

# Transforming the Mindset of Suwaduk Village Adolescents as Preparation for the Golden Generation 2045

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**Abstract.** Mindset is quite decisive for adolescents in continuing their education to HE (Higher Education). The research aims to (1) describe the mindset of Suwaduk village adolescents, (2) reveal the factors that influenced the mindset of Suwaduk village adolescents, and (3) describe the transformation of the mindset of Suwaduk village adolescents as preparing the Golden Generation 2045. The research is qualitative (case) with a descriptive method. Data sources are Suwaduk village adolescents. Additional data are the mindset of Suwaduk adolescents. Data collection techniques used are taking notes, questionnaires, and interviews techniques. Data analysis uses content analysis techniques. Researchers conducted an in-depth analysis of the mindset data owned by Suwaduk village adolescents. The interpretation of data is done using comparative techniques. The results showed that the mindset of Suwaduk village adolescents is there is no willingness to continue education to HE, lack of knowledge about universities, and HE is considered important. Some of the factors found in Suwaduk village adolescents are environmental, family, school, and economic factors. From mapping the mindset and factors that influence the mindset of adolescents can be transformed to change the mindset of Suwaduk village adolescents: (1) scholarship program given to adolescents who have intentions and smart in academics, and (2) foster care programs that are a combination of several groups of entrepreneurs from the region that can provide education for adolescents who are less able to pursue education in HE. This mindset is expected to contribute especially though to the regional government to pay more attention to adolescents in the world of education in HE.

**Keywords:** Transforming mindset, adolescents, higher education, golden generation

## INTRODUCTION

A village with a percentage of adolescents 40% of the population of 3,917 people has problems with low education levels due to the clash of mindsets of adolescents who do not reach the level of HE (Higher Education). Low education levels are influenced by individual and parental motivations, social and economic conditions, culture, and accessibility (Sulvia & Nursalam, 2020). The lack of adolescents who continue to HE level is only 5% of the total Suwaduk village adolescents. Moreover, after completing the High/ Vocational School education level, adolescents prefer to be rough workers rather than continue their education to the HE level.

The mindset that is only limited to being a rough worker becomes a special problem in Suwaduk village because of the lack of views on HE that are socialized to adolescents, parents, and communities. The lack of awareness about

the importance of education can be an alarming problem in the weak human resources for Golden Generation 2045. Hasanah et al., (2021) stated that producing superior human resources can be done by procuring socialization of education to HE as an effort to change the mindset of adolescents not to focus on work after completing education. Yunus et al., (2021) considered that the importance of continuing education in HE can shape the mindset of adolescents as the successor of the nation. However, there is another view of HE that is still a reference, namely fixated on the reflection of relatives, friends, and the surrounding environment that is only Junior and High School. This viewpoint is driven by a lack of a strong desire in the self to continue Higher Education.

There is no adolescents interest in determining the choice of continuing education at HE is influenced by family and environmental factors (Vitria & Kholilah, 2019). The condition is reinforced by the influence of parents who are of the view of continuing education to the HE that only spends money. Parents prefer their children to work after graduating from High/Vocational School. The most dominant problem is the financial limitations of parents to encourage children not to continue their education. Low-income levels of parents urge children to work to survive in living life (Pratiwi, 2015). In addition, the level of education of parents determines how to direct their children in continuing their education at HE. Low levels of parental education tend to have a narrow insight into education (Suciningrum & Rahayu, 2015). While the influence of the view is greater attached to people who still think the orientation of life without higher education can get a decent job.

The view considered education unimportant affects the level of education in HE in Indonesia with 34.58% is not comparable to neighboring countries such as Singapore 78%, Malaysia almost 50% pursued HE (Waseso, 2020). This problem is dangerous for adolescents, the level of education is a concern for the younger generation. Higher Education is an investment in the future. Higher Education is not only enjoyed but planned evenly because as an investment in the future of the nation (Rashid, 2015). In fact, to have a quality of life that aims to mature and change behavior starting from education (Azhari, 2020). Education is a milestone in the birth of future generations' investment in the growth of a country. To achieve maximum growth in a country, education is a center of human preparation with superior character to form a developed and advanced mindset.

The development of adolescents' mindset towards education affects the younger generation in the future. The change in mindset progresses in continuing education into special handling now. According to Maslow (1984) about the hierarchy of needs, Higher Education is a medium of self-acculturation to life. The opportunity of youth to continue their education in HE will build a forward mindset towards life. Higher Education as part of the national education system has a strategic role in educating the nation's life and improving the competitiveness of the nation in the face of globalization in all fields, thus public access to Higher Education needs to be improved (Handayani, 2015).

Welcoming the Golden Generation 2045, the problem of low adolescents in continuing the level of education to the HE can be prepared from now on following the direction of Indonesian education and cultural policy that refers to the Sustainable Development Goals (SDGs) with the determination of goals on the quality of education at point 8 which reads "In 2030, substantially expanded the number of scholarships globally for developing countries, especially in small islands and African countries, for enrolment to Higher Education, including vocational training, and information technology and communion, technical and scientific programs, developed countries, and other developing countries."

To create the Golden Generation 2045, adolescents will now have the opportunity to enjoy the productive age (demographic bonus) that will be the agent of great change in the progress of the nation to realize the Golden Generation 2045. If formatted the development of youth education levels that began with the development of youth development programs, parents, and communities. This program focuses on the formation and development of mindsets that result in the improvement of adolescents who continue their education in higher education into a productive, credible, innovative, and superior generation in the face of future streams of change.

Adolescents problem had been conducted by many researchers who care about addressing the problem of youth through character building (Hasnawati, 2016), proficiency education (Yuningsih, 2019), online scholarship program (Indrati et al., 2020), quality education (Darman, 2017), posdaya-based family education (Rizka et al., 2018), but those have not targeted the mindset of adolescents towards educational views in HE. With such problems, the researchers offer research innovations on transforming the mindset of adolescents as inputs and new formats in creating the Golden Generation 2045. The aims to: (1) describe the mindset of Suwaduk village adolescents, (2) reveal the factors that influence the mindset of Suwaduk village adolescents, and (3) describe the transformation of the mindset of Suwaduk village adolescents in preparing the Golden Generation 2045.

## Method

The research uses a case study method which is included in descriptive research scope. The method used in this research is a descriptive method (Sugiyono, 2017). Descriptive method is a research that seeks to explain the actual problems, namely the problem that is happening or the problem that arises at this time by describing each data found. Data sources are adolescents who live in Suwaduk village, Wedarijaksa, Pati, Central Java. Data are the mindset of Suwaduk village adolescents.

Collecting data techniques uses taking notes, questionnaires, and interviews techniques. Questionnaire techniques are conducted by sharing several questions related to the mindset of adolescents to PT that are distributed to Suwaduk village adolescents., while the interview technique is conducted by conducting interviews directly to Suwaduk village adolescents.. The recording technique is used to record each finding of the data obtained and then document it for the analysis stage. Data analysis in this study using content analysis techniques. Researchers conducted an in-depth analysis of the mindset data owned by the Suwaduk village adolescents. The interpretation of data is done using comparative techniques. In the comparative technique, researchers compared the mindsets of teenagers with each other, thus it can be concluded that the mindset attached to Suwaduk village adolescents, Pati, Central Java.

## Finding And Discussion

### 1. Suwaduk Village Adolescents' Mindset

As a whole, Suwaduk village adolescents have a varied mindset in determining their future and school choices. Suwaduk adolescents' mindset based on observations and interviews that have been conducted by researchers is explained below.

#### a. Unwillingness to Continue Education to HE

University is the highest educational institution. Based on the results of interviews conducted by adolescents in Suwaduk Village, they are not interested in continuing their education to HE. Adolescents feel that secondary school is enough and can work as they see fit. Adolescents assume that higher education only costs money. Adolescents choose to work immediately after finishing secondary education because they are interested in working in Suwaduk village. This is evidenced by the existence of businesses in Suwaduk village for example: the case of adolescents (workers) in Nanda Convection daily and wholesale wage model that is (1) new workers wages Rp 25,000.00 per day; (2) the old worker wages Rp 30,000.00 per day, while the wholesale model per week wages Rp 200,000.00 to Rp 400,000.00. While the case of adolescents workers in Convection S3 is categorized into 2 (two) namely (1) female workers Rp 40,000.00 and (2) male workers Rp 50,000.00, while the model volume per week Rp 200,000.00 to Rp 600,000.00. With the salary they will get after becoming workers they prefer to work directly rather than to continue educators to a higher level.

#### b. Lack of HE Knowledge

Suwaduk villagers mostly work as laborers. For example, as a laborer guarding the store, convection, shoe factory, and processing salted eggs. Because the majority are workers, their level of HE knowledge is very low. This is what causes adolescents not to know about HE. When adolescents want to talk about higher education, they don't know who to ask. This is what causes the lack of adolescents in Suwaduk village who continue their education to HE. In fact, education to HE is very important for today's adolescents to reward the Gold Generation 2045. Yunus explained (2021) that continuing his studies to HE is the most important thing for society, especially the younger generation and this is the need of the times.

#### c. Higher Education Considered Unimportant

Based on the results of the questionnaires and interviews that have been collected can be drawn that Suwaduk village adolescents have the mindset that with a school in HE can not guarantee they will get a decent job to live. The basis of their assumption is because they argue that many graduates of domestic workers who live are not guaranteed and experiencing unemployment. Adolescents consider that education in HE is not important, just spending considerable time and costs. This is in line with Hariati and Syukur research (2019) that the desire to go to HE is very low, a pessimistic attitude that education only spends time, energy, mind and costs plus not necessarily

getting a job already rooted in their minds. Therefore, this kind of mindset must be changed to be able to meet the upcoming Golden Generation of 2045.

## **2. Factors Influencing the Mindset of Suwaduk Village Adolescents**

The mindset of adolescents in Suwaduk village, Wedarijaksa, Pati, Central Java regarding their views on HE, is certainly influenced by the factors that are the background of their mindset. These factors include.

### **a. Environmental Factor**

One of the most important functions of peers is to provide resources and comparisons about the world outside the family (Heryaningsih, 2018). However, it is not necessarily information or positive things that they can receive. In relation to the mindset of adolescents regarding the view of higher education, peers who in their lives have no intention to continue their education to HE, it can be a driving factor for other teenagers who are still in their peer sphere to continue their education to the HE level.

### **b. Family Factor**

Family becomes the closest scope to encourage their children to continue their education to HE. On the other hand, family can also be an inhibitory factor when the child has an interest in continuing HE. This concerns the livelihoods of their parents. In accordance with Mufida's research (2019) that one of the factors that influence the success of a student to continue his education to HE is seen from the income of the parents of students. Parents with a good economic background or income can support their children's education and can meet their learning needs.

### **c. School Factor**

School Factor is the main foothold of adolescents when going to continue their education to HE level. School as an academic institution has one of the tasks to introduce further studies for students, especially in high-level schools where students have completed high school level. On the other hand, school teaches materials to students in relation to academic needs, but the school also has a duty to open the insights and views of students about higher education. In this case, in the school environment that is usually related to this is the teacher BK. BK teachers in addition to conducting guidance and counseling to students on a problem, views on HE also need to be disseminated intensively by them. Socialization is able to foster the interest or at least the views of students about HE. But on the contrary, school can be a factor that influences the mindset of students (adolescents) about HE, because there is no or lack of socialization done by the school to students. This can lead to the view of students that continuing education up to HE level is not so important.

### **d. Economic Factor**

Economic Factor is one of the factors that influence the mindset of adolescents regarding their views on PT. This is in accordance with research conducted by Arnawan (2016) which explained that the most important obstacle for students who are interested in continuing their studies to HE is the low socioeconomic status of parents. Adolescents who have an interest in continuing their education to HE, but sometimes economic factors become one of the obstacles. Based on the results of interviews conducted with teenagers in Suwaduk village, it was found that there are adolescents who have an interest in him to continue his education to the HE level, but in the adolescents there is a feeling of hesitation to express his wishes to their parents. This is based on the work of their parents who felt that it was not enough to finance their education at HE.

## **3. Transformation of Suwaduk Village Adolescents' Mindset in Preparing the Golden Generation 2045**

The presence of a new paradigm in the minds of Suwaduk village adolescents can minimize the desire that is fixated after graduating high/vocational school doing work. This transformation can change the mindset to continue education to HE that can be realized with the following stages:

### **a. Scholarship Program**

In preparing the Golden Generation 2045, education plays an important role to develop the potential of adolescents. However, not everyone can afford the same opportunity to get a decent education. This is due to inadequate economic factors. The low economy makes teenagers unable to continue their education to PT, because they are burdened with expensive costs. The existence of scholarship program scholarships in higher education (BPPT) can help students in studying at HE. This scholarship is managed by the district to provide convenience for village adolescents who want to continue their education to HE. Qualifications that get this scholarship are prioritized for underprivileged families. The granting of BPPT scholarships is given to prospective students who are accepted at PTS and PTN with the conditions imposed by BPPT. This scholarship will be awarded from the

beginning of college until graduation. However, BPPT scholarships will be stopped if the selected students are not eligible by obtaining a minimum IP Achievement Index of 3.00 in each semester. Moreover, the termination of student provision if the student is granted leave, drop out, and inactive. Through the BPPT scholarship program, the local district government provides full dependents in the form of tuition fees, living expenses, and book fees. With this scholarship will be more guaranteed and can get an education without having to think about the cost. It will build the soul of the younger generation to race more in pursuing higher education and make a variety of useful creative innovations. Through this scholarship can strengthen and build human resources that have the potential to play a role ready to go to the Golden Generation 2045 in the midst of competitive global competition.

#### **b. Foster Father**

Foster father Program can be established by a number of groups of entrepreneurs from the region who can provide education for underprivileged teenagers studying at HE. This new program can provide insights not only for groups of entrepreneurs, but also to adolescents in order to excel and quality human resources in facing the Golden Generation 2045. If human resources are only utilized without boasting, it's like colonizing the nation itself. In fact, if developed can create superior human resources in the future. The existence of the Foster Father program for millennials generation line who have potential in terms of what the business needs. With the follow-up of human resources who are still studying this education as a stock of human resources, such efforts in the development of mindset. This is what will give rise to potential millennial nurseries. This collaboration will make teenagers, especially in the village, live and synergize.

## **CONCLUSION**

From the result and discussion above, it can be concluded that Suwaduk village adolescents have a varied mindset in terms of education at HE; the mindset is that there is unwillingness to continue education to university, lack of HE knowledge, and HE is considered unimportant. Some of the factors found in Suwaduk adolescents are environmental, family, school, and economic factors. From mapping the mindset and factors that influence adolescents' mindset can be transformed to change Suwaduk village adolescents' mindset, namely (1) scholarship program given to adolescents who have intentions and smart in academics and (2) Foster father program, which is a combination of entrepreneurs' groups from the region that can provide education for underprivileged adolescents studying at HE. This mindset is expected to contribute thinking, especially to the local government to pay more attention to adolescents in the world of education in HE.

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