Preparing Quality Millennial Generation Through Anticipating Political Education

Al Rafni[(✉)] and Suryanef Suryanef

Faculty of Social Science, Universitas Negeri Padang, Padang, Indonesia
alrafni@fis.unp.ac.id

Abstract. The political education, has given so far to the millennial generation, has not showed a new paradigm according to its era and the results have not been optimal. This has implications for their substantive participation in the political environments. For this reason, new ways are needed so that they do not just participate conventionally, but have an obligation to be actively involved in political life. Anticipatory political education is political education capable of making reformative and transformative changes. This article aims to analyze the strategy of preparing quality from millennial in political life through anticipatory political education. With a qualitative research approach, the data obtained from the study of research results, literature/library studies, in-depth interviews and field studies. The findings are presented through analysis, context, input, process, product/output, and outcome (CIPPO) methods. Through this process, strategies are built that can realize anticipatory political education and prepare quality millennial in political life.

Keywords: political education strategy · millennial generation · anticipatory political education

1 Introduction

Political education is a deliberate and systematic effort to shape individuals to have state and nation awareness. Political education as part of the national education system is a continuous effort to create political people who are critical, aware of their political rights and responsibilities. Article 1 of Law Number 20 of 2003 concerning the National Education System explains that national education functions to develop capabilities and shape the character and civilization of the nation, aiming to develop the potential of learners to become human beings who believe and fear God Almighty, have noble character., healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen. In connection with the purpose of national education, the function of political education is to develop capabilities and shape the character and civilization of the nation with the ultimate goal of participating in the life of the nation and state. (Werfhorst, 2007 [1]; Koyuncu dan Ahu Sambas, 2016 [2]; Homan, 2017 [3]; Longwee, 2000 [4].

The political education provided so far to the millennial generation, both in terms of the government represented by the Unity of Banga and Politics (Kesbangpol), political parties, and General Election Commissions (KPU) tend to use conventional methods. Some research results by Rafni and Suryanef, (2018–2019) [5], Suryanef dan Al Rafni (2019–2020) [6], Lawless dan Fox (2014) [7], Bashori (2018) [8] show that it is not optimal yet Political education given to the millennial generation. Political education for the millennial generation so far tends to take the form of formal information delivery, is indoctrinating and boring. This method is less effective in increasing their knowledge, attitudes and skills in political activities. This condition is different from political education in developed countrie, as Campbell and Niemi (2016) [9] and also Persson, Lindgren and Orkarsson (2016) [10] said. Here the implementation of political education is marked by the availability of management standards, learning tools, cooperation networks, and conformity with targets, continuous evaluation, and government involvement.

If explored further, the political education provided to the millennial generation by Kesbangpol, political parties and KPU has not been optimal in shaping their political skills in this era of disruption (Rafni and Suryanef (2018–2019) [5], Suryanef and Al Rafni (2019–2020) [6], Lawless and Fox (2014) [7], Bashori (2018) [8]). The implementation of political education by Kesbangpol runs incidentally, with low intensity, and is not followed by a sustainable program. Meanwhile, political education by political parties tends to run when elections will take place, prioritizing internal targets for regeneration, not programmed and not systematic in terms of materials, methods and evaluations. While political education carried out by KPU is very dependent on the vision and mission, and programs that they have designed based on specific goals, especially issues that are developing in the community. For this reason, new ways are needed so that they do not just participate conventionally, but actively strengthen modern democracy in this era of disruption. In this context, anticipatory political education becomes important in order to face the existing changes.

The millennial generation or gen Y has a high curiosity, is critical, tends to collaborate and is more technologically master than the previous generation. In political life, several studies reveal that their concern for political information does not affect their participation in voting or other political activities (Lawless dan Fox, 2014 [7]; Kahne dan Middaugh (2012) [11]; Dalton (2009) [12]). The results of the Center for Strategic and International Study, as quoted by Irmayani (2021) [13] stated that the millennial generation prefers sports activities (30.8%), listening to music (19%), and watching movies (13.7%). While those who like discussing social and political issues are only 2.3%.

Furthermore, Judith Moeller, Class de Vressel, Frank Esser and Ruth Kunz explain that the millennial generation views politics as a complicated area or place and gives the impression that they are not competent to participate in it (Irmayani (2021) [13]). The competence of young people to participate in the political system by using political information is not a simple and straightforward process. This shows the millennial generation's disinterest in political life (Pontes, Henn and Griffiths (2019) [14]). On the other hand, several research findings also reveal that there is a progressive side of the millennial generation in political life. Milkmann's research (2017) [15] reveals the political role of the millennial generation in the presidential election in America as evidenced by the 66% vote contribution in the election of President Obama. In Taiwan, the

political movement of the millennial generation is expressed through Brading's writing (2017) [16], that the rise of political interest of the Taiwanese youth in the presidential and legislative elections by establishing the Democratic Progressive Party (DPP). They won the Chen Bian campaign through merchandise brands such as t-shirts, key chains, panda dolls and so on.

In Indonesia, the political movement of the millennial generation is not as bright as in another country. After the presidential election, the millennial generation is still polarized on issues during the campaign period and has little role in political life. For this reason, anticipatory political education is needed that can answer the complexity of the challenges of the times and a life full of disruption. Anticipatory political education is political education capable of making reformative and transformative changes (Buchori, 2001 [18]). This requires new political skills by the millennial generation because they want to do politics in ways that are different from conventional ways that only wait for orders without creativity (Judhita and Darmawan, 2018 [19]; Newman, 2008 [20]; Sandford and Howard, 2002 [21]). Anticipatory political education is needed considering that the millennial generation lives in the 21st century which is full of challenges. This article aims to analyze the strategy of preparing a quality millennial generation through anticipatory political education as well as mapping the knowledge competencies, attitudes, and political skills that must be possessed in this era of disruption.

2 Research Method

This research is a qualitative research, where research data is obtained through a study of research results, literature/library studies, in-depth interviews and field studies. Data is presented through context, input, process, product/output, and outcome (CIPPO) analysis. Research informants were determined purposively, namely representatives of political parties, the General Election Commission (KPU) of Padang City, and from the National and Political Unity Agency (Kesbangpol). These three political education institutions are representatives of institutions that carry out political education for the millennial generation outside the formal education path. In addition, informants were also selected from academics and political observers.

To ensure the validity of the data, credibility, transferability, and dependability are carried out. Credibility (trust is also called internal validity) is done through data triangulation techniques and theoretical triangulation. Then transferability is the extent to which research results can be transferred in other contexts. While the dependability that the research results will refer to the level of consistency of researchers in data collection. Furthermore, the data were analyzed qualitatively with the stages of data reduction, data presentation, and data verification, as well as drawing conclusions. However, in general, this study follows the systematic flow of research as suggested by Creswell (2014) [22] as follows: (1) researchers collect information (from observational interviews, documents, and so on); (2) the researcher asked the participants open-ended questions and recorded field notes; (3) the researcher analyzed the data based on the themes and categories; (4) the researcher looks for general patterns, generalizations, or theories from the themes or categories created; and (5) the researcher proposes generalizations or theories from the literature and research experiences.

3   Result and Discussion

The millennial generation or popularly called the NET generation is the generation born from the period 1982–2000. This generation has unique characteristics, namely having a strong desire as a problem solver, decision maker, preferring to be involved in making decisions rather than receiving orders from superiors, and happy with changes and new things (Chambers, et al., 2010 [24]). With such characteristics, the millennial generation is no longer suitable for receiving conventional political education which they still receive to this day. The progressive character is inherent in the personality of most millennial needs to be supported by anticipatory political education. Anticipatory political education is political education capable of making reformative and transformative changes.

The main change made is to change the paradigm of political education learning towards adult education. Adult education requires an understanding of self-concept to determine oneself (self-determination) and direct oneself (self-direction) towards the achievement of competence.

The purpose of adult education is oriented towards learning objectives with an approach to improve the abilities and practical skills of these adults so that they can achieve what is expected. Paulo Freire revealed that the adult education process is relevant to the application of the concept of education in the "liberation paradigm" where education must be able to practice co-intentional education where educators and students are "both subject" in finding and creating knowledge (Freire, 1998 [25]; Fromm, 2009 [26]). Another feature of adult learning is the sharing of experiences between all present and aimed at solving problems.

Adult learning requires critical thinking. Therefore, the foundation of critical education needs to be considered in implementing education for adults, namely: (1) learning from reality and experience, meaning that in the educational process it is not intelligence that is needed but evidence from direct experience or empirical reality that is indispensable; (2) not patronizing, meaning that all learn and become a source of learning; (3) dialogical, meaning that the educational process is not one-way, but reciprocal and can take the form of sharing information, discussions, groups, role playing, and so on; (4) reconstruction, meaning that students are involved and act according to certain patterns such as direct activities and the starting point of learning lies in solving empirical problems found; (5) expression, means to discuss and find a solution (problem solving); (6) analysis; (7) conclusion; and (8) action (Mukhlis, 2014 [27]).

Critical thinking skills according to Moore's (2001 [28]) explanation generally require higher thinking skills than just knowing, understanding, applying, analyzing, synthesizing, and evaluating. The ability to think critically ultimately has implications for the ability to think creatively, namely finding and giving birth to something that didn't exist before or fixing something that wasn't good before with a variety of new formulas and approaches. Furthermore, according to Moore (2001[28]) there are four stages in improving creative thinking habits, namely: (1) preparation, namely the process of collecting various information to be tested as a problem solving option; (2) incubation, namely the time span to reflect on the hypothesis until he gains a belief that the hypothesis is very rational; (3) illumination, namely the phase of brightness when the thinker gains a true belief that his hypothesis is the strongest and most correct; and (4) retesting

the hypothesis to be used as a recommendation for improvement or change based on the new findings. The better a person's critical thinking ability, the better his ability to develop strategies in adapting, competing, and collaborating with his environment.

The function of political education the function of political education previously described is not only changing individuals but also forming new individuals. In the sense that an individual through political education not only has knowledge and understanding of politics, but also has awareness and sensitivity in politics which is realized in the form of actions, namely by participating or shown by broader positive attitudes and behaviors in their efforts to achieve political goals. (Clover & McGregor, 2011 [29]; Ferreira & Joseph Gyouko, 2014 [30]).

Furthermore, it is about the aspects of education in political education. The main feature of political education is that it emphasizes not on the concept of science, but on the pragmatic real benefits for human students towards the formation of politically organized personalities. Psychological criteria and pedagogical didactics are even more decisive. Political education is the same as educational efforts in a broad sense, not only limited to what is called mere teaching but a form of education in forming a complete human being (Sunatra, 2016 [31]).

Education in its deep sense is a political activity that has the task of transforming and developing community culture from generation to generation so that a political culture is formed that is in accordance with the existing community and political system. Thus, education is essentially a process of making a person into himself who has a superior personality and abilities, including in the political field.

The next step is from the input component, where the millennial generation who will be recruited as political education learners must be aware that the political education process is a long process to form identity. Therefore, recruitment is a major problem when the political education institution will implement its program. Furthermore, program managers must have good management so that they can measure the extent to which the objectives of the political education program are achieved. Budget issues are also crucial in the implementation of political education programs for example, in political parties. Funding for political parties for political education for the community and party cadres, especially those from state aid or from donations from members, individuals, or companies, is the main capital for parties in carrying out political education programs. But unfortunately the issue of funds to implement political education programs is still an obstacle for political parties from time to time. This is reinforced by research by Rafni and Suryanef (2012) [32] that one of the things that hinders the process of fostering party cadres is the unavailability of a funding system that can be used by parties to carry out regeneration programs. As a result, several models of political education or voter education in certain parties have not demonstrated the function of the party as an agent of public political education (Suryanef, et al., 2014 [33]; Aina, et al., 2014 [34]).

Furthermore, according to Ohman and Hani Zainul Bhai (2009 [35]), the amount of financial assistance for political parties, there is no ideal figure that is generally accepted in all countries. For example, Uzbekistan finances all activities of political parties (100%). Meanwhile, there are countries that do not finance the activities of political parties at all (0%) such as New Zealand. In the UK, Italy, and Australia, individual and corporate contributions are greater than state aid. On the other hand, in Austria,

Sweden, Portugal, and Mexico, state aid was actually greater than that of individuals or companies. Meanwhile, in France, Denmark, and Japan, the ratio between state aid and individual and corporate donations is almost equal.

With regard to financial assistance for political parties, Minister of Home Affairs Regulation Number 77 of 2014 regulates its use as follows: (1) funds to support political education activities and operational secretariats of political parties; (2) at least 60% of the amount of assistance received for political education; and (3) political education activities are carried out in accordance with the laws and regulations governing political education. In this case, the forms of political education activities are seminars, workshops, interactive dialogues, workshops, and workshops. Thus, serious efforts are needed to manage the financial assistance of political parties intended for the implementation of political education.

With regard to the process component, political education providers need to pay more attention to curriculum issues. The curriculum is a set of plans and arrangements regarding the content and learning materials as well as the methods used as guidelines for the implementation of teaching and learning activities. Meanwhile, what is meant by the content and material of the lesson itself is the composition and study material to achieve the objectives of providing education and in the context of efforts to achieve the goals of national education. Thus, there are two important things in the curriculum concept, namely a set of plans as guidelines and regulation of content and how to implement the plan.

The definition of curriculum put forward by the following experts is also in line with the curriculum concept contained in Law Number 20 of 2003. According to Taba as quoted by Ansyar (2015) [36], "a curriculum is a plan for learning: therefore, what is known about the learning process and the development of the individual has bearing on the shaping of a curriculum." Taba's opinion is also in line with what was expressed by Tanner and Laurel Tanner (1980) [37] which stated that the curriculum is a plan that contains learning instructions and expected results. Tanner and Laurel Tanner stated that the curriculum as:

> "…the planned and guided learning experiences and intended learning outcomes, formulated through the systematic reconstruction of knowledge and experiences under of the school, for the learner's continuous and willful growth in personal social competence".

In the national curriculum, political education in Indonesia is carried out through three channels, namely formal, informal, and non-formal channels. One of the providers of political education mandated by law is a political party. The political education curriculum is the distance that a person must travel to achieve the target, namely political literacy which is marked by the strengthening of reasoning power towards various political activities in infrastructure and political superstructure.

The curriculum functions as follows: (1) adaptation function, adjusting to various changes that occur in the surrounding environment; (2) integration function, the curriculum is made to create individuals who are able to integrate with their environment; (3) differentiation function, meaning that the curriculum has many interests and goals; (4)

the function of preparation, the curriculum is able to prepare itself to live in its environment; (5) the selection function, to determine the learning program; and (6) a diagnostic function, to assess the diversity of student potential (Prasetya, 2020 [38].

In connection with the above curriculum functions, it is necessary for the millennial generation to develop a programmed, systematic, and comprehensive curriculum. The curriculum is oriented far ahead and has the determination to struggle to achieve a more advanced life in the midst of world political civilization. The curriculum contains at least the contents, objectives, strategies and learning methods. The content or content of the anticipatory political education curriculum should lead not only to political knowledge and attitudes, but to focus on 21st century political skills which are full of global challenges. Aspects of political skills, according to Ferris, et al. (2011) [39]: (1) a person's ability to understand social interactions well; (2) interpersonal influence, namely the ability to exert a strong influence on others around him; (3) networking skills, meaning the ability to develop a wide variety of contacts and networks; and (4) sincere, sincere and genuine character.

In addition, according to Morgan (2020) [40] a person who has political skills, is someone who is socially responsive, sincere, adaptive, influential and good at negotiating with others in the network that has been built and maintained. All of these political skills will strengthen the mentality of the millennial generation. Then in terms of carrying out the tasks of political leadership for the future, there are four interrelated competencies, namely: (1) technical competence regarding task execution; (2) managerial competence; (3) social competence; and (4) strategic competence. From these various soft and hard skills, anticipatory political education seeks to bring quality millennial into the domestic and international political system.

4 Conclusion

Based on the previous description, the following conclusions can be drawn:

Anticipatory political education seeks to transform conventional forms/programs of political education towards far-sighted political education according to the challenges in this era of disruption.

The design of anticipatory political education departs from the paradigm shift of political education learning towards adult education which is colored by the spirit of the millennial generation's progressiveness.

The anticipatory political education strategy starts from revamping the curriculum which includes content, objectives, media, methods, and models as well as learning evaluation.

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