



Ali Mustadi <ali_mustadi@uny.ac.id>

Submit manuscript

4 pesan

Ali Mustadi <ali_mustadi@uny.ac.id>
Kepada: kjss@ku.th

4 Mei 2019 16.11

Dear Managing Editor of KJSS,

I am Dr. Ali Mustadi form Faculty of Education, Yogyakarta State University, Yogyakarta, Indonesia. I am very interested with KJSS and I want to submit my manuscript through this site: <https://www.evise.com/profile/#/KJSS/login>, but there is a note like this: **This editorial site is closed to new submissions.** Could you help me, how to submit my manuscript. My paper title is: Factors Driving Education Migration to Yogyakarta. Thank you very much.

Best Regards,
Dr. Ali Mustadi, M.Pd
Graduate School, Yogyakarta State University,
Graduate School Building, 3rd. Floor.
Kolombo Street No 1 Yogyakarta 55281, Indonesia
email: ali_mustadi@uny.ac.id
mobile phone/WA: +621903740088

Journal SocialSciences <kjss@ku.th>
Kepada: Ali Mustadi <ali_mustadi@uny.ac.id>

23 Mei 2019 10.22

Dear Author,

According to Kasetsart Journal of Social Sciences was changed the submission online system from EVISE system (Elsevier) to ScholarOne system (Clarivate Analytics). We received the manuscript by E-mail since December 2018- May 2019 because the new system has been set during that time.

Now the submission online with the ScholarOne system is available. Could you please submit manuscript again at <http://kjss.kasetsart.org>.

We will proceed your manuscript to the next process as soon as possible.

Sorry for the inconvenience this may caused.

More information please contact: kjss@ku.th

Assist. Prof. Dr. Sowatree Nathalang,
Editor-in-Chief
Kasetsart Journal of Social Sciences

พิชชาอรุณ สิริชีวะเกษร
Pitcha-orn Sirichewakesron (Managing Editor)
กัญญารัตน์ สุวรรณเทิบ
Kanyarat Suwannateep (Assistant Managing Editor)











[Kutipan teks disembunyikan]

[Kutipan teks disembunyikan]

Untuk mendukung "Gerakan UNY Hijau", disarankan tidak mencetak email ini dan lampirannya.
(To support the "Green UNY movement", it is recommended not to print the contents of this email and its attachments)

Universitas Negeri Yogyakarta
www.uny.ac.id

10 lampiran

-  **Checklist.docx**
19K
-  **Guideline for Author_KJSS_2019.pdf**
741K
-  **APA style reference.pdf**
1889K
-  **01_Template of Cover letter_KJSS.docx**
48K
-  **APA Displaying Results.pdf**
3667K
-  **02_Sample of Title Page_KJSS.docx**
21K
-  **02_Template of Title Page_KJSS.docx**
17K
-  **03_Template of Manuscript_KJSS.docx**
28K
-  **APA Crediting Sources.pdf**
16937K
-  **04_GFA_Miscellaneous style points.pdf**
1211K

Ali Mustadi <ali_mustadi@uny.ac.id>
Kepada: Journal SocialSciences <kjss@ku.th>

23 Mei 2019 13.32

Dear Assist. Prof. Dr. Sowatree Nathalang,
Editor-in-Chief
Kasetsart Journal of Social Sciences.

Thankyou very much for the replay.
I will submit my manuscript again at <http://kjss.kasetsart.org>.
Thank you very much.

Best regards,
Ali Mustadi
[Kutipan teks disembunyikan]

Ali Mustadi <ali_mustadi@uny.ac.id>
Kepada: Journal SocialSciences <kjss@ku.th>

29 Mei 2019 11.33

Dear Assist. Prof. Dr. Sowatree Nathalang,
Editor-in-Chief
Kasetsart Journal of Social Sciences.

I am trying to submit my manuscript at <http://kjss.kasetsart.org>, but until now, I can't access the following submitting menu: <https://mc03.manuscriptcentral.com/kjss>
The following is my manuscript.

Thank you very much.

Best regards,

Ali Mustadi

Graduate School, Yogyakarta State University

Yogyakarta, Indonesia

[Kutipan teks disembunyikan]

3 lampiran



02_Title Page_KJSS.docx
26K



03_Manuscript_KJSS_Factors Driving Education Migration in Yogyakarta.docx
38K



01_Cover letter_KJSS.docx
93K



Ali Mustadi <ali_mustadi@uny.ac.id>

Kasetsart Journal of Social Sciences - Account Created in ScholarOne Manuscripts

1 pesan

KJSS Administrator <onbehalf@manuscriptcentral.com>

27 Juni 2019 17.45

Balas Ke: kjss@ku.th

Kepada: ali_mustadi@uny.ac.id

Cc: kjss@ku.th

27-Jun-2019

Dear Dr. Mustadi:

Welcome to the Kasetsart Journal of Social Sciences - ScholarOne Manuscripts site for online submission and review.

Your USER ID for your account at <https://mc03.manuscriptcentral.com/kjss> is as follows:

USER ID: ali_mustadi@uny.ac.id

If you are unsure of the password that you set when you created your account you should click the link below which will take you directly to the option for setting a new password.

https://mc03.manuscriptcentral.com/kjss?URL_MASK=41454ae42b194b1f98e2732b8dfe55b3

Thank you for your participation.

Sincerely,
Kasetsart Journal of Social Sciences Editorial Office



Ali Mustadi <ali_mustadi@uny.ac.id>

Kasetsart Journal of Social Sciences - Manuscript ID KJSS-2019-00721 pesan

KJSS Administrator <onbehalf@manuscriptcentral.com>

27 Juni 2019 23.20

Balas Ke: kjss@ku.th

Kepada: ali_mustadi@uny.ac.id

28-Jun-2019

Dear Dr. Mustadi:

Your manuscript entitled "Factors Driving Education Migration to Yogyakarta" has been successfully submitted online and is presently being given full consideration for publication in the Kasetsart Journal of Social Sciences.

Your manuscript ID is KJSS-2019-0072.

Please mention the above manuscript ID in all future correspondence or when calling the office for questions. If there are any changes in your street address or e-mail address, please log in to ScholarOne Manuscripts at <https://mc03.manuscriptcentral.com/kjss> and edit your user information as appropriate.

You can also view the status of your manuscript at any time by checking your Author Center after logging in to <https://mc03.manuscriptcentral.com/kjss>.

Thank you for submitting your manuscript to the Kasetsart Journal of Social Sciences.

Sincerely,
Kasetsart Journal of Social Sciences Editorial Office



Ali Mustadi <ali_mustadi@uny.ac.id>

KJSS Payment Follow Up

3 pesan

KURDI <rdi@ku.ac.th>

8 Juli 2019 02.00

Kepada: ali_mustadi@uny.ac.id, kjss@ku.th

**Kasetsart Journal of
Social Sciences****Kasetsart Journal of Social Sciences**
Kasetsart University Research and Development Institute,
Kasetsart University, Bangkok 10900, Thailand.
Tel. 662 5795548, Fax. 662 5611474
E-mail: kjss@ku.th

Jul 08, 2019

Ref : KJSS-2019-0072

Title : Factors Driving Education Migration to Yogyakarta

Dear Ali Mustadi

Payment Follow Up

With reference to Request for Payment email dated Jul 02, 2019, we want to apprise you to the fact that we have yet to receive the payment from you.

In order to proceed your submission to the next step, please remit payment as the earliest.

Please disregard this notice if payment has already been made.

Yours Sincerely,

Asst. Prof. Dr. Warapa Mahakarnchanakul,
Director of Kasetsart University Research and Development Institute

Ali Mustadi <ali_mustadi@uny.ac.id>

8 Juli 2019 10.07

Kepada: KURDI <rdi@ku.ac.th>

Dear Prof. Warapa Mahakarnchanakul,

Regarding the Request for Payment email dated Jul 02, 2019, I've already tried to pay via the following link, but until now, the link doesn't work:

<https://research.ku.ac.th/paymentadmin/PaymentPost.aspx?ref=f14c7a0608c012e25044f64501b68779>

Is there any other solution? We do hope, I could proceed the payment soon.

Thank you very much.

Best Regards,

Ali Mustadi

[Kutipan teks disembunyikan]

Ali Mustadi <ali_mustadi@uny.ac.id>

10 Juli 2019 20.34

Kepada: KURDI <rdi@ku.ac.th>

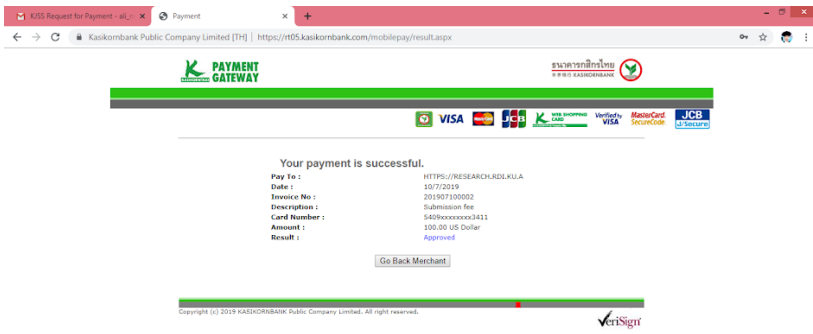
Dear Prof Dr. Warapa Mahakarnchanakul,

Regarding the payment, I've already successfully proceeded via MasterCard.

Here is the screen shoot:

11/1/2020

Email Universitas Negeri Yogyakarta - KJSS Payment Follow Up



Thank you very much.

Best Regards,
Ali Mustadi
Yogyakarta State University
Indonesia

Pada tanggal Sen, 8 Jul 2019 pukul 02.00 KURDI <rdi@ku.ac.th> menulis:
[Kutipan teks disembunyikan]



Ali Mustadi <ali_mustadi@uny.ac.id>

KJSS Receipt

1 pesan

KURDI <rddi@ku.ac.th>

11 Juli 2019 09.23

Kepada: ali_mustadi@uny.ac.id, kjss@ku.th

**Kasetsart Journal of
Social Sciences****Kasetsart Journal of Social Sciences**
Kasetsart University Research and Development Institute,
Kasetsart University, Bangkok 10900, Thailand.
Tel. 662 5795548, Fax. 662 5611474
E-mail: kjss@ku.th

Jul 11, 2019

Ref : KJSS-2019-0072

Title : Factors Driving Education Migration to Yogyakarta

Dear Ali Mustadi


Your payment has been received. We will proceed your submitted paper to the next step.

Yours Sincerely,

Signature

Asst. Prof. Dr. Warapa Mahakarnchanakul,

Director of Kasetsart University Research and Development Institute

 **Receipt_201907100002.pdf**
136K



Ali Mustadi <ali_mustadi@uny.ac.id>

KJSS: Decision on Manuscript ID KJSS-2019-0072

1 pesan

Kingkanok Chawalitthomrong <onbehalf@manuscriptcentral.com>

17 Desember 2019 17.50

Balas Ke: aj.kingkanok@gmail.com

Kepada: ali_mustadi@uny.ac.id

Cc: kjss@ku.th

17-Dec-2019

Dear Dr. Mustadi:

Manuscript ID KJSS-2019-0072 entitled "Factors Driving Education Migration to Yogyakarta" which you submitted to the Kasetsart Journal of Social Sciences, has been reviewed. The comments of the reviewer(s) are included at the bottom of this letter.

The reviewer(s) have recommended publication, but also suggest some revisions to your manuscript. Therefore, I invite you to respond to the reviewer(s)' comments and revise your manuscript.

To revise your manuscript, log into <https://mc03.manuscriptcentral.com/kjss> and enter your Author Center, where you will find your manuscript title listed under "Manuscripts with Decisions." Under "Actions," click on "Create a Revision." Your manuscript number has been appended to denote a revision.

You may also click the below link to start the revision process (or continue the process if you have already started your revision) for your manuscript. If you use the below link you will not be required to login to ScholarOne Manuscripts.

*** PLEASE NOTE: This is a two-step process. After clicking on the link, you will be directed to a webpage to confirm. ***

https://mc03.manuscriptcentral.com/kjss?URL_MASK=cc465e42284d4d1cad354d771f2ae6a7

You will be unable to make your revisions on the originally submitted version of the manuscript. Instead, revise your manuscript using a word processing program and save it on your computer. Please also highlight the changes to your manuscript within the document by using the track changes mode in MS Word or by using bold or colored text.

Once the revised manuscript is prepared, you can upload it and submit it through your Author Center.

When submitting your revised manuscript, you will be able to respond to the comments made by the reviewer(s) in the space provided. You can use this space to document any changes you make to the original manuscript. In order to expedite the processing of the revised manuscript, please be as specific as possible in your response to the reviewer(s).

IMPORTANT: Your original files are available to you when you upload your revised manuscript. Please delete any redundant files before completing the submission.

Because we are trying to facilitate timely publication of manuscripts submitted to the Kasetsart Journal of Social Sciences, your revised manuscript should be returned to KJSS within 2 weeks for further processing. If it is not possible for you to submit your revision in a reasonable amount of time, we may have to consider your paper as a new submission.

Once again, thank you for submitting your manuscript to the Kasetsart Journal of Social Sciences and I look forward to receiving your revision.

Sincerely,
Dr. Kingkanok Chawalitthomrong
Section Editor
Kasetsart Journal of Social Sciences

Reviewer(s)' Comments to Author:

Reviewer: 1

Comments to the Author

Author(s) should be aware about tenses

in Methods, please rearrange about sampling, don;t use quota sampling

Please mention about validity and reliability of questioner

Complete result, cause the result too simple

Give challange for international reader for future research

For references, use APA style as guide

Reviewer: 2

Comments to the Author

Further strengthening the background by showing the problem under study, shown by the gap between ideal conditions and facts on the ground. In addition, the discussion of research results needs to be strengthened by theory and previous research results.



Ali Mustadi <ali_mustadi@uny.ac.id>

Kasetsart Journal of Social Sciences - Manuscript ID KJSS-2019-0072.R11 pesan

KJSS Administrator <onbehalfof@manuscriptcentral.com>

24 Desember 2019 13.52

Balas Ke: kjss@ku.th

Kepada: ali_mustadi@uny.ac.id

Cc: kjss@ku.th

24-Dec-2019

Dear Dr. Mustadi:

Your manuscript entitled "Factors Driving Education Migration to Yogyakarta" has been successfully submitted online and is presently being given full consideration for publication in the Kasetsart Journal of Social Sciences.

Your manuscript ID is KJSS-2019-0072.R1.

Please mention the above manuscript ID in all future correspondence or when calling the office for questions. If there are any changes in your street address or e-mail address, please log in to ScholarOne Manuscripts at <https://mc03.manuscriptcentral.com/kjss> and edit your user information as appropriate.

You can also view the status of your manuscript at any time by checking your Author Center after logging in to <https://mc03.manuscriptcentral.com/kjss>.

Thank you for submitting your manuscript to the Kasetsart Journal of Social Sciences.

Sincerely,
Kasetsart Journal of Social Sciences Editorial Office



Ali Mustadi <ali_mustadi@uny.ac.id>

Your manuscript KJSS-2019-0072.R1 has been accepted

12 pesan

KJSS Administrator <onbehalf@manuscriptcentral.com>

3 Januari 2020 10.17

Balas Ke: kjss@ku.th

Kepada: ali_mustadi@uny.ac.id

Cc: kjss@ku.th

03-Jan-2020

Ref: KJSS-2019-0072.R1

Title: Factors Driving Education Migration to Yogyakarta

Journal: Kasetsart Journal of Social Sciences

Dear author,

I am pleased to inform you that your paper has been accepted for publication it will proceed to copy-editing and production.

Thank you for submitting your work to Kasetsart Journal of Social Sciences. We hope you consider us again for future submissions.

Kind regards,
Sawatree Nathalang, Ph.D.
Editor-in-Chief
Kasetsart Journal of Social Sciences

Ali Mustadi <ali_mustadi@uny.ac.id>

3 Januari 2020 11.18

Kepada: Journal SocialSciences <kjss@ku.th>

Dear Sowatree Nathalang, Ph.D.,

I am very happy knowing that my paper:

Ref: KJSS-2019-0072.R1

Title: Factors Driving Education Migration to Yogyakarta

Journal: Kasetsart Journal of Social Sciences

has been accepted for publication in Kasetsart Journal of Social Sciences.

Thank you very much for this very fruitful collaboration.

Kind regards,
Dr. Ali Mustadi, M.Pd (Corresponding Author)
Primary Education Department, Graduate School, Yogyakarta State University
3rd Floor, Imam Barnadib Building
Karangmalang Campus, Colombo Street No 1 Yogyakarta 55281
Indonesia.

email: ali_mustadi@uny.ac.id

Phone: 081903740088

[Kutipan teks disembunyikan]

Journal SocialSciences <kjss@ku.th>

3 Januari 2020 11.34

Kepada: Ali Mustadi <ali_mustadi@uny.ac.id>

Dear author,

Please wait for the formatting and the English editing e-mail from KJSS Staff. The article proofs will be sent to you after the final format checking and English editing. After page-proof, the article will be scheduled for publication.

Best regards,

พิชชาอรุณ สิริชีวะเกษร

Pitcha-orn Sirichewakesron (Managing Editor)

พัชราภา รัตนวิญญูภิรมย์

Phatcharapha Rattanawinyouphirom (Assistant Managing Editor)

[Kutipan teks disembunyikan]

[Kutipan teks disembunyikan]

Untuk mendukung “Gerakan UNY Hijau”, disarankan tidak mencetak email ini dan lampirannya.
(To support the “Green UNY movement”, it is recommended not to print the contents of this email and its attachments)

Universitas Negeri Yogyakarta

www.uny.ac.id

Ali Mustadi <ali_mustadi@uny.ac.id>
Kepada: Journal SocialSciences <kjss@ku.th>

4 Januari 2020 10.15

Dear

พิชชาอรุณ สิริชีวะเกษร

Pitcha-orn Sirichewakesron (Managing Editor)

พัชราภา รัตนวิญญูภิรมย์

Phatcharapha Rattanawinyouphirom (Assistant Managing Editor)

Thanks for the update information of the process of the formatting and the English editing of my paper.
Once again, thank you very much.

Best regards,

Dr. Ali Mustadi, M.Pd (Corresponding Author)

Primary Education Department, Graduate School, Yogyakarta State University

3rd Floor, Imam Barnadib Building

Karangmalang Campus, Colombo Street No 1 Yogyakarta 55281

Indonesia.

email: ali_mustadi@uny.ac.id

Phone: 081903740088

[Kutipan teks disembunyikan]

Ali Mustadi <ali_mustadi@uny.ac.id>
Kepada: Journal SocialSciences <kjss@ku.th>

3 Maret 2020 08.55

Dear KJSS Editors,

Greeting from Yogyakarta, Indonesia.

I just want to know the updated information of my paper, especially for the article proofs, is it still in the process or it has already finished? and when we could receive it? We also want to know about the publication's edition of the paper.

Besides, is it possible if we get the letter of acceptance (LoA) of our paper from the KJSS Editor?

Thank you very much for your very good collaboration and fruitful helps.

Best regards,

Dr. Ali Mustadi, M.Pd (Corresponding Author)

Primary Education Department, Graduate School, Yogyakarta State University

3rd Floor, Imam Barnadib Building

Karangmalang Campus, Colombo Street No 1 Yogyakarta 55281

Indonesia.

email: ali_mustadi@uny.ac.id

Phone: 081903740088

[Kutipan teks disembunyikan]

Journal SocialSciences <kjss@ku.th>
Kepada: Ali Mustadi <ali_mustadi@uny.ac.id>

3 Maret 2020 15.04

Dear author,

You can use the e-mail on 3 Jan 2020 as an acceptance letter. Due to a large number of papers currently in the Journal's publication process. The actual date of publication for your paper may be up to two years from the date of acceptance. The vol and issue will notice nearer the time.

Best regards,

พิชชาอรุณ สิริชีวะเกษร

Pitcha-orn Sirichewakesron (Managing Editor)

พัชราภา รัตนวิญญูภิรมย์

Phatcharapha Rattanawinyouphirom (Assistant Managing Editor)

[Kutipan teks disembunyikan]

Ali Mustadi <ali_mustadi@uny.ac.id>
Kepada: Journal SocialSciences <kjss@ku.th>

4 Oktober 2020 19.14

Dear KJSS Editors,

Greeting from Yogyakarta, Indonesia.

I just want to know the updated information of my paper. We want to know about the publication's edition of the paper. My manuscript ID KJSS-2019-0072 entitled "Factors Driving Education Migration to Yogyakarta" which I submitted to the Kasetsart Journal of Social Sciences, has been accepted for publication at 03-Jan-2020.

My paper ID is:

Ref: KJSS-2019-0072.R1

Title: Factors Driving Education Migration to Yogyakarta

Journal: Kasetsart Journal of Social Sciences

Thank you very much for your very good collaboration and fruitful helps.

Best regards,

Dr. Ali Mustadi, M.Pd (Corresponding Author)

Primary Education Department, Graduate School, Yogyakarta State University

3rd Floor, Imam Barnadib Building

Karangmalang Campus, Colombo Street No 1 Yogyakarta 55281

Indonesia.

email: ali_mustadi@uny.ac.id

Phone: +6281903740088

[Kutipan teks disembunyikan]

Journal SocialSciences <kjss@ku.th>
Kepada: Ali Mustadi <ali_mustadi@uny.ac.id>

15 Oktober 2020 16.17

Dear Author,

Due to a large number of papers currently in the Journal's publication process. The actual date of publication for your paper may be up to one to two years from the date of acceptance. The formatting and English edit will be send to you nearer the time.

Best regards,

พิชชาอรุณ สิริชีวะเกษร

Pitcha-orn Sirichewakesron (Managing Editor)

พัชราภา รัตนวิญญูภิรมย์

Phatcharapha Rattanawinyouphirom (Assistant Managing Editor)

[Kutipan teks disembunyikan]

KJSS: format check KJSS-2019-0072

7 pesan

Journal SocialSciences <kjss@ku.th>
Kepada: Ali Mustadi <ali_mustadi@uny.ac.id>

22 Oktober 2020 09.42

Dear author,

This is a formatting step.

We checked and adjusted some points as examples for you and give some comments about formatting.

Please check and make the correction with the track changes function in the attached file.

- How to use Track changes and show mark up

<https://support.office.com/en-gb/article/Video-Track-changes-and-show-markup-3faf8a07-26ed-4b76-b6a0-43cca013e6d3?ui=en-US&rs=en-GB&ad=GB>

About the Reference list, please confirm each reference was cited in in-text citations by type "cited in page/line: .../..." under each reference, and highlight all in-text citation that was added in the reference section. Make sure that each source appears in both places. You can find examples in the attached file.

We would appreciate if you revise and send back your manuscript to us within **1 week** by replying to this email.

Best regards,

พิชชาอรุณี สิริชีวะเกษร

Pitcha-orn Sirichewakesron (Managing Editor)

พัชราภา รัตนวิญญูภิรมย์

Phatcharapha Rattanawinyouphirom (Assistant Managing Editor)

3 lampiran



KJSS-2019-0072_Revised manuscript_22 Oct 2020.docx

74K



APA style reference.pdf

1889K



Guideline for Author_KJSS_2019.pdf

741K

Kepada: Journal SocialSciences <kjss@ku.th>

Dear

พิชชาอรุณ สิริชีวะเกษร

Pitcha-orn Sirichewakesron (Managing Editor)

พัชรรภา รัตนวิญญูภิรมย์

Phatcharapha Rattanawinyouphirom (Assistant Managing Editor)

Thanks for the information of a formatting step.

We have already revised the manuscript based on some comments about formatting and made correction with the track changes function in the attached file.

About the Reference list, it is confirmed that each reference was cited in in-text citations by type "cited in page/line: .../..." under each reference, and highlighted all in-text citation that was added in the reference section. We are also sure that each source appears in both places.

Here, I send back my manuscript to this email.

Once again, thank you very much, especially for this fruitful collaboration.

Best regards,

Dr. Ali Mustadi, M.Pd (Corresponding Author)

Primary Education Department, Graduate School, Yogyakarta State University


3rd Floor, Imam Barnadib Building

Karangmalang Campus, Colombo Street No 1 Yogyakarta 55281

Indonesia.

email: ali_mustadi@uny.ac.id
Phone: +62 81903740088

[Kutipan teks disembunyikan]

 **KJSS-2019-0072_Revised manuscript_23 Oct 2020.docx**
77K

Journal SocialSciences <kjss@ku.th>
Kepada: Ali Mustadi <ali_mustadi@uny.ac.id>

26 Oktober 2020 10.55

Thank you for your revision

พิชชาอรุณ สิริชีวะเกษร

Pitcha-orn Sirichewakesron (Managing Editor)

พัชรภา รัตนวิญญูภิรมย์

Phatcharapha Rattanawinyouphirom (Assistant Managing Editor)

[Kutipan teks disembunyikan]

[Kutipan teks disembunyikan]

[Kutipan teks disembunyikan]

Ali Mustadi <ali_mustadi@uny.ac.id>
Kepada: Journal SocialSciences <kjss@ku.th>

26 Oktober 2020 19.05

You're welcome.

Best regards,

Dr. Ali Mustadi, M.Pd (Corresponding Author)

Primary Education Department, Graduate School, Yogyakarta State University

3rd Floor, Imam Barnadib Building

Karangmalang Campus, Colombo Street No 1 Yogyakarta 55281

Indonesia.

email: ali_mustadi@uny.ac.id

Phone: +62 81903740088

[Kutipan teks disembunyikan]



Ali Mustadi <ali_mustadi@uny.ac.id>

Research Paper KJSS_2019_0072

4 pesan

Anthony Sweetapple <anthonysweetapple@gmail.com>

27 Oktober 2020 14.28

Kepada: ali_mustadi@uny.ac.id

I am the English editor for KJSS. I have checked your research and made changes and comments. Please recheck everything. Use Track Changes to accept the changes and respond to my comments where necessary. Also, accept the formatting changes done by KJSS. If you have any questions, please ask. I look forward to your reply with the edited file attached.

Best Regards,
Anthony Sweetapple



KJSS-2019-0072_ Revised manuscript_26 Oct 2020.docx

83K

Indonesia.

email: ali_mustadi@uny.ac.id

Phone: +62 81903740088

[Kutipan teks disembunyikan]



KJSS-2019-0072_Revised manuscript_30 Oct 2020.docx

84K

Ali Mustadi <ali_mustadi@uny.ac.id>

30 Oktober 2020 13.49

Kepada: Anthony Sweetapple <anthonysweetapple@gmail.com>

Dear Anthony Sweetapple (The English Editor for KJSS),

Thank you very much for the information and thanks for checking my manuscript and making changes and comments. I've already rechecked everything and used Track Changes to accept the changes and respond to your comments. I've also accepted the formatting changes done by KJSS. Here, I attached the edited file.

Once again, thank you very much.

Best Regards,

Dr. Ali Mustadi, M.Pd (Corresponding Author)

Primary Education Department, Graduate School, Yogyakarta State University

3rd Floor, Imam Barnadib Building

Karangmalang Campus, Colombo Street No 1 Yogyakarta 55281

Indonesia.

email: ali_mustadi@uny.ac.id

Phone: +62 81903740088

[Kutipan teks disembunyikan]



KJSS-2019-0072_Revised manuscript_30 Oct 2020.docx

84K

Research Paper KJSS_2019_0072


2 pesan

Anthony Sweetapple <anthonysweetapple@gmail.com>
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31 Oktober 2020 09.42

Dear Dr. Ali,
Thank you for your quick response. There is one final comment for you to answer. Could you please edit that and return the file so that I can submit your paper to KJSS.
Many thanks.

Best Regards,
Anthony

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31 Oktober 2020 22.23


Dear Anthony Sweetapple,

Thank you for your email about the final comment. I've edited that and returned the file. Thanks for submitting my paper to KJSS.
Once again, thank you very much for your help.

Best Regards,
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Kasetsart Journal of Social Sciences

Factors Driving Education Migration to Yogyakarta

Journal:	<i>Kasetsart Journal of Social Sciences</i>
Manuscript ID	Draft
Manuscript Type:	Research Article
Keywords:	education migration, Yogyakarta, Indonesia
Research Area:	Education

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1 **Factors Driving Education Migration to Yogyakarta**

2 3 **Abstract**

4
5 Yogyakarta is one of the main destinations for education in Indonesia. There are
6 various reasons that encourage the migration of school and college students to Yogyakarta.
7 This article is intended to describe the reasons of why migrants study and stay (have a
8 domicile) in Yogyakarta. Research data obtained through questionnaires, with samples from
9 3 regions, namely Yogyakarta, Sleman, and Bantul. A total of 480 respondents came from
10 elementary, junior high, high school/vocational high school and college level; obtained
11 through quota sampling. Based on the result of the research, the reason of migrants studying
12 in Yogyakarta is the greatest, 49.58%, with the reason that the area is comfortable to learn;
13 and the reason to seek experience to 'wander' (living in different city) is 29.37%. While the
14 reason why migrants stay (have domicile) in Yogyakarta because their study has not been
15 completed is 47.5%, and for other reasons (following parents' employment moving) is
16 36.7%.

17
18 *Keywords:* education migration, Yogyakarta, Indonesia

19 20 **Introduction**

21
22 Population growth in Indonesia is unequal in various places, as well as in every region,
23 province, or city in Indonesia. Population growth in a particular area is greater than in other
24 regions. The uneven development of each region resulted in migration from undeveloped
25 areas to much-developed areas. Migration is the movement of people from one region to

1 another, beyond administrative boundaries (internal migration) or political/country
2 boundaries (international migration), relatively permanent or temporary, to improve their
3 quality of life (Sukmaniar, Romli, & Sari, 2018). The International Organization of Migration
4 in 2010 (Varshney & Lata, 2014) states that migration has become an integral and essential
5 feature of modern life and of an increasingly integrated global economy. Migration has
6 become very common among humans in modern times. The need to get things not found in
7 the area of origin and the desire to develop oneself becomes the things that cause a person to
8 decide to migrate.

9 The study of migration in this research focuses on the migration of students and
10 students in Yogyakarta. It is specifically intended to describe the reasons why migrants study
11 and stay (have domicile) in Yogyakarta.

12 13 **Literature Review**

14 The decision of a person to migrate can be caused by various factors and there is
15 always a desire to improve one or more aspects of life. There are four factors to consider in
16 the study of population migration: 1) factors of origin, 2) factors in the destination area, 3)
17 intermediate barriers, and 4) individual factors (Lee, 1987). To be specific, there are two
18 main reasons why migration takes place, either because people were forced by natural
19 disaster/man-made circumstances (such as refugees fleeing persecution, displacement caused
20 by environmental disaster, climate change, prolonged conflict, grinding poverty, and
21 dispossession of land) or because economics prospects seemed more favorable in other
22 regions that make people voluntarily migrate (Dustman & Glitz, 2011; Morrice, Shan, &
23 Sprung, 2018). The driving force and attractiveness of a region is an integral factor, both in
24 terms of economic stability or the quality of education, as education becomes one of the
25 driving factors and an individual's attraction factor for migration (Siswono, 2015). Individual

1 migration decisions and decisions about education attainment are strongly intertwined
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1 migration decisions and decisions about education attainment are strongly intertwined
2 (Dustman & Glitz, 2011). Educational migration is done because migrants want to continue
3 their education to a higher level or to get a better education.

4 Migration can benefit migrants because they will have information about the economic
5 conditions in their home regions and the areas they migrate for. But if they have migrated
6 before, this migration will be greatly influenced by their previous migration (Faggian,
7 McCann, & Sheppard, 2007). Actually there is another aspect that can be obtained by
8 students who study outside of the region, in addition to information about economic
9 conditions in both regions. They will gain experience on the cultural differences of society so
10 that once they will migrate to other areas, they have more information as data or provision for
11 socializing in the new area. This is why their personalities will be indirectly influenced by
12 their previous decision to migrate.

13 Every year in Indonesia there is mobility of the population in the form of migration of
14 school and college students who are studying. One of the reasons is because their parents are
15 also educated people (Bourke, 1971). This encourages them to send their children to study
16 where they think the quality of their education is better than where they come from. The
17 migration destination areas of the students and students are major cities in Indonesia, as well
18 as Yogyakarta. The image of Yogyakarta as a city of education, bringing consequences to the
19 number of students from various regions in Indonesia to come to Yogyakarta to gain
20 knowledge (Sunarto, dkk., 1993). The number of immigrants aimed at continuing education
21 is growing. Year 2013 recorded about 310,860 students from all over Indonesia who studied
22 in Yogyakarta. Of these, 244,739 people or 78.7% were students from outside the region
23 (Pertahankan "Indonesia Mini", 2013). In 2014 there were 298,000 students from various
24 universities in Yogyakarta Special Region. Only 10% to 15% of the students were from

1 Yogyakarta. The rest was 85% or about 200,000 students who came from various regions
2 (Nugraheni, 2014).

3 Some students and university students who want to live in Yogyakarta to study have
4 started since elementary school. Then they continue to junior high school, high school level
5 both high school and vocational high school, up to university. According to data from the
6 Central Bureau of Statistics of Yogyakarta Special Region (Daerah Istimewa Yogyakarta,
7 DIY) Province, population distribution over the last four decades has a pattern that tends to
8 increase with the large number of migrants migrating to Yogyakarta. Immigrants from
9 outside DIY are mostly school and college students who have an effect on increasing
10 population density, while the number of students who graduate and leave DIY are not
11 comparable with those who enter. The area of origin of students and students also vary,
12 ranging from the farther western to the eastern of Indonesia (<http://yogyakarta.bps.go.id>).

13 Previous researches about students' migration also found that the out-migration of
14 student is positively related to public university tuition, and negatively related to the quality
15 of both public and private university, the number of enrollment opportunity, and the
16 availability of a broad-based public university merit scholarship program (Cooke & Boyle,
17 2011). Image of the intended area is one factor that determines a person decision to migrate
18 for educational reasons. Not only the university, but the parents of elementary and middle
19 school students will also consider the image of the targeted area both in terms of economic
20 and social point of view.

21 22 **Methods**

23 24 *Participants*

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3 1 Partisipants in this research were from 3 regions, namely Yogyakarta City, Sleman
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5 2 Regency, and Bantul Regency; obtained through quota sampling. Quota sampling is a
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7 3 technique for determining samples from populations that have certain characteristics to the
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9 4 desired amount (quota) (Sugiyono, 2010). From each regency/city is taken 40 people for each
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11 5 level of education (elementary, junior high, high school/vocational school, university), so the
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13 6 total respondents are as many as 480 respondents.
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18 19 8 ***Data Collection***

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24 10 The data were collected through quitionnaires. The quitionnaires were given to 480
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26 11 respondents who were asked two questions about why they choose to study and stay in
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28 12 Yogyakarta.
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32 33 14 ***Data Analysis***

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37 16 After the data that has been collected, data management is carried out. The steps of
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39 17 data management in this research include following activities: editing, coding, and tabulation.
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41 18 After tabulation of data then it is analyzed using descriptive quantitative analysis. Descriptive
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43 19 analysis is an analysis based on the description of the situation or data obtained in the field.
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45 20 Quantitative descriptive analysis is the process of simplifying the data descriptively, i.e. with
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47 21 the frequency table. This method of analysis can be used to find out why migrants study and
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49 22 stay (have a domicile) in Yogyakarta.
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55 56 24 ***Results (or Results and Discussion)***

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The results of this study showed that there are some reasons for people to study and stay in Yogyakarta. The first finding was that there are four reasons people stated about why they choose Yogyakarta as place for them to study. Here are the data recapitulation:

Table 1. The Data Recapitulation of Why Students Choosing to Study in Yogyakarta

No	Reasons of Choosing to Study in Yogyakarta	Number of People	Percentage
1	Feeling the area comfortable to study	238	49.6%
2	Looking for experience to 'wander' (Living in different city)	141	29.4%
3	Being asked by family/relatives	98	20.4%
4	Being asked by friends	3	0.6%

The second finding showed there are also four main reasons for people to stay in Yogyakarta. Here are the data recapitulation:

Table 2. The Data Recapitulation of Why Students Choosing to Stay in Yogyakarta

No	Reasons of Choosing to Stay in Yogyakarta	Number of People	Percentage
1	Uncompleted/on-going study/education	228	47.5%
2	Feeling less comfortable in the area of origin	53	11%
3	No more close relatives living in the area of origin	23	4.8%
4	Other reason (following parents' employment moving)	176	36.7%

Discussion (or Results and Discussion)

Migration scholars distinguish between permanent and temporary migration which includes return, circular, and onward migration (Weber & Saarela, 2018). The

1 movement/mobility of people in an area within a certain period of time is what ultimately
2 form a certain pattern, as happened in Yogyakarta. Based on the type of mobility of the
3 population (Munir, 2010), the pattern of migration by immigrant students in Yogyakarta
4 Special Region (DIY) in this study relates to the work and education of a person, including
5 the type of circular migration or seasonal migration, i.e. migration in which a person moves
6 but not to settle and still have a family or have a connection with the area of origin.

7 School or college students who come from out of town and live in a place in
8 Yogyakarta can choose from several possibilities. Usually at the beginning they will live a
9 family's place/house, house of friends from school/hometown, dormitories of students
10 coming from certain province of Indonesia (e.g. South Sumatra Student Dormitory),
11 guesthouse and hotel. They live there some days, even up to a few weeks or months, while
12 learning the situation and circumstances surrounding the school or college. Those who still
13 decide to stay in Yogyakarta for a period of time usually choose to stay in a boarding house,
14 rented house, or to stay at a relative's or friend's house. This movement or mobility can then
15 be categorized as a pattern of circular migration or seasonal migration.

16 The status of residence of new families living in DIY are also varied. There are still
17 monthly/yearly boarding house, rented house, or privately owned house. Out of 120
18 respondents of elementary school students, 33.33% answered even though they live with their
19 biological parents but the status of residence (house) is still renting a house. While 51.67% of
20 respondents have lived in their own houses, the remaining 14.16% stay at a relative's house
21 and 0.83% live with foster parents. Based on these data it can be seen that the circular
22 migration pattern that respondents do together with their parents has an impact on the need
23 for a new home or residence. Not surprisingly, in the last 10 years, the property business in
24 DIY thrives and varies in kind. DIY property business not only builds residential complex
25 with various types/sizes only, but also has started to build apartments, condotel, and flats.

1 The findings of Speare and Harris (1986) show that the rate of participation in circular
2 migration increases with increasing levels of education. Higher education will influence the
3 mindset of individuals to live in modernization and earn better income. Wishing for getting a
4 better life in the future can not be separated by considerations about economy condition.
5 People with good income will be able to provide their family with a more comfortable and
6 convenient life, and it will be easier if they consider education as priority and way to reach
7 what they dream of (Bak, 2018). In other words, people are willing to do anything to get a
8 better education, even leaving their hometown and moving to a modern city. Rossel (2012)
9 stated that modernsization has wider impact in society, especially in social transformation
10 and economic growth that indirectly increase urbanization. Similarly, it is what happens in
11 DIY. The circular migration pattern that occurs in DIY is one of the causes due to education,
12 accessibility, and transportation factor (Telaumbanua & Pitoyo, 2017).

13 Circular migration or seasonal migration of students coming to Yogyakarta occurs
14 most intensively at the end of each academic year that falls in June-July. High school and
15 vocational high school graduates have to get ready for a place of further education. One form
16 of advanced education for senior high school graduates is university. Yogyakarta becomes a
17 learning destination for graduates because in this city there are many universities, both public
18 and private, with various courses. In addition to vocational high school graduates who
19 migrated to Yogyakarta, students graduated from elementary and junior high schools also
20 participated in circular migration. Several respondents from elementary school students stated
21 that their reasons for staying in Yogyakarta for a certain period of time were following their
22 parents who are studying for their master's degree or post-doctoral level at a university

23 Circular migration patterns or seasonal migration by immigrant students in
24 Yogyakarta can be seen at the end of each school year, also during religious holidays such as
25 IdulFitri and Christmas every year. Respondents who live in dormitories such as Madrasah

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3 1 Aliyah (MA) SunanPandanaran, Madrasah Tsanawiyah (MTs) Muallimin, and Madrasah
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5 2 Tsanawiyah (MTs) Mu'allimaat will return to their hometowns during the holidays. At this
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7 3 time, there will be a very rapid movement of people from one place to another. Mass
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9 4 transportation centers such as airports, bus terminals and train stations are filled with
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11 5 passengers who will return to their home areas. Of the many passengers, the majority is
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13 6 dominated by school and college students. This is also reinforced from the research data
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15 7 about the intensity/frequency of returning to the area of origin proposed by respondents.
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25 26 11 **Conclusion and Recommendation**

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31 13 Based on the results of data analysis on the reasons for choosing a study in
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33 14 Yogyakarta and the reason for living in Yogyakarta, it can be concluded that education
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35 15 migration is done because migrants want to continue education to a higher level or to obtain a
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37 16 better education. The reason that Yogyakarta is a comfortable place to learn occupies the top
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39 17 position, followed by the reason to seek experience to wander (live in different city). Migrant
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41 18 school and college students who stay or live in Yogyakarta are more likely to join their
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43 19 parents or because their study has not been completed yet. Those findings would be useful for
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45 20 government and other related organizations in mapping the population in Yogyakarta. The
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47 21 factors of comfortness and friendliness which become the most supporting factors for
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49 22 migration to Yogyakarta also show that modern society still chooses to stay in the city with
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51 23 ease of access in the fields of education, infrastructures, and other public services. With these
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53 24 findings, it can be predicted that in the futere, Yogyakarta will still be a favorite place for
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55 25 people to migrate, especially for educational reason.
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60**Conflict of interest**

The authors declare no conflict of interest.

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Yogyakarta State University

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Table 2. The Data Recapitulation of Why Students Choosing to Stay in Yogyakarta

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Kasetsart Journal of Social Sciences

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Research Area:	Education

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1 Factors Driving Education Migration to Yogyakarta

2

3 Abstract

4

5 Yogyakarta is one of the main destinations for education in Indonesia. There are
6 various reasons that encourage the migration of school and college students to Yogyakarta.
7 This article is intended to describe the reasons of why migrants study and stay (have a
8 domicile) in Yogyakarta. Research data ~~obtained~~ was obtained through questionnaires, with
9 samples from 3 regions, namely Yogyakarta, Sleman, and Bantul. A total of 480 respondents
10 came from elementary, junior high, high school/vocational high school and college level;
11 obtained through ~~quota~~ a proportional random sampling. Based on the result of the research,
12 the reason of migrants studying in Yogyakarta ~~is~~ was the greatest, 49.58%, with the reason
13 that the area is comfortable to learn; and the reason to seek experience to ‘wander’ (living in
14 different city) ~~is~~ was 29.37%. While the reason why migrants stay (have domicile) in
15 Yogyakarta because their study has not been completed ~~is~~ was 47.5%, and for other reasons
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17

18 *Keywords:* education migration, Yogyakarta, Indonesia

19

20 Introduction

21

22 Population growth in Indonesia is unequal in various places, as well as in every region,
23 province, or city in Indonesia. Population growth in a particular area is greater than in other
24 regions. The uneven development of each region resulted in migration from undeveloped
25 areas to much-developed areas. Migration is the movement of people from one region to

1 another, beyond administrative boundaries (internal migration) or political/country
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3 quality of life (Sukmaniar, Romli, & Sari, 2018). The International Organization of Migration
4 in 2010 (Varshney & Lata, 2014) states that migration has become an integral and essential
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6 become very common among humans in modern times. The need to get things not found in
7 the area of origin and the desire to develop oneself becomes the things that cause a person to
8 decide to migrate.

9 The ~~study of migration~~problem of the study in this research focuses on how the
10 migration of school students and college students ~~in to~~ Yogyakarta. It is specifically intended
11 to describe the reasons why migrants study and stay (have domicile) in Yogyakarta.
12 Yogyakarta is one of the main destinations for education in Indonesia, so it should be
13 confertable for students to study. But there is a fact that there many social problems due to
14 the unequal population growth.

16 Literature Review

17 The decision of a person to migrate can be caused by various factors and there is
18 always a desire to improve one or more aspects of life. There are four factors to consider in
19 the study of population migration: 1) factors of origin, 2) factors in the destination area, 3)
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9 before, this migration will be greatly influenced by their previous migration (Faggian,
10 McCann, & Sheppard, 2007). Actually there is another aspect that can be obtained by
11 students who study outside of the region, in addition to information about economic
12 conditions in both regions. They will gain experience on the cultural differences of society so
13 that once they will migrate to other areas, they have more information as data or provision for
14 socializing in the new area. This is why their personalities will be indirectly influenced by
15 their previous decision to migrate.

16 Every year in Indonesia there is mobility of the population in the form of migration of
17 school and college students who are studying. One of the reasons is because their parents are
18 also educated people (Bourke, 1971). This encourages them to send their children to study
19 where they think the quality of their education is better than where they come from. The
20 migration destination areas of the students and students are major cities in Indonesia, as well
21 as Yogyakarta. The image of Yogyakarta as a city of education, bringing consequences to the
22 number of students from various regions in Indonesia to come to Yogyakarta to gain
23 knowledge (Sunarto, dkk., 1993). The number of immigrants aimed at continuing education
24 is growing. Year 2013 recorded about 310,860 students from all over Indonesia who studied
25 in Yogyakarta. Of these, 244,739 people or 78.7% were students from outside the region

1 (Pertahankan “Indonesia Mini”, [Kompas, 08/04/2013](#)). In 2014 there were 298,000 students
2 from various universities in Yogyakarta Special Region. Only 10% to 15% of the students
3 were from Yogyakarta. The rest was 85% or about 200,000 students who came from various
4 regions (Nugraheni, 2014). Only 10% to 15% of the students were from Yogyakarta. The rest
5 was 85% or about 200,000 students who came from various regions (Tribun Jogja,
6 15/01/2014).

7 Some students and university students who want to live in Yogyakarta to study have
8 started since elementary school. Then they continue to junior high school, high school level
9 both high school and vocational high school, up to university. According to data from the
10 Central Bureau of Statistics of Yogyakarta Special Region (Daerah Istimewa Yogyakarta,
11 DIY) Province, population distribution over the last four decades has a pattern that tends to
12 increase with the large number of migrants migrating to Yogyakarta. Immigrants from
13 outside DIY are mostly school and college students who have an effect on increasing
14 population density, while the number of students who graduate and leave DIY are not
15 comparable with those who enter. The area of origin of students and students also vary,
16 ranging from the farther western to the eastern of Indonesia (<http://yogyakarta.bps.go.id>).

17 Previous researches about students’ migration also found that the out-migration of
18 student is positively related to public university tuition, and negatively related to the quality
19 of both public and private university, the number of enrollment opportunity, and the
20 availability of a broad-based public university merit scholarship program (Cooke & Boyle,
21 2011). Image of the intended area is one factor that determines a person decision to migrate
22 for educational reasons. Not only the university, but the parents of elementary and middle
23 school students will also consider the image of the targeted area both in terms of economic
24 and social point of view.

25

1 **Methods**

3 ***Participants***

5 Partisipants in this research were from 3 regions, namely Yogyakarta City, Sleman
6 Regency, and Bantul Regency; obtained through ~~quota~~ a proportional random sampling.
7 ~~Quota sampling is a technique for determining samples from populations that have certain~~
8 ~~characteristics to the desired amount (quota) (Sugiyono, 2010).~~ From each regency/city ~~is~~
9 was taken 40 people for each level of education (elementary, junior high, high
10 school/vocational school, university), so the total respondents ~~are~~ were as many as 480
11 respondents.

13 ***Data Collection***

15 The data were collected through quitionnaires. The quitionnaires were given to 480
16 respondents who were asked two questions about why they choose to study and stay in
17 Yogyakarta. The validity technique of the questionnaires used product moment, while the
18 reliabilty of the questionnaire used alpha cronbach technique.

20 ***Data Analysis***

22 After the data that ~~has~~ had been collected, data management ~~is~~ was carried out. The
23 steps of data management in this research ~~include~~ included following activities: editing,
24 coding, and tabulation. After tabulation of data then it ~~is~~ was analyzed using ~~descriptive~~
25 quantitative ~~quantitative~~ descriptive analysis. ~~Descriptive analysis is an analysis~~ The analysis

1 was carried out based on the description of the situation or data obtained in the field.
2 Quantitative descriptive analysis is the process of simplifying—intrepreting the data
3 descriptively, i.e. with the frequency table. This method of analysis can be used to find out
4 why migrants study and stay (have a domicile) in Yogyakarta.

6 **Results ~~(or Results and Discussion)~~**

7 The results of this study showed that there are some reasons for people to study and stay in
8 Yogyakarta.

9 A. Reasons of Choosing to Study in Yogyakarta

10 Migration is often interpreted as a relatively permanent movement from one region to
11 another (Munir, 2010). The movement/mobility of people in an area within a certain period of
12 time is what ultimately form a certain pattern, as happened in Yogyakarta. Based on the type
13 of mobility of the population (Munir, 2010), the pattern of migration by immigrant students
14 in Yogyakarta Special Region (DIY) in this study relates to the work and education of a
15 person, including the type of circular migration or seasonal migration, i.e. migration in which
16 a person moves but not to settle and still have a family or have a connection with the area of
17 origin.

18 In migration decisions there is always a desire to improve one aspect of life, so the
19 decision of a person to migrate can be caused by various factors. There are 4 (four) factors to
20 consider in the study of population migration: 1) factors of origin, 2) factors in the destination
21 area, 3) intermediate barriers, and 4) individual factors [9]. Referring to what was mentioned
22 by Lee, hence in this research to know pattern of migration done by school and college
23 students there are 2 (two) questions asked, that is the reason to choose study in Yogyakarta
24 and reason to stay/have a domicile in Yogyakarta. Based on the results of the research that has been done,
25 the data obtained are as follow.

~~The results of this study showed that there are some reasons for people to study and stay in Yogyakarta.~~ The first finding was that there are four reasons people stated about why they choose Yogyakarta as place for them to study. Here are the data recapitulation:

Table 1. The Data Recapitulation of Why Students Choosing to Study in Yogyakarta

No	Reasons of Choosing to Study in Yogyakarta	Number of People	Percentage
1	Feeling the area comfortable to study	238	49.6%
2	Looking for experience to 'wander' (Living in different city)	141	29.4%
3	Being asked by family/relatives	98	20.4%
4	Being asked by friends	3	0.6%

Of 480 respondents, it is found that there are 4 reasons for students to choose to study in Yogyakarta, i.e. as many as 238 or 49.6% people of respondents chose Yogyakarta as a place of study because the area is comfortable to learn; 141 or 29.4% people of respondents because they wanted to find the experience of wandering; 98 or 20.4% people said they were invited by relatives or close relatives; and the remaining 3 or 0.6% people answered because they were invited by friends. The results of this study are presented in the graph below.

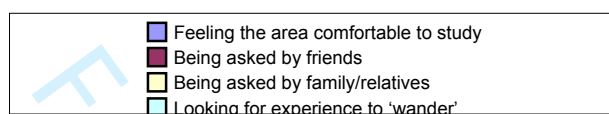
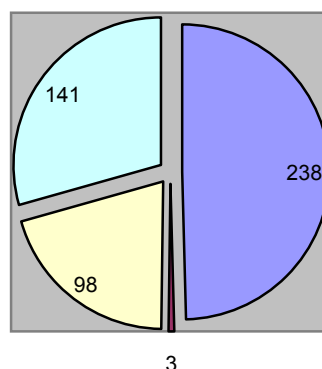


Figure 1. Reasons of Choosing Yogyakarta to Study

In some previous studies, it was mentioned that there are many reasons why outsiders want to study in Yogyakarta. The religious attitudes of students in Yogyakarta Special Region are influenced by the positive effects of family education, campus environment and religious knowledge (Hajaroh, 1999). In addition to the religious aspect, local wisdom (Yogyakarta local wisdom) gives a magnet to attract outsiders to Yogyakarta (Suardiman, 2017)

B. Reasons of Staying (Having a Domicile) in Yogyakarta

After completing the study on a certain level of education, many respondents remain or reside in Yogyakarta for reasons of continuing study, feeling less comfortable to live in the area of origin, no more close relatives living in the area of origin, or looking for experience/work.

The second finding showed there are also four main reasons for people to stay in Yogyakarta. Here are the data recapitulation:

1 Table 2. The Data Recapitulation of Why Students Choosing to Stay in Yogyakarta

No	Reasons of Choosing to Stay in Yogyakarta	Number of People	Percentage
1	Uncompleted/on-going study/education	228	47.5%
2	Feeling less comfortable in the area of origin	53	11%
3	No more close relatives living in the area of origin	23	4.8%
4	Other reason (following parents' employment moving)	176	36.7%

2
3 Based on the results of the study, the respondents who stay or live in Yogyakarta due to
4 the reasons of joining parents who moved is 228 people. While the majority of respondents
5 answered the reason for living in Yogyakarta is because the study was not completed
6 (47.5%). The rest, 53 or 11% people responded that they feel less comfortable in the area of
7 origin and 23 or 4.8% people admitted that they have no more family or close relatives in the
8 area of origin. More information can be seen in the following graph.

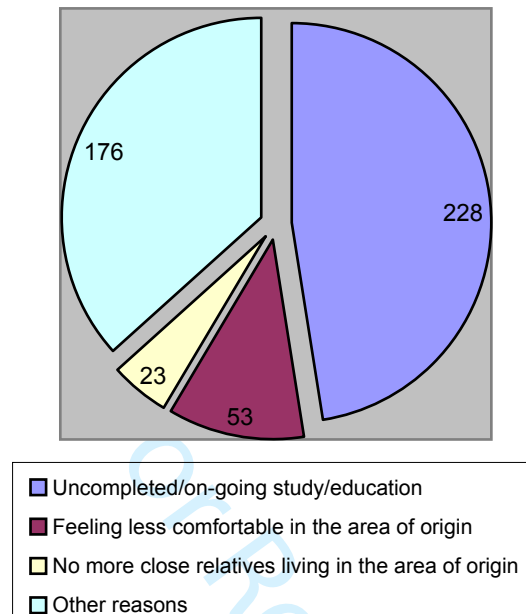


Figure 2. Reasons of Staying (Having a Domicile) in Yogyakarta

~~Discussion (or Results and Discussion)~~

Migration scholars distinguish between permanent and temporary migration which includes return, circular, and onward migration (Weber & Saarela, 2018). The movement/mobility of people in an area within a certain period of time is what ultimately form a certain pattern, as happened in Yogyakarta. Based on the type of mobility of the population (Munir, 2010), the pattern of migration by immigrant students in Yogyakarta Special Region (DIY) in this study relates to the work and education of a person, including the type of circular migration or seasonal migration, i.e. migration in which a person moves but not to settle and still have a family or have a connection with the area of origin.

School or college students who come from out of town and live in a place in Yogyakarta can choose from several possibilities. Usually at the beginning they will live a

1 family's place/house, house of friends from school/hometown, dormitories of students
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3 coming from certain province of Indonesia (e.g. South Sumatra Student Dormitory),
4
5 guesthouse and hotel. They live there some days, even up to a few weeks or months, while
6
7 learning the situation and circumstances surrounding the school or college. Those who still
8
9 decide to stay in Yogyakarta for a period of time usually choose to stay in a boarding house,
10
11 rented house, or to stay at a relative's or friend's house. This movement or mobility can then
12
13 be categorized as a pattern of circular migration or seasonal migration.
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19 The status of residence of new families living in DIY are also varied. There are still
20
21 monthly/yearly boarding house, rented house, or privately owned house. Out of 120
22
23 respondents of elementary school students, 33.33% answered even though they live with their
24
25 biological parents but the status of residence (house) is still renting a house. While 51.67% of
26
27 respondents have lived in their own houses, the remaining 14.16% stay at a relative's house
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29 and 0.83% live with foster parents. Based on these data it can be seen that the circular
30
31 migration pattern that respondents do together with their parents has an impact on the need
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33 for a new home or residence. Not surprisingly, in the last 10 years, the property business in
34
35 DIY thrives and varies in kind. DIY property business not only builds residential complex
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37 with various types/sizes only, but also has started to build apartments, condotel, and flats.
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42 The findings of Speare and Harris (1986) show that the rate of participation in circular
43
44 migration increases with increasing levels of education. The same result is shown by Sanis'
45
46 research (2010) in Salatiga City where respondents whose level of education is one level
47
48 higher, the chances of migration is greater than the respondents with lower education level
49
50 (one level). Higher education will influence the mindset of individuals to earn better income.
51
52 Similarly, it is what happens in DIY. The circular migration pattern that occurs in DIY is one
53
54 of the causes due to education factor. Higher education will influence the mindset of
55
56 individuals to live in modernization and earn better income. Wishing for getting a better life
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1 in the future can not be separated by considerations about economy condition. People with
2 good income will be able to provide their family with a more comfortable and convenient
3 life, and it will be easier if they consider education as priority and way to reach what they
4 dream of (Bak, 2018). In other words, people are willing to do anything to get a better
5 education, even leaving their hometown and moving to a modern city. Rossel (2012) stated
6 that modernsization has wider impact in society, especially in social transformation and
7 economic growth that indirectly increase urbanization. Similarly, it is what happens in DIY.
8 The circular migration pattern that occurs in DIY is one of the causes due to education,
9 accessibility, and transportation factor (Telaumbanua & Pitoyo, 2017).

10 Circular migration or seasonal migration of students coming to Yogyakarta occurs
11 most intensively at the end of each academic year that falls in June-July. High school and
12 vocational high school graduates have to get ready for a place of further education. One form
13 of advanced education for senior high school graduates is university. Yogyakarta becomes a
14 learning destination for graduates because in this city there are many universities, both public
15 and private, with various courses. In addition to vocational high school graduates who
16 migrated to Yogyakarta, students graduated from elementary and junior high schools also
17 participated in circular migration. Several respondents from elementary school students stated
18 that their reasons for staying in Yogyakarta for a certain period of time were following their
19 parents who are studying for their master's degree or post-doctoral level at a university

20 Circular migration patterns or seasonal migration by immigrant students in
21 Yogyakarta can be seen at the end of each school year, also during religious holidays such as
22 Idul Fitri and Christmas every year. Respondents who live in dormitories such as Madrasah
23 Aliyah (MA) Sunan Pandanaran, Madrasah Tsanawiyah (MTs) Muallimin, and Madrasah
24 Tsanawiyah (MTs) Mu'allimaat will return to their hometowns during the holidays. At this
25 time, there will be a very rapid movement of people from one place to another. Mass

1 transportation centers such as airports, bus terminals and train stations are filled with
2 passengers who will return to their home areas. Of the many passengers, the majority is
3 dominated by school and college students. This is also reinforced from the research data
4 about the intensity/frequency of returning to the area of origin proposed by respondents.

8 **Conclusion and Recommendation**

10 Based on the results of data analysis on the reasons for choosing a study in
11 Yogyakarta and the reason for living in Yogyakarta, it can be concluded that education
12 migration is done because migrants want to continue education to a higher level or to obtain a
13 better education. The reason that Yogyakarta is a comfortable place to learn occupies the top
14 position, followed by the reason to seek experience to wander (live in different city). Migrant
15 school and college students who stay or live in Yogyakarta are more likely to join their
16 parents or because their study has not been completed yet. Those findings would be useful for
17 government and other related organizations in mapping the population in Yogyakarta. The
18 factors of comfortness and friendliness which become the most supporting factors for
19 migration to Yogyakarta also show that modern society still chooses to stay in the city with
20 ease of access in the fields of education, infrastructures, and other public services. With these
21 findings, it can be predicted that in the future, Yogyakarta will still be a favorite place for
22 people to migrate, especially for educational reason.

24 **Conflict of interest**

1 The authors declare no conflict of interest.

2

3 **Acknowledgments**

4

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For Review Only

Reviewers' Comment and Reision

No	Reviewers' comment	Revision
	<p>Reviewer: 1</p> <p>Author(s) should be aware about tenses</p> <p>in Methods, please rearrange about sampling, don;t use quota sampling</p> <p>Please mention about validity and reliability of questioner</p> <p>Complete result, cause the result too simple</p> <p>Give challange for international reader for future research</p> <p>For references, use APA style as guide</p>	<p>Tenses has already been revised</p> <p>The sampling technique use a proportional random sampling</p> <p>The validity of the questionnaire use product moment technique, while the reliability use alpha cronbach technique</p> <p>The result has already revised inthe compete version</p> <p>This part has already been revised</p> <p>The references have been revised in APA style</p>
	<p>Reviewer: 2</p> <p>Further strengthening the background by showing the problem under study, shown by the gap between ideal conditions and facts on the ground.</p> <p>In addition, the discussion of research results needs to be strengthened by theory and previous research results.</p>	<p>This part has already been revised</p> <p>This part has already been revised</p>

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Factors Driving Education Migration to Yogyakarta

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Abstract

Yogyakarta is one of the main destinations for education in Indonesia. There are various reasons that encourage the migration of school and college students to Yogyakarta. This article is intended to describe the reasons of why migrants study and stay (have a domicile) in Yogyakarta. Research data ~~obtained~~was obtained through questionnaires, with samples from 3 regions, namely Yogyakarta, Sleman, and Bantul. A total of 480 respondents came from elementary, junior high, high school/vocational high school and college level; obtained through ~~quota~~a proportional random sampling. Based on the result of the research, the reason of migrants studying in Yogyakarta ~~is~~was the greatest, 49.58%, with the reason that the area is comfortable to learn; and the reason to seek experience to 'wander' (living in different city) ~~is~~was 29.37%. While the reason why migrants stay (have domicile) in Yogyakarta because their study has not been completed ~~is~~was 47.5%, and for other reasons (following parents' employment moving) ~~is~~was 36.7%.

Keywords: education migration, Yogyakarta, Indonesia

Introduction

Population growth in Indonesia is unequal in various places, as well as in every region, province, or city in Indonesia. Population growth in a particular area is greater than in other regions. The uneven development of each region resulted in migration from undeveloped areas to much-developed areas. Migration is the movement of people from one

1 region to another, beyond administrative boundaries (internal migration) or political/country
2 boundaries (international migration), relatively permanent or temporary, to improve their
3 quality of life (Sukmaniar, Romli, & Sari, 2018). The International Organization of Migration
4 in 2010 (Varshney & Lata, 2014) states that migration has become an integral and essential
5 feature of modern life and of an increasingly integrated global economy. Migration has
6 become very common among humans in modern times. The need to get things not found in
7 the area of origin and the desire to develop oneself becomes the things that cause a person to
8 decide to migrate.

9 The ~~study of migration~~problem of the study in this research focuses on how the
10 migration of school students and college students ~~in-to~~ Yogyakarta. It is specifically intended
11 to describe the reasons why migrants study and stay (have domicile) in Yogyakarta.
12 Yogyakarta is one of the main destinations for education in Indonesia, so it should be
13 confertable for students to study. But there is a fact that there many social problems due to
14 the unequal population growth.

15

16 **Literature Review**

17 The decision of a person to migrate can be caused by various factors and there is
18 always a desire to improve one or more aspects of life. There are four factors to consider in
19 the study of population migration: 1) factors of origin, 2) factors in the destination area, 3)
20 intermediate barriers, and 4) individual factors (Lee, 1987). To be specific, there are two
21 main reasons why migration takes place, either because people were forced by natural
22 disaster/man-made circumstances (such as refugees fleeing persecution, displacement caused
23 by environmental disaster, climate change, prolonged conflict, grinding poverty, and
24 dispossession of land) or because economics prospects seemed more favorable in other
25 regions that make people voluntarily migrate (Dustman & Glitz, 2011; Morrice, Shan, &

1 Sprung, 2018). The driving force and attractiveness of a region is an integral factor, both in
2 terms of economic stability or the quality of education, as education becomes one of the
3 driving factors and an individual's attraction factor for migration (Siswono, 2015). Individual
4 migration decisions and decisions about education attainment are strongly intertwined
5 (Dustman & Glitz, 2011). Educational migration is done because migrants want to continue
6 their education to a higher level or to get a better education.

7 Migration can benefit migrants because they will have information about the
8 economic conditions in their home regions and the areas they migrate for. But if they have
9 migrated before, this migration will be greatly influenced by their previous migration
10 (Faggian, McCann, & Sheppard, 2007). Actually there is another aspect that can be obtained
11 by students who study outside of the region, in addition to information about economic
12 conditions in both regions. They will gain experience on the cultural differences of society so
13 that once they will migrate to other areas, they have more information as data or provision for
14 socializing in the new area. This is why their personalities will be indirectly influenced by
15 their previous decision to migrate.

16 Every year in Indonesia there is mobility of the population in the form of migration of
17 school and college students who are studying. One of the reasons is because their parents are
18 also educated people (Bourke, 1971). This encourages them to send their children to study
19 where they think the quality of their education is better than where they come from. The
20 migration destination areas of the students and students are major cities in Indonesia, as well
21 as Yogyakarta. The image of Yogyakarta as a city of education, bringing consequences to the
22 number of students from various regions in Indonesia to come to Yogyakarta to gain
23 knowledge (Sunarto, ~~et al., dkk.~~, 1993). According to data, population density over the last
24 decade has a pattern that tends to increase. The population census showed that there were
25 3.47 million of people lived in Special Region of Yogyakarta in 2010, and leveled up to 3.72

1 million five years later. About one third of the population were young people age 10-29 years
 2 old (Tim Penyusun, 2016).

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3 The number of immigrants aimed at continuing education is growing. Year 2013
 4 recorded about 310,860 students from all over Indonesia who studied in Yogyakarta. Of
 5 these, 244,739 people or 78.7% were students from outside the region (Pertahankan
 6 "Indonesia Mini", Kompas, 08/04/2013). In 2014 there were 298,000 students from various

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7 universities in Yogyakarta Special Region. Only 10% to 15% of the students were from
 8 Yogyakarta. The rest was 85% or about 200,000 students who came from various regions
 9 (Nugraheni, 2014). Only 10% to 15% of the students were from Yogyakarta. The rest was
 10 85% or about 200,000 students who came from various regions (Tribun Jogja Nugraheni,
 11 15/01/2014).

12 Some students and university students who want to live in Yogyakarta to study have
 13 started since elementary school. Then they continue to junior high school, high school level
 14 both high school and vocational high school, up to university. According to data from the
 15 Central Bureau of Statistics of Yogyakarta Special Region (Daerah Istimewa Yogyakarta,
 16 DIY) Province, population distribution over the last four decades has a pattern that tends to
 17 increase with the large number of migrants migrating to Yogyakarta. Immigrants from
 18 outside DIY are mostly school and college students who have an effect on increasing
 19 population density, while the number of students who graduate and leave DIY are not
 20 comparable with those who enter. The area of origin of students and students also vary,
 21 ranging from the farther western to the eastern of Indonesia (<http://yogyakarta.bps.go.id/>).

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22 Previous researches about students' migration also found that the out-migration of
 23 student is positively related to public university tuition, and negatively related to the quality
 24 of both public and private university, the number of enrollment opportunity, and the
 25 availability of a broad-based public university merit scholarship program (Cooke & Boyle,

2011). Image of the intended area is one factor that determines a person decision to migrate for educational reasons. Not only the university, but the parents of elementary and middle school students will also consider the image of the targeted area both in terms of economic and social point of view.

Methodologys

Participants

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Participants in this research were from 3 regions, namely Yogyakarta City, Sleman Regency, and Bantul Regency; obtained through ~~quota~~ a proportional random sampling. ~~Quota sampling is a technique for determining samples from populations that have certain characteristics to the desired amount (quota) (Sugiyono, 2010).~~ From each regency/city ~~is~~ was taken 40 people for each level of education (elementary, junior high, high school/vocational school, university), so the total respondents ~~are~~ were as many as 480 respondents.

Data Collection

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The data were collected through quitionnaires. The quitionnaires were given to 480 respondents who were asked two questions about why they choose to study and stay in Yogyakarta. ~~The validity technique of the questionnaires used product moment, while the reliabilty of the questionnaire used alpha cronbach technique.~~

Data Analysis

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1
2 After the data that ~~has had~~ been collected, data management ~~is was~~ carried out. The
3 steps of data management in this research ~~include included~~ following activities: editing,
4 coding, and tabulation. After tabulation of data then it ~~is was~~ analyzed using ~~descriptive~~
5 ~~quantitative~~ quantitative descriptive analysis. ~~Descriptive analysis is an analysis~~ The analysis
6 was carried out based on the description of the situation or data obtained in the field.
7 Quantitative descriptive analysis is the process of ~~simplifying intpreting~~ the data
8 descriptively, i.e. with the frequency table. This method of analysis can be used to find out
9 why migrants study and stay (have a domicile) in Yogyakarta.

13 **Results (or Results and Discussion)**

14 The results of this study showed that there are some reasons for people to study and
15 stay in Yogyakarta.

17 A. Reasons of Choosing to Study in Yogyakarta

19 Migration is often interpreted as a relatively permanent movement from one region to
20 another (Munir, 2010). The movement/mobility of people in an area within a certain period of
21 time is what ultimately form a certain pattern, as happened in Yogyakarta. Based on the type
22 of mobility of the population (Munir, 2010), the pattern of migration by immigrant students
23 in Yogyakarta Special Region (DIY) in this study relates to the work and education of a
24 person, including the type of circular migration or seasonal migration, i.e. migration in which

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a person moves but not to settle and still have a family or have a connection with the area of origin.

In migration decisions there is always a desire to improve one aspect of life, so the decision of a person to migrate can be caused by various factors. There are 4 (four) factors to consider in the study of population migration: 1) factors of origin, 2) factors in the destination area, 3) intermediate barriers, and 4) individual factors [9]. Referring to what was mentioned by Lee, hence in this research to know pattern of migration done by school and college students there are 2 (two) questions asked, that is the reason to choose study in Yogyakarta and reason to stay/have a domicile in Yogyakarta. Based on the results of the research that has been done, the data obtained are as follow.

~~The results of this study showed that there are some reasons for people to study and stay in Yogyakarta.~~ The first finding was that there are four reasons people stated about why they choose Yogyakarta as place for them to study. Here are the data recapitulation:

Table 1. The Data Recapitulation of Why Students Choosing to Study in Yogyakarta

No	Reasons of Choosing to Study in Yogyakarta	Number of People	Percentage
1	Feeling the area comfortable to study	238	49.6%
2	Looking for experience to 'wander' (Living in different city)	141	29.4%
3	Being asked by family/relatives	98	20.4%
4	Being asked by friends	3	0.6%

Of 480 respondents, it is found that there are 4 reasons for students to choose to study in Yogyakarta, i.e. as many as 238 or 49.6% people of respondents chose Yogyakarta as a place of study because the area is comfortable to learn; 141 or 29.4% people of respondents

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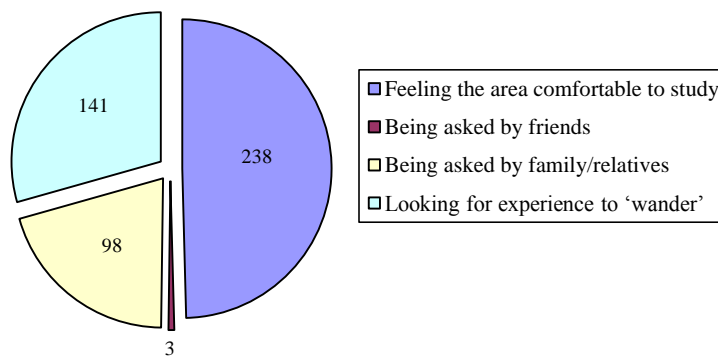
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1 because they wanted to find the experience of wandering; 98 or 20.4% people said they were
 2 invited by relatives or close relatives; and the remaining 3 or 0.6% people answered because
 3 they were invited by friends. -The results of this study are presented in the graph below.



4
 5
 6 **Figure 1.** Reasons of Choosing Yogyakarta to Study

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7
 8 In some previous studies, it was mentioned that there are many reasons why outsiders
 9 want to study in Yogyakarta. The religious attitudes of students in Yogyakarta Special
 10 Region are influenced by the positive effects of family education, campus environment and
 11 religious knowledge (Hajaroh, 1999). In addition to the religious aspect, local wisdom
 12 (Yogyakarta local wisdom) gives a magnet to attract outsiders to Yogyakarta (Suardiman,
 13 2017)

14
 15 *B. Reasons of Staying (Having a Domicile) in Yogyakarta*

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16
 17 After completing the study on a certain level of education, many respondents remain
 18 or reside in Yogyakarta for reasons of continuing study, feeling less comfortable to live in the

area of origin, no more close relatives living in the area of origin, or looking for experience/work.

The second finding showed there are also four main reasons for people to stay in Yogyakarta. Here are the data recapitulation:

Table 2.—The Data Recapitulation of Why Students Choosing to Stay in Yogyakarta

No	Reasons of Choosing to Stay in Yogyakarta	Number of People	Percentage
1	Uncompleted/on-going study/education	228	47.5%
2	Feeling less comfortable in the area of origin	53	11%
3	No more close relatives living in the area of origin	23	4.8%
4	Other reason (following parents' employment moving)	176	36.7%

Based on the results of the study, the respondents who stay or live in Yogyakarta due to the reasons of joining parents who moved is 228 people. While the majority of respondents answered the reason for living in Yogyakarta is because the study was not completed (47.5%). The rest, 53 or 11% people responded that they feel less comfortable in the area of origin and 23 or 4.8% people admitted that they have no more family or close relatives in the area of origin. More information can be seen in the following graph.

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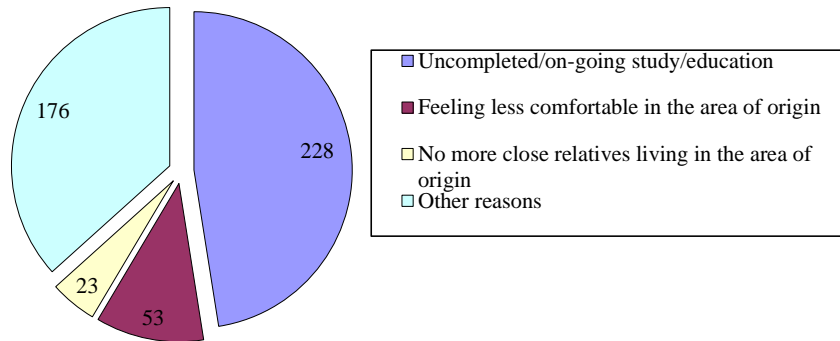


Figure 2 –Reasons of Staying (Having a Domicile) in Yogyakarta

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Discussion (or Results and Discussion)

Migration scholars distinguish between permanent and temporary migration which includes return, circular, and onward migration (Weber & Saarela, 2018). The movement/mobility of people in an area within a certain period of time is what ultimately form a certain pattern, as happened in Yogyakarta. Based on the type of mobility of the population (Munir, 2010), the pattern of migration by immigrant students in Yogyakarta Special Region (DIY) in this study relates to the work and education of a person, including the type of circular migration or seasonal migration, i.e. migration in which a person moves but not to settle and still have a family or have a connection with the area of origin.

School or college students who come from out of town and live in a place in Yogyakarta can choose from several possibilities. Usually at the beginning they will live a family's place/house, house of friends from school/hometown, dormitories of students coming from certain province of Indonesia (e.g. South Sumatra Student Dormitory), guesthouse and hotel. They live there some days, even up to a few weeks or months, while learning the situation and circumstances surrounding the school or college. Those who still

1 decide to stay in Yogyakarta for a period of time usually choose to stay in a boarding house,
 2 rented house, or to stay at a relative's or friend's house. This movement or mobility can then
 3 be categorized as a pattern of circular migration or seasonal migration.

4 The status of residence of new families living in DIY are also varied. There are still
 5 monthly/yearly boarding house, rented house, or privately owned house. Out of 120
 6 respondents of elementary school students, 33.33% answered even though they live with their
 7 biological parents but the status of residence (house) is still renting a house. While 51.67% of
 8 respondents have lived in their own houses, the remaining 14.16% stay at a relative's house
 9 and 0.83% live with foster parents. Based on these data it can be seen that the circular
 10 migration pattern that respondents do together with their parents has an impact on the need
 11 for a new home or residence. Not surprisingly, in the last 10 years, the property business in
 12 DIY thrives and varies in kind. DIY property business not only builds residential complex
 13 with various types/sizes only, but also has started to build apartments, condotel, and flats.

14 The findings of Speare and Harris (1986) show that the rate of participation in circular
 15 migration increases with increasing levels of education. ~~The same result is shown by Sanis'
 16 research (2010) in Salatiga City where respondents whose level of education is one level
 17 higher, the chances of migration is greater than the respondents with lower education level
 18 (one level). Higher education will influence the mindset of individuals to earn better income.
 19 Similarly, it is what happens in DIY. The circular migration pattern that occurs in DIY is one
 20 of the causes due to education factor. Higher education will influence the mindset of
 21 individuals to live in modernization and earn better income.~~ Wishing for getting a better life
 22 in the future can not be separated by considerations about economy condition. People with
 23 good income will be able to provide their family with a more comfortable and convenient
 24 life, and it will be easier if they consider education as priority and way to reach what they
 25 dream of (Bak, 2018). In other words, people are willing to do anything to get a better

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1 | education, even leaving their hometown and moving to a modern city. Rosse (2012) stated
2 | that modernsization has wider impact in society, especially in social transformation and
3 | economic growth that indirectly increase urbanization. Similarly, it is what happens in DIY.
4 | The circular migration pattern that occurs in DIY is one of the causes due to education,
5 | accessibility, and transportation factor (Telaumbanua & Pitoyo, 2017).

6 | Circular migration or seasonal migration of students coming to Yogyakarta occurs
7 | most intensively at the end of each academic year that falls in June–July. High school and
8 | vocational high school graduates have to get ready for a place of further education. One form
9 | of advanced education for senior high school graduates is university. Yogyakarta becomes a
10 | learning destination for graduates because in this city there are many universities, both public
11 | and private, with various courses. In addition to vocational high school graduates who
12 | migrated to Yogyakarta, students graduated from elementary and junior high schools also
13 | participated in circular migration. Several respondents from elementary school students stated
14 | that their reasons for staying in Yogyakarta for a certain period of time were following their
15 | parents who are studying for their master's degree or post-doctoral level at a university

16 | Circular migration patterns or seasonal migration by immigrant students in
17 | Yogyakarta can be seen at the end of each school year, also during religious holidays such as
18 | IdulFitri and Christmas every year. Respondents who live in dormitories such as Madrasah
19 | Aliyah (MA) SunanPandanaran, Madrasah Tsanawiyah (MTs) Muallimin, and Madrasah
20 | Tsanawiyah (MTs) Mu'allimaat will return to their hometowns during the holidays. At this
21 | time, there will be a very rapid movement of people from one place to another. Mass
22 | transportation centers such as airports, bus terminals and train stations are filled with
23 | passengers who will return to their home areas. Of the many passengers, the majority is
24 | dominated by school and college students. This is also reinforced from the research data
25 | about the intensity/frequency of returning to the area of origin proposed by respondents.

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Conclusion and Recommendation

Based on the results of data analysis on the reasons for choosing a study in Yogyakarta and the reason for living in Yogyakarta, it can be concluded that education migration is done because migrants want to continue education to a higher level or to obtain a better education. The reason that Yogyakarta is a comfortable place to learn occupies the top position, followed by the reason to seek experience to wander (live in different city). Migrant school and college students who stay or live in Yogyakarta are more likely to join their parents or because their study has not been completed yet. Those findings would be useful for government and other related organizations in mapping the population in Yogyakarta. The factors of comfortness and friendliness which become the most supporting factors for migration to Yogyakarta also show that modern society still chooses to stay in the city with ease of access in the fields of education, infrastructures, and other public services. With these findings, it can be predicted that in the future, Yogyakarta will still be a favorite place for people to migrate, especially for educational reason.

Conflict of Interest

~~The authors declare no conflict of interest~~ There is no conflict of interest.

1 Acknowledgments

2

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5

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Factors Driving Education Migration to Yogyakarta

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Abstract

Yogyakarta is one of the main destinations for education in Indonesia. There are various reasons that encourage the migration of school and college students to Yogyakarta. This article is intended to describe the reasons of why migrants study and stay (have a domicile) in Yogyakarta. Research data ~~was~~ were obtained through questionnaires, with samples from 3 regions, namely Yogyakarta, Sleman, and Bantul. A total of 480 respondents came from elementary, junior high, high school/vocational high school and college level; obtained through a proportional random sampling. Based on the results of the research, the reasons ~~of for~~ migrants studying in Yogyakarta was the greatest, 49.58%, with the reason that the area is ~~comfortable~~ convenient ~~to for~~ learning; and the reason to seek experience to 'wander' (living in a different city) was 29.37%. ~~While~~ The reason why migrants stay (have domicile) in Yogyakarta because their study has not been completed was 47.5%, and for other reasons (following parents' employment moving) was 36.7%.

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Introduction

Population growth in Indonesia is unequal ~~in various places, as well as~~ in every region, province, or city in Indonesia. Population growth in a particular area is greater than in other regions. The uneven development of each region ~~has~~ resulted in migration from undeveloped areas to much-developed areas. Migration is the movement of people from one region to another, beyond administrative boundaries (internal migration) or political/country boundaries (international migration), relatively permanent or temporary, to improve their

1 quality of life (Sukmaniar, Romli, & Sari, 2018). The International Organization of Migration
 2 in 2010 (Varshney & Lata, 2014) states that migration has become an integral and essential
 3 feature of modern life and of an increasingly integrated global economy. Migration has
 4 become very common among humans in modern times. The need to ~~get benefit from~~ things
 5 not found in the area of origin and the desire to develop oneself becomes ~~the things factors~~
 6 that cause a person to decide to migrate.

7 ~~The study of migration problem of the study in t~~ This research focuses on ~~how~~ the
 8 migration of school students and college students to Yogyakarta. It is specifically intended to
 9 describe the reasons why migrants study and stay (have domicile) in Yogyakarta. ~~As~~
 10 Yogyakarta is one of the main destinations for education in Indonesia, ~~so~~ it should be
 11 ~~confertable~~ ~~comfortable~~ ~~convenient~~ for students ~~to for~~ studying. ~~But there is a fact that~~
 12 ~~However~~, there many social problems due to the unequal population growth.

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14 **Literature Review**

15 The decision of a person to migrate can be caused by various factors, and there is
 16 always a desire to improve one or more aspects of life. There are four factors to consider in
 17 the study of population migration: 1) factors of origin, 2) factors in the destination area, 3)
 18 intermediate barriers, and 4) individual factors (Lee, 1987). To be specific, there are two
 19 main reasons why migration takes place, either because people were forced by natural
 20 disaster/man-made circumstances (such as refugees fleeing persecution, displacement caused
 21 by environmental disaster, climate change, prolonged conflict, grinding poverty, and
 22 dispossession of land) or because economics prospects seemed more favorable in other
 23 regions, ~~that make causing~~ people ~~to~~ voluntarily migrate (Dustman & Glitz, 2011; Morrice,
 24 Shan, & Sprung, 2018). The driving force and attractiveness of a region is an integral factor,
 25 both in terms of economic stability or the quality of education, as education becomes one of

1 the driving factors and an individual's attraction factor for migration (Siswono, 2015).
 2 Individual migration decisions and decisions about education attainment are strongly
 3 intertwined (Dustman & Glitz, 2011). Educational migration is done because migrants want
 4 to continue their education to a higher level or to get a better education.

5 Migration can benefit migrants because they will have information about the
 6 economic conditions in their home regions and the areas they migrate ~~for to~~. But if they have
 7 migrated before, this migration will be greatly influenced by their previous migration
 8 (Faggian, McCann, & Sheppard, 2007). Actually, there is another aspect that can be obtained
 9 by students who study outside of the region, in addition to information about economic
 10 conditions in both regions. They will gain experience on the cultural differences of society so
 11 that once they ~~will~~ migrate to other areas, they have more information as data or provision for
 12 socializing in the new area. This is why their personalities will be indirectly influenced by
 13 their previous decision to migrate.

14 Every year in Indonesia there is mobility of the population in the form of migration of
 15 school and college students who are studying. One of the reasons is because their parents are
 16 also educated people (Bourke, 1971). This encourages them to send their children to study
 17 where they think the quality of their education is better than where they come from. The
 18 migration destination areas of ~~the students and students~~ are major cities in Indonesia, ~~as well~~
 19 ~~as including~~ Yogyakarta. The image of Yogyakarta ~~is~~ as a city of education, bringing
 20 consequences to ~~the a~~ number of students from various regions in Indonesia, ~~to who~~ come to
 21 Yogyakarta to gain knowledge (Sunarto, ~~et al., dkk.~~, 1993). According to data, population
 22 density over the last decade has a pattern that tends to increase. The population census
 23 showed that there were 3.47 million ~~of~~ people ~~liveding~~ in Special Region of Yogyakarta in
 24 2010, and ~~increased leveled up~~ to 3.72 million five years later. About one third of the
 25 population were young people age 10–29 years old (Penyusun, 2016).

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1 The number of immigrants aimed at continuing education is growing. ~~The~~ ~~Y~~year 2013
 2 recorded about 310,860 students from all over Indonesia who studied in Yogyakarta. Of
 3 these, 244,739 people or 78.7% were students from outside the region (Pertahankan
 4 “Indonesia Mini”, 2013). In 2014 there were 298,000 students from various universities in
 5 Yogyakarta Special Region. Only 10% to 15% of the students were from Yogyakarta. The
 6 rest, ~~was~~ 85% or about 200,000 students, ~~who~~ came from various regions (Nugraheni, 2014).
 7 ~~Only 10% to 15% of the students were from Yogyakarta. The rest was 85% or about 200,000~~
 8 ~~students who came from various regions (Tribun Jogja Nugraheni, 15/01/2014).~~

9 Some ~~school~~ students and university students ~~who want to live~~ ~~ing~~ in Yogyakarta to
 10 study ~~have~~ started ~~since at~~ elementary school. Then, they continue to junior high school, high
 11 school level, both high school and vocational high school, up to university. ~~According to data~~
 12 ~~from the Central Bureau of Statistics of Yogyakarta Special Region (Daerah Istimewa~~
 13 ~~Yogyakarta, DIY) Province, population distribution over the last four decades has a pattern~~
 14 ~~that tends to increase with the large number of migrants migrating to Yogyakarta.~~ Immigrants
 15 from outside DIY are mostly school and college students who have an effect on increasing
 16 population density, while the number of students who graduate and leave DIY are not
 17 comparable with those who enter. The areas of origin of ~~students and students~~ also vary,
 18 ranging from the farther ~~western~~ to the eastern ~~part~~ of Indonesia (~~http://yogyakarta.bps.go.id~~).

19 Previous researches about students' migration also found that the out-migration of
 20 students is positively related to public university tuition, and negatively related to the quality
 21 of both public and private university, the number of enrollment opportunities, and the
 22 availability of a broad-based public university merit scholarship program (Cooke & Boyle,
 23 2011). ~~The~~ ~~H~~image of the intended area is one factor that determines a person's decision to
 24 migrate for educational reasons. ~~Not only~~ ~~Aside from~~ the university, ~~but the~~ parents of

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1 elementary and middle school students will ~~also~~ consider the image of the targeted area both
 2 in terms of economic and social point of view.

4 **Methodologies**

6 *Participants*

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8 Partisipants in this research were from 3 regions, namely Yogyakarta City, Sleman
 9 Regency, and Bantul Regency; obtained through ~~quota~~ a proportional random sampling. ~~40~~
 10 ~~people~~ ~~F~~from each regency/city ~~is was were~~ taken ~~40 people~~ for each level of education
 11 (elementary, junior high, high school/vocational school, university), so the total respondents
 12 ~~are were~~ as many as 480 respondents.

14 *Data Collection*

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16 The data were collected through ~~qu~~estionnaires. The ~~qu~~estionnaires were given to
 17 480 respondents who were asked two questions about why they choose to study and stay in
 18 Yogyakarta. ~~The validity technique of the questionnaires used product moment, while the~~
 19 ~~reliabilty of the questionnaire used alpha cronbach technique.~~

21 *Data Analysis*

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23 After the data ~~that~~ had been collected, data management was carried out. The steps of
 24 data management in this research ~~in~~cluded ~~the~~ following activities: editing, coding, and
 25 tabulation. After tabulation, ~~of the~~ data ~~then it was~~ ~~were~~ analyzed using quantitative

1 descriptive analysis. The analysis was carried out based on the description of the situation or
2 data obtained in the field. Quantitative descriptive analysis is the process of interpreting the
3 data descriptively, i.e. with the frequency table. This method of analysis can be used to find
4 out why migrants study and stay (have a domicile) in Yogyakarta.

5
6
7

8 **Results and Discussion**

9 The results of this study showed that there are ~~some~~ several reasons for people to
10 study and stay in Yogyakarta.

11

12 A. Reasons of Choosing to Study in Yogyakarta

13

14 Migration is often interpreted as a relatively permanent movement from one region to
15 another (Munir, 2010). The movement/mobility of people in an area within a certain period of
16 time is what ultimately forms a certain pattern, as has happened in Yogyakarta. Based on the
17 type of mobility of the population (Munir, 2010), the pattern of migration by immigrant
18 students in Yogyakarta Special Region (DIY) in this study relates to the work and education
19 of a person, including the type of circular migration or seasonal migration, i.e. migration in
20 which a person moves but does not ~~to~~-settle, and still has a family or ~~have~~-a connection
21 with the area of origin.

22 In migration decisions there is always a desire to improve one aspect of life, so the
23 decision of a person to migrate can be caused by various factors. There are 4 (four) factors to
24 consider in the study of population migration: 1) factors of origin, 2) factors in the destination
25 area, 3) intermediate barriers, and 4) individual factors [9]. Referring to what was mentioned

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by Lee, ~~hence in~~ this research ~~to know~~ attempted to understand the pattern of migration done by school and college students. ~~There~~ are 2 (two) questions asked, that is, the reason to choose study in Yogyakarta and the reason to stay/have a domicile in Yogyakarta. Based on the results of the research ~~that has been done~~, the data obtained are as follow.

The first finding was that there are four reasons people ~~stated about why they~~ choose Yogyakarta as place for them to study. Here are the data recapitulation:

Table 1. The Data Recapitulation of Why Students Choosing to Study in Yogyakarta

No	Reasons of Choosing to Study in Yogyakarta	Number of People	Percentage
1	Feeling the area comfortable <u>convenient</u> to study	238	49.6%
2	Looking for experience to 'wander' (Living in different city)	141	29.4%
3	Being asked by family/relatives	98	20.4%
4	Being asked by friends	3	0.6%

~~Of From~~ 480 respondents, it ~~is was~~ found that there are 4 reasons for students to choose to study in Yogyakarta, i.e. ~~as many as~~ 238 people or 49.6% ~~people~~ of respondents chose Yogyakarta as a place of study because the area is ~~comfortable~~ convenient ~~to for~~ learning; 141 or 29.4% ~~people~~ of respondents chose such because they wanted to find the experience of wandering; 98 people or 20.4% ~~people~~ said they were invited by ~~relatives~~ family or close relatives; and the remaining 3 people or 0.6% ~~people~~ answered because they were invited by friends. The results of this study are presented in the graph below.

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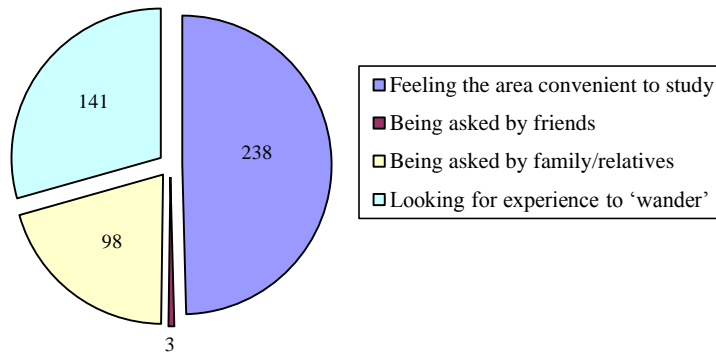


Figure 1 –Reasons of Choosing Yogyakarta to Study

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In some previous studies, it was mentioned that there are many reasons why outsiders want to study in Yogyakarta. The religious attitudes of students in Yogyakarta Special Region are influenced by the positive effects of family education, campus environment and religious knowledge (Hajaroh, 1999). In addition to the religious aspect, local wisdom (Yogyakarta local wisdom) gives a magnet to attract outsiders to Yogyakarta (Suardiman, 2017)

B. Reasons of Staying (Having a Domicile) in Yogyakarta

After completing the study on a certain level of education, many respondents remain or reside in Yogyakarta for reasons of continuing study, feeling less comfortable to live in the area of origin, no more close relatives living in the area of origin, or looking for experience/work.

The second finding showed there are also four main reasons for people to stay in Yogyakarta. Here are the data recapitulation:

Table 2 –The Data Recapitulation of Why Students Chooseing to Stay in Yogyakarta

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No	Reasons of Choosing to Stay in Yogyakarta	Number of People	Percentage
1	Uncompleted/on-going study/education	228	47.5%
2	Feeling less comfortable in the area of origin	53	11%
3	No more close relatives living in the area of origin	23	4.8%
4	Other reason (following parents' employment moving)	176	36.7%

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2 Based on the results of the study, ~~the respondents who stay or live in Yogyakarta due~~

3 ~~to the reasons of joining parents who moved is~~ 228 people, ~~or 47.5%.~~ While the majority of

4 respondents, answered ~~that~~ the reason for living in Yogyakarta is because their ~~ir~~ study was not

5 completed ~~(47.5%);~~ 176 respondents or 36.7% stay or live in Yogyakarta due to joining

6 ~~parents who moved there;~~ ~~The rest,~~ 53 ~~people~~ or 11% ~~people~~ responded that they feel less

7 comfortable in the area of origin; and 23 ~~people~~ or 4.8% ~~people~~ admitted that they have no

8 more family or close relatives in the area of origin. More information can be seen in the

9 following graph.

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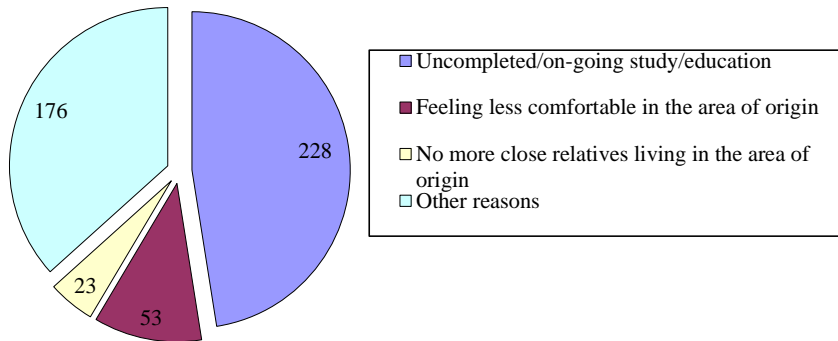


Figure 2 –Reasons of Staying (Having a Domicile) in Yogyakarta

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Discussion (or Results and Discussion)

Migration scholars distinguish between permanent and temporary migration, which includes return, circular, and onward migration (Weber & Saarela, 2018). The movement/mobility of people in an area within a certain period of time is what ultimately forms a certain pattern, as has happened in Yogyakarta. Based on the type of mobility of the population (Munir, 2010), the pattern of migration by immigrant students in Yogyakarta Special Region (DIY) in this study relates to the work and education of a person, including the type of circular migration or seasonal migration, i.e. migration in which a person moves but does not to settle and still has a family or have a connection with the area of origin.

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School or college students who come from out of town and live in a place in Yogyakarta can choose from several possibilities. Usually, at the beginning, they will live in a family's place/house, house of friends from school/hometown, dormitories of for students coming from certain provinces of Indonesia (e.g. South Sumatra Student Dormitory), guesthouse and hotel. They live there some days, even for up to a few weeks or months, while learning the situation and circumstances surrounding the school or college. Those who

1 still decide to stay in Yogyakarta for a period of time usually choose to stay in a boarding
 2 house, rented house, or ~~to~~ stay at a relative's or friend's house. This movement or mobility
 3 can then be categorized as a pattern of circular migration or seasonal migration.

4 The status of residence of new families living in DIY are also varied. There are still
 5 monthly/yearly boarding house, rented house, or privately owned house. Out of 120
 6 respondents of elementary school students, 33.33% answered even though they live with their
 7 biological parents but the status of residence (house) is still renting a house. While 51.67% of
 8 respondents have lived in their own houses, the remaining 14.16% stay at a relative's house
 9 and 0.83% live with foster parents. Based on these data, it can be seen that the circular
 10 migration pattern that respondents do together with their parents has an impact on the need
 11 for a new home or residence. Not surprisingly, in the last 10 years, the property business in
 12 DIY thrives and varies in kind. DIY property business not only builds residential complexes
 13 ~~with of~~ various types/sizes ~~only~~, but also has started to build apartments, condotels, and flats.

14 The findings of Speare and Harris (1986) show that the rate of participation in circular
 15 migration increases with increasing levels of education. ~~The same result is shown by Sanis'~~
 16 ~~research (2010) in Salatiga City where respondents whose level of education is one level~~
 17 ~~higher, the chances of migration is greater than the respondents with lower education level~~
 18 ~~(one level).~~ Higher education will influence the mindset of individuals to earn better income.
 19 Similarly, it is what happens in DIY. The circular migration pattern that occurs in DIY is one
 20 of the causes due to education factor. Wishing for ~~getting~~ a better life in the future can not be
 21 separated by considerations about economic condition. People with good income will be
 22 able to provide their family with a more comfortable and convenient life, and it will be easier
 23 if they consider education as a priority and a way to ~~reach~~ achieve what they dream of (Bak,
 24 2018). In other words, people are willing to do anything to get a better education, even
 25 leaving their hometown and moving to a modern city. Rossel (2012) stated that

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1 modernsization has a wider impact ~~in~~on society, especially in social transformation and
 2 economic growth, that indirectly increase urbanization. Similarly, it is what happens in DIY.
 3 The circular migration pattern that occurs in DIY is ~~one of the causes~~ due to education,
 4 accessibility, and transportation factors (Telaumbanua & Pitoyo, 2017).

5 Circular migration or seasonal migration of students coming to Yogyakarta occurs
 6 most intensively at the end of each academic year that falls in June–July. High school and
 7 vocational high school graduates have to get ready for a place of further education. One form
 8 of advanced education for senior high school graduates is university. Yogyakarta has
 9 becomes a learning destination for graduates because in this city there are many universities,
 10 both public and private, with various courses. In addition to vocational high school graduates
 11 who migrated to Yogyakarta, students graduated from elementary and junior high schools
 12 also participated in circular migration. Several respondents from elementary school students
 13 stated that their reasons for staying in Yogyakarta for a certain period of time were following
 14 their parents who are studying for their master's degree or post-doctoral level at a university.

15 Circular migration patterns or seasonal migration by immigrant students in
 16 Yogyakarta can be seen at the end of each school year, also during religious holidays such as
 17 IdulFitri and Christmas every year. Respondents who live in dormitories such as Madrasah
 18 Aliyah (MA) Sunan_Pandanaran, Madrasah Tsanawiyah (MTs) Muallimin, and Madrasah
 19 Tsanawiyah (MTs) Mu'allimaat will return to their hometowns during the holidays. At this
 20 time, there will be a very rapid movement of people from one place to another. Mass
 21 transportation centers such as airports, bus terminals and train stations are filled with
 22 passengers, who will return to their home areas. Of the many passengers, the majority is
 23 dominated by school and college students. This is also reinforced from the research data
 24 about the intensity/frequency of returning to the area of origin proposed by respondents.

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Conclusion and Recommendation

Based on the results of data analysis on the reasons for choosing a-to study in Yogyakarta and the reason for living in Yogyakarta, it can be concluded that education migration is done happens because migrants want to continue education to a higher level or to obtain a better education. The reason that Yogyakarta is a comfortable place in which to learn, occupies the top position, followed by the reason to seek experience to wander (live in different city). Migrant school and college students who stay or live in Yogyakarta are more likely to join their parents or because their study has not been completed yet. Thee findings would be useful for government and other related organizations in mapping the population in Yogyakarta. The factors of comfortness and friendliness, which become the most supporting factors for migration to Yogyakarta, also show that modern society still chooses to stay in the city with ease of access in the fields of education, infrastructures, and other public services. With these findings, it can be predicted that in the futere, Yogyakarta will still be a favorite place for people to migrate, especially for an educational reason.

Conflict of Interest

~~The authors declare no conflict of interest~~ There is no conflict of interest.

Acknowledgments

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Yogyakarta State University

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4 **Factors Driving Education Migration to Yogyakarta**

5

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1 **Abstract**

2

3 Yogyakarta is one of the main destinations for education in Indonesia. There are
4 various reasons that encourage the migration of school and college students to Yogyakarta.
5 This article is intended to describe the reasons of why migrants study and stay (have a
6 domicile) in Yogyakarta. Research data were obtained through questionnaires, with samples
7 from 3 regions, namely Yogyakarta, Sleman, and Bantul. A total of 480 respondents came
8 from elementary, junior high, high school/vocational high school and college level; obtained
9 through a proportional random sampling. Based on the results of the research, the reasons for
10 migrants studying in Yogyakarta was the greatest, 49.58%, with the reason that the area is
11 convenient for learning; and the reason to seek experience to 'wander' (living in a different
12 city) was 29.37%. The reason why migrants stay (have domicile) in Yogyakarta because their
13 study has not been completed was 47.5%, and for other reasons (following parents'
14 employment moving) was 36.7%.

15

16 **Introduction**

17

18 Population growth in Indonesia is unequal in every region, province, or city in
19 Indonesia. Population growth in a particular area is greater than in other regions. The uneven
20 development of each region has resulted in migration from undeveloped areas to much-
21 developed areas. Migration is the movement of people from one region to another, beyond
22 administrative boundaries (internal migration) or political/country boundaries (international
23 migration), relatively permanent or temporary, to improve their quality of life (Sukmaniar,
24 Romli, & Sari, 2018). The International Organization of Migration in 2010 (Varshney &
25 Lata, 2014) states that migration has become an integral and essential feature of modern life

1 and of an increasingly integrated global economy. Migration has become very common
2 among humans in modern times. The need to benefit from things not found in the area of
3 origin and the desire to develop oneself become factors that cause a person to decide to
4 migrate.

5 This research focuses on the migration of school students and college students to
6 Yogyakarta. It is specifically intended to describe the reasons why migrants study and stay
7 (have domicile) in Yogyakarta. As Yogyakarta is one of the main destinations for education
8 in Indonesia, it should be convenient for students for studying. However, there many social
9 problems due to the unequal population growth.

10

11 **Literature Review**

12 The decision of a person to migrate can be caused by various factors, and there is
13 always a desire to improve one or more aspects of life. There are four factors to consider in
14 the study of population migration: 1) factors of origin, 2) factors in the destination area, 3)
15 intermediate barriers, and 4) individual factors (Lee, 1987). To be specific, there are two
16 main reasons why migration takes place, either because people were forced by natural
17 disaster/man-made circumstances (such as refugees fleeing persecution, displacement caused
18 by environmental disaster, climate change, prolonged conflict, grinding poverty, and
19 dispossession of land) or because economic prospects seem more favorable in other regions,
20 causing people to voluntarily migrate (Dustman & Glitz, 2011; Morrice, Shan, & Sprung,
21 2018). The driving force and attractiveness of a region is an integral factor, both in terms of
22 economic stability or the quality of education, as education becomes one of the driving
23 factors and an individual's attraction factor for migration (Siswono, 2015). Individual
24 migration decisions and decisions about education attainment are strongly intertwined

1 (Dustman & Glitz, 2011). Educational migration is done because migrants want to continue
2 their education to a higher level or to get a better education.

3 Migration can benefit migrants because they will have information about the
4 economic conditions in their home regions and the areas they migrate to. But if they have
5 migrated before, this migration will be greatly influenced by their previous migration
6 (Faggian, McCann, & Sheppard, 2007). Actually, there is another aspect that can be obtained
7 by students who study outside of the region, in addition to information about economic
8 conditions in both regions. They will gain experience on the cultural differences of society so
9 that once they migrate to other areas, they have more information as data or provision for
10 socializing in the new area. This is why their personalities will be indirectly influenced by
11 their previous decision to migrate.

12 Every year in Indonesia there is mobility of the population in the form of migration of
13 school and college students who are studying. One of the reasons is because their parents are
14 also educated people (Bourke, 1971). This encourages them to send their children to study
15 where they think the quality of their education is better than where they come from. The
16 migration destination areas of the students are major cities in Indonesia, including
17 Yogyakarta. The image of Yogyakarta is as a city of education, bringing consequences to a
18 number of students from various regions in Indonesia, who come to Yogyakarta to gain
19 knowledge (Sunarto et al., 1993). According to data, population density over the last decade
20 has a pattern that tends to increase. The population census showed that there were 3.47
21 million people living in Special Region of Yogyakarta ([Daerah Istimewa Yogyakarta, DIY](#))
22 in 2010, increasing to 3.72 million five years later. About one third of the population were
23 young people age 10–29 years old (Penyusun, 2016).

24 The number of immigrants aimed at continuing education is growing. The year 2013
25 recorded about 310,860 students from all over Indonesia who studied in Yogyakarta. Of

1 these, 244,739 people or 78.7% were students from outside the region (Pertahankan
 2 “Indonesia Mini”, 2013). In 2014 there were 298,000 students from various universities in
 3 Yogyakarta Special Region. Only 10% to 15% of the students were from Yogyakarta. The
 4 rest, 85% or about 200,000 students, came from various regions (Nugraheni, 2014). Some
 5 school students and university students living in Yogyakarta to study started at elementary
 6 school. Then, they continue to junior high school, high school level, both high school and
 7 vocational high school, up to **university**. Immigrants from outside DIY are mostly school and
 8 college students who have an effect on increasing population density, while the number of
 9 students who graduate and leave DIY are not comparable with those who enter. The areas of
 10 origin of students also vary, ranging from the far west to the eastern part of Indonesia.

11 Previous research about students’ migration also found that the out-migration of
 12 students is positively related to public university tuition, and negatively related to the quality
 13 of both public and private university, the number of enrollment opportunities, and the
 14 availability of a broad-based public university merit scholarship program (Cooke & Boyle,
 15 2011). The image of the intended area is one factor that determines a person’s decision to
 16 migrate for educational reasons. Aside from the university, parents of elementary and middle
 17 school students will consider the image of the targeted area both in terms of economic and
 18 social point of view.

19

20 **Methodology**

21

22 *Participants*

23

24 Participants in this research were from 3 regions, namely Yogyakarta City, Sleman
 25 Regency, and Bantul Regency; obtained through a proportional random sampling. 40 people

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1 from each regency/city were taken for each level of education (elementary, junior high, high
2 school/vocational school, university), so the total respondents were as many as 480
3 respondents.

4

5 *Data Collection*

6

7 The data were collected through questionnaires. The questionnaires were given to 480
8 respondents who were asked two questions about why they choose to study and stay in
9 Yogyakarta. The validity technique of the questionnaires used product moment, while the
10 reliability of the questionnaire used alpha cronbach technique.

11

12 *Data Analysis*

13

14 After the data had been collected, data management was carried out. The steps of data
15 management in this research included the following activities: editing, coding, and tabulation.
16 After tabulation, the data were analyzed using quantitative descriptive analysis. The analysis
17 was carried out based on the description of the situation or data obtained in the field.
18 Quantitative descriptive analysis is the process of interpreting the data descriptively, i.e. with
19 the frequency table. This method of analysis can be used to find out why migrants study and
20 stay (have a domicile) in Yogyakarta.

21

22

23

24 **Results and Discussion**

1 The results of this study showed that there are several reasons for people to study and
2 stay in Yogyakarta.

3

4 *A. Reasons of Choosing to Study in Yogyakarta*

5

6 Migration is often interpreted as a relatively permanent movement from one region to
7 another (Munir, 2010). The movement/mobility of people in an area within a certain period of
8 time is what ultimately forms a certain pattern, as has happened in Yogyakarta. Based on the
9 type of mobility of the population (Munir, 2010), the pattern of migration by immigrant
10 students in Yogyakarta Special Region (DIY) in this study relates to the work and education
11 of a person, including the type of circular migration or seasonal migration, i.e. migration in
12 which a person moves but does not settle, and still has a family or a connection with the area
13 of origin.

14 In migration decisions there is always a desire to improve one aspect of life, so the
15 decision of a person to migrate can be caused by various factors. There are 4 (four) factors to
16 consider in the study of population migration: 1) factors of origin, 2) factors in the destination
17 area, 3) intermediate barriers, and 4) individual factors [9]. Referring to what was mentioned
18 by Lee, this research attempted to understand the pattern of migration done by school and
19 college students. There are 2 (two) questions asked, that is, the reason to choose study in
20 Yogyakarta and the reason to stay/have a domicile in Yogyakarta. Based on the results of the
21 research , the data obtained are as follow.

22

23 The first finding was that there are four reasons people choose Yogyakarta as place
24 for them to study. Here are the data recapitulation:

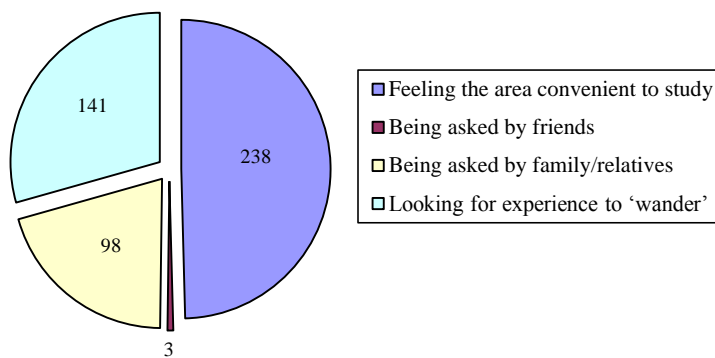
25 **Table 1** The Data Recapitulation of Why Students Choose to Study in Yogyakarta

No	Reasons of Choosing to Study in Yogyakarta	Number of People	Percentage
1	Feeling the area convenient to study	238	49.6%
2	Looking for experience to 'wander' (Living in different city)	141	29.4%
3	Being asked by family/relatives	98	20.4%
4	Being asked by friends	3	0.6%

1

2 From 480 respondents, it was found that there are 4 reasons for students to choose to
3 study in Yogyakarta, i.e. 238 people or 49.6% of respondents chose Yogyakarta as a place of
4 study because the area is convenient for learning; 141 or 29.4% of respondents chose such
5 because they wanted to have the experience of wandering; 98 people or 20.4% said they were
6 invited by family or close relatives; and the remaining 3 people or 0.6% answered because
7 they were invited by friends. The results of this study are presented in the graph below.

8



9

10 **Figure 1** Reasons of Choosing Yogyakarta to Study

11

12 In some previous studies, it was mentioned that there are many reasons why outsiders
13 want to study in Yogyakarta. The religious attitudes of students in Yogyakarta Special
14 Region are influenced by the positive effects of family education, campus environment and

1 religious knowledge (Hajaroh, 1999). In addition to the religious aspect, local wisdom
 2 (Yogyakarta local wisdom) gives a magnet to attract outsiders to Yogyakarta (Suardiman,
 3 2017)

4

5 *B. Reasons of Staying (Having a Domicile) in Yogyakarta*

6

7 After completing the study on a certain level of education, many respondents remain
 8 or reside in Yogyakarta for reasons of continuing study, feeling less comfortable to live in the
 9 area of origin, no more close relatives living in the area of origin, or looking for
 10 experience/work.

11 The second finding showed there are also four main reasons for people to stay in
 12 Yogyakarta. Here are the data recapitulation:

13 **Table 2** The Data Recapitulation of Why Students Choose to Stay in Yogyakarta

No	Reasons of Choosing to Stay in Yogyakarta	Number of People	Percentage
1	Uncompleted/on-going study/education	228	47.5%
2	Feeling less comfortable in the area of origin	53	11%
3	No more close relatives living in the area of origin	23	4.8%
4	Other reason (following parents' employment moving)	176	36.7%

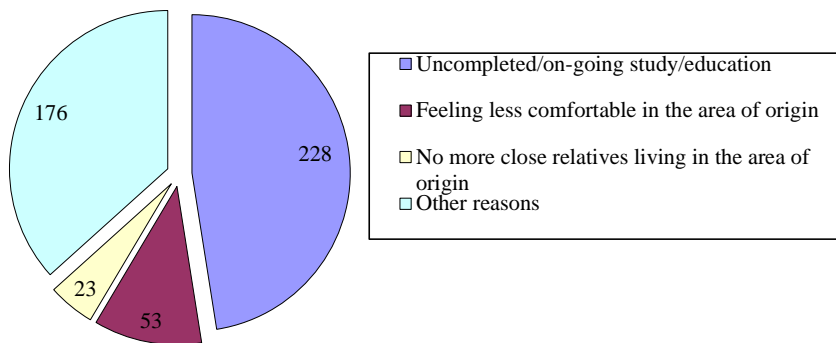
14

15 Based on the results of the study, 228 people or 47.5%, the majority of respondents,
 16 answered that the reason for living in Yogyakarta is because their study was not completed;
 17 176 respondents or 36.7% stay or live in Yogyakarta due to joining parents who moved there;
 18 53 people or 11% responded that they feel less comfortable in the area of origin; and 23

1 people or 4.8% admitted that they have no more family or close relatives in the area of origin.

2 More information can be seen in the following graph.

3



4

5 **Figure 2** Reasons of Staying (Having a Domicile) in Yogyakarta

6

7 Migration scholars distinguish between permanent and temporary migration, which
 8 includes return, circular, and onward migration (Weber & Saarela, 2018). School or college
 9 students who come from out of town and live in a place in Yogyakarta can choose from
 10 several possibilities. Usually, at the beginning, they will live in a family place/house, house
 11 of friends from school/hometown, dormitories for students coming from certain provinces of
 12 Indonesia (e.g. South Sumatra Student Dormitory), guesthouse and hotel. They live there for
 13 up to a few weeks or months while learning the situation and circumstances surrounding the
 14 school or college. Those who still decide to stay in Yogyakarta for a period of time usually
 15 choose to stay in a boarding house, rented house, or stay at a relative's or friend's house. This
 16 movement or mobility can then be categorized as a pattern of circular migration or seasonal
 17 migration.

18 The status of residence of new families living in DIY are also varied. There are still
 19 monthly/yearly boarding house, rented house, or privately owned house. Out of 120

1 respondents of elementary school students, 33.33% answered even though they live with their
2 biological parents but the status of residence (house) is still renting a house. While 51.67% of
3 respondents have lived in their own houses, the remaining 14.16% stay at a relative's house
4 and 0.83% live with foster parents. Based on these data, it can be seen that the circular
5 migration pattern that respondents do together with their parents has an impact on the need
6 for a new home or residence. Not surprisingly, in the last 10 years, the property business in
7 DIY thrives and varies in kind. DIY property business not only builds residential complexes
8 of various types/sizes, but also has started to build apartments, condotels, and flats.

9 The findings of Spear and Harris (1986) show that the rate of participation in circular
10 migration increases with increasing levels of education. Higher education will influence the
11 mindset of individuals to earn better income. Similarly, it is what happens in DIY. The
12 circular migration pattern that occurs in DIY is one of the causes due to education factor.
13 Wishing for a better life in the future can not be separated by considerations about economic
14 condition. People with good income will be able to provide their family with a more
15 comfortable and convenient life, and it will be easier if they consider education as a priority
16 and a way to achieve what they dream of (Bak, 2018). In other words, people are willing to
17 do anything to get a better education, even leaving their hometown and moving to a modern
18 city. Rossel (2012) stated that modernsization has a wider impact on society, especially in
19 social transformation and economic growth, that indirectly increase urbanization. Similarly,
20 it is what happens in DIY. The circular migration pattern that occurs in DIY is due to
21 education, accessibility, and transportation factors (Telaumbanua & Pitoyo, 2017).

22 Circular migration or seasonal migration of students coming to Yogyakarta occurs
23 most intensively at the end of each academic year that falls in June–July. High school and
24 vocational high school graduates have to get ready for a place of further education. One form
25 of advanced education for senior high school graduates is university. Yogyakarta has become

1 a learning destination for graduates because in this city there are many universities, both
2 public and private, with various courses. In addition to vocational high school graduates who
3 migrated to Yogyakarta, students graduated from elementary and junior high schools also
4 participated in circular migration. Several respondents from elementary school students stated
5 that their reasons for staying in Yogyakarta for a certain period of time were following their
6 parents who are studying for their master's degree or post-doctoral level at a university.

7 Circular migration patterns or seasonal migration by immigrant students in
8 Yogyakarta can be seen at the end of each school year, also during religious holidays such as
9 Idulfitri and Christmas every year. Respondents who live in dormitories such as Madrasah
10 Aliyah (MA) Sunan Pandanaran, Madrasah Tsanawiyah (MTs) Muallimin, and Madrasah
11 Tsanawiyah (MTs) Mu'allimaat will return to their hometowns during the holidays. At this
12 time, there will be a very rapid movement of people from one place to another. Mass
13 transportation centers such as airports, bus terminals and train stations are filled with
14 passengers, who will return to their home areas. Of the many passengers, the majority is
15 dominated by school and college students. This is also reinforced from the research data
16 about the intensity/frequency of returning to the area of origin proposed by respondents.

17

18 **Conclusion and Recommendation**

19

20 Based on the results of data analysis on the reasons for choosing to study in
21 Yogyakarta and the reason for living in Yogyakarta, it can be concluded that education
22 migration happens because migrants want to continue education to a higher level or to obtain
23 a better education. The reason that Yogyakarta is a convenient place in which to learn,
24 occupies the top position, followed by the reason to seek experience to wander (live in
25 different city). Migrant school and college students who stay or live in Yogyakarta are more

1 likely to join their parents or because their study has not been completed. These findings
2 would be useful for government and other related organizations in mapping the population in
3 Yogyakarta. The factors of comfort and friendliness, which become the most supporting
4 factors for migration to Yogyakarta, also show that modern society still chooses to stay in the
5 city with ease of access in the fields of education, infrastructure, and other public services.
6 With these findings, it can be predicted that in the future, Yogyakarta will still be a favorite
7 place for people to migrate, especially for an educational reason.

8

9 **Conflict of Interest**

10

11 There is no conflict of interest.

12

13

14

15 **Acknowledgments**

16

17 This work was supported by Center of Research and Community Services,
18 Yogyakarta State University

19

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