

Migrant worker Families' Understanding to The Communication Technology For Educational Communication Purpose In The Children's Character Building in Indramayu Regency

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Abstract: This study aimed to determine the migrant workers families' understanding to the development and advancement of communication technology that actually help parents who work as migrant workers to communicate intensively with long duration without being haunted by communication charges. Communication technology of smartphones is helpful for anyone who wants to communicate comfortably because it has been equipped with various features and is compatible with a number of other application software. The variables formulated include communication technology, communication intensity, and communication content while the communication happens would have an impact in the children's character building. Through data collection with in-depth interview to 122 respondents living in 15 villages, 6 districts in Indramayu Regency. The samples was taken by random sampling and the data analysis used was qualitative and quantitative descriptive. The study resulted in the following findings: the migrant workers and their families were illiterate communication technology, the communication intensity was relatively high via SMS and telephone (2G mobilephone) with a short duration. The message content while migrant families were communicating workers had still low educational value content. The intensity and communication message content having educational values affected to the children's character building. After empowering and assisting the migrant workers' families, most of them have used smartphones, the intensity and duration of communication have increased, and they also have knowledge of educational communication and children's character education.

Keywords: migrant workers, communication technology, smartphone, character

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I. INTRODUCTION

In the globalization era, the relations among nations seem to be borderless. Citizen mobility has become a necessity. Mobility occurs because of economic interests, education, and employment reasons. The Indonesian Central Bureau of Statistics (BPS) reported that Indonesia's population in 2010 has reached 237.5 million people (BPS: 2010). The large population leads some employment issues. One solution is through a policy of sending workers to various countries, as the Indonesian Migrant Workers (TKI). Migrant worker is Indonesian citizens, both men and women who carry out activities in the field of economic, social, scientific, healthcare, and professional sports and join a training to work abroad either on land, sea, and air in a certain period under a The National Agency for the Placement and Protection of Indonesian Migrant Workers (BNP2TKI) in 2011-2012 reported that Indramayu Regency is the largest supplier of 50 sending areas of Indonesian migrant workers. It was reached 40,592 people, not including illegal migrant workers. The data from the Regional Office of Manpower and Transmigration of Indramayu Regency show that more than two-thirds of adults have professions as migrant workers and have children who still need guidance and full attention of their parents.

Working as migrant workers results parents and children live far apart. In order to get intensive attentions from parents to their children so that it can continue to direct and monitor the children's development, it requires media that can be used as a means to establish communication between the two parties. The media used to solve this condition are application program relief devices and long distance communication media, namely with the help of mobile phone media and internet. According to the Deputy of Social Sciences and Humanities of LIPI, ability and adaptability of the Indonesian workers and their families to the development of communication media is still weak. The educational background of the most of Indonesian workers is low. "... 50% (migrant workers) have education level of elementary school and aged under 21 years old," (Vivanews.com). The problems posed in the study included: (1) How was the migrant worker families' understanding to the communication technology in Indramayu? (2) How were the intensity and content of the

migrant worker families' communication through communication technology in Indramayu? (3) How was the migrant worker families' educational communication through communication technologies in children character building in Indramayu? (4) How was the empowerment of the migrant worker applicants by the Regional Office of Manpower Department (Disnaker) and migrant worker recruitment agency? (5) How was the empowerment model of migrant workers' family of communication technology and educational communication in building children's character?(6) How were the mentoring of communications technology in using smartphones to build the children's character?

II. LITERATURE REVIEW

Communication within family is one manifestation in the form of parents' love to their children or a child's love to his/her brother(s) or sister(s). Communication activity is a fundamental need to build understanding among family members and give a positive meaning to develop the values required (Peterson & Green, 2012; SetoMulyadi, 2010). Meanwhile, Hurlock (1998) states that communication within family is a medium to form the family's lifestyle where the education elements existed, to form the children's attitude and behavior affecting to the children's development. Furthermore, DeddyMulyana and JalaluddinRachmat (1993) explain that family communication is as a vehicle for a family member to learn, socialize, form the character, and develop the values through a certain pattern. In it there were approval, support, reward, and punishment (DeddyMulyana and JalaluddinRachmat, 1993).

A medium in the effort of children's character building ideally appears when parents and children are in a house. Communication form and any pattern will be take place easily between parents and children in the same space and time. However, nowadays there has been a tendency of many parents who work and live far apart with their children. National Agency for the Protection of Children's Rights (2006) reported that 82,464 children have remained without one or both parents, after reviews these went to work abroad. Soros Foundation (2007) also disclosed that reveal the existence of over 170,000 students (ages 12-16) who have at least one parent to work abroad.(www.ac-greenoble.fr/comenius/berges/document/Romania). Due to the lack of interaction and communication within family since parents and children who live separated in the form of face-to-face and dialogue tangible, so as findings; Giannelli&Mangiavacchi (2010) find that parental migration has a negative impact on school attendance for children left behind in Albania. Then Lahaie et al (2009) find that the migration of a caregiver-spouse is significantly associated with academic, behavioral and emotional problems for children left behind in Mexico. The finding of Terry Irenewaty et al (2008) and Yuli Candrasari (2010) find that although the trends of economic conditions improved after becoming women workers (TKW), the children's education is neglected.

For some of the family's life in Indonesia, there are many Indonesian citizens who work abroad as Indonesian Migrant Workers (TKI). As migrant workers (Tao, 2013), it is constrained, between the parents, either the father or mother or both are migrant workers, to have a separated family life from their children who are still in school age. Thus, the communication process between children and their parents becomes abnormal as a family circumstance, in which a child, mother, and father live in a house. Communication happens only via mobile phone (Anam, 2014; Peng, 2007). Moreover, because both parents works as TKIs, the children then only live under the care of their grandmother or grandfather or relatives nearby. On the other hand, a child needs character education. Growing age is a child development age which happens quite short and it is time that can affect his/her behavior as adults later. Therefore, the time of school-age child is a crucial time in his/her life. All the existing potential should be nurtured and developed in positive directions. To develop a character which is something that is inherent in the process to understand all aspects of life, it is not formed like to transform knowledge about life, but it requires time and habituation. There are 18 characters developed in the educational process at school, namely: honest, discipline, responsible, confident, like to read, hard work, democratic, independent, creative and innovative, love science, polite and love each other, entrepreneurial, appreciate work, aware of rights and obligations, nationalist and nationalities and appreciate diversity (Ministry of Education and Culture, 2010).

III. COMMUNICATION TECHNOLOGY

Communication technology is a hardware, organizational structure, and social value in which individuals collect, process, and exchange information with other individuals (Rogers, 1986). Communications technology facilitates communication among individuals or groups of people who do not physically meet and exist in different locations (Peng, 2007). The forms of communication technology can be a telephone, telex, fax, radio, television, audio-video electronic data interchange, and e-mail. Other communication technology is internet. Internet can be used to communicate in near or very far distances. Internet or smartphone providing facilities and features for the sake of communication relation have developed rapidly [Wilding, 2006; Sevari, 2012]. Based on the results of the study, so far the use of communication technology for educational purposes, within the framework of the partnership of parents with school/teacher show that: communication between

teachers and schools fosters parental involvement that has been shown to increase of academic success (Eipstein, 2005), improve student behavior (Constantino, 2003). Although these findings do not indicate directly the use of technology by parents in communicating with their children, but functionally, communication technology can be a bridge to build the children's character in separated distance and space. Communication technology has benefit and welfare values (Adumietroaie, 2010; Bernstein, 1998; Davenport & EIB, 2004).

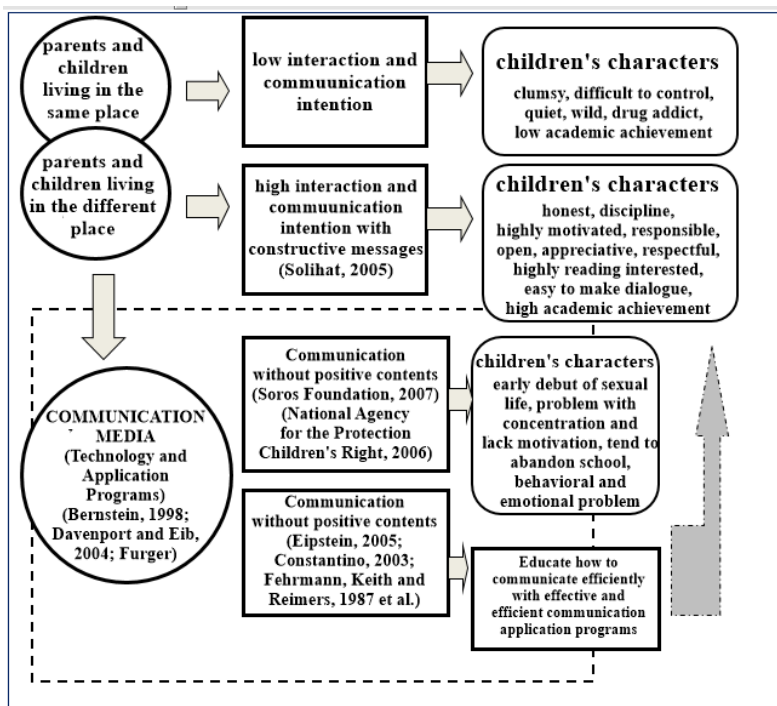


Diagram 01. Roadmap of the Study of Educational Communication in Family and Communication Technology for Education

In the relation to the purposes of this study, the reasonable communication in a normal situation affects the formation of character and behavior. The warmth shown by the father will have a big impact for the children's health and psychological wellbeing, and minimize behavior problems that occur in children (Rohner&Veneziano in Farida Hidayati). High intensity in communication between parents and children are accompanied by a certain pattern of relationships which are conditioned by their parents, it can form the child's character expected. The study done by Baumrind& Black (1967), show that children from affirmative parents show the most positive results. They are children who are confident in completing tasks, adjusting emotion and social easily. Teens who cared by parents with authoritative approach show positive developments, they have high self-esteem, self-reliance, moral and social maturity, involvement in school learning, values better, confidence, thinking and asking with confidence. However, Field (2010) states, the increasing number of mothers who work outside the home for a long time tend to have a negative effect, namely the reduction of the role of the family in child education.

IV. METHOD

This study was implemented in 2015-2016 and used analytic descriptive method with qualitative and quantitative approach, in which the writers tried to give an overview systematically and comprehensively to the facts regarding the migrant worker families' understanding to the communication technology for educational communication purpose in order to identify the factual issues accurately and critically the pattern, content, and intensity of educational communication and children's character building by using quantitative and qualitative analysis. The objects of the study were migrant worker families, parents (mother or father or family who are entrusted to take care of the children by their parents) as migrant workers and those living in villages existed in Indramayu Regency.

The population of the study was migrant worker families in Indramayu having children in school ages. The population included 35 districts in Indramayu Regency. Because the number of the population was high, the writers represented a sample by using random sampling techniques with number of up to meet the requirements for achieving validity and reliability of the samples. The migrant worker family samples were obtained from 15 villages in six districts. The villages being samples included Singaraja Village of Indramayu

District in which its location is 5 km from the city area. Then, there are villages having location about 10 km from the capital city of Indramayu Regency namely Balongan Village, Sukaurip Village, TegalSumbadra Village, Rawadalem Village, and Majakerta Village as samples. Sliyeg District is located 20 km from Indramayu City and the sampled village for this study was TuguLor Village. The sampled villages in Juntinyuat District area in which its location is 17 km from the Capital District of Indramayu were Tinumpuk Village, Pondok Village, SegeranLor Village, SegeranKidul Village, and Dadap Village. Krangkeng District area is 25 km and located in the border of Cirebon Regency and the sampled villages were Kalianyar Village and Krangkeng Village. The last sample was Manggungan Village in Trisi District. It is located 40 km from the capital city of Indramayu Regency. In all villages are available 3G networks so that mobile phone types based smartphone operating system such as Android can operate properly. From all villages it was obtained the sample of 122 respondents consisted of 83 male respondents who are the family members of the female migrant workers and 39 female respondents who are the family members of the male migrant workers.

There were four variables studied namely: (1) communication technology with indicators including communication devices, mobile phone types, android application usage with advantages and disadvantages; (2) communication intensity with indicators including communication routine, communication initiator, frequency, and duration; (3) communication content with indicators: education, economy, health, religion, and socialization; 4) children's characters include: religious, responsibility and independence, like to learn, awareness, and disciplinary. This study used primary data obtained through some research instruments such as questionnaires, observation sheets, and interview guidelines to in-depth interview. These instruments were used to determine a map of communication pattern between migrant worker parents and children in school ages. The accurate data were about the understanding of communication media and application program used to communicate. The accurate data consisted of content, intensity, and applications used in the communication between migrant worker parents and children in school ages, as well as the data from the understanding of educational communication and character built in the children in school ages having parents as migrant workers.

The name and address list of the migrant workers and their families was obtained from the Regional Office of Manpower of Indramayu Regency for the departure in 2014 so that the condition of the workers was still on stay in their respective countries. In order to get effective and efficient implementation of data collection, the migrant worker family targeted in this study had been visited one by one in their home respectively.

The data were analyzed by using qualitative descriptive and statistical analysis with product moment correlation test, F regression and difference test (t-test). Furthermore, for the second year there will be empowerment and assisting activities to optimize the communication of migrant worker families in the children's character building. The empowerment program was done to 91 parents who care for the migrant workers' children followed by several villages and located in three places namely, first, SukauripVillage with 33 participants who have used smart phone in majority. The second place is RawadalemVillage with 31 participants in which the smart phone users and ordinary mobile phone tends to be balanced. The third place is KalianyarVillage with 27 participants in which the smart phone user is still very minimum. The empowerment program was done through training and counseling with emphasis on the communication technology materials, educational communication, and character education. While mentoring program as a follow-up of the empowerment by the writers and a model that had already been using its smart phone was done to persuade.

V. RESULT AND DISCUSSION

The research result on the migrant worker families understanding to the communication technology for education communication purposes in the children's character building in Indramayu can be described as follows. Noting the field conditions as described above, there are villages fully available with 3G network, people do not illiterate the communication technology. Thus, in the areas are already available 3G network but it not balanced by the sufficient understanding of the society.

Here the writers presented the data of the field associated with the title of the study. The respondents obtained in this study were 122 respondents. It consisted of 83 male respondents who are the members of female migrant workers (TKW) and 39 female respondents who are the members of male migrant workers (TKL). It was found 83 TKW (Female Indonesian Workers) and 39 TKL (Male Indonesian Workers).

Vivanews.com wrote; our workers mostly have primary-level education (elementary school/SD and junior high school/SMP/MTs), likewise those are found in Indramayu, especially female Indonesian workers reached 95% have education from elementary school (SD/MI) to junior high school (SMP/MTs), the rest is senior high school education (SMA/SMK/MA). While the male Indonesian workers are better, only 71% have elementary school (SD/MI) and junior high school education (SMP/MTs) and 29% have senior high school education (SMA/SMK/MA). To meet the instincts as parents who want to stay keep in touch with their children quite intensively, the intensity and routine of communication must be high enough. As many as 83.60% of respondents often communicated, 14.75% sometimes communicated, and only 1.65% rarely communicated, the

reason was the price of the pre-paid communication service was very expensive. The data confirmed that the child-parents relationship was recognized very important by them. As written by SetoMulyadi (2010) that parents should play an active role and keep the attention of children in the midst of their business. Initiative to communicate, more than 77.87%, came from both sides alternately, while 18.85% started communicating from the parents who became migrant workers abroad, and only 3.28% came from the families living in Indonesia. These data illustrated the urgency of the relationship of parents and children who missed each other. The children missed their parents and vice versa.

The next question was the high communication intensity contained educational communication values or not. Evidently, high communication intensity did not reflect the communication content quality which occurred between children and their parents living abroad. Higher communication intensity highlighted the communications content of the economic problems, necessities of life, and other things. The illustration is in the following descriptions: the respondents' talk about the needs of the condition of family members in hometown reached 90.16% of all respondents. The respondents' communication content regarding financial conditions at home hometown reached 83.60%. On the economic needs of families it reached 81.15%. As for the communication content of related to create and contain educational values such as encouraging to be diligent to go to school, study hard, and prepare learning tools, or communication which contained advice on the development of the children's learning, and communication which contained encouraging to be diligent in reading al-qur'an and to go to mushalla. It turned out only 28.69% are always asked about the children's condition at school while 49.18% sometimes talked about the children's condition at school, and 22.13% never discussed the children's condition at school. About the children's learning conditions, there were 42.62% of respondents who communicated always about the children's learning conditions, 47.54% occasionally, and 9.84% had never talked about the children's learning condition. Whereas, the talk about the children's needs of books only 30.33% respondents always gave attention, the rest 51.64% of respondents answered sometimes talking about their children's needs of books, 18.03% even never at all talked about it. Similarly with the religious activities of their children, the respondents who talked about their children's religious activities only 35.25%, the respondents sometimes talked about it as much as 51.64%, and some respondents had never talked about their children's worship as much as 13.11%. Furthermore, about the children's playing environment and their friends in playing, the respondents always talked about the children's playing environment and its condition reached 27.05%, sometimes talked about it as much as 44.26%, and 28.69% never discussed.

Currently, mobile phones have been familiar for the Indonesian people. Likewise for the Indonesian worker families, mobile phones become the only media that can link the relationship between parents and children. The writers found that all the Indonesian worker family members living in Indramayu had mobile phones so that the communication between them and the Indonesian worker had no longer used home phone. However, the mobile phone had still used 2G network-based technology (old model/ordinary) i.e. mobile phone that could be used as a mobile medium on calls equipped with short message service (SMS). A total of 84.43% of respondents still used ordinary mobile phone (Java-based programming mobile), the rest 15.57% had used smartphones with popular operating systems, including Android-based operating system with 3G-based networks. Smartphone has many features and high resolution graphics display. The features in smartphones includes video service on call so people can communicate face-to-face such as WhatsApp, Line, IMO, Tango, Hangouts, Messenger, Skype and other applications. Up to now, the applications are still free of usage charges.

However, the ownership of this mobile phone i.e. smartphone type for the migrant worker families were still considered luxury and expensive, as much as 84.43% of respondents. From interviews also it was found that the migrant worker family respondents had never/never yet heard of the terms of mobile phone with the Windows, Symbian, Android, smartphone, 3G and other operating systems. Even this type of mobile phone i.e. smartphone was considered inconvenient in operation.

Nevertheless, not all migrant worker families did not understand about smartphone types. The respondents in this study 15.57% already had and used mobile phones in smartphone type in specific villages. However, there is small part of the network provided by the provider has not reached the areas where are far from the capital of the District therefore the smartphones cannot function properly. The migrant worker families who still only had ordinary mobile had a quite high frequency for communication but the duration was very short. 62.29% of the respondents communicated only about 1-3 minutes because every communication constantly was haunted by the cost of airtime. By using ordinary mobile phones for communication, 67.21% of the migrant worker family respondents used direct conversation and SMS facilities. A total of 26.23% of the TKI families of the respondents communicated with only direct conversations, and the remaining 6.56% used SMS only.

Conversely, the respondents who had smartphones could communicate as much. The communication applications used were such as WhatsApp, Messenger, Line, Imo, Hangout and others. The opportunities to communicate were given to all members of the family in hometown. Based on the results of the study above, almost 85% of the Indonesian workers communicated with their family abroad by using ordinary mobile

phones. The impact was the communicating duration did not last long so that the conversations occurred only containing messages related to the household needs at home and the communication containing educational messages tended to be ignored. Similarly, the families who owned smartphones, the communication that was occurred generally used the chat facility from WhatsApp. Sometimes they used free video call facility of WhatsApp so they could see each other.

The writers had an opportunity to communicate with the respondent by chatting via messenger application on Facebook and WhatsApp in number +966552453779. The respondent's parents working in Dammam, Saudi Arabia originally from Sukaurip Village, Balongan District. They work in construction. The writers had a long chance to communicate with them. The result was over the years they had been using communications applications such as WhatsApp or Facebook Messenger. The opportunity to talk with the families in hometown was took by the migrant workers when they had a break from work at noon. It was happened at 16:00 in Sukaurip Village time. From the interview it was obtained that information that often occurred was around household needs. The second opportunity was conducted by the writers by talking to a man originally from Krangkeng Village, Krangkeng District. He worked as a driver in Najef City, Saudi Arabia. His cell phone number is +966540257383. Because in the area of Krangkeng, the 3G network is still rather weak, the mobile phone owned is the ordinary one. Therefore, the conversation happening is still limited

With the circumstances described above, it is in the line with what is stated by Giannelli&Mangiavacchi (2010), Terry Irenewaty et al (2008) and Yuli Candrasari (2010), although the trend of economic conditions have increased after becoming female migrant workers, the tendency of children's education is less neglected and abandoned. This happens because they do not communicate well and ignore the quality of the communication content leading to the attention and development of their children, as the result it would be difficult and far to form children's good character. After the variables filled the validity and reliability test, in the term of correlation, the communication technology and communication intensity of Pearson Correlation it was found that $r_{count}=0.892$ with significance of 0.000 was less than 0.05 meaning that significant so they were correlated.

While the use of communication technology and communication content was obtained $r_{value}=0.097$ with significance of 0,287 meaning that insignificant so that they were not correlated. Furthermore, through regression analysis, the communication intensity and message content to the children's character was found $F_{reg value}=1.930$ with significance of 0.000 so that the intensity and content of communication simultaneously affected the children's character building. Individually it was obtained $t_{value}=3.869$ and significance of 0.000 meaning that the communication intensity affected significantly the children's character building. Likewise, for the communication content to the children's character it was found $t=3.224$ with significance of 0.002 meaning that it affected significantly. The contribution of communication intensity and message content variable to the children's character building as much as 21.10% and the rest (78.9%) was the contribution of other variables. These variables include the social environment of children outside the home where there is lack of supervision from parents to influence the attitudes and less good behavior. Besides the variable can also be from the environment at home which is less educated in educating to be honest, discipline, caring of others, responsibility, religious, and have attitudes to build children's positive character. This is in accordance with the opinion of Hurlock (1998) states that communication within family is a medium to build the life pattern of family where there are elements of education, attitude building, and behavior affecting the children development.

The Indonesian workers enrolled through legal procedures by the Indonesian Migrant Workers Recruitment Agency (PJTKI) are equipped with skills on the field of working to be handled such as a baby sitter, elderly sitter, and domestic helper as well as a basic introduction to the language as a preparation to communicate in accordance with the country of destination. It thus complies with the standards of the basic service of potential PJTKI which in its responsibilities. However, in order to be able to communicate well with their family the migrant workers are deemed to educate the use of communication technology in order to have sufficient insight to the communication technology so that they are able to determine the means of communication used to communicate with their family in the homeland smoothly, have enough time to communicate, and have affordable charge so that the communication can be effective and efficient. The cost factor has not become the barrier of communication between parents and children anymore since parents have a duty to monitor the progress of children in the homeland so that their children can grow having good character.

To the models and patterns of educational communication taking place in the TKI families, there was no standard model among migrant worker families. The migrant worker families were users of smartphones and/or communication technology that could be used to communicate e.g. tablet, laptop, or desktop computer having internet network; video call application, Skype, webcam, messengers, and others, despite those need high intensity, the communication process had been occurred without awareness of educational process purpose. The educational communication process should be based on purpose consciously (Education Law, in

2003). Therefore, this condition could not be separated from the low educational backgrounds owned by the TKI families (Vivanews.com).

As an effort to improve the communication quality, the migrant worker families were given empowerment activities. The empowerment activities were held in three places, namely in the Sukauripvillage, Rawadalemvillage, and Kalianyarvillage followed by 91 people from the parents who care for the migrant workers' children. The empowerment was done either by giving training on communication technology, as well as providing information about the communication containing the education values, and insight to the children education in order to have children having characteristics which parents desired. Thus, the empowerment activities are emphasized on the substance of the communication containing the education value. The methods used in the empowerment activities were role playing, simulation, video call, and video conference. For examples, the role playing between mother and child about education and communication containing the character education values. With this method the empowerment participants did not get bored and felt happy, the material content presented became easy to understand and very useful for program participants and family workers. This was shown by the questionnaires given after the end of the activity (post-test). In the pre-test of empowerment program 97.8% of the participants said they had never received the material about communication with the value of education and they still a little bit knew about character education. After the empowerment activity 100% of participants expressed that the materials were useful, easily understood by appropriate methods and fun. Participants also committed to implement the character education into the daily life of the migrant worker families.

The empowerment result of migrantworkers family was further expected that they could transform the workers who were in abroad how to communicate with children whichdid not simply convey the message but gave messages containing quality of education to build children's character. With this method, the migrant workers will not lose the function as parents having a duty to educate children as well as possible. Although the parents live far apart, they are still able to communicate well, can still give advice, convey their ideas, pay attention, show some affection though in the form of sound and image while children can express their wishes, complaints, thinking, and feeling of attention, comfort, affection and longing even they are far each other. The empowerment and mentoring followed up with the help of a model can be illustrated in the following diagram.

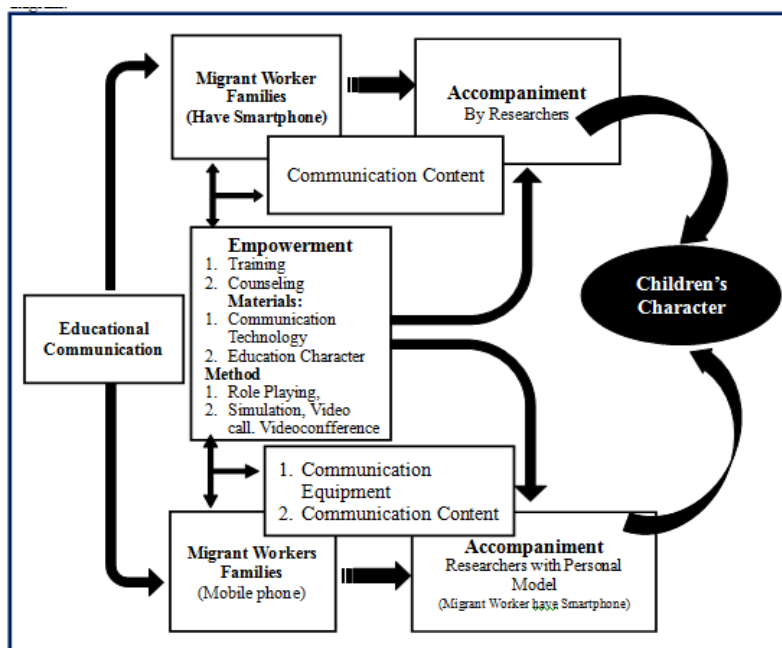


Diagram 02: Treatment Modeling Scheme of Empowerment Process

The use of smart phone as a communication tool is intended to communicate freely, frugal, and fun. Before the empowerment the resistant attitude of respondents of migrant worker families using ordinary mobile phone was quite high, such as in the first year of the study, the smart phone users were only 15.57% and 84.43% stated they used luxury items. After the second year of the study on which the encouragement of the researchers/writers in the first year and supported by the availability of 3G networks to rural areas, in the second year before the empowerment, the smart phone users increased to 48.35% or 44 people of 91 people. After the empowerment in general (98.91%) were interested and would use smart phones. Once through the study and

discussion in the team, in order to achieve the expected results of the empowerment finally it was formulated that the empowerment activities, by mass in a forum, followed by assisting activities accompanied by a model from the migrant worker families who had previously as a smartphone user, people whom they had known from their neighborhood was included doing a persuasive utterances, seemed to be running smoothly and could obtain effective results proved by the participants finally changed to use smart phone. According to the assisting results at the end of assisting, the writers showed that 90.11% of migrant worker families had used smartphone to communicate with their families who work as migrant workers abroad and then there was a transformation occurred into educational communication and character education acquired and built from the process of empowerment of the migrant workers' family on the homeland. Those who are not using smartphones, from the interview result, said that the workers in the use of telephone are under pressure by their employer so that their communication should be secretas much as 3.30%, the rest of them at 6.59% have economic reasons, they stated that they still have other important needs but they are interested. However, there is a hope if the condition change those 9.89% would change and follow the other migrant worker families later.

VI. CONCLUSION

The development of communication technologies is very fast. A communication technology hardware product is smartphone. The smartphone type of mobile phone has many features and it is compatible with a variety of communications application software. The advantages and privileges of smartphone are very suitable as a medium of communication and help people living far apart from the family becoming closer as well as migrant workers and their families. The ownership of type and model of mobile phone is directly proportional to the educational background of the worker family parties. Most migrant workers educated elementary and secondary schools (SD/MI and SMP/MTs) so that their understanding of information technology is relatively limited both software and hardware. The first year, the communication intensity was high but the communication duration was too short because the cost of communication was expensive. Therefore, there was no good communication since the migrant workers families did not use smartphone. On the second year, the communication intensity by using smartphone was very high with long duration of communication because the cost was cheaper. Migrant worker families who use smartphone in the first year of the study were 15.5% and 48.35% for the second year.

The regression analysis produces the communication intensity and message content have a positive influence on the character building. The communication of migrant workers with their families have a high intensity but the communication duration was too short and the communication content is still dominated by economic aspects and daily needs. While the training to prospector migrant workers by PJTKI is limited in the field of work that will be done in the destination countries. The empowerment program with training and counseling by the method of role playing, simulation, and video conference continued by assisting for migrant worker families to communication technology, educational communication, and character education improving the educational communication of the migrant worker families. Assisting program by including the role of model that comes from the well-known people can influence the migrant worker families to change the attitude of their resistance of an idea or new product, so that the users of smartphones on the migrant worker families may increase from 48.35% to 90.11%. Communication technology could help migrant worker families to build educational communication to the children's character building

Suggestion

Labor Office should give not only skill provisions on the scope of work handled but also provide training on means of communication, and effective and efficient communication. Meanwhile, for those workers who still have children in developmental age (school) are also given an ability to communicate with full of education values so that parents can still educate their children well even from a remote place.

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