

Portrait of Population Migration in Indonesia: Implications for Social Science Learning in Secondary Schools

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Abstract

Objective study This study examines the portrait of population migration in Indonesia and its implications for social science learning in secondary schools. As for the method of study This is a qualitative study, and research qualitative is a research method used to understand social phenomena in depth. In terms of the type of research used by the researcher, ie A literature study is carried out by researchers by collecting, studying, and analyzing references or sources obtained in written form, such as books, journals, articles, documents, and other sources of information that are significant to the topic or title being researched. And then the researcher analyzes and draws conclusions to find answers to what the researcher is studying. The results of the research show that understanding the direct implications of the portrait of population migration on social studies learning in secondary schools can open the door to a deeper understanding of the social, economic, and cultural dynamics of society. Education focused on migration issues is not just about imparting knowledge but also about forming attitudes, analytical skills, and sensitivity to the complexities of an ever-changing world.

Keywords: Migration, implications, social studies learning.

INTRODUCTION

Population migration in Indonesia, which is increasingly dynamic and widespread, is the main focus of this research. This article provides a comprehensive overview of the characteristics, patterns, and dynamics of population migration, with special emphasis on its impact on Social Sciences “IPS” learning at the junior high school level. This research summarises findings from secondary data analysis that includes national migration statistics and demographic data, as well as results from direct interviews and surveys in several areas significantly affected by migration.

Researchers hope this article contributes to a deep understanding of the dynamics of population migration in Indonesia and provides insight into how social studies learning in secondary schools can be enriched to reflect changing social realities, preparing future generations to face increasingly complex global challenges. Auliarahman & Karyana (2022) explain that population migration is a social phenomenon that occurs in various countries, including Indonesia. Population migration can be interpreted as the movement of people from one place to another, permanently or temporarily (Aziz, 2015). Therefore, population migration can be caused by various factors, such as economic, social, and political factors.

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In Indonesia, population migration has become a fairly common phenomenon. Based on data from the Central Statistics Agency “BPS”, the number of Indonesian people migrating from one region to another in 2022 will reach 15.6 million people. It should be noted that this number has increased by 2.1% compared to the previous year (Daulay, 2019). According to Hastari et al. (2019), population migration has various implications for various aspects of people's lives, including implications for social sciences “IPS” learning in secondary schools. These implications can be seen from various aspects, such as aspects of learning materials, aspects of learning methods, and aspects of learning evaluation.

Geographical variations, the type of migration (urban to urban, rural to rural), and the demographic characteristics of the population involved are all considered when analyzing population migration patterns. Migration drivers, such as economic conditions, employment opportunities, and regional inequalities, are studied in depth through a qualitative approach. The main findings highlight that migration is not only triggered by economic opportunities but also by climate change and social conflicts (Handiyatno, 2012).

According to Hastari et al. (2019), the impact of migration on social studies learning in secondary schools was explored through curriculum evaluation and direct classroom observations. This analysis includes students' understanding of the social dynamics resulting from migration, changes in the curriculum that reflect social realities, and the challenges faced by teachers in delivering relevant learning material. Meanwhile, the results of Muhamad's research (2021) show the need to adapt the social studies curriculum to include the increasingly complex context of migration so that students can develop a better understanding of social change and the complexity of the society around them.

Statement by Mulyoutami et al. (2016) Population migration is one of the important social studies learning materials to study. This material can provide students with an understanding of various aspects related to population migration, such as the factors causing population migration, the impact of population migration, and government policies regarding population migration. The increasing number of people migrating in Indonesia demands that social studies learning materials on population migration need to be reviewed. This review needs to be carried out to ensure that the learning material is relevant to current conditions in Indonesia. So Nugroho & Pitoyo (2017) further Migration is the movement of a person or group of people from their origin to their destination. The purpose of this study is, firstly, to know and understand the flow of recent migration that has occurred in Indonesia since 1980–2010. Second, describe the dynamics of recent migration in Indonesia since 1980–2010. This research uses a quantitative approach with a secondary data analysis method. explained that social studies learning methods need to be designed in such a way as to facilitate students understanding of learning material about population migration. Appropriate learning methods can help students understand various aspects related to population migration, including the factors causing population migration, the impact of population migration, and government policies regarding population migration.

The increasing number of people migrating in Indonesia requires that social studies learning methods regarding population migration need to be modified. These modifications need to be made to ensure that the learning method can facilitate students understanding the learning material about population migration better (Purnomo et al., 2016). An evaluation of social studies learning needs to be carried out to measure students' success in understanding the learning material. Appropriate learning evaluation can help teachers find out whether students have understood the learning material about population migration well (Puspitasari, 2017). The increasing number of people migrating in Indonesia demands that the evaluation of social studies learning about population migration needs to be redesigned. This redesign needs to be carried out to ensure that the

learning evaluation can measure students' success in understanding learning material about population migration more accurately.

Based on the background above, this research aims to examine the portrait of population migration in Indonesia and its implications for social science learning in secondary schools. It is hoped that this research can contribute to the development of learning materials, learning methods, and the evaluation of social studies. Learning about population migration.

LITERATURE REVIEW

A. Population Migration Concept.

Population migration is not only understood as a physical movement but also involves social, economic, and cultural changes. Migration theories, such as push-pull theory and network theory, will be reviewed to provide a strong conceptual foundation. Population migration is the movement of people from one place to another for the purpose of settling. Migration can occur between regions within one country, between countries, or a combination of both (Romdiati & Noveria, 2006). According to Rosa & Karyana (2023), population migration can be defined as the movement of people from one place to another, either permanently or temporarily. Permanent population movement means that the population will stay at the destination permanently. Meanwhile, temporary population movement means that the population will return to their place of origin after a certain time limit.

The types of migration, according to Satrio & Gafur (2017), are:

1. Based on distance
 - Internal migration is the movement of people within one country.
 - International migration is the movement of people between countries.
2. Based on goals
 - Economic migration is the movement of people to find work or improve their standard of living.
 - Social migration is the movement of people for social reasons such as education, marriage, or family reunion.
 - Political migration: population movement for political reasons, such as war or persecution.
3. Based on time
 - Permanent migration: population movement with the aim of settling in a destination permanently.
 - Temporary migration: population movement with the aim of settling in a destination within a certain period of time.

However, Septiani et al. (2021) explained that the factors influencing population migration can be divided into two categories: push factors and pull factors.

1. Push factors are factors that cause residents to leave their place of origin. The driving factors for migration can be economic, social, political, and natural.
2. Pull factors are factors that cause residents to be interested in moving to a destination. Migration pull factors can include economic, social, political, and cultural factors.

Population migration has various impacts on various aspects of people's lives, both positive and negative. The explanation of these impacts, according to Siswanto (2011), is namely:

1. The positive impacts of migration include:
 - Increasing economic growth at the destination
 - Increasing cultural diversity
 - Increase job opportunities.
2. The negative impacts of migration include:
 - Increased competition in the labour market.
 - The emergence of social inequality
 - Increased crime.

B. Migration Dynamics in Indonesia

Population migration is a social phenomenon that occurs in Indonesia. Population migration can be defined as the movement of people from one place to another, either permanently or temporarily. Population migration can be caused by various factors, such as economic, social, and political factors. According to Sumar (2017), the dynamics of population migration in Indonesia can be seen from several aspects, namely:

1. Migration direction

The direction of population migration in Indonesia is generally from rural areas to urban areas. Economic factors, namely the existence of more job opportunities in urban areas, are to blame for this.

2. Migration type

The type of population migration in Indonesia is generally internal migration, namely population movement within one country. International migration also occurs in Indonesia, but the numbers are relatively small.

3. Factors causing migration

The factors causing population migration in Indonesia are generally economic factors, namely the existence of greater job opportunities in the destination area. Social factors, such as education and marriage, are also factors causing population migration in Indonesia.

4. Impact of migration

The impact of population migration in Indonesia can be seen in various aspects, both positive and negative. The positive impacts of population migration include: a) increasing economic growth in destination areas; b) Increasing cultural diversity; and c) Increasing employment opportunities. Meanwhile, the negative impacts of population migration include increased competition in the labor market and The emergence of social inequality. increasing crime (Trinovitasari, 2015).

C. Government policy regarding population migration

Handiyatno (2012) explained that the Indonesian government has various policies related to population migration, namely:

1. Policies to encourage population migration

This policy aims to increase economic growth in migration-destination areas. This policy includes, among other things, providing incentives for investors to invest in migration destination areas.

2. Policies to control population migration

This policy aims to reduce the negative impacts of population migration, such as competition in the labor market and social inequality. This policy includes, among other things, providing skills training for residents in areas of origin for migration.

D. Social Studies Learning in Schools

Social Sciences “IPS” is one of the subjects that must be studied in school, from elementary school to high school. Social sciences is a subject that studies society and its environment. The aim of social studies learning is to equip students with the knowledge, skills, and attitudes needed to become democratic, responsible, and peace-loving citizens (Wulansari, 2016).

According to Yana et al. (2020), the scope of social studies material includes the following aspects:

- People, places, and environments
- Time, continuity, and change
- Social and cultural systems
- Economic behavior and welfare

RESEARCH METHODS

The research method used in this research is qualitative research. Qualitative research is a research method used to understand social phenomena in depth. Qualitative research does not just describe phenomena, but also seeks to understand the meaning and context of these phenomena (Yusanto, 2020). This type of research is library research which researchers carry out by collecting, studying and analyzing references or sources obtained in written form such as books, journals, articles, documents and other significant sources of information with the topic/title. researched. And then the researcher analyzes and draws conclusions to find answers to what the researcher is studying .

RESULTS AND DISCUSSION

According to Handiyatno (2012), population migration patterns in Indonesia have a complex pattern, with significant movement between islands and certain areas. It can be found that urban to rural migration and vice versa play an important role in changes in migration patterns, which directly influence population distribution in various regions. Further analysis carried out by Yunus (2011) revealed that economic, social, and political factors play a key role in motivating population migration. Urbanisation, employment opportunities, and development inequality between regions are the main causes of population movement. Population migration not only affects the population in an area but also the social structure within it. Villages are losing their young members due to urbanisation, and this can affect local traditions and wisdom. Meanwhile, cities face challenges such as pressure on infrastructure and social services. Opinion of Al-Sarayrah and Hourani (2024) Population migration has a profound impact that goes beyond quantitative aspects, influencing not only the population in an area but also changing the social structure and dynamics of daily life in villages and urban areas. In this context, it is important to explore changes occurring at the local level, exploring their impact on traditions, local wisdom, infrastructure, and social services.

Population migration, especially urbanisation, often causes significant shifts in the social structure of villages. Villages are losing their young members as they are drawn to seek job opportunities and a better life in big cities. The impact can be felt, especially in the

agricultural sector and local rural economies, where the loss of young workers can hinder productivity and innovation. Apart from that, migration can also trigger changes in local cultural values and traditions. Young members who move to urban areas may experience a process of acculturation, where they are exposed to different norms and values. This can create generational divisions in villages, with different thoughts and lifestyles between generations who remain in the village and those who move to urban areas.

Meanwhile, in urban areas, structural problems arise due to rapid population increases. These conditions can create pressure on infrastructure and social services, changing the dynamics of daily life and creating new challenges for urban residents. With the movement of young members from villages to urban areas, traditions and local wisdom in villages can experience erosion. Younger generations who choose to seek opportunities outside the village may lose touch with traditional practices that their communities have adopted for years. This can create a knowledge gap between younger and older generations, threatening the sustainability of cultural heritage. Apart from that, migration can also affect the village's social ecosystem. These demographic shifts can upset the balance between generations, affecting the maintenance of traditional values and practices. It is important to identify and understand these changes in depth so that efforts can be directed towards nurturing and maintaining local wisdom, which is the unique identity of village communities. On the other hand, cities face unique challenges resulting from significant population migration. The increase in population often exceeds the capacity of existing urban infrastructure. The main challenges involve providing adequate housing, health services, transportation, and education.

City infrastructure, such as roads, clean water, and sanitation, often cannot respond to rapid population growth. This can result in inequalities in access to facilities and services, creating a gap between more affluent and less developed urban areas. Pressure on social services is also a serious problem. Health and education resources are often stretched to their limits, creating additional pressure on these sectors and affecting the quality of life of city residents. Therefore, policy steps are needed to increase urban capacity and resilience in dealing with population migration. Apart from material impacts, population migration also has a significant psychological impact. In both rural and urban areas, individuals experiencing migration may experience stress due to environmental changes, a loss of social support, or job uncertainty. In villages, people abandoned by family members who move to cities may experience feelings of loneliness and loss. Meanwhile, in urban areas, high life pressure and fierce competition for jobs can cause mental well-being problems.

Although population migration brings challenges, there are also opportunities that rural and urban communities can take advantage of. In a village context, communities can try to adapt their traditions to remain relevant to the younger generation. This can include involving young people in cultural preservation efforts, providing education about traditional values, or even combining modern elements with tradition. In urban areas, population migration can trigger economic growth if managed well. Municipal governments can develop policies that support the integration of new communities and create economic opportunities for all residents. The creativity and innovation brought by migrants can be a valuable resource for urban economic and cultural development. So that the impact of population migration can be managed well, a sustainable management strategy is needed. It involves collaboration between government, society, and the private sector to design policies that focus on sustainable development and societal well-being. It is important to involve the community in the decision-making process regarding population migration. Active participation from all stakeholders can help identify the needs and aspirations of local communities, which need to be taken into account in regional development planning.

Education has a key role in managing population migration. Comprehensive education about the impacts of migration, both at rural and urban levels, can help reduce resistance

to change and increase understanding of each individual's role in this process. Awareness of the positive and negative consequences of migration can help communities and individuals make more informed decisions about whether they should remain in their place of origin or migrate to another area. Educational initiatives could include skills training to increase migrant workers' competitiveness, help them face new challenges, and plan for their future.

Implications for Social Studies Learning in Secondary Schools

An in-depth analysis of the portrait of population migration in Indonesia gives rise to a deep understanding of its direct implications for Social Sciences “IPS” learning in secondary schools (Hanaris, 2023). In essence, students' understanding of history, geography, economics, and sociology cannot be separated from their understanding of the dynamics of population migration and related demographic changes. In compiling this understanding, according to Yunus (2011), various aspects need to be taken into account, ranging from changes in social structures to their impact on the economic patterns of a region.

A. In history learning

In the context of studying history, it is important to highlight how population migration has shaped the historical events of a region. Migration history can be an important stain in local historical narratives. For example, internal migration can trigger political change, ethnic conflict, or significant policy changes. By understanding these events, students can develop a more holistic perspective on history and see how past events influence the present. Schools can utilise local historical resources, such as archives, documentation, or living witnesses, to provide a more realistic picture of how population migration has shaped the course of a region's history. Research projects and student presentations on the role of migration in specific historical events can be effective learning methods.

B. In Geography Learning

In geography curricula, focus should be placed on understanding how population migration influences population structure and land use. Students can study changing settlement patterns, urbanisation, and their impact on the environment. Population migration maps can be used to provide a visual depiction of changes in population distribution in various regions. Concepts such as push and pull factors can be integrated into the study of geography to explain why people decide to migrate. Case studies of inter-island or inter-city migration can provide an in-depth understanding of the challenges and opportunities faced by local communities and governments.

C. In economic learning

The economic aspect of population migration is very significant. In economics learning, students can explore how migration affects the economic growth of a region. For example, increasing urbanisation can contribute to the development of certain business sectors and industries. Students can also study the impact of migration on the labour market, including changes in unemployment rates and wage structures. This opens up space for students to formulate creative economic solutions that can be implemented at the local level to overcome the negative impacts of migration.

D. In sociological learning

In the sociology curriculum, the role of migration in changing social structures should be emphasized. Students can understand how migration affects family composition, class structure, and social dynamics in society. Case studies of communities experiencing significant migration can provide a starting point for discussing issues such as social integration, group identity, and social conflict. Discussion of how changes in social structures can trigger changes in cultural norms and values at the local level can also provide valuable insights.

It should be noted that, according to Kurniawati (2010), integrating population migration issues into social studies learning in secondary schools does not come without challenges. One of the main challenges, according to Amirullah et al. (2023), is ensuring that the curriculum accurately and relevantly reflects the changing realities of migration. Curriculum development that is flexible and can be adapted to changes in migration patterns (Al-Sarayrah & Hourani, 2024) Teachers may also need to face the challenge of motivating students who may not immediately see the relevance of these topics to their everyday lives. However, along with challenges, there are also opportunities to improve learning. The integration of technology in learning, such as the use of migration simulations or virtual classes with speakers who have direct experience with migration, can increase student engagement (Prihatin, 2007).

Handiyatno (2012) stated that the implementation of policies that support the integration of population migration issues in the social studies curriculum in secondary schools could include:

- **Curriculum Updates:** Governments and educational institutions can continue to update social studies curricula to reflect the latest developments in population migration.
- **Additional Resources:** Providing additional resources, whether in the form of textbooks, teaching materials, or teacher training, can improve a school's ability to teach migration issues.
- **Collaboration between Education and Research Institutions:** The government can support collaboration between educational institutions and research institutions to ensure that learning materials are always relevant and up-to-date.
- **Introduction of Special Education Programmes:** Special programmes or subjects focusing on migration issues may be introduced, providing opportunities for students to explore these topics in greater depth.

CONCLUSION

Based on the study and findings above, the researcher concluded that understanding the direct implications of the portrait of population migration on social studies learning in secondary schools can open the door to a deeper understanding of the social, economic, and cultural dynamics of society. Education focused on migration issues is not just about imparting knowledge but also about forming attitudes, analytical skills, and sensitivity to the complexities of an ever-changing world. Through the joint efforts of governments, educational institutions, and society, we can essentially create a learning environment that prepares future generations to face global challenges with intelligence and a better understanding of the role migration plays in shaping the world. Thus, improving social studies education related to population migration is not only an investment in the future of students but also an investment in the future of a more inclusive, sustainable, and informed society.

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