2018). Therefore, education management needs to pay attention to these aspects to increase the independence of migrant workers.

Research by Ciputra University and Development Singapore shows that Indonesia migrant workers in Singapore, Hong Kong, and Rome face difficulties in managing finances and planning businesses. To prepare them after returning to Indonesia, entrepreneurship education is provided as an effort to increase independence. The program plays an important role in the empowerment of migrant workers, with factors such as participant characteristics, quality of training, and social support greatly influencing its success. Social support, such as emotional and informational, is important in reducing stress and supporting the well-being of migrant workers.

Additionally, a deep understanding of the determinants of success and impact of an entrepreneurship training program is essential to improve its effectiveness. Although the pandemic has hampered financial literacy and inclusion efforts, especially for vulnerable groups such as migrant workers, more inclusive and effective face-to-face education strategies can help improve their financial literacy and inclusion. This effort is important to empower segments of society that are difficult to reach by digitalization and increase their economic independence in the future.

Experiential skills refer to successful experiences, which are the most powerful source of personal development. Academic programs should set challenging short-term goals for participants, but still be considered achievable (Schunk & Pajares, 2002). Negative experiences refer to seeing a coworker succeed in his or her job, which can make the observer believe in his or her own abilities. All of these training strategies can be applied to education and training programs.

On the other hand, a new question arises, when migrant workers already have adequate technical skills in accessing and using digital media, do they also have sufficient *critical skills* to be able to analyze, evaluate, and assess the information obtained from education and training. Especially with the rise of the phenomenon of easy access to information today. Are migrant workers also aware of the risks and dangers of receiving such confirmations, not only when they consume or are exposed to information but also when they produce the content of the information? Children of migrant workers who are left at home and only have friends with digital media are also very vulnerable to pornography content, and not infrequently they have even unwittingly become producers of pornographic content. Then also how they can save themselves by utilizing their ability to avoid violence they face in other countries. This needs to be developed for these competencies.

Training is education in the field of non-formal education (National Education System Law No. 20 of 2003). Training has been organized by many training service providers (Heinrich et al., 2013; Clarke, 2004). It is generally understood that training programs are designed to (a) improve and/or align employees' knowledge and skills according to needs and or changes in the world of work (Hawley & Barnard, 2005), which for them can be done (b) increase the resilience of companies in the competition of the business world (Ninan et al., 2019). Conceptually, training is an educational program that is held systematically with the main orientation on two things, namely participants and the institution where participants work (Ali et al., 2019). Training is an educational process so that participants have certain skills to help achieve the goals of the organization/institution where the participant works (Robst,

2007). For participants, participation in training programs is an educational process to improve knowledge, skills, abilities, attitudes, and behaviors (Jehanzeb & Bashir, 2013; Sánchez-García et al., 2013). Included in the sense of increasing the capacity of participants is the strengthening of psycho-emotional aspects such as work motivation, social intelligence, emotional intelligence, attitude towards work, attitude and emotional state towards the work environment (Kucherov & Zavyalova, 2012). As well as the adaptability, adaptive and flexible skills of participants in accordance with changes in the work environment. *Adaptability/flexibility* can be understood as the ability to adapt quickly and precisely, be flexible, be responsive and not stuttering (Obi-anike & Ekwe, 2014).

According to Edwin B. Flippo (Kamil, 2012: 3), "Training is the act of improving the knowledge and skills of employees to do a certain job." Training in general is an activity aimed at increasing the potential or performance of participants in carrying out their work and training is part of human resource development. According to Terry (Ruslan, 2008: 1), "management is a typical process, consisting of planning, organizing, activating and controlling", which is carried out to guide and achieve goals that have been set through the use of human resources. Resources. and other sources. And an important aspect of this holistic protection is education. And unfortunately, Law No. 39/2004 does not see the issue of education as an important issue in the protection of migrant workers. Based on this situation, policies related to the placement of migrant workers have not exceeded emergency situations and still do not have a comprehensive policy starting from retirement readiness. This can be seen from the existence of *a missing link* between the education system and labor policy, especially the management of labor migration. Therefore, it is necessary to develop a national education formula that must be a solution to achieve (*das sollen*) a condition of education management whose results can be accounted for academically and economically. The last hope is that there are factors that affect between (*das sein*) and (*das sollen*) in the training system organized by training providers either at the macro or national level or at the micro level organized by the community.

In addition to the problems described above, those who have worked abroad for a long time often lose their identity or identity as Indonesia citizens. They have forgotten their national culture and love for their homeland. The spirit of nationalism began to darken and led to the foreign culture in which they lived. They actually love the culture and the land they live in more. In fact, they can become ambassadors of the nation by introducing Indonesia's noble culture, so that Indonesia's culture can be better known and can become the nation's heritage. However, their role as ambassadors of this nation has received less attention from the government. This must be anticipated by the government through character education of migrant workers. Therefore, character education related to the nation's identity is important today, because our nation is beginning to lose its identity as a dignified nation. The character values of the Indonesia nation are inherent in regional culture that contains *local genius* . This local wisdom can be found in regional songs and traditional foods. Folk songs and traditional foods that are very abundant in the culture/ethnicity of the archipelago can be used as a means of strengthening/revitalizing national values and the value of love for the homeland.

Instilling values is one of the methods of value education. (Kirschenbaum & Rosenberg, 2005) states that there are four main methods of value education, namely value instillation, modeling, facilitation, and value skills. There are many value instillation strategies, including lectures, discussions, habituation, training, storytelling, games, songs, poster/image installation, etc. Instilling values aims to form good character in students (target groups). The instillation of values is closely related to the components: traditional moral knowledge, moral reasoning, compassion and altruism, and moral tendencies. Lickona (20066:4) explains moral tendencies that include awareness, love, self-control, humility, moral habits, and good intentions.

A key point of discipline is very important to ensure the suitability of migrant workers who attend training organized by government agencies and others. Discipline management that asks questions about discipline. The growing interest in government and private sector expansion has focused on training management that can discipline migrant workers (Byrne 2004; Goffman 2009; Wacquant 2009).

According to a study (Byrne, 2004:), the "avoidance system" is a way in which members of the peasantry or private sector practice avoidance strategies (Byrne, 2004: 368; Haskins and Jacobsen, 2017)

or "blurred visibility" (Fong 2019:1786), policy take-taking involves identifying oneself as the person responsible for achieving the goal of migrant integration. However, this should not be confused with the fact that the system of discipline of migrant workers is not focused on specific assignments, but rather on a more general system of assignments. As part of the nation's migration management, employees are disciplined through empowerment or governance as a means of professional development. In addition to migration management, such as micro-industry program management and household migration management (Brennan, 2014; Radhakrishnan 2018; Reynolds 2019; Roychowdhury 2015; Sweet 2019). Disciplinary behavior through punishment involves adherence to the day and time. Migration management aims to strengthen the nation, in other words, focusing on the production of valuable goods.

Discipline governance through empowerment increases the rights of individuals, as demonstrated by state legislation for victims of domestic violence or human trafficking to follow treatment programs (Shih 2014; Sweet 2019). However, the government cannot guarantee the safety of migrant workers. Research shows that governance through empowerment often results in individual empowerment, or in other words, too much power (Brennan 2014; Reynolds 2019; Sweet 2019). State programs, for example, rescue traffickers only to provide them with low-paying jobs (Brennan 2014). The country of origin will be able to guarantee migrant domestic workers employment opportunities only to prepare them for the risk of harassment by their employers. This requires government support to provide protection to migrant workers.

The social support system is understood as objective assistance that is transformed through interpersonal relationships (House, 2001). Types of social support include emotional (expressions of affection, love, and trust), instrumental (actual assistance), information (advice on acquiring property, a car), and research (information useful for self-evaluation of whom; Cohen et al, 2004). This is especially important for migrant workers. The existence of human support will give the impression of being able and able to overcome various problems.

Social support has been shown to reduce the effects of stress by reducing loneliness and promoting healthy behaviors (Cohen et al, 2004). Emotional avoidance strategies are considered rejection that is perceived as negative, while problem-focused (e.g. turning to spirituality) or emotional (e.g. seeking support from friends) adaptive strategies (Cobb et al., 2016). Social support promotes coping strategies and the search for support, and such coping is associated with a decrease in depression (Crockett et al., 2007). However, because undocumented problems are difficult to solve, the use of change models often leads to depression (Cobb et al., 2016). Therefore, it is important to have social support for migrant workers so that they are not pressured and face various problems and are comfortable working. In addition to benefits, of course, migrant workers can add their jobs to meet the needs of their families.

With these various problems, in this case the researcher is moved to conduct research related to migrant workers, namely obtaining a good decent life in participating in training education that is able to increase their independence, later they must be aware of the importance of achieving the goals that have been determined by each migrant worker will be in accordance with what is expected (das sollen), namely effective, efficient, and have high practicability in independent entrepreneurship. With the above problems, this study aims to explore the factors that affect the effectiveness of training migrant workers in Indonesia. Qualitative and quantitative research will be conducted to explore more deeply the determinants of the success and failure of Indonesia's migrant worker education and training programs.

This study is focused on evaluating the effectiveness of education and training programs for Indonesia Migrant Workers (PMI) by examining various factors that affect the success and failure of the program, including work discipline, social support, financial and digital literacy, and PMI independence. The formulation of the problem raised includes the identification of determinants that affect the success and failure of the program, the direct and indirect influence of these variables, and their impact on PMI. The purpose of this study is to determine the determinants that affect the results of education and training programs, as well as the impact of the success and failure of the program. This research is expected to provide practical benefits for PMI in getting the right training and opening themselves up to self-development, as well as providing theoretical benefits in the form of more effective and efficient training education that can be used as a theoretical basis for further research.

2. Research Methods

This study uses a mixed approach with the Mixed Method Sequential Exploratory model which starts from a qualitative approach, then continues with a quantitative approach to identify the determinants and impacts of education and entrepreneurship training on Indonesia migrant workers. This method, which is based on the views of Creswell & Creswell (2018), combines qualitative and quantitative data in a single study by considering ontological, epistemological, methodological, and ethical aspects. The selection of this approach is based on previous studies that used qualitative and quantitative methods separately, such as those conducted by Loeng (2020) and Davis & Thompson (2018). Sequential Exploratory was chosen because it separates the research phases, making it easier for researchers to explain, implement, and prepare reports, as well as helping to understand the determinants and dominant impacts from the perspective of managers of migrant worker organizations in Indonesia before being tested quantitatively.

This research begins with a qualitative method (Fadillah et al., 2024) where the researcher determines the location of the research, examines relevant theories, and collects and analyses data to get a complete picture of the research object. This picture is then used to construct meanings and hypotheses. In the second stage, quantitative methods are used to test the hypothesis that has been discovered. The steps include population and sample determination, development of data collection instruments, quantitative data analysis, and report preparation.

2.1. Qualitative Methods

This research was conducted in three districts in East Java Province with the largest migrant pockets: Malang, Jember, and Banyuwangi. The selection of this location is based on the high number of migrant workers from the area, which is one of the largest contributors of migrant workers in Indonesia. The research took place from January to November 2023. The data source comes from informants who have a close relationship with the research problem, selected through purposive sampling. The informants include members of the Indonesia Migrant Workers Union (SBMI), NGOs/Migrant Care, migrant workers, and chairmen of migrant workers' organizations. They were chosen because of their knowledge and involvement in the issue of migrant workers.

The data collection technique uses the purposive sampling method to determine key informants. These techniques include engaged observation and in-depth interviews. Researchers participated in SBMI and Migrant Care activities to get the meaning of the phenomenon that occurred. Data were collected through interviews, participatory observations, and documentation. The data was analyzed using qualitative analysis techniques with the help of Nvivo 12 Plus software. The process includes reading data, tagging keywords, finding themes, creating models, and coding. Data analysis also involves verification and triangulation to ensure the validity of the data.

To test the credibility of the data, methods described by Creswell (2018) such as continuous observation, triangulation, discussion with experts, and member checks were used. In addition, triangulation of sources and methods is used to ensure that the data obtained is valid and accurate. The validity of the findings was tested through dependability, credibility, confirmability, and transferability techniques. Triangulation of sources and techniques is used to check the suitability of data obtained from various sources and methods.

2.2. Quantitative Methods

The study population consisted of Indonesia migrant workers who are members of SBMI and Migrant care NGOs in Banyuwangi, Jember, and Malang. The sample used was a total quota sampling, where the entire population of 250 people became the research sample. Data was collected through questionnaires and interviews. The questionnaire was distributed using Google Form for migrant workers who are abroad. Interviews are used to collect qualitative data. The Likert scale with a score range of 1-4 is used to measure participants' opinions and attitudes related to financial independence and literacy. Scores are given on questionnaires that include indicators of independence, financial literacy, self-management, self-control, motivation, and social support.

The data was analyzed using inferential techniques and SEM (Structural Equation Modeling) with Lisrel software. The analysis includes testing the validity and reliability of the instrument, as well as the causal relationship between exogenous and endogenous variables. The assumption of data normality is tested before SEM analysis is performed, with the criterion that the P-Value must be greater than 0.05 to declare that the data is normally distributed.

3. Results and Discussion

3.1. Research Results

3.1.1. Instrument Validity

The instrument consists of 6 variables, namely 5 independent variables (X) and 1 dependent variable (Y). The five variables are financial literacy (X1), self-management (X2), self-control (X3), motivation (X4), social support (X5), and independence (Y). By involving 50 people. Instruments that have been tested for validity and reliability.

From the results of calculating the validity of the content, it was found that the research could be continued for instrument trials, estimation of construct validity and calculating the reliability of the instrument as well as subsequent data collection in a wider quantitative.

3.1.2. Instrument Reliability

Reliability estimation uses composite reliability estimation (ω) which is carried out by calculating factor charge (λ) (Kamata, Turhan, Darandari, in Heri retnawati 2016:93) with the following formula:

Table 1.
Composite reliability estimation results.

Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Dukungan Sosial	0.833	0.852	0.873	0.500
Kemandirian	0.719	0.842	0.691	0.529
Kontrol Diri	0.816	0.830	0.867	0.498
Literasi Keuangan	0.733	0.799	0.798	0.403
Manajemen Diri	0.850	0.887	0.889	0.547
Motivasi	0.693	0.744	0.790	0.368

From the data of the table above, it can be interpreted that the instrument has met the minimum reliability criterion, which is >0.7, thus the instrument is said to be reliable and can be used for research at the next stage, namely large-scale trials. Although there are some lack of reliability, namely >0.7, the results of the reliability analysis other than the alpha chronbach, namely rho A, have met and are reliable.

3.2. Quantitative Outcome Findings

3.2.1. Limited Trial Review

The results of the limited trial show that the instrument is valid and reliable as the main condition of an instrument and can be used for the next stage, namely a large-scale trial.

3.2.2. Results of Extensive Trials and Interpretation of Research Results
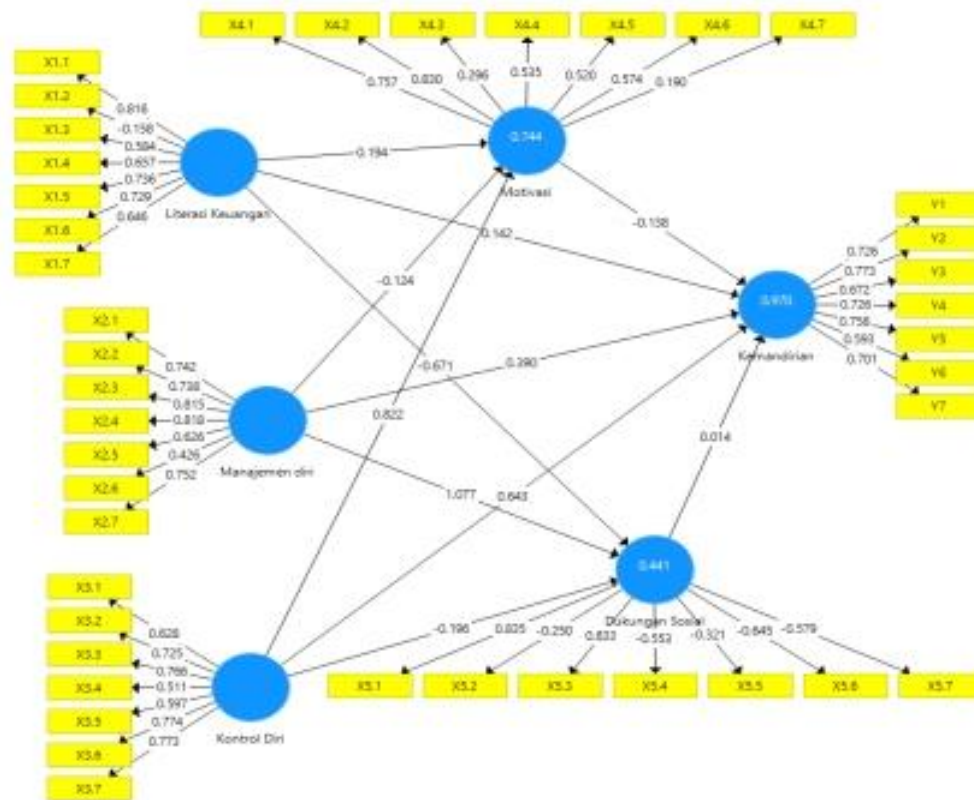
3.2.2.1. Path Coefficient

Figure 1.
Results of analysis on path coefficients of all variables.

Based on the results of the path analysis carried out, it is known that the social support variable has a positive effect on independence. Self-Control has a positive effect on the variables of Social Support, independence, and Motivation. This means that the variable is influential, but the influence is significant or meaningful. It is further known that the financial literacy variable has a positive and significant effect on the variables of social support, independence, and motivation. This means that if the value of the financial literacy variable increases, the value of social support, independence, and motivation will also increase.

In addition to the financial literacy variable, the self-management variable is also proven to have a positive and significant influence on social support, independence, and motivation. In addition, the analysis carried out to determine the coefficient of the variable path of motivation has a positive effect on independence. This means that if the value of the motivation variable increases, the value of the independence variable will also increase.

3.2.2.2. Total Effect

Table 2.
Results of total effect of path analysis on each variable.

Variable	P values
Social-self-reliance support	0.014
Self-control-social support	0.196
Self-control - independence	0.527
Self-control - motivation	0.822
Financial literacy-social support	0.671

Financial literacy-independence	0.106
Financial literacy-motivation	0.194
Self-management – social support	1.077
Self-management – independence	0.422
Self-management – motivation	0.124
Motivation - independence	0.138

Total effect is a combination of direct effect and indirect effect. Based on the results of the analysis carried out, it is known that the social support variable has an effect on all independence variables studied (independence variable (pvalue 0.014). And this influence has a significant total effect. This means that it has a meaningful influence. Furthermore, it was found that self-control had a positive effect on having a significant total effect on the variables of Social Support with a pvalue of 0.196), independence with a pvalue of 0.527, and Motivation with a p-value of 0.822. Furthermore, it is known that the financial literacy variable has a positive effect on having a significant total effect on the variables of social support with a p-value of 0.671, independence with a p-value of 0.106, and motivation of 0.194

Similarly, the self-management variable also had a significant total effect on social support with a pvalue of 1.077 or less than 0.05, independence with a pvalue of 0.422, and motivation with a pvalue of 0.124. The results of the total effect analysis of the motivation variable showed that the motivation variable had a significant total effect on the independence variable with a p-value of 0.138.

3.2.2.3. Direct Effect

Table 3.
Direct effect results of path analysis on each variable.

	Original Sampl...	Sample Mean (...	Standard Devia...	T Statistics (|O/...	P Values
Dukungan Sosial -> Kemandirian	0.059	-0.002	0.093	0.631	0.528
Kontrol Diri -> Dukungan Sosial	0.139	0.123	0.416	0.334	0.738
Kontrol Diri -> Kemandirian	0.722	0.682	0.150	4.802	0.000
Kontrol Diri -> Motivasi	0.898	0.840	0.242	3.713	0.000
Literasi Keuangan -> Dukungan Sosial	-0.761	-0.269	0.790	0.963	0.336
Literasi Keuangan -> Kemandirian	0.105	0.077	0.125	0.839	0.402
Literasi Keuangan -> Motivasi	0.231	0.260	0.197	1.176	0.240
Manajemen diri -> Dukungan Sosial	0.865	0.328	0.886	0.976	0.329
Manajemen diri -> Kemandirian	0.283	0.347	0.163	1.734	0.084
Manajemen diri -> Motivasi	-0.275	-0.233	0.246	1.119	0.264
Motivasi -> Kemandirian	-0.090	-0.080	0.151	0.600	0.549

Based on the results of the analysis carried out, it is known that only the self-control variable has a significant influence on independence and self-control on motivation, while the self-control variable with social support does not have a significant direct effect. Then the financial literacy variable with the variables of social support, independence, and motivation did not have a significant direct effect. For self-management variables with variables of social support, independence, and motivation did not have a significant direct effect. In addition, the motivation variable with the independence variable does not have a significant direct effect as well.

3.2.2.4. Indirect Effect

Table 4.
Results of indirect effect of path analysis on each variable.

	Original Sampl...	Sample Mean (...	Standard Devia...	T Statistics (|O/...	P Values
Kontrol Diri -> Dukungan Sosial -> Kemandirian	0.008	-0.002	0.037	0.221	0.825
Literasi Keuangan -> Dukungan Sosial -> Kemandirian	-0.045	-0.014	0.067	0.664	0.507
Manajemen diri -> Dukungan Sosial -> Kemandirian	0.051	0.022	0.083	0.608	0.544
Kontrol Diri -> Motivasi -> Kemandirian	-0.081	-0.066	0.132	0.616	0.538
Literasi Keuangan -> Motivasi -> Kemandirian	-0.021	-0.020	0.050	0.415	0.678
Manajemen diri -> Motivasi -> Kemandirian	0.025	0.014	0.047	0.533	0.594

Indirect effect analysis was carried out to determine the indirect influence of free variables on bound variables mediated by intervening variables or mediator variables. If the p-value < 0.05, then the intervening variable significantly mediates the influence between the independent variable and the bound variable.

Based on the results of the analysis carried out, it is known that the variable as a whole significantly mediates the influence of the variable as a whole because it has a p-value of more than 0.05.

3.2.2.5. Variable Loading Factor

Sharma (1996) explained that the weakest factor charge that can be accepted is 0.40.

Table 5.
Results of financial literacy loading factors.

Financial literacy variables	Loading factor
Item 1	0.816
Item 2	0.136
Item 3	0.583
Item 4	0.659
Item 5	0.737
Item 6	0.728
Item 7	0.645

3.2.2.5.1. Financial Literacy

The results of the analysis conducted using CFA show that of the 2 items analyzed to explain the economic construct in this study, there are only 6 items that are declared valid or have a loading factor of more than 0.5, while the second item does not meet the requirements for construct validity because it only has a loading factor value of 0.136.

Table 6.
Results of self-management variable loading factor.

Self-management variables	Loading factor
Item 1	0.781
Item 2	0.788
Item 3	0.868
Item 4	0.880
Item 5	0.673
Item 6	0.359
Item 7	0.769

3.2.2.5.2. Self-Management

In the self-management variable, there are 7 items that are analyzed. Of the seven items analyzed, it is known that 6 items have a loading factor value of more than 0.4 so that they can be declared valid, while 1 item, namely item number 7, is declared invalid because it has a loading factor of 0.359 or less than 0.4.

Table 7.
Results of loading factor self-control variables.

Self-control variables	Loading factor
Item 1	0.607
Item 2	0.720
Item 3	0.747
Item 4	0.542
Item 5	0.616
Item 6	0.789
Item 7	0.778

3.2.2.5.3. Self-Control

Construct analysis was carried out to find out whether the 6 items used to describe the self-control variables were valid. Based on the results of the analysis carried out, only 7 items have a loading factor value above 0.5 or can be declared valid.

Table 8.
Results of loading factors of motivation variables.

Motivation variables	Loading factor
Item 1	0.750
Item 2	0.830
Item 3	0.300
Item 4	0.546
Item 5	0.527
Item 6	0.569
Item 7	0.185

3.2.2.5.4. Motivation

In this study, there are 7 items used to explain the motivation variable cost. The seven items were then analyzed for the validity of the construct using CFA. Based on the results of the analysis carried out, there are 5 items that have a loading factor value above 0.5 or can be declared valid, namely items number 1,2,4, 5, and 6. The other two items were declared invalid so they did not meet the minimum requirements.

Table 9.
Results of loading factors of social support variables.

Variables of social support	Loading factor
Item 1	0.883
Item 2	0.188
Item 3	0.880
Item 4	0.463
Item 5	0.239
Item 6	0.570
Item 7	0.470

3.2.2.5.5. Social Support

In this study, there are 7 items used to explain the cost of social support variables. The seven items were then analyzed for the validity of the construct using CFA. Based on the results of the analysis carried out, there are 3 items that have a loading factor value above 0.5 or can be declared valid, namely items number 1, 3, and 6. The other three items were declared invalid so that they did not meet the minimum requirements.

Table 10.
Results of loading factor variables of independence.

Independence variable	Loading factor
Item 1	0.725
Item 2	0.776
Item 3	0.666
Item 4	0.732
Item 5	0.764
Item 6	0.583
Item 7	0.697

3.2.2.5.6. Independence

The last variable in this study is the independence variable represented by 7 statements. Based on the results of the CFA analysis carried out, it is known that of the seven items analyzed, there are 7 items that are declared valid or have a loading factor value of more than 0.5.

4. Discussion

4.1. Determinants Affecting the Success and Failure of Entrepreneurship Training Education for Indonesia Migrant Workers

Research shows that the social support factor is one of the determinants in shaping the identity of Indonesia migrant workers. The findings in the field of Indonesia migrant workers have succeeded in crossing the poverty line, namely they are empowered and can participate in various entrepreneurial developments. Some indicators are that they have a long-term plan not to return to work abroad. However, there are some of those who return abroad feel forced and actually have enough to leave their children and families. The majority of migrant workers who go abroad are women.

In the process aspect, various implementations of policies and programs have been recorded from the government, local governments, and the community. The involvement of Indonesia migrant workers participated in the village musrembang. The role of retired Indonesia migrant workers in the community should also be appreciated because it is the support from them that government programs and policies can run well. If there are migrant workers who face difficulties abroad armed with their experience, they can direct. The existence of this organization is very important. There is a forum for them. In addition, they can be directed to think long-term by providing entrepreneurship training education.

In terms of results, it is still found that they are comfortable abroad so that they become weapons to earn money. However, some who do not succeed in returning to work abroad by leaving their families

directly live fulfilled in terms of housing and the benefits of working abroad. However, he does not think about the long-term in life, the family aspect and self-control.

Meanwhile, in the aspects of outcomes, the results of interviews with retired migrant workers who have been successfully fostered are also important notes to design a learning curriculum for Indonesia migrant workers. Those who are successfully fostered and do not return to work abroad are very important, especially to explore the consistency of them not returning to work abroad. Among the interesting findings from interviews with retired migrant workers who succeeded and did not return to work abroad were; 1) Financial Literacy, 2) Self-Management, 3) Self-Control, and 4) Motivation and 5) Social Support

4.2. Structural Analysis

The initial perception of Indonesia's migrant workers is that Indonesia's migrant workers are the country's foreign exchange heroes. However, due to the economic situation that forced them to work abroad. Stark socio-economic inequality has caused many of them to find shortcuts to work abroad and try to survive by working in other countries. In the structural-functional theory of social systems (Talcot Parsons, 1992) emphasizes that society is an organized system consisting of various parts or structures that are interrelated and mutually influencing. Each structure has a function or role that can help society function properly as a whole. Parsons' social systems theory is often used to explain how societies function as a whole and how changes that occur in one structure can affect other structures.

The rational choice theory is a theory developed by James S. Coleman and John O. Hamans. According to this theory, individuals will choose the option that provides maximum profits and minimal losses. Rational choice theory emphasizes that individuals or actors are the parties who make decisions or choices based on a rational analysis of the expected benefits and disadvantages of each available option. This theory emphasizes that actors have equal access to the information and resources needed to make rational decisions.

In social systems theory, it is emphasized that macro phenomena are formed from individual actions, micro phenomena. This means that the structures that are organized in society are not formed suddenly, but are formed through social interaction between the individuals involved. Structural changes occurred in which actors were begging only to survive by taking shortcuts to work abroad to become a new habit to earn income like in general.

Furthermore, it is well known that structuralism analysis is inspired by language/linguistics. Where language is a reflection of culture, language is part of culture, and language is a condition part of culture. The following is a discussion of language terms in this study using structuralism as the knife for data analysis. In Putra (2014) structuralism analysis has three mappings, namely ethnographic description, typological description, and change description.

4.3. Discussion of Quantitative Findings

The results of the study show that it is true that independence is a binary opposition from dependence that independence as a factor is the driving factor for children not to return to work abroad which is influenced by 5 other factors, namely financial literacy understanding, self-management, self-control, motivation and social support. Independence is one of the factors that is currently being echoed by many people (Arlinwibowo et al., 2022; Arlinwibowo, Mustaqim, et al., 2021). Independence provides support for the development of Indonesia's migrant workers (Kesuma et al., 2020). Independence is closely related to how to regulate emotions, cognition, behavior, and environmental aspects (Kesuma et al., 2020). In fact, independence is one of the important aspects in entrepreneurship education and training.

Based on the results of the study, social support is one of the variables that determines the level of independence. Responsiveness (Arlinwibowo, Retnawati, et al., 2020), home environment (Zurqoni et al., 2018), language use, literacy activities, attitudes towards Indonesia migrant workers, involvement in learning and family structure provide an important foundation for independence for Indonesia migrant workers (Kadhiravan, 2011). The family environment has a great influence on attitudes, traits, and development for Indonesia's migrant workers (PinoPasternak & Whitebread, 2010). Relevant

institutions can create counseling and awareness programs for Indonesia migrant workers to improve various aspects of the environment and the quality of independence (Kadhiravan, 2011).

The results of the study show that more than 50% of the environment of Indonesia's migrant workers is a poor environment. This is due to arbitrary treatment from employers or leaders of workplaces in a camouflaged environment. For Indonesia migrant workers who work in a social environment that is not good or disharmonious, the risk of Indonesia migrant workers experiencing personality disorders to become antisocial personalities and behave deviantly is greater (Maria, 2010).

Indonesia migrant workers are supposed to be the main fortress to protect their families from economic exploitation but the fact is different, in fact, Indonesia migrant workers are used as a "tool" for their employers to work arbitrarily. Employers deliberately allow Indonesia migrant workers not to be prosecuted or compensated so that they die due to unnatural causes. This independence variable consists of seven factors, namely Responsible decision-making, Independent Learning, High Expectations, Accepting Criteria and Self-evaluation, Being Able without dependence on others, Learning Initiative and Self-Introspection and re-learning.

Next is financial literacy. Data shows that financial literacy has a positive influence on independence for migrant workers. Kesa, D. D (2020) Findings show that the government must provide training to prospective migrants. The second variable is self-management. In contrast to self-management which is more about self-internal management. The influence on independence is self-management. Effective self-management for this study is as understanding and taking control and responsibility for behavior (Schumacher et al., 2020). Self-management skills can be a useful strategy for Indonesia migrant workers who may have lost faith in their ability to succeed and tend to blame external circumstances (Choi & Chung, 2012) and are especially important (Muluk et al., 2021). Thus, having good self-management will make children take various positive initiatives in developing themselves.

One of the factors that affect independence is self-management. Alkorashy & Nesreen (2007: 71) said that the high and low self-management ability has an effect on the high and low independence of Indonesia's migrant workers. The existence of self-management makes Indonesia migrant workers will focus on their planning and can manage their time efficiently. The existence of self-management makes Indonesia migrant workers will focus on their goals and be able to manage their time efficiently. Indonesia migrant workers who are able to do self-management will find it easier to achieve independence, because they already understand how to manage the learning that will be carried out.

Mastery of self-management helps to be more effective in carrying out the tasks for which they are responsible. The mastery of the attitude of independence where more responsibility for the activities carried out is certainly influenced by self-management. If Indonesia migrant workers have mastered self-management well, they can achieve independence more easily. Furthermore, the informants' admission that the factor of economic limitation is the cause, as evidenced by the findings of quantitative research results that contribute the least influence on independence and can even be said to be very insignificant. In addition, various findings and investigation results that are poured into news and special reportage are strengthening the findings of this research.

The third variable is self-control. Data show that self-control has a positive influence on independence (Hamonangan & Widiyarto, 2019; Rinawati & Adyani, 2022). According to Arkan (2016: 514), students with high self-control will be faster to learn an attitude of independence. The existence of self-control within oneself will make you focus on achieving the goals of the long-term plan and refrain from doing other things that do not support learning activities that mainly come from outside oneself.

The results of the observation found that Indonesia migrant workers have negative self-control. This is seen from the aspect of self-assessment, namely pessimism, envy, failure, embarrassment with the situation. The aspect of social assessment, namely feeling that people are helpless. The aspect of self-image is that migrant workers have a lot of money to lose, feel a lot of shortcomings, try to show that after working abroad they have been successful with the situation so that they cannot control themselves in terms of desire.

The fourth variable is motivation. The influence on independence is motivation Zhu, Doo (2021) stated that motivation, self-monitoring, and independence play an important role in influencing the learning strategies of Massive Open Online Course (MOOC) participants. Understanding these factors

can help develop more effective learning designs and encourage active participation and better learning outcomes for MOOC participants.

The function of motivation is as a driving force that encourages to do the work that has been assigned, determine the direction of actions in accordance with the set of goals that have been formulated, and select actions by setting aside activities that are not useful in completing the work. The higher the motivation of a person to work, the more enthusiastic they will be in achieving their goals.

The last variable is social support. Social support has a positive effect on the independence of Indonesia's migrant workers. The social support that is felt can affect the way people perceive pressing problems (Thoits, 2011). The existence of social support from a warm, supportive environment and the existence of close relationships with others help individuals cultivate positive emotions that are useful for coping with stress (Stewart and Yuen, 2011). However, when individuals are not facing stress, social support can make a person gain mental health (Adamczyk and Segrin, 2015).

In line with this, Donnellan, Bennett, and Soulsby (2014) found that social support is a key factor in determining that social support provided by others such as friends and family is effective for reducing stress and protecting personal health (Baron and Brascombe, 2012). But on the other hand, there is a lack of social support from others. makes the individual not become independent, when the individual does not have enough support from the family, he will seek support compensation from other places such as friends, neighbors, or work environment (Deborah in Snyder and Lopez, 2007).

In this study, there are at least four limitations, including: first, time problems related to determinants that affect the success and failure of entrepreneurship training education for Indonesia migrant workers takes a long time, considering that this program is carried out for many years and when this research has not been completed. Second, the problem of access: at the beginning of entering the research site it felt difficult because it was not trusted by some informants who worked abroad. Third, the problem of research samples, especially when looking for respondents at the quantitative stage. The number of migrant workers who have already worked abroad is reluctant to fill so that respondents are added from the categories of migrant workers' families and retired migrant workers under the auspices of migrant worker organizations. Fourth, all the data that has been collected can not be reported in this study, thus opening up future research opportunities. A study of how Indonesia's migrant workers are affected by changes in the social, educational and political environment, and how this affects their survival. The follow-up research of this research, namely on assisting Indonesia migrant workers, can help in understanding the factors that influence Indonesia migrant workers not to think about the future for their families, as well as the best way to prevent or reduce the risk of Indonesia migrant workers returning to work abroad so that they are empowered and independent.

5. Conclusion

Based on the results and discussion of the research, it can be concluded that the success and failure of entrepreneurship education and training programs for Indonesia migrant workers are influenced by several determinant factors. At the macro level, the country has not been fully present in providing policies that support migrant workers, despite having ratified training education in accordance with their basic competencies. Migrant workers continue to increase due to limited employment opportunities in the country. However, the effectiveness of mapping and coaching by migrant worker organizations shows positive results, although improvements are still needed at the micro scale. Independence factors that influence migrant workers not to return to work abroad include financial literacy, self-management, self-control, motivation, and social support. Important materials that should be taught to migrant workers include financial and digital literacy, family support, and entrepreneurial skills.

The impact of the success and failure of this education and training program can be seen in the independence of Indonesia's migrant workers. Those who succeed show high independence and do not return to work abroad, on the contrary, are able to be entrepreneurs in the country. Factors such as financial literacy, self-management, self-control, motivation, and social support have been shown to influence this independence, either directly or indirectly. This study also validates the independence instrument with seven indicators of independence, namely the ability to make decisions, learn

independently, have high expectations, accept self-evaluation, learning initiative, introspection, and independence from others.

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