



Research Article

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Analysis of Educational Migration Decision in Indonesia

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Abstract

Generally, migration is the movement of a person from one to another region. Besides that, several factors may cause migration such as uneven economic and educational development. This study aims to discover the factors of educational migration, particularly in Indonesia. This study carried out Indonesian Family Life Surveys (IFLS) microdata; however, the IFLS divides into IFLS wave 3 (2000), IFLS wave 4 (2007), and IFLS wave 5 (2014). Hence, the total sample of the study is 1.878 people. In addition, The Logistics Regression Model or Logit Model analysis technique is used in this study. This study found that educational migration factors are influenced by personal consumption expenditure (PCE), geographical conditions, gender, high school education, university education, age, religion, cognitive ability, father's educational background (High School and university), mother's educational background (High School and university), and the province of origin. To sum up, the future welfare of a person is influenced by educational migration.

Keywords: Academic system, education, migration, personal consumption expenditure (PCE)

1. Introduction

In Indonesia, the uneven population becomes one of the main problems. It may cause economic development, which is mainly concentrated on Java. Thus, many people migrate since they want to have a more significant job in the destination area. In addition, the crucial factor that influences migration factor is education. A lot of people want to continue their educational level, such as a bachelor's degree outside the urban area.

Education is one of the primary instruments that can improve the quality of life. Many people should have higher education to avoid poverty. According to Weiss, education aims to provide

knowledge and skills, increasing productivity and creating access to employment (Utari, 2018). They will have better jobs; thus, their high income can be used to reduce poverty. Indirectly, the educational role covers many aspects of life, such as economic activities, gender equality, maternal health, and skills development.

Meanwhile, there are several previous studies related to educational migration. Sadovskaya found that the low quality of higher professional education in their hometown affects people to do the educational migration (Sadovskaya, 2013). It is in line with Chen's study, closely related to one's dissatisfaction with the sociocultural environment in the hometown (Chen et al., 2020). Meanwhile, Dryga et al., (2017) mentioned that limited educational facilities and academic systems also become educational migration factors. Meanwhile, Kurmangalieva & Abdрахmanova (2012) disclosed that it occurs because of a strong perception that high-quality education only exists in urban areas.

In addition, education is an instrument for improving the quality of life. It also decreases poverty. The researchers conducted several previous studies on educational migration and its effect. Nevertheless, a few researchers in Indonesia are concerned with educational migration. Therefore, this study will be developed by adopting several previous studies. It refers to the analysis of factors that influence educational migration and also its impact on life.

Furthermore, a study by Hrynkevych (2017) stated that the significant threat of educational migration is the loss of social status in the region. Therefore, the local market will decrease because of educational migration. A similar conclusion was also delivered by McQuaid & Hollywood (2008) related to the negative impact of educational migration. It stated that 2/3 or 67 percent of educational migrants in North Irelandia have not returned to their hometown in a short and middle period. They choose to have job opportunities in the destination area. Meanwhile, Stepaniuk (2018) stated that educational migration could carry out new intellectual products, knowledge, and technology from the origin. Nevertheless, many educational migration groups do not apply their skills in their region. To sum up, after they have educational migration; thus, they will migrate as a worker.

Fitria Andriani summarized several analyses related to migration's negative impact on their hometown (Andriani, 2016). First, McGee et al., (2007) declared that the people's movement to the city influenced the urban environment and has many problems such as unemployment, and social and economic problems. Second, according to Young et al., (1984), migration increased engagement with social, economic, and psychological problems. These are crucial problems in a third world where urban population growth has far outpaced employment growth. Third, Goldscheider (2015) opinion was that migration can create a new social layer that can burden the city since most of the migrants who do not manage to live correctly in the city will become homeless and form very illegal settlements. They will be vulnerable to deviant behavior, including crime.

2. Research Hypothesis

The hypothesis is a quick answer to a research problem that should be analyzed. It comes from a theoretical framework and previous studies. It can be formulated as follows:

1. Personal consumption expenditure (PCE), geographical condition, gender, high school education, university education, age, age (squared), cognitive ability, father's educational background (Senior High School and university), and mother's educational background (Senior High School and university), simultaneously and partially positive influence on migration decisions with educational motives (educational migration) in Indonesia. Religion and province of origin simultaneously and partially harm educational migration decisions in Indonesia.
2. Educational migration positively affects the level of welfare. It can be measured by the income level and health of educational migrants in Indonesia.

3. Method

This study was conducted in Indonesia. The data from variables were taken from Indonesia Family Life Survey (IFLS), such as IFLS wave 3 (2000), IFLS wave 4 (2007), and IFLS wave 5 (2014). The criteria for the individual sample were Indonesian citizens 15-24 years old in 2000 and 39 years old in 2014. Hence, the total sample was 1.878 people. Generally, this study used an analysis of parametric and statistical techniques. It started with a model feasibility test and a classical assumption test (Suyana, 2009). The classical assumption test included the Normality Test, Multicollinearity Test, and Heteroscedasticity Test. In addition, this study used the Logistics Regression Model to analyze the factors of educational migration determination in Indonesia. It used a qualitative variable (Suyana, 2009).

4. Results and Discussions

4.1 The Factors Influenced Educational Migration Decision in Indonesia

4.1.1 Descriptive Analysis

The first aim of this study is to understand the factors of educational migration in Indonesia. These are the summary of descriptive statistic variables as follows:

Table 1: Descriptive Analysis

Variable	Observation	Average	Deviation Standard	Minimum Value	Maximum Value
Mig_Status	1.878	0,2364217	0,4249973	0	1
PCE	1.878	12,23252	0,7141084	10,3744	14,5577
Geography	1.878	0,5175719	0,4998242	0	1
Sex	1.878	0,5766773	0,4942172	0	1
Senior High School	1.878	0,7076677	0,4549553	0	1
University	1.878	0,1230032	0,3285248	0	1
Age	1.878	16,94409	1,736678	15	24
Age (square)	1.878	980,0431	116,46	729	1521
Religion	1.878	0,8035144	0,3974458	0	1
Cog_Ability	1.878	10,55591	2,897432	0	14
Father's educational background_Senior High School	1.878	0,2076677	0,4057456	0	1
Father's educational background_University	1.878	0,14377	0,3509498	0	1
Mother's educational background_Senior High School	1.878	0,1469649	0,3541652	0	1
Mother's educational background_University	1.878	0,0591054	0,2358847	0	1
Origin_Province	1.878	0,5159744	0,4998779	0	1

There are 1.878 people in the total individual sample in this research. It started from 15 years old until 24 years old in 2000. The average personal consumption expenditure (PCE) is 12.23252, with a common development value of 0,7141084. Based on originated geography, the average values are 0.5175719, which means 51,76 percent of the individual sample are from a rural area, whereas 48.24 percent are from urban areas. Meanwhile, the average sex variable is 0,5766773 means 57.67 percent of males and 42.33 percent are female. In addition, the variable of Senior High School is 0.7076677 meaning 70.77 percent is dominated by people with a Senior High School education level.

The average university variable is 0.1230032 means 12.30 percent of the individual sample comes from a bachelor's degree. Then, the average age variable is 16.94409 means 16.94 years old. In addition, religion is one independent variable. Its average is 0.8035144 means 80.35 percent are Muslim, and the remaining 19.87 percent are Non-Moslem. Further, the cognitive ability (cog_ability) has an average of 10.55591 from 0 to 14 range. Based on an individual sample of parents, it is dominated by people who are non-Senior High School and non-University level. Based on the origin, an average of 0.5159744 means 51.60 percent of individual samples come from Java, the remaining 48.40 percent from outside of Java.

Based on the statements above, this study is in line with the factors of personal consumption expenditure (PCE) by Octania and Yasa (2014), stating that the improvement of family welfare depends on their income. Further, Chiang et al., (2012) stated that the factor of gender identity and sibling structure could influence people's determination in educational migration. It is also supported by Nasibeh and Hossein's opinion that migration refers to the male phenomenon; meanwhile, only half of the females couldn't do migration movement (Nasibeh & Hossein, 2017). Moreover, ethnicity, language, and religion are also factoring in educational migration. Foertsch (2016) interviewed the migration from East Indonesia related to the defense and optimism aspect when they studied at Java Island. The challenge of migration is related to ethnicity, language, and a minority of religion.

Besides, the religious factor was also studied by Kortt found that religion has a statistically significant effect on a person's educational attainment; several control variables were also included to explain the relationship (Kortt, 2019). In addition, geographical conditions may cause educational migration (Yinxiang, 2011). It is because the rural area has fragile ecology, overpopulation, scarce resources, poor economy, and underdeveloped education. It may cause society to move to cities to get better educational opportunities. This study is not only discussing the factors of educational migration but also the impact of educational migration on their quality of life. A study by Kudo (2012) stated that by using panel data of households from 1991-2004, it found that there is a high advantage of educational infestation by migration, both domestic and international.

4.1.2 Statistical Analysis

The Statistical analysis of the first research question begins on a classical assumption test, including a normality test, multicollinearity test, and heteroscedasticity test. The similarity as follows:

$$\ln[\text{odds}(T/X_1, X_2, \dots, X_{14})] = \beta_0 + \beta_1 \text{PCE}_i + \beta_2 \text{Geography}_i + \beta_3 \text{Sex}_i + \beta_4 \text{SHS}_i + \beta_5 \text{Univ}_i + \beta_6 \text{Age}_i + \beta_7 \text{Age}^2_i + \beta_8 \text{Religion}_i + \beta_9 \text{Cog_Ability}_i + \beta_{10} \text{Father_SHS}_i + \beta_{11} \text{Father_Univ}_i + \beta_{12} \text{Mother_SMA}_i + \beta_{13} \text{Mother_Univ}_i + \beta_{14} \text{Origin_Prov}_i + \epsilon_i$$

$\ln[\text{odds}(T/X_1, X_2, \dots, X_{14})] = \text{Mig_Status}/\text{Migration Status (non-educational migration} = 0 ; \text{educational migration} = 1)$

PCE= Personal Consumption Expenditure

Geography= The Condition of Origin Geography (rural = 0; urban = 1)

Sex= Gender (female = 0; male = 1)

Senior High School= Senior High School Degree (non SHS/others = 0; SHS = 1)

University= University Degree (non Univ/others = 0; University = 1)

Age= Age

Age²= Age (square)

Religion= Religion (nonMoslem = 0; Moslem = 1)

Cog_Ability= Cognitive Ability

Father_SHS= Father Senior High School Degree (non SHS/others = 0; SHS = 1)

Father_Univ= Father University Degree (non Univ/others = 0; Univ = 1)

Mother_SHS= Mother Senior High School Degree (non SHS/others = 0; SHS = 1)

Mother_Univ= Mother University Degree (non Univ/others = 0; Univ = 1)

Origin_Prov= Origin Province (Outside Java Province = 0; Java Province= 1)

ε_i = error term

β_0 = intercept/constant

$\beta_1 - \beta_{14}$ = regression coefficient

According to Logistics Regression Model, it can be concluded as follows:

Table 2: The Factors of Educational Migration Decision in Indonesia

VARIABLES	(a) bols_r
PCE	0.249*** (0.0594)
Geography	0.213*** (0.0757)
Sex	-0.193*** (0.0713)
Senior High School	0.183 (0.120)
University	0.373 (0.243)
Age	0.0200 (0.0689)
Age ²	-0.00186* (0.000990)
Religion	-0.623*** (0.0854)
Cog_Ability	0.0783*** (0.0161)
Father_SHS	0.149 (0.0995)
Father_Univ	0.562*** (0.123)
Mother_SHS	-0.136 (0.116)
Mother_Univ	0.241 (0.158)
Origin_Prov	-0.507*** (0.0765)
Constant	-2.783*** (1.033)
Observations	1,878

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

The analysis showed the significant model by probability F = 0.000. Thus, it will be continued by the classical assumption test. The result of this analysis is as follows:

1. Normality Test

It aims to analyze the residual of the regression model; it has normal or abnormal distribution (Suyana, 2009). A good regression model has normal residual distribution. It can be implemented by checking the standard probability plot. It also analyzes whether the data distribution is normal. Figure 4 shows the separated points near the diagonal line. Therefore, it can be concluded that this research has typically distributed data.

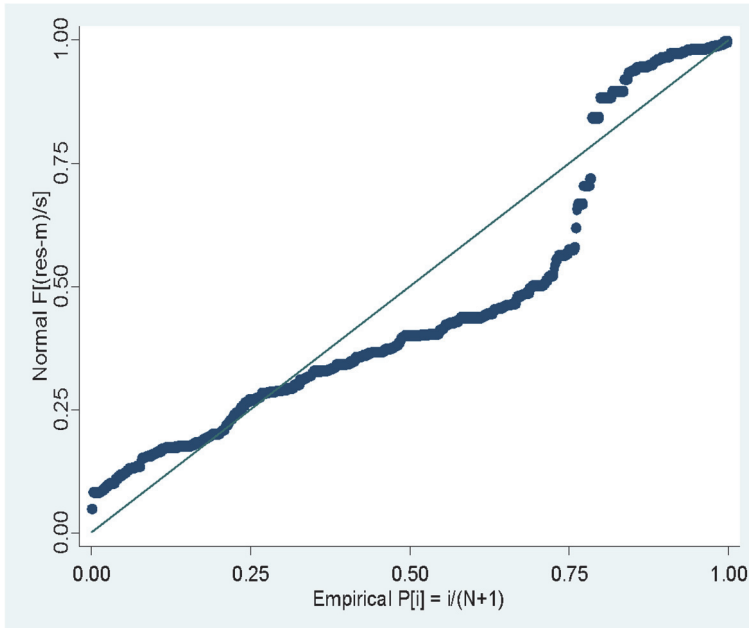


Figure 4: Normal Probability Plot

2. Multicollinearity Test

It aims to determine whether the regression model is founded on the correlation of independent variables (Suyana, 2009). The good regression model should be free from multicollinearity, where there is no correlation between independent variables. The multicollinearity can be seen through the VIF value if the VIF value is smaller than 10, or the Tolerance value (1/VIF) is more than 10 percent (0.1); thus, the model of independent regression from multicollinearity.

Table 3: VIF Value (Multicollinearity Test)

Variable	Variance Inflation Factor (VIF)	Tolerance (1/VIF)
PCE	1,43	0,700744
Geography	1,23	0,815701
Sex	1,18	0,848678
Senior High School (SHS)	2,14	0,467606
Univ	5,01	0,199608
Age	3,01	0,332590
Religion	1,23	0,816317
Cog_Ability	1,21	0,825723
Father's Educational Background_SHS	1,41	0,711640
Father's Educational Background_Univ	1,92	0,520419
Mother_SHS	1,43	0,698093
Mother_Univ	1,60	0,626625
Origin_Province	1,26	0,796750
Average	1,85	

Table 3 shows that the average VIF value is 1.85, and the Tolerance (1/VIF) value is greater than 10

percent (0.1). Thus, it can be concluded that the regression model used in the first problem is free from multicollinearity evidence.

3. Heteroscedasticity Test

It is used for testing the inequality of variance from one observation to another (Suyana, 2009). The method that can be used to detect autocorrelation evidence is the Breusch-Pagan method. Heteroscedasticity does not occur in the regression model if the P-value indicated by Prob>chiz is more significant than alpha 5 percent (0.05).

Table 4: The Result of Breusch-Pagan

<i>Breusch-Pagan / Cook-Weisberg test for Heteroskedasticity</i>
<i>Ho: Constant variance</i>
<i>Variables: fitted values of abs_res</i>
<i>chiz(1) = 2,27</i>
<i>Prob > chiz = 0,1321</i>

Since the P-value of 0.1321 is more significant than 0.05, it can be concluded that the regression model used is free from heteroscedasticity evidence or is homoscedasticity.

Furthermore, statistical testing is conducted, as follows:

1. Simultaneous testing through the F test

Based on attachment 1, since the calculated F value taken from the Wald $chiz=408.00$, thus the value is more significant than F table = 2.023; and the significance of 0.0000 is less than 0.05, it can be concluded that PCE, geographical conditions, gender, high school education, university education, age (squared), religion, cognitive ability, father's educational background (high school and university), mother's educational Background (Senior High School and university), and provincial origin, simultaneously affect the decision of educational migration in Indonesia.

2. Partial testing through t-test

After the simultaneous (F) test, a partial test (t-test) was carried out on the independent variables. Based on attachment 1, the following conclusions are obtained:

a. Personal Consumption Expenditure (PCE) variable

Due to the significant value of z being 0.000 less than 0.05, it can be concluded that PCE partially influences educational migration decisions in Indonesia. The magnitude of the regression coefficient value for this PCE variable is 0.248784, which means that if personal consumption expenditure increases by 1 percent, thus the probability of a person migrating with educational motives will increase by 0.562 (which is obtained from $1/1 + e^{-(0.248784)}$).

b. Variable Geographical Conditions of Origin (geographical conditions)

Because the significance value of z is 0.005, which is smaller than 0.05, it can be concluded that the geographical condition of the hometown partially influences the decision to migrate with educational motives to Indonesia 075736, which means that respondents who live in urban areas have a higher probability of educational migration than rural areas, of 0.519 (which is obtained from $1/1 + e^{-(0.075736)}$).

c. Variable Sex (sex)

Due to the significant value of z being 0.007, which is smaller than 0.05, it can be concluded that sex partially influences educational migration in Indonesia. The magnitude of the regression coefficient value for this gender variable is -0.1928784, which means women have a higher probability of educational migration than men, of 0.452 (which is obtained from $1/1 + e^{-(-0.1928784)}$).

d. Variable High School Education (SHS)

Since the significance value of z is 0.126, which is greater than 0.05, it can be concluded

- that high school education partially does not affect educational migration decisions in Indonesia.
- e. University Education Variable (Univ)
Since the significance value of z is 0.125, which is greater than 0.05, it can be concluded that university education partially does not affect educational migration decisions in Indonesia.
 - f. Age Variable
Due to the significant value of z being 0.772, which is greater than 0.05, it can be concluded that age partially does not affect educational migration decisions in Indonesia.
 - g. Variable Age Squared (Age2)
The test results on the age2 variable obtained that the value of $P>|z|$ of 0.061 is more diminutive than alpha 10% (0.1), with a coefficient of -0.001857. A significant negative sign indicates that at one age, the probability of a person who migrates with educational motives will decrease after reaching certain age.
 - h. Religion variable.
Due to the significant value of z being 0.000, which is less than 0.01, it can be concluded that religion partially influences educational migration decisions in Indonesia. The magnitude of the regression coefficient value for this religious variable is -0.6225742, which means that those who are non-Muslims have a higher probability of educational migration than those who are Muslim which is 0.350 (obtained from $1/1 + e - (-0.6225742)$).
 - i. Variable Cognitive Ability (Cog_Ability).
Since the significance value of z is 0.000, which is less than 0.01, it can be concluded that cognitive ability partially influences educational migration decisions in Indonesia. The magnitude of the regression coefficient value for this cognitive ability variable is 0.0783201, which means that if cognitive ability increases by a 1-unit score, then the probability of educational migration will increase by 0.520 (which is obtained from $1/1 + e - (0.0783201)$).
 - j. Variable Father's Educational Background (SHS).
Due to the significant value of z being 0.135, which is greater than 0.05, it can be concluded that the father's education level (SHS) partially does not affect the people's decision to do educational migration in Indonesia.
 - k. Variable of Father's Educational Background (Univ).
Since the significance value of z is 0.000 less than 0.00, it can be concluded that the father's educational background (Univ) partially influences educational migration in Indonesia. It is 0.5620751, which means that the probability of those whose fathers have a bachelor's degree will migrate with educational motives, compared to education below, which is 0.637 (which is obtained from $1/1 + e - (0.5620751)$).
 - l. Mother's Education Variable (Senior High School).
Because the significance value of z is 0.240, which is greater than 0.05, it can be concluded that the mother's education level (SHS) partially does not affect educational migration decisions in Indonesia.
 - m. Maternal Education Variable (Univ).
Since the significance value of z is 0.126, which is greater than 0.05, it can be concluded that maternal education (Univ) partially does not affect educational migration in Indonesia.
 - n. Variable Province of Origin (Origin_Prov)
Since the significance value of z is 0.000, which is smaller than 0.01, it can be concluded that the province of hometown partially influences the decision on migration with educational motives in Indonesia. The magnitude of the regression coefficient value for

the variable from this province is -0.5073143 , which means that provinces outside Java have a higher probability of migrating with educational motives (educational migration) than those from provinces inside Java by 0.376 (which is obtained from $1/1 + e - (-0.5073143)$).

4.1.3 Economic Analysis

Education is an important aspect that can affect a person's personal qualities. Therefore, there are many governance programs for improving the quality of Indonesian education. For instance, compulsory education programs, and scholarships. Nevertheless, the development of financial inequality influenced educational facilities in a particular region. It encourages a person to move to another region for a better education. It is in line with migration theory by Everett S. Lee, stating that limited educational facilities become one of the educational migration factors. Thus, the availability of access to better universities in the migration destination (Lee, 1966).

Further, the limited educational facilities become one of the factors that impact the educational inequality in Indonesia. Since Indonesia is an archipelagic country thus, several regions have quite difficult access to completing the facilities. In addition, it is also caused by the per capita income (Nur Azmi Randa, 2020). Besides that, poverty can also affect educational inequality. Yang & Qiu (2016) stated that low-income families have less opportunity to obtain a higher education than wealthy families.

Partially, eight factors have a significant effect, such as personal consumption expenditure (PCE), geographical conditions, gender, age (squared), religion, cognitive ability, father's educational background (University), and provincial origin. Personal Consumption Expenditure (PCE) is the first factor that affects a person's decision to migrate to education is personal consumption expenditure (PCE). Octania & Yasa (2014) conducted a study on PCE in 2014, which found that the improvement of family consumption depends on income. Based on economic theory as delivered by Ernst Engel, there are two types of consumption: food consumption and non-food consumption. He disclosed that the increase in PCE may cause low food consumption; otherwise, it will increase nonfood consumption such as education. Thus, it can be concluded that the improvement of PCE will increase a person's probability of doing educational migration.

A study by Evie Browne in 2017, stated that education is the socioeconomic factor that contributes to having a better life (Browne, 2017). Meanwhile, a study by Bakewell and Bonfiglio in 2013 stated that children's education is often considered a family investment for the future (Bakewell & Bonfiglio, 2013). Besides, according to Todaro's theory, internal migration is a natural process that distributes rural labor to the industrial city (Ramadhany, 2019). It may cause a better quality of life, particularly in financial aspects. However, it is different from a developing country like Indonesia. Many rural societies have better jobs, especially in the agricultural sector. Therefore, it may cause two conditions, such as (1) increasing unemployment; (2) lower wages to accommodate more workers.

5. Conclusion

Based on the statements above, it can be concluded that the factors of educational migration in Indonesia are influenced by personal consumption expenditure (PCE), geographical conditions, gender, high school education, university education, age, age (squared), religion, cognitive abilities, father's education (High School), father's education (Univ), mother's education (High School), mother's education (Univ), and the province of origin. Partially, personal consumption expenditure (PCE), geographical conditions, cognitive abilities, and father's education (Univ) have a significant positive effect on the decision to migrate with educational motives. In addition, gender, age (squared), religion, and provincial origin negatively affect the decision to migrate with educational motives.

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