

The Impact of Psychosocial Conditions of Children of Indonesian Migrant Workers on Learning Motivation

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Abstract: The phenomenon of Indonesian migrant workers has a significant economic impact on families, but on the other hand, it has complex psychosocial implications for the children they leave behind, which can also risk weakening their academic performance and engagement. This study aims to explore the negative impact of the psychosocial conditions of children left behind by parents working as migrant workers on their learning motivation. The method used is a qualitative method with a literature study approach. Data collection was conducted by searching scientific articles in the Google Scholar, Garuda, and DOAJ databases using the inclusion criteria of publications from 2020–2026 in full-text format, until 20 relevant articles were obtained for synthesis. Data analysis used content analysis techniques that include data reduction, data display, and drawing conclusions. The results of the study indicate that children of migrant workers experience psychosocial challenges such as loneliness, anxiety, low emotional support, and lack of supervision in learning, which directly reduce learning motivation and school well-being. However, the decline in learning motivation can be minimized if transnational communication is consistently established, support from surrogate families, creating a conducive school environment and government policies to maintain the welfare and education of migrant workers' children.

Keywords: Indonesian Migrant Workers; Left-Behind Children; Psychosocial Impact; Learning Motivation

INTRODUCTION

The phenomenon of Indonesian Migrant Workers (PMI) has a huge economic impact, but it also creates social dilemmas for the families left behind. Children of PMI have to grow up without their parents around, which can affect their psychosocial development, like their need for love and a sense of security. The Minister of Indonesian Migrant Worker Protection said that out of the total placements of PMI from 2020 to March 2025, 61.38% were married or divorced, which has resulted in a high number of children being left behind, reaching 645,761 kids (KPAI, n.d.).

The problems faced by children of Indonesian migrant workers also negatively impact their academic life. The absence of parental figures leads to less supervision of their studies and weaker emotional support. Alternative caregiving by grandparents often follows a different pattern. In global citizenship education, situations like this become a challenge because instilling character traits like independence, piety, and critical thinking requires support from a stable social environment (Sutrisno et al., 2023). When parenting control patterns in the family change due to geographical distance, it directly affects the child's character development, discipline, and motivation to learn (Oktaviani & Mursidan, 2025). On the other hand, emotional pressures like stress, anxiety, and feelings of loneliness can potentially lower a child's concentration and active engagement in school learning.

Learning motivation is key to educational success, but unsupportive psychosocial conditions can hinder its optimization for migrant worker children. Even if material needs are met, it cannot replace the child's emotional and psychological needs, especially in the learning process. Therefore, reviewing the literature on the impact of psychosocial conditions on learning motivation is important, because through this study, it is hoped that a comprehensive picture will be available to serve as the basis for developing policies and appropriate support strategies for migrant worker children.

Although the lives of children of Indonesian migrant workers have been widely discussed, there are still several research gaps that need to be explored further. Research by Firdausi et al., (2022) focused on parenting patterns of migrant worker parents in boosting learning motivation, which has not yet addressed the psychosocial aspects of the children. Furthermore, research by Mutiara & Lasan,

(2020) confirmed that children's social adjustment at school requires special attention, but this study was still dominated by a field (empirical) approach in a specific location, so the limited regional coverage means the results have not been able to provide a comprehensive macro-level picture.

Meanwhile, an analysis of academic guidance interventions is presented by Hidayat et al., (2025), who examined children's learning adaptation strategies. However, that research still looks at parenting patterns in general and leaves gaps where specific psychosocial aspects such as deep loneliness, anxiety, and emotional stress are still rarely analyzed as primary factors determining student learning motivation.

Besides that, the majority of research available today is still empirical (field-based). As a result, there aren't many studies that provide a comprehensive synthesis of research findings. In fact, after 2020, many new findings emerged regarding transnational parenting and the wellbeing of migrant worker children. This triggered the fifth gap, which is the limited literature studies reviewing the psychosocial impact on learning motivation. Research by Munawaroh & Nilawaty, (2025) shows that the absence of migrant mothers triggers psychosocial challenges such as chronic loneliness and limited emotional support. However, that phenomenological study only captured the long-term impacts in the early adult phase of women aged 21–22, leaving a fundamental gap regarding how these psychosocial burdens directly affect the learning motivation of children who are still in secondary school.

Based on the issues and research gaps presented, this literature study was conducted with a clear purpose. This study aims to examine the impact of the psychosocial conditions of Indonesian migrant workers' children on their learning motivation. Besides that, this document can serve as a basis for formulating policies that are more supportive of the psychological well-being as well as the educational success of children of migrant workers in Indonesia.

METHODS

This study uses a qualitative method with a literature review approach to examine the impact of psychosocial conditions of Indonesian migrant workers' children on learning motivation. This approach is applied to identify, evaluate, and synthesize various relevant previous findings. By utilizing empirical data from various past publications, this method helps researchers gain a thorough understanding of the dynamics between these two variables.

Data collection in this study was carried out by going through scientific articles via academic databases such as Google Scholar, Garuda, and DOAJ. The selection of articles was conducted through a screening process based on their relevance to the research focus, publication period, availability of full-text articles, and suitability of the study topics. The titles and abstracts of the identified articles were initially screened to exclude studies that were not relevant to the psychosocial conditions of Indonesian migrant worker children or learning motivation. The remaining articles were then examined through their full-text content to ensure their findings were sufficiently relevant to the objectives of this literature review. Based on these selection criteria, 20 articles were included in the final synthesis, consisting of 10 articles focusing on psychosocial conditions and 10 articles focusing on learning motivation and its influencing factors.

The selected articles had to meet the inclusion criteria, which were publications between 2020 and 2026, available in full text, and relevant to the study focus. From this process, 20 scientific articles were obtained and filtered based on variable suitability, consisting of 10 articles on the psychosocial conditions of migrant worker children and 10 articles on learning motivation along with the factors that influence it.

Table 1. Distribution of articles based on research variables

Number	Variables Research	Numbers of Articles
1.	Psychosocial conditions of children of Indonesian migrant workers	10 articles
2.	Learning motivation	10 articles

The data analysis process in this study applies this technique (content analysis). The analysis stages start from identification, classification, data reduction, to synthesis of findings from previous studies. To find patterns of similarities, differences, and research gaps regarding the impact of psychosocial

conditions on the learning motivation of children of Indonesian migrant workers, the analysis results are then compared. The final step is to present the synthesis results descriptively to provide an overview and deeper understanding of the phenomenon.

RESULTS AND DISCUSSION

The Impact of Psychosocial Conditions on Indonesian Migrant Worker Children

Table 2. Psychosocial Condition Synthesis Matrix of Migrant Worker Children

No	Author Name	Article Title	Differences with This Study	Similarities with This Study	Findings
1.	Antia et al., n.d.(2020)	Effect of International Labour Migration on the Mental Health and Well-Being of Left-Behind Children : A Systematic Literature	Focuses on general mental health and well-being, whereas this study links it to learning motivation.	Discusses the psychosocial impact on children left behind by migrant worker parents.	Left-behind children tend to experience depression, loneliness, and mental well-being issues.
2.	Ye et al., (2020)	Subjective Well-Being of Left-Behind Children: A Cross-sectional Study in a Rural Area of Eastern China	Does not discuss the impact on learning motivation	Examines children's psychosocial well-being resulting from parental migration.	Left-behind children have lower subjective well-being compared to children living with their parents.
3.	Bi et al., (2020)	Left Behind, Not Alone : Feeling Function and Neurophysiological Markers of Self-expansion Among Left-Behind Children and Not Left-Behind Peers.	Focuses on psychosocial adaptation mechanisms and neurophysiological markers; does not address the link to learning motivation.	Examines left-behind children, highlighting the psychosocial aspect as a vital factor in child development.	Left-behind children do not always have low academic achievement. However, support from caregivers is a crucial factor in maintaining psychosocial well-being.
4.	Qu et al., (2020)	Socio-Emotional Challenges and Development of Children Left Behind by Migrant Mothers.	Discusses socio-emotional development rather than learning motivation.	Discusses the psychosocial conditions of children left behind by migrant mothers.	Children left behind by migrant mothers face socio-emotional challenges, including loneliness and adaptation difficulties.
5.	Fauk et al., (2024)	Parental Migration and the Social and Mental Well-Being Challenges among Indonesian Left-Behind Children: A Qualitative Study	Does not analyze the relationship with children's learning motivation.	Discusses the psychosocial conditions of Indonesian migrant workers' children.	Indonesian migrant workers' children experience emotional stress, loneliness, and limited social support due to parental migration.
6.	Agustina, (2020)	The socialization of the independence of migrant workers children	Focuses heavily on the socialization process of independence, whereas this study examines the psychosocial impact on learning motivation.	Investigates migrant workers' children and the family environment's influence on child development.	Migrant workers' children tend to develop a higher level of independence due to the demands of their family situation.
7.	Sumarti et al., (2022)	Optimizing Left-behind Children's Well-being	Emphasizes the family system and social	Examines the well-being of	Nuclear family support and social

		of Migrant Worker's Families in Rural Areas through Strengthening the Nuclear Family System: A Perspective from Child's View	support rather than learning motivation.	Indonesian migrant workers' children.	capital play a critical role in the well-being of migrant workers' children.
8.	Munawaroh & Nilawaty, (2025)	Kesejahteraan Psikologis pada Perempuan Dewasa Awal dengan Ibu yang Menjadi Pekerja Migran	Focuses on the psychological well-being of early adult women, whereas this study focuses on school-aged children's psychosocial conditions and learning motivation.	Investigates the psychological impact resulting from a migrant family background.	Maternal migration affects children's psychological well-being through emotional aspects, family support, and adaptation processes.
9.	Prasetyo et al., (2025)	Adaptasi Sosial dan Akademik Anak-Anak Repatriasi Pekerja Migran Indonesia (PMI) dari Malaysia dalam Pendidikan Formal	Focuses on the social-academic adaptation of repatriated children, not their learning motivation.	Examines the psychosocial and educational aspects of migrant workers' children.	Repatriated children face social adaptation challenges, emotional distress, and academic difficulties upon returning to Indonesia.
10.	Oktaviani & Mursidan, (2025)	Parental Migrant Worker: Implikasi pada Dinamika Anak Pekerja Migran Indonesia	Does not connect psychosocial conditions with learning motivation.	Examines the impact of parental migration on migrant workers' children.	Parental absence alters emotional development, character, religiosity, and family relationships of migrant workers' children.

Based on the analysis conducted on ten articles related to the psychosocial conditions of Indonesian migrant worker children, it was found that the absence of parents due to working abroad has a fairly significant impact on the child's psychosocial development. Various studies show a tendency for emotional problems to arise, such as loneliness, anxiety, emotional stress, low psychological well-being, and difficulties in social adaptation. Research by Antia et al., n.d.(2020)) indicates that children left behind by migrant parents are more vulnerable to depression and mental well-being disorders. This finding is reinforced by research from Ye et al., (2020), which revealed that the subjective well-being of children left by their parents is lower compared to children who live with their parents. These findings show that the presence of parents not only serves as fulfilling economic needs but also as a source of emotional support for children.

Moreover, research by Qu et al., (2020) and Fauk et al., (2024) indicates that children of migrant workers face socio-emotional challenges such as loneliness, limited social support, and difficulties in adjusting themselves. These conditions can affect a child's ability to build healthy social relationships and reduce psychological security. However, some studies also find protective factors that can minimize these negative impacts. Research by Bi et al., (2020) and Sumarti et al., (2022) shows that support from caregivers, immediate family, and social capital plays an important role in maintaining children's psychological well-being. Support from the surrounding environment can partially substitute for the emotional role of parents who are not physically present.

The synthesis also shows that the psychosocial impact experienced by children isn't always the same. Agustina, (2020) found that in some cases, the situation of migrant families pushes children to become more independent due to family demands. However, this level of independence still needs emotional support so it doesn't turn into a psychological burden for the child. So, the psychosocial condition of children of migrant workers is influenced by various factors such as family support, parenting style, quality of communication, and a social environment that supports the child's development.

The psychosocial condition of children of Indonesian migrant workers tends to face challenges like loneliness, emotional stress, anxiety, and low psychological support due to the absence of parents. However, these impacts can be minimized through family support, good parenting, and a supportive social environment so that the child's psychological well-being can still be maintained.

Implications of Psychosocial Conditions on Children's Learning Motivation

Table 3. Synthesis Matrix of Factors Influencing Learning Motivation

No	Author Name	Article Title	Differences with This Study	Similarities with This Study	Findings
1.	Oktaliana & Roesminingsih, (2021)	Parenting style in building learning motivation in children : A case study in migrant workers ' families in Indonesia	Focuses narrowly on parenting style as the primary factor, whereas this study broadly covers emotional support, social relationships, and family dynamics.	Discusses the learning motivation of Indonesian migrant workers' children.	Democratic parenting styles significantly improve children's learning motivation compared to permissive or authoritarian styles.
2.	Zulkarnain & Maunah, (2024)	Optimalisasi Pola Asuh Keluarga Pekerja Migran Indonesia Terhadap Minat Dan Prestasi Belajar Anak	Focuses on optimizing parenting and its impact on learning interests and academic achievement, whereas this study focuses on psychosocial conditions and learning motivation.	Investigates migrant worker families and children's educational aspects.	Proper parenting optimization enhances children's learning interest and academic performance.
3.	Putri & Alfiasari, (2023)	Fathers' Perceptions of Education, Children's Educational Facilities, Child-Parent Communication, and Adolescents' School Continuation Motivation in Families of Circular Migrants	Focuses heavily on fathers' perceptions, educational facilities, and family communication, whereas this study analyzes psychosocial conditions more comprehensively.	Investigates the educational motivation of children from circular migrant families.	Parent-child communication and educational support have a positive influence on motivation to continue school.
4.	Wardi, (2020)	Pengaruh orang tua sebagai buruh migran terhadap prestasi belajar siswa	Focuses primarily on learning achievement, while this study examines learning motivation as an outcome of psychosocial conditions.	Examines the impact of migrant worker parents on their children.	Parental absence as migrant workers influences students' learning achievement both positively and negatively.
5.	Firdausi et al., (2022)	Pola Asuh Orang Tua Buruh Migran dalam Meningkatkan Motivasi Belajar Anak pada Mata Pelajaran IPS	Focuses on learning motivation specifically within Social Studies (IPS) through parenting styles, whereas this study examines general learning motivation.	Discusses the learning motivation of children from migrant worker families.	Proper parenting styles boost student learning motivation in Social Studies.
6.	Lestari et al., (2023)	The Role of Migrant Worker Parents in Motivating Student Learning	Focuses specifically on the active role of parents in providing motivation, whereas this study emphasizes the overarching	Examines the factors that influence the learning motivation of migrant	The parental role remains critical even from a distance through transnational

			psychosocial conditions affecting it.	workers' children.	communication and emotional support.
7.	Qibtiyah, (2021)	Strategi Keluarga Buruh Migran dalam Meningkatkan Motivasi Belajar Anak di Desa Karduluk Sumenep	Focuses on family-specific strategies in a local village, while this study highlights the broader psychosocial impacts on motivation.	Discusses the learning motivation of children from migrant worker families.	Family strategies involving monitoring, communication, and support effectively enhance children's learning motivation.
8.	Filayanti et al., (2020)	Motivasi dan Prestasi Belajar Siswa yang Orang Tuanya Bekerja sebagai Tenaga Kerja Indonesia	Connects motivation directly to academic achievement, whereas this study emphasizes the psychosocial factors driving that motivation.	Investigates children from Indonesian migrant worker (TKI) families.	There is a strong positive correlation between learning motivation and academic performance among students of migrant workers.
9.	Atmasari et al., (2026)	Transnational Authoritative Parenting and Academic Motivation : A Self-Determination Theory Perspective on Children of Migrant Workers	Utilizes Self-Determination Theory and focuses strictly on transnational parenting, whereas this study covers general psychosocial conditions.	Discusses the academic motivation of migrant workers' children.	Transnational authoritative parenting enhances academic motivation by fulfilling the child's needs for autonomy, competence, and relatedness.
10.	Azhari et al., (2023)	The Relationship Between Self-Regulated Learning , Family Support and Learning Motivation on Students ' Learning Engagement	Not specific to migrant workers' children, whereas this study focuses exclusively on Indonesian migrant worker families.	Examines the relationship between family support, self-regulated learning, and learning motivation.	Family support and self-regulated learning capacities have a positive relationship with students' learning motivation and engagement.

Based on the analysis conducted on ten articles about the learning motivation of children of Indonesian migrant workers, it was found that learning motivation is influenced by various factors related to family environment, emotional support, parenting styles, as well as communication between parents and children. Even though parents work abroad, their role still has an important impact on the development of their children's academic motivation. Research by Oktaliana & Roesminingsih, (2021) shows that a democratic parenting style has a greater influence on increasing learning motivation compared to permissive or authoritarian styles. Similar findings were also reported by Zulkarnain & Maunah, (2024), who stated that good parenting can increase children's interest in learning and academic achievement.

Besides parenting styles, communication and emotional support are also important factors in maintaining a child's learning motivation. Putri & Alfiasari, (2023) explained that good communication between parents and children has a positive impact on the motivation to continue education. Lestari et al., (2023) also showed that even when done remotely, communication and emotional support from parents can still sustain a child's learning motivation. This indicates that a parent's physical presence is not the only factor determining learning motivation; the quality of interaction between parents and children also plays a big role.

On the other hand, research by Atmasari et al., (2026) shows that authoritative transnational parenting can boost academic motivation by fulfilling children's needs for autonomy, competence, and relatedness. Additionally, Azhari et al., (2023) found that family support and independent learning skills are positively linked to students' motivation and learning engagement. These results suggest that learning motivation is influenced not only by a child's internal conditions but also by external support from family and social environments.

The learning motivation of children of migrant workers is influenced by parenting, communication, emotional support, and a supportive family environment. The better the quality of interaction and support given to the child, the higher their motivation to learn, even if the parents are not physically present in the child's daily life.

CONCLUSION

Based on the results of the literature study that has been conducted, it can be concluded that the psychosocial condition of Indonesian migrant workers' children is closely related to their motivation to learn. The absence of parents due to working abroad brings various psychosocial challenges, such as loneliness, anxiety, emotional stress, low social support, and difficulties in adjusting. These conditions can affect the children's psychological well-being and impact their enthusiasm and engagement in the learning process. However, these negative effects don't always happen to all children because there are supporting factors that can help maintain their psychosocial well-being. The literature synthesis also shows that the learning motivation of children of migrant workers is influenced by the quality of parenting, communication between parents and children, emotional support, as well as a supportive family and social environment. Even though parents are far from their children, ongoing communication and consistent attention still play an important role in maintaining the child's learning motivation. In addition, support from substitute caregivers, the immediate family, schools, and the social environment also acts as a protective factor in maintaining psychological well-being while boosting the child's academic motivation. Therefore, active involvement from families, schools, and the government is needed to provide adequate psychosocial support so that the learning motivation and well-being of Indonesian migrant worker children can develop optimally. In addition, future research is expected to be able to examine this phenomenon more deeply through empirical studies with a wider scope.

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