

Productive economic education of Indonesian Minang Migrants' children: A phenomenological study

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Abstract: Productive economic education is very important to provide to children to help them become more independent as adults and utilize economic opportunities more effectively. This research was conducted to fill the gap in family economic education literature, especially regarding productive economic education. This research used a qualitative design with a phenomenological approach, involving informants from Minang migrants who have lived for more than four years in Malang Raya, Indonesia, with a total of 28 informants, namely 14 key informants and 14 supporting informants. Semi-structured interviews were conducted directly with informants at shops, informants' homes, and during Minang family activities. This research produced four themes: (1) children's participation in helping parents' businesses, (2) involving children in household chores, (3) parental constraints in children's productive economic activities, and (4) forms of productive economic intensity given to children. The findings showed that parents have included children in productive economic activities; children are also involved in family businesses and household activities. In instilling productive economic activities in children, there are many obstacles faced by parents, and the intensity of productive economic education that is more dominantly given by parents to children is in the form of exemplary behavior. The results of this study indicate the existence of a family-based productive economic education model through child participation, and the findings can provide a new perspective on economic education based on direct practice in the family environment.

Keywords: Indonesian mining migrants, Productive economic education, Phenomenology.

1. Introduction

Theme education economy family become attention academics of developed countries [1], because family economic education is very important to be instilled by parents in their children in order to form good economic behavior towards children. Children can form effective, efficient and rational mindsets and can develop an entrepreneurial spirit for children. So parents have a big influence in shaping children's behavior related to their economic education motivation [2] intensive economic education in the family environment, it can form an economic person (*homo Economicus*) who is productive and economical in utilizing money and other resources. Through the family, the attitudes needed can be formed so that children later when they are adults and become heads of families have an effective and efficient economy for these activities can be done through intensive economic education in the family environment [3]. Knowledge and experience about economic issues obtained by children in daily life in the family environment can be enriched by the family by instilling a selective attitude in fulfilling economic goals and an efficient attitude in utilizing money or other resources in meeting life's needs [4]. Instilling these attitudes can be done through role models, verbal explanations, demands for relevant behavior, or discussions on relevant cases [5].

The formation of attitudes and behavior as good behavior by families, especially towards children, needs to be paid attention to, especially the aspects of economic behavior and attitudes that have a big influence on children's lives after they are old [5]. In the family environment, children receive attention, affection, encouragement, guidance, role models and fulfillment of economic needs from parents so that children receive attention, affection, encouragement, guidance, role models and fulfillment of economic needs from parents so that children can develop their potential in the future [6]. It is often found that children who already have families still depend on their parents, the burden of parents will be greater if the child is not economically capable, therefore economic education in the family must be considered by parents to children from an early age. Parents are a direct learning model regarding the basic knowledge in daily economic activities [7].

This is inseparable from the Minangkabau tribe who inhabit the West Sumatra region, in their tradition the Minangkabau tribe is known as *suko marantau* (likes to migrate) to seek a better life [8]. Culture Minang different with culture other Where its people Like migrate [9]. The Minangkabau community in West Sumatra is the only community in Indonesia that adheres to a kinship system based on maternal lineage. The kinship system of the Minangkabau community is matrilineal (*matrilinal kinship system*) [10] in some literature it is stated that girls in Minangkabau are given a lot of attention [11]. Girls in Minangkabau are regulated from how they walk, sit, dress, socialize, stand, stay still, communicate, see, work, ask questions, and behave [12]. Meanwhile, for boys, since childhood, they have been instilled with an independent and responsible spirit [13], where boys when they are adults will be taught the spirit of wandering, wandering is an ideal way to achieve maturity and success by wandering not only to gain wealth and knowledge but also to achieve prestige and personal pride [14, 15]. Migrating also has the meaning as a means of proving oneself, by successfully migrating, one is considered independent by the people in one's village and becomes a prestige for oneself [10]. The habit of migrating has been passed down from generation to generation from the Minangkabau people, the purpose of their migrating is to get a better life [16]. The Minangkabau people have a principle that before being successful in a migration, it is taboo for them to return to their hometown [17].

Productive economic education must be instilled by Minang migrants to children so that later they can maintain the businesses that their parents are engaged in and can maintain better economic sustainability in the diaspora. Therefore, parents must take the time to provide an understanding of productive economic education to children and provide examples of good productive economic education for children. Such as involving children in the production process such as participating in providing goods to be sold, for example a rice stall business, parents teach children to be able to process food to be sold and children can also be involved in selling activities from the products produced. Productive economic education really needs to be introduced as part of the education system to children so that children have an innovative mindset, entrepreneurial skills and are aware of the importance of literacy in their lives [18]. Studies on the behavior of family economic education, especially productive economic education, are very necessary to be studied, there are several empirical studies discussing family economics. The values of Selayar tribe family economic education in local culture in the process of economic education [19]. Parenting patterns of career housewives in implementing the values of economic education in children [20]. The role of economic education in shaping the economy in shaping the family's future expectations towards education [21]. Based on the previous research above, it has not There is consistent research related to productive economic education of Minang migrants who have a matrilineal culture. Productive economic education is very important for Minangkabau migrants, because it can have a positive impact not only on individual welfare, but also on families, communities, and the economy as a whole. Therefore, researchers want to fill the gap regarding productive economic education of Minang migrant families who are famous for their matrilineal culture and with Minang migrant children how productive economic education can be applied optimally, so it is hoped that Minang migrant children will have better financial readiness and economic skills in the future.

Nomenclature:

Minangkabau is a tribe in Indonesia that has a matrilineal culture and migration.

Marantau is the movement of a person from their home region to a destination in search of a better livelihood such as trading.

Mamak (uncle) is the brother of the mother.

Niece is the child of a sister.

2. Literature Review

2.1. Productive Economic Education

The family plays a very important role in children's education, therefore all actions taken by the family can influence the child's personality [22]. Education in the family runs through the process of child growth and development and has an important position in the entire education system [23]. Economic education is needed by someone in carrying out economic activities [24]. The economic education that is taught will shape children to behave rationally in various problems so that economic education not only teaches how to manage money or how to use it, but more than teaching about how to make choices to fulfill daily needs in order to create prosperity and self-welfare and also instill concern for others for the common welfare [25]. Family economic education is part of informal education that is carried out in an unprogrammed manner [26]. Family economic education is very important to be given to children to make children effective, efficient and rational human beings in managing finances and being able to utilize existing resources [27].

Economic education makes an important contribution in instilling economic behavior that has been carried out by families so far, for children in the socialization of certain characters, attitudes and behaviors through interactions between parents and children because the family is the first container and all of these things are instilled, Economic education needs to implement the values of family economic behavior, it is necessary to change the paradigm of neo-classical economic education or capitalist economics to economic education or based on cooperative family. Productive economic education is one of the most important aspects in building financial awareness and entrepreneurial skills from an early age [28].

Productive economic education plays a very important role in shaping children's mindsets and skills since they were young [29]. In this era of globalization, economic competition is getting tighter, children need to be equipped with an understanding of economics that is not only theoretical but also must be applied. The purpose of productive economic education for children is to develop entrepreneurship, management and instill an independent mindset from an early age for children. So that children can become individuals who are ready to accept economic challenges in the future [30].

2.2. The matrilineal culture of migrating Minang society

Minangkabau customs are rules that govern the lives of Minangkabau people [31]. These rules are binding on Minangkabau people, this binding can be understood that when Minangkabau people do not carry out Minangkabau customs, are not accustomed to Minangkabau customs, then that person is considered to have violated Minangkabau customs. Thus, Minangkabau customs are rules that must be obeyed by Minangkabau people. Minangkabau customary rules are a reference in tribal, *clan* and community life [32]. Minangkabau customs are an inseparable part of Minangkabau society [33].

The matrilineal kinship system in West Sumatra is part of the Minangkabau customs and is also a system that is still carried out among the Minangkabau people, both those domiciled in West Sumatra. The Matrilineal System in Minangkabau society is a kinship system that follows the maternal line, so that descent is regulated according to the maternal line. According to Sukmawati [34] there are eight characteristics that describe the matrilineal system in Minangkabau society, namely 1) descent is calculated according to the maternal line; 2) Tribes are formed according to the maternal line; 3) Everyone is required to marry someone outside their tribe; 4) power within the tribe, according to theory, lies in the hands of the mother, although it is rarely used; 5) the one who actually has power is

the brother; 6) Marriage is matrilocal, namely the husband visits his wife's house; 7) rights and heirlooms are inherited by the mother to her nephew, from the mother's brother to the child of the sister [35]. In a Minang family, a child will follow the mother's tribe so that he will be connected to the mother's relatives based on the female line unilaterally [12]. So drawing offspring from the mother is considered very important for the Minangkabau people [36].

In Minangkabau society, it is known for their strong tradition of liking to migrate, where individuals, especially boys, are strongly encouraged to leave their hometowns to seek experience, knowledge and economic opportunities abroad [37]. Traditions like this are not only a part of culture but are a strategy of the economy that has been passed down from generation to generation [38]. Changes in the global economy and the challenges of urbanization, children of Minang migrants must be equipped with productive economic education so that they can survive in their new environment, by instilling a traditional attitude in economic independence, always maintaining the Minang economic identity while abroad, They must be able to face economic challenges while abroad, Minang migrants must have innovation and entrepreneurship based on or based on culture and Minang migrants must strengthen economic networks while abroad [39].

3. Method

3.1. Research Design

This study uses inductive research with a qualitative method of phenomenological approach. The purpose of the study is to see the productive economic education activities of Minang migrant children seen from the phenomenology that occurs. Focusing on phenomena that cannot be measured such as the experience of feelings and individual understanding. This study uses a *hermeneutic phenomenological approach* where research is directed at life experiences and is intended to interpret the "text" of life (*hermeneutics*) [40].

3.2. Data and procedures

Purposive sampling informant selection technique. *Purposive sampling* is used because the selected informants are people who represent the focus of the research who master and understand the data, information and facts of the research object. The criteria for selected informants are relevant to the research problem. The characteristics of the informants from the study are a) Minang migrants marked by their female parents of Minang descent, b) domiciled in Malang Raya Indonesia for at least 4 years. Data Collection Procedure The researcher obtained approval from the head of the Minang association (IKM) to collect research data. The informants in this study were 28 respondents. 14 key informants and 15 supporting informants. Data collection used semi-structured interviews that took place from December 1 to July 30, 2024, interviews were conducted face to face. The average interview time ranges from 30 to 60 minutes. In collecting data, researchers went directly to the homes, to the informants' places of business and when the Minang family organization activities were carried out. Data collection was also carried out by researchers through participant observation with researchers observing the daily lives of the informants concerned.

Table 1.
Research Informants.

NO	Initials	Informant	Age/Years
1	KNT	Padang Food	52
2	KRN	Clothing, watches	46
3	KNL	Padang cuisine	49
4	KMY	Padang cuisine	42
5	KYR	Padang cuisine	48
6	KYT	Clothes	45
7	KWD	Clothes	41
8	KEM	Clothes	40
9	KYS	Padang cooking spices	34
10	KMR	Padang cuisine	39
11	KSL	Grocery store	55
12	KYL	Padang cuisine	46
13	KDW	Padang cuisine	41
14	KYO	Padang cuisine	49
15	PNA	KNT Children	24
16	PRD	KRN Children	15
17	PRZ	KNL Children	20
18	PDN	KMY Children	14
19	PZK	KYR's Husband	57
20	PTA	KYT Children	24
21	PEZ	KWD Husband	52
22	PPT	KEM's Husband	42
23	PBR	KYS Husband	48
24	PAF	KMR Children	12
25	PKR	KSL's Husband	57
26	PBL	KYL's Husband	51
27	PHD	KDW's Husband	45
28	PJN	KYO's Husband	52

3.3. Data analysis procedure

Data analysis was carried out after the data was obtained in the field, researchers analyzed the data using interviews and observations. categorize relevant themes or patterns. Data then presented in the form of narratives, quotes or tables to provide a comprehensive picture of the economic education behavior of Minang migrants. In the final stage of drawing conclusions, the findings emerging from the data are analyzed and conclusions are formulated that are relevant to the research objectives.

4. Results

From the research results obtained regarding productive economic education for children, four themes were obtained: (a) Children's participation in family or parental businesses (b) Children's responsibility for household chores (c) Obstacles in instilling productive economics (d) Forms of productive economic intensity given by parents to children.

4.1. Children's participation in their parents' business

In Minang migrants where they involve their children in the business activities they run. This is done because as migrants must teach children or involve children in business so that they can continue the business run abroad. As conveyed by the informant below:

Table 2.
Children's participation in helping their parents' business.

No	Initials	Coding			
		Type of business being sold	Helping with parents' business (routine)	Doesn't help parents' business (not routine)	Not included
1	KNT	Minang cuisine	V		
2	KRN	Clothes	V		
3	KNL	Minang cuisine	V		
4	KMY	Minang cuisine	V		
5	KYR	Minang cuisine	V		
6	KYT	Clothes	V		
7	KWD	Clothes	V		
8	KEM	Clothes and bags	V		
9	KYS	Minang ground spices			V
10	KMR	Minang cuisine	V		
11	KSL	Grocery store		V	
12	KYL	Minang cuisine		V	
13	KDW	Minang cuisine			V
14	KYO	Minang cuisine		V	
15	PNA	Mother KNT's Child	V		
16	PRD	Mother KRN's child	V		
17	PRZ	KNL's mother's child	V		
18	PDN	Mother KMY's child	V		
19	PZK	KYR's mother's husband	V		
20	PTA	KYT's mother's child	V		
21	PEZ	Husband of Mrs. KWD			V
22	PPT	Mrs. KEM's husband	V		
23	BR	Mrs. KYS's husband	V		
24	A.F.	Mother KMR's child	V		
25	KR	Husband of Mrs. KSL			V
26	BL	Mrs. KYL's husband	V		
27	HD	Mrs. KDW's husband	V		
28	JN	KYO's mother's husband		V	

From the above explanation, there is a statement from the informant related to the participation of children in businesses run by parents. As conveyed by mothers KNT, KYT, KEM and KWD below.

“Already involving children. Usually also making chips placed in stalls and children see and help what is being done, so that children know the steps of the work done by their parents. Children participate in waiting for stalls but at uncertain times. On Sundays the children wait for the stall because I sell at the Playground” (KNT. 102. November 2023)

This is also done by KYT's mother, who also involves her children in running the business.

“Children help guard the shop and after college or after school go straight to the shop according to the designated shop location. In fact, if there are children who ask for sarongs or items that are not for sale, the children look for other shops and get a profit of 10 thousand or 5 thousand, then the money is given to the children. Sometimes the children can get 100 thousand or 50 thousand a day from the profit.

The money is used later to buy clothes, powder and others" (KYT. 122. December 2023)

Similarly, with Mrs. KEM, her children are routinely involved in running the business she runs. In fact, Mrs. KEM's children go straight to the shop after school to help their parents, even though their children are still in elementary school, they routinely help their parents.

"All the children take part in guarding the shop except for number 1 and 4 because number 1 is hyperactive and number 4 is only 2 years old. So the children guard the characters after school until 9 pm" (KEM, 130. December 2023)

From the results of field research, children are involved in productive activities in businesses run by their parents but not routinely. This is caused by the school activities of children who live in boarding schools or a busy school schedule.

This is different from KWD mothers, where their children are not involved in running their business because they are busy and because they do not have a hobby in business.

"Taking care of the stall is a bit difficult, he is more focused on his studies or school. Since childhood, the children have not had a hobby of selling and I also do not force them" (KWD. 126. December 2023)

From the results of data reduction conducted by researchers from the results of research in the field, in general parents have involved their children in the business activities they do but children do not routinely do it because of their children's activities such as school and others, namely 72%. There are 14% of parents who have involved their children in their business activities even though they are not routine because they are still in college or school and there are also 14% of parents who do not involve their children at all in their business activities. This can be seen in the diagram below:

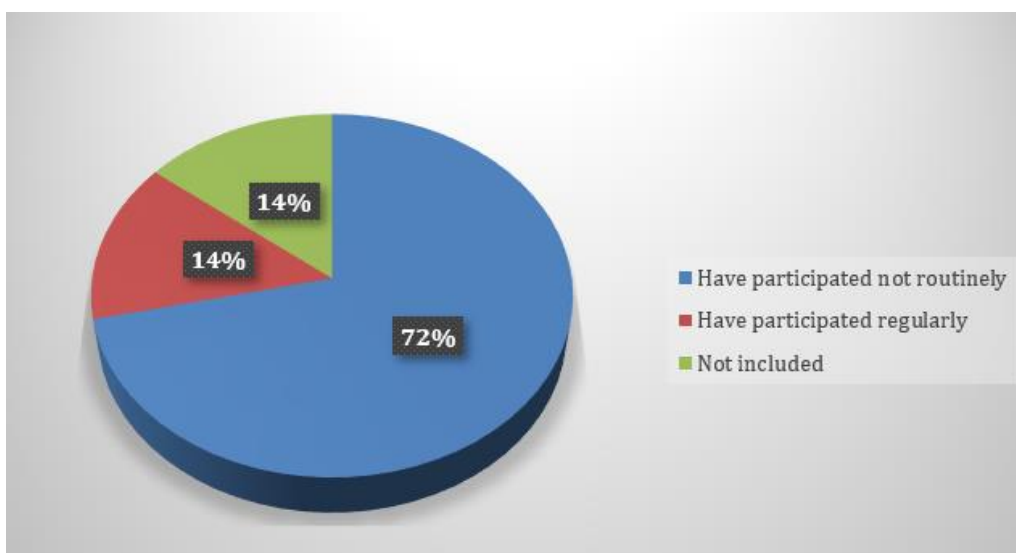


Figure 1.
Children's participation in their parents' business

4.2. Giving responsibility for household tasks to children

The benefits of involving children in household chores are enormous in shaping their character. character of the child. In fact, involving children in household chores is part of the learning and playing process. From the existing activities, children can explore many things and practice skills and instill life values in themselves. This often happens to Minang migrants where Minang migrants have also involved children in housework, but there are also parents who do not involve children in housework.

This is the result of interviews with several informants related to the housework that has been given to children.

Table 3.

Giving responsibility for household tasks to children

No	initials	Coding	
		have given responsibility	Haven't been given responsibility yet
1	KNT	V	
2	KRN		V
3	KNL	V	
4	KMY		V
5	KYR	V	
6	KYT	V	
7	KWD	V	
8	KEM	V	
9	KYS	V	
10	KMR	V	
11	KSL	V	
12	KYL	V	
13	KDW	V	
14	KYO	V	
15	PNA	V	
16	PRD		V
17	PRZ	V	
18	PDN		V
19	PZK	V	
20	PTA	V	
21	PEZ		V
22	PPT	V	
23	PBR	V	
24	PAF	V	
25	PKR	V	
26	PBL	V	
27	PHD	V	
28	PJN	V	

From the researcher's data an found in the field regarding children's participation in household tasks as conveyed by Mrs. KNL and Mrs. KMR

"Giving responsibility for household chores to children such as sweeping, washing dishes, mopping and others. 2 children have already divided their tasks. The oldest child is tasked with mopping and sweeping and the youngest child is tasked with washing dishes. Housework is done when they get home from school" (KNL. 111. December 2023)

"For housework, the girl is given the responsibility to take care of her younger sibling, bathe her younger sibling, if her younger sibling is the one who cleans her younger sibling, feeds her younger sibling. The first boy, when he comes home from the Islamic boarding school, helps me at the food stall" (KMR. 139. January 2024)

Not all Minang migrants apply homework to their children for various reasons that they state.

"There is nothing because what I was told to do was not done so I just let it be, if you want to help, please do, if you don't want to help, that's fine too" (KMY. 115. December 2023)

"Children are not used to doing housework since they were little. Because they used to have a maid. During the corona and until now they don't have a maid. So they don't understand housework" (KRN. 107. November 2023)

From the results of data reduction from the results of the research conducted by the researcher, the Minang migrants have implemented homework for children, which is 86% and only some Minang migrants do not implement homework for children, which is 14%. This can be seen in the diagram below.

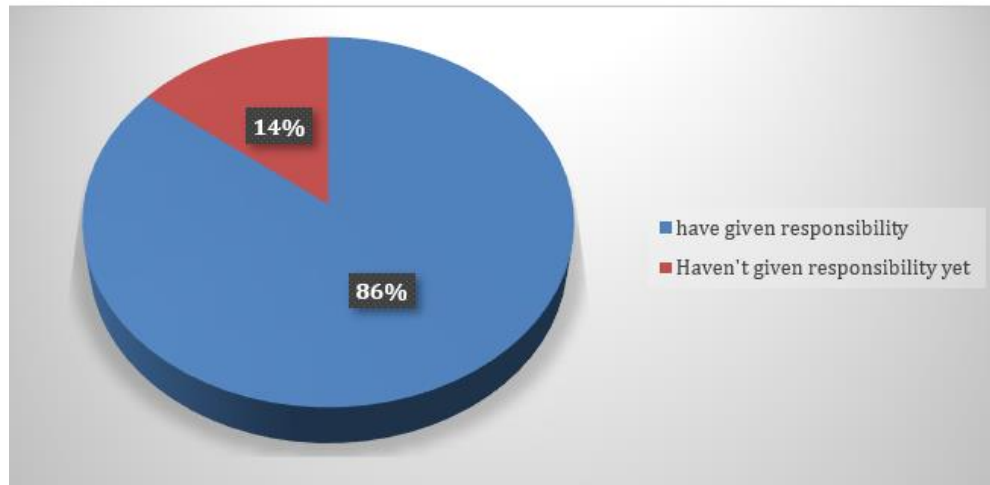


Figure 2.
Giving homework to children

4.3. Obstacles in instilling productive economics in children

Understanding productive economic education is often hampered by Minang migrant parents. The obstacles faced by Minang migrants in providing productive economic education to their children are:

Table 4.
Obstacles in instilling a productive economy in children.

No	initials	Coding				
		The child doesn't do it	Often not implemented	Busy with cellphone	There are no obstacles	not a hobby of doing business
1	KNT		V			
2	KRN		V			
3	KNL	V				
4	KMY				V	
5	KYR			V		
6	KYT				V	
7	KWD			V		
8	KEM				V	
9	KYS				V	
10	KMR			V		
11	KSL					V
12	KYL			V		
13	KDW					V
14	KYO			V		
15	PNA		V			
16	PRD		V			
17	PRZ	V				
18	PDN				V	
19	PZK				V	
20	PTA				V	
21	PEZ					V
22	PPT				V	
23	PBR			V		
24	PAF			V		
25	PKR				V	
26	PBL					V
27	PHD				V	
28	PJN			V		

In implementing a productive economy, not everything runs smoothly, there are several obstacles faced by parents in implementing the responsibility of housework, but there are also Minang migrants who do not have obstacles in implementing responsibility for children for their parents' work. This can be seen from several interviews and observations from informants who have obstacles in implementing this productive economy.

"Sometimes he wants to, sometimes he doesn't. For example, when I'm cooking and the gas runs out, if I ask the youngest child to help, he doesn't want to help" (KRN. 108. November 2023)

"Children are more inclined to use their cellphones than to help with household chores and to help with sales. Children do not have a hobby of selling and children are also more focused on college and school" (WD)

Minang parents or migrants do not have obstacles in implementing the creative economy. This can be seen from the results of interviews and observations from researchers.

"There are no obstacles because the children follow whatever assignments are given. The children know how their parents' daily lives are and understand how hard it is for their parents to earn money" (KEM. 132. December 2023)

"There are no obstacles where the children always obey or follow the tasks I give. Both housework and shopkeeping tasks or helping in the shop" (KYT. 124. December 2023)

From the results of the research reduction from the research obtained in the field where in the implementation of productive economy there are several obstacles faced by parents and there are also parents or Minang migrants who do not have obstacles in the implementation of productive economy, namely 36% stated that parents do not have obstacles in the implementation of productive economy, as many as 29% of parents stated that the obstacles faced in the implementation of productive economy are busy with cellphones, as many as 14% of parents stated that children often do not implement even though they have often been directed and 7% of parents or Minang migrants stated that children do not implement and their children do not have a hobby of doing business 14%. For more details, see the diagram below:

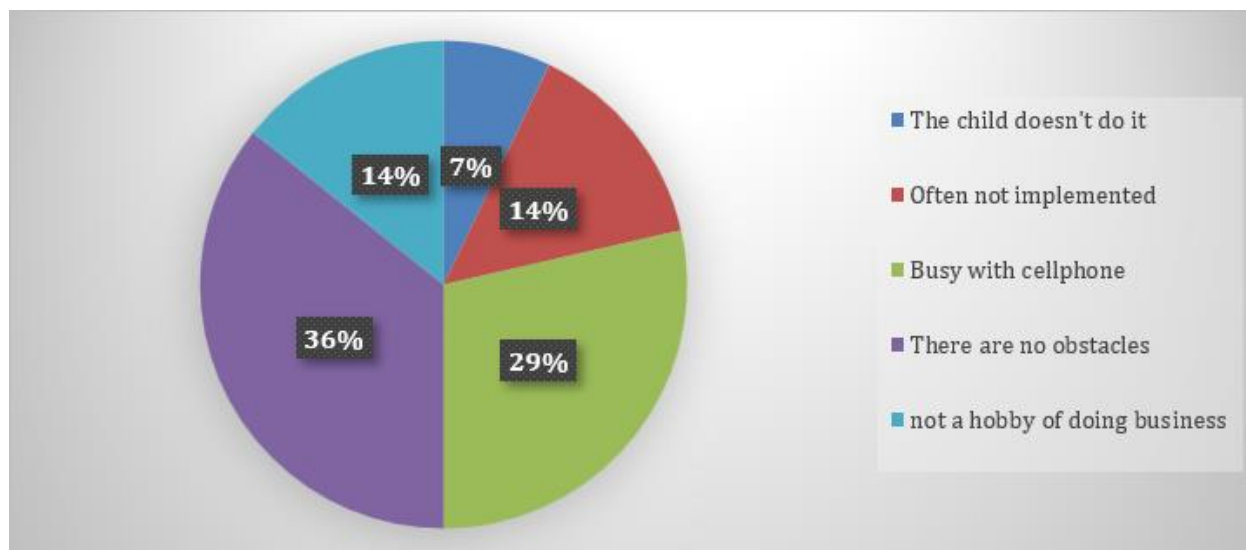


Figure 3.
Obstacles in implementing a productive economy.

4.4. Forms of Productive Economic Intensity Given by Minang Migrant Parents to Their Children

The intensity of productive economic education for children can be given in several forms of approaches such as those carried out by Minang migrants in instilling productive economics using an exemplary approach, explanations, through discussions and behavioral demands.

Table 5.
Forms of intensity in providing productive economic education.

No	Initials	Coding			
		Exemplary	Verbal explanation	Behavioral Demands	Discussion
1	KNT	V			
2	KRN			V	
3	KNL			V	
4	KMY	V			
5	KYR	V			
6	KYT	V	V		
7	KWD		V		V
8	KEM	V		V	
9	KYS	V			
10	KMR		V	V	
11	KSL	V			
12	KYL	V			
13	KDW		V		
14	KYO	V			
15	PNA	V			
16	PRD	V	V		
17	PRZ	V		V	
18	PDN	V			
19	PZK	V			V
20	PTA	V			
21	PEZ		V		
22	PPT				V
23	PBR				V
24	PAF		V		
25	PKR	V			
26	PBL			V	
27	PHD				V
28	PJN			V	

Family is the first place for children to get economic education. For that, Minang women are known to have influence in the family to educate children, therefore researchers see and analyze the form of intensity of productive economic education given to children, by Minang migrants through role models, verbal explanations, behavioral demands, discussions or others. Based on the results of interviews and observations of researchers on informants, the form of productive economic intensity is given in the form of examples or role models, as can be seen below:

"I showed the children the work process of making vegetable ketupat and other sales. "I also give direct tasks to the children to serve customers in the shop and I also involve the children in the process of making the food to be sold" (KNT.105. November 2023)

"In the form of example, like I'm cooking, I call my daughter, this is how to make rendang, this is the rendang seasoning and this is also how to make orange ice" (KMY. 117. December 2023)

In addition to exemplary forms of productive economic education provided by Minang migrants to their children, they are exemplary, verbal explanations, behavioral demands and discussions:

"Forms of discussion, verbal explanations and behavioral demands, Every night we will sit together with our children to ask about the obstacles faced today, both regarding school and the shop. That night I also ask your child what time he will come in tomorrow, for example, he said he will come in at 9:00, then he will do the laundry in the morning. For example, I don't go to campus, so I will open the shop here because the employees are on holiday" (KYT. 125. December 2023)

From the results of data reduction that researchers obtained from field research that there were informants who answered more than one form of productive economic intensity given to their children and there was also one form of economic education intensity given to the children of Minang migrants. From the results of the research reduction, it was found that Minang migrants tended to provide productive economic education intensity to their children, namely exemplary behavior of 54%, through behavioral demands of 14%, through verbal explanations of 21% and through discussions of 11%. This can be seen in the diagram below:

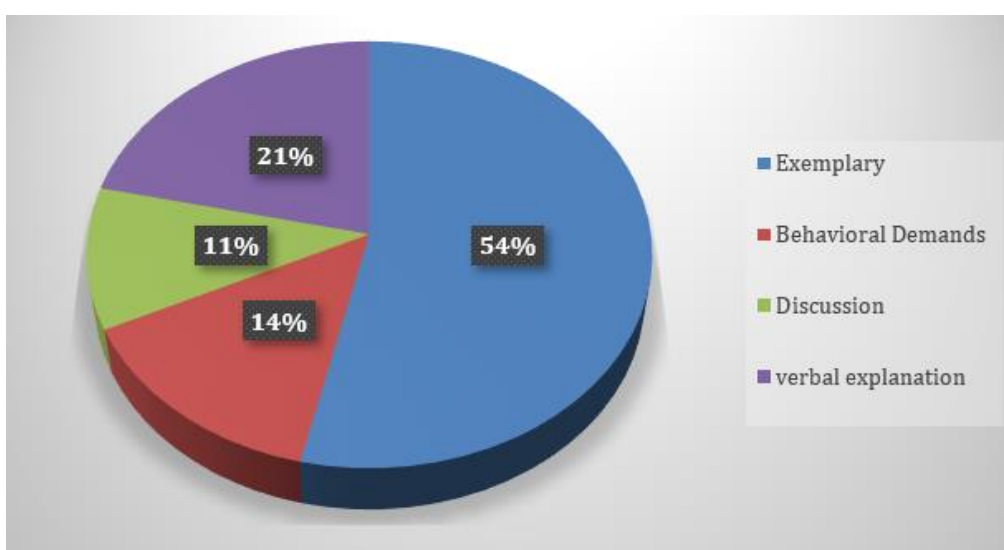


Figure 4.
Form of Productive Economic Intensity of Migrants

5. Discussions

5.1. Children's participation in parents' business

The intensity of parental involvement in children's education greatly affects children, according to Ahsan, et al. [41] the low level of parental involvement in children's learning activities at school is due to the relatively low level of parental education which indirectly affects the perspective. Delivery of information to children, parents' perspective on the future of their children. The role model and habituation of parents to their children in everyday life have an important role in teaching what is important in teaching education to their children. Direct parental involvement has a major impact on children's education. What parents do with their children while at home is much more important than other factors that also affect children's education. Individual production behavior refers to the way individuals make decisions related to the production of goods or services in an economic context. This involves how individuals utilize available production factors to produce something that has economic value, producer behavior can then be transformed into productive behavior [42].

Productive behavior is the ability of individuals to achieve meaningful results in both personal and professional life, by integrating ethical principles, character and clear goals [43] It is not just about

achieving success or achieving a short, but about creating a sustainable positive transformation in ourselves and our influence on others. Covey emphasizes that productive behavior begins with paradigm shifts, namely mindset or including understanding the difference between character paradigm and personality paradigm [44]. The character paradigm relates to the core principles and values that underlie action, while the personality paradigm is more reactive and situational.

One of the ways that Minang migrants instill productive economic activities in their children is by involving their children in the businesses they run. This aims to ensure that the businesses they run can be continued by their children later.

5.2. Giving children responsibility for homework

In instilling productive economic activities in children of Minang migrants, they also give children responsibility in household chores [45]. By giving this homework, it is one of the ways to form children's character so that they can be independent and responsible. The types of homework given to children are sweeping, washing dishes, ironing, washing clothes and so on. Giving homework to children can help them learn responsibility, independence and self-confidence. The homework given can also strengthen the relationship between parents and children. In giving homework to children, several things can be considered, such as considering the child's age, making sure the tasks given are in accordance with the child's development and motor skills, giving specific tasks, making fun activities, giving awards to children and giving examples of responsible attitudes. By giving and involving children in homework, it will be beneficial for children, namely children can learn how to have life skills, children can learn basic skills such as cooking, cleaning, and managing finances. These skills will be able to help children with their daily life skills in the future. Giving homework will develop responsibility for children to learn responsibility for the tasks given and this will make children understand how important it is to complete the work [46]. Giving homework to children can strengthen relationships between family members. This collaboration can create harmony of mutual support. Giving homework can increase children's understanding of economic values, children can understand how the value of hard work is important in managing resources and can later teach children how to spend and save. By involving children in productive economic activities at home where they not only learn practical skills but they can also get some important values that will be useful for them throughout their lives.

5.3. Obstacles in productive economic development

Obstacles in instilling productive economic activities in children are often the lack of parental understanding of the importance of economic education where time constraints due to parents' busyness and lack of parental understanding can affect access to resources, besides children also get pressure on formal education and can affect or hinder their involvement in productive economic activities. In instilling productive economic activities, there are several obstacles that Minang migrants feel, namely children are more focused on their cellphones, children are busy with their schools and children even though they have been given responsibility but do not carry it out [47]. In addition, the obstacle in instilling productive economic activities in children is the lack of parental understanding where many parents do not fully understand the importance of economic education for their children. This can result in a lack of support given by parents in involving children in productive economic activities [46]. Time constraints are also one of the obstacles that hinder productive economic activities for children where many parents do not fully understand the importance of economic education for their children. This can result in support in involving children in productive economic activities. Family economic factors are also limited financial resources that can limit the types of economic activities they can do [48]. Where families who are struggling economically will be able to have access to the tools or materials needed for productive economic activities. The pressure of formal education is also a factor inhibiting children's productive economic education, they are pressured to focus on formal education activities and eventually reduce children from being involved in productive economic activities. There are several solutions provided to overcome the obstacles to productive economic education for children by providing

education to parents, parents creating time together with children, providing resources and encouraging children's involvement in making decisions related to productive economic activities and parents also instill positive values in children about the benefits of hard work where productive economic activities can provide satisfactory results.

5.4. *The form of intensity of productive economic education given by parents to their children*

The form of intensity of productive economic education given by Minang migrants to their children is in the form of role models. Where Minang migrants provide examples to their children of how their daily lives or activities are in their daily business so that this will be an example for their children of the procedures and processes in running a business. The intensity of family economic education according to Sari, et al. [49] one form of intensity of economic education is role models. Role models are the process of economic education given by both parents to children by providing real examples in daily economic activities. In addition to role models, the form of intensity of productive economic education given to children is verbal explanations, behavioral demands and discussions.

In the book *Seven Habits of Highly Effective people* Covey promotes his inspiration called "character ethics" which is based on the principles and procedures of leadership and ignores the principle of "personality ethics" which gives signals of falsehood and ambiguity (Covey, 2004). Character is a combination of our habits. Habits are difficult to change but difficult to change with real commitment. Good habits (habits) are the intersection of knowledge, skills and desires. All of these are built with activities that are done without having to think first. As for all of that, it is summarized in the most effective habits that can be explained 1) *Be proactive*, be proactive which is a person's control over the environment rather than the situation around you that controls you. 2) *Begin with the end in mind*, with this you can concentrate and consider all the consequences before acting, so that you can be productive and successful. 3) *Put first things first*, prioritize the main thing or personal management to implement and manage habit no. 2 which is mental, and habit no. 3 is physical. 4) *Think win-win*, think win-win or interpersonal leadership. Because the goal depends on relationships and cooperation with others, everyone needs a fair and profitable share. 5) *Seek First to understand and then to be understood*, try to understand first, then ask to understand. Communication is an important part, and like the analogy "diagnose first before giving a prescription" 6) *Synergize*, create creative synergy/collaboration. The power of cooperation is greater than the effort to improve it, so explore the potential and goodness of other people's contributions. 7) *Sharpen the saw*, sharpen the "Saw" of self-renewal balance, so that other good habits can grow and develop [4].

5.5. *Proposition of the results of the productive economic research on the economy of Minang migrants*

The proposition of the research results is in the form of a statement that arises from the analysis of data that has been collected during the research. A proposition is an interpretation or conclusion formulated based on findings in the field [50]. Based on the collection of data that has been analyzed, a research proposition on productive economic education for Minang migrant children can be formulated.

- a. Children of Minang migrants are involved in carrying out productive economic activities by participating in running their parents' businesses such as serving consumers, cashiers and others. This involvement gives children the opportunity to learn about the business world from an early age.
- b. Children are given responsibility for household chores such as sweeping, washing, ironing, doing laundry, etc. This instills the values of responsibility and discipline in children.
- c. The obstacles faced by Minang migrants in instilling productive activities in their children are that they have been given responsibilities but many of the children do not carry them out, the children are busy with their cellphones and the children have busy school activities.
- d. The form of intensity of productive economic education provided by parents to children is through role models with children seeing or paying attention to daily activities carried out by parents such as how to manage a business, interact with customers and manage family finances.

5.6. Novelty From the Research Results Produced

Based on the research proposition above, we can see the novelty of the research results.

- a. A family-based productive economic education model through children's participation. This can provide a new perspective on economic education based on direct practice in the family environment.
- b. Role model as the main method of productive economic education, through the role model of the importance of parents as role models. This is a new contribution to the literature of economic education that focuses on a practical learning approach and family values.

6. Conclusion

- a. Productive economic activities carried out by Minang migrants to children often involve children's participation in family businesses, but this participation is not always done routinely. Some of the reasons expressed by Minang migrants are that children are busy with school, use cellphones too much or are less interested in business activities.
- b. In addition to participating in business, the implementation of a productive economy is also carried out by giving responsibility for household chores such as sweeping, washing dishes, and mopping.
- c. There are challenges in its implementation such as children not carrying out even though they have been given responsibility, where children are more busy with their cellphones. Other obstacles faced include the lack of interest of children in activities such as selling, irregularity in carrying out responsibilities.
- d. However, many Minang migrants choose the exemplary approach as the main form of productive economic education, in addition to using behavioral demands, discussions and verbal explanations. Although there are many challenges in this productive economic education, it remains an important part in shaping the character and economic skills of Minang migrant children.

7. Limitations

This study has several limitations. First, it is not easy to find the right term for Minangkabau culture and the term behavior education economy families in productive economic activities. Second, the informants in the study were only migrants Minang who migrate in Indonesia only, for further research can use a wider informant, namely Minang migrants abroad. Third, this study only discusses the productive economic education of Minangkabau migrants, it is hoped that it will further examine the productive economic education of culture other cultures.

8. Implications for Economic Education

This results in several implications and science of economic education on productive economic activities. First, this study has provided insight into the behavior of economic education in Minang migrant families. Second, this study follows up on education that involves new knowledge, critical thinking skills, and creative thinking skills to face the development of technology and extraordinary market changes that are useful for forming productive economic education for children.

Transparency:

The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

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