



Public Private Partnership in Developing Anti-Money Political Education for The Youth

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Abstract. The reality of money politics occurs massively and progressively. The target is not only the wider community, but also focuses on targeting the younger generation. The reflection and intelligence of young voters is the main focus of countermeasures against money politics. This research attempts to answer the important question of how to develop a model of value education (anti-money politics) for the younger generation in Indonesia. By using a qualitative method with a constructive development mechanism. Conducted through FGD activities with university students and community organizations to find descriptive information about the need for anti-money politics educational content. The implication of this research is to design an anti-money politics education model for the younger generation by developing the involvement and participation of the private sector and the community. Youth's critical awareness in responding to money politics is triggered through discussions and alternative discourses that are different from the domination of media political discourse which is the main discourse today. Youth are treated as political actors in the reality of everyday life.

Keywords: Political Education, Youth Participation, Empowerment Models, Money Politics.

1 Introduction

The dynamics in the democratization process in Indonesia are reflected in the implementation of elections, regional elections, and elections which are colored by various forms of euphoria of freedom and varied political practices. One of the impacts that continues to massively occur is the rampant distribution of money politics. Money politics is an important element of candidate victory, both at the executive and legislative levels. One of the considerations for switching the mechanism of regional elections by the DPRD to direct elections is to cut money politics, logically candidates do not have the ability to buy a large number of people's votes. However, the fact shows that even in direct elections, money politics takes place even at an increasingly expensive cost because it involves voters in one constituency. During the regional elections by the DPRD, money politics also surfaced, but in direct regional elections it became more widespread [1].

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Prevention of money politics can be carried out systemically and simultaneously through the effectiveness of the function of political superstructure and infrastructure, revamping the political system, political culture, moral education and community politics with short, medium and long-term strategies [2]. One form of prevention in the function of political infrastructure is the internalization of the anti-money politics culture. This can be done in a structured manner by conducting initiatives, campaigns, and movements that voice the practice of money politics. Kramer exposes the dilemma candidates face in situations where threats to democratic ideals (that money-based strategies undermine democracy) paradoxically meet with campaign contexts where money politics (such as vote buying) is part of a candidate's prospects for success [3] This is what makes money politics massive and unavoidable. Need alternative strategies in handling and preventing money political practices. One of them is by exploring the mechanism of Public Private Partnership in initiating new values in fairer political practices.

The strengthening of "critical citizens" often found in younger, highly educated citizens[4] who support democratic values but are highly critical of democratic systems of government, has contributed to the recent growth of cynicism about conventional politics. This relates to increasing disillusionment with the performance and motives of governments, political parties and politicians in general [5]. As well as the generally declining trajectory in party membership[4], party attachment and political trust continue to weaken in established industries of democracy [6]. This has been accompanied by the growing importance of "cause-oriented" politics" and "problem-specific" forms of youth political participation [7]. As well as the inability of democratic institutions and political collectives to accommodate the growing diversity of opinion and individualization of values, industrialized societies, such as the British, are also taking an increasingly "educated" stance, with younger people being more highly educated than previous generations [8].

So far, the development of education related to political morals has led more to anti-corruption education. Money politics is often associated with the potential for corruption, but there has been no specific educational development on anti-money politics education. As a general reality in the context of society, the practice of money politics needs to be taken seriously and needs strategic handling in order to realize democratic justice.

In particular, the research question in this study is: How to initiate an anti-money politics education model for the younger generation with the Public Private Partnership mechanism. The idealism and critical power of young people will be aligned with private needs in good state administration. This research aims to design an anti-money politics education model for the younger generation by developing the involvement and participation of the private sector and the community

2 Research Method

The type of research used by the author in this study is a qualitative descriptive research type. Data obtained from interviews, recorded as carefully and in as much detail as possible so that it becomes a field record. All data is then analyzed qualitatively so that what is contained behind reality can be revealed. In addition, Focus Group Discussions (FGDs) were conducted to capture information about the knowledge, attitudes and skills of youth in resistance to money politics that occur in elections and elections; Forming agents and even opinion leaders who can convey information about anti-money politics in elections and elections to their colleagues as novice voters and citizens in general; Provide awareness about the importance of elections and elections in Indonesia; Encourage first-time voters to actively participate in every election. This section also refers to the activity of organizing data into certain arrangements in order to interpret data in accordance with the arrangement of data presentation needed to answer each research problem which will finally be interpreted and concluded. This research involved eleven university students and two social activists as research informants

3 Results and Discussion

3.1 Understanding Public Private Partnership

Public Private Partnerships (PPPs) are a common but controversial tool for mobilizing a combination of public and private resources toward specific policy goals. They take many contractual and operational forms but typically involve private sector actors funding the development of assets (usually infrastructure) linked to roles in the delivery of public services over a period of time. Growing in prominence in the UK particularly since 1987 [9], some argue that they provide public sector access to greater resources, increase efficiency, and provide better value for money [10].

Public-Private Innovation Partnerships involve public sector actors collaborating with businesses with the goal of innovating in the public sector to improve efficiency, respond to highly challenging problems, and realize new products or services that can be leveraged by private sector collaborators [11]. Such partnerships are typically of shorter duration (months-several years) than PPPs of more conventional service and infrastructure provision, which can last for decades. Public sector innovation policies and initiatives have experienced a striking growth in popularity in recent decades [12]. However, often such initiatives fail to define what innovation is; It is generally coupled with continuous service change and development, and tends to be treated normatively as axiomatic goods. The expansion of innovation schemes is also not matched by developments in their evaluation processes and practices [13]. Indeed, it can be argued that, faced with 'wicked problems', which are open, interconnected and without clear solution paths, policymakers reach for seemingly simple solutions that cut through complexity. Concepts such as 'innovation', or 'transformation' become inspired by

almost magical properties because their prayer negates the need for justification, specificity, or even proof of effectiveness [14].

The nature of the success and failure of ideas in this context as well as the effectiveness and desirability of the current focus on innovation as a means to address public sector delivery problems that have been difficult to solve until now. Through our consideration of the interaction between innovation policy agendas at the macro level and more local levels of implementation [15], and suggestions that research should seek to "unpack the strength dimension" of innovation programs.

3.2 Education Model with Social Construction Approach

The theoretical and social construction approaches to reality of Berger and Luckmann are based on the simultaneous processes that occur naturally through language in everyday life in primary and semi-secondary communities. The social basis of this theory and approach is the modern-transition in America around the 1960s, where mass media was not yet a fascinating phenomenon to talk about. Thus, Berger and Luckmann do not include mass media as an influential variable or phenomenon in the social construction of reality.

Peter L. Berger and Luckman's theory and approach to social construction of reality has been revised by looking at mass media variables or phenomena to be of great substance in the process of externalization, subjectivation, and internalization. This has come to be known as the "social construction of mass media". The substance of this mass media social construction is in the fast and wide circulation of information so that social construction takes place very quickly and its distribution is evenly distributed. That constructed reality also shapes mass opinion, the masses tend to be a priori and mass opinion.

The development process is carried out through the following stages: (1) The stage of preparing construction materials. Preparing mass media social construction materials is the task of mass media editors, the task is distributed on the desk editor in each mass media. Each media has a different desk according to the needs and vision of a media. Important issues every day become the focus of the mass media, especially those related to three things, namely position, property, and women.

(2) Construction distribution stage. The distribution of mass media construction is carried out through mass media strategies. The concrete concept of mass media distribution strategy of each media is different, but the main principle is real time. Print media has a real time concept consisting of several concepts of days, weeks or months, such as daily publications, weekly issues or several weekly or monthly issues. Although print media has a real time concept that is delayed, the concept of actuality is the main consideration so that readers feel timely to get the news. In general, the distribution of mass media social construction uses a one-way model, where the media offers information while media consumers have no other choice but to consume that information. The basic principle of the distribution of mass media social construction is that all information must reach the reader as soon and precisely as possible based on

the media agenda. What is considered important by the media becomes important to the reader as well

(3). The stage of formation of reality construction, where the news has reached the reader, is the formation of construction in society through three stages that take place generically. First, the construction of the reality of justification; second, willingness to be constructed by the mass media; Third, as a consumptive choice, the generic attitude means that a person's choice to become a reader of the mass media is because of his choice to be willing to have his thoughts constructed by the mass media.

3.3 Delivering Anti-Money Politics Education Through Public Private Partnerships.

The key concept in anti-money politics education is the political will of decision makers in developing initiatives to encouraging resistance to the practice of money politics. This needs to be encouraged by external parties such as political non-governmental organizations and universities, because government institutions that administer elections have limitations in terms of resources and educational literacy. Therefore the involvement of universities will unravel aspects of education that are organized constructively, and political non-governmental organizations become agents that will carry out strengthening in society. The limitations of general election institutions to initiate anti-money politics education need to be followed up with a comprehensive collaboration mechanism in a formal mechanism.

There are two main material aspects that need to be carried out in anti-money politics education, namely (1) Development of insights and (2) Development of attitudes and skills. For insight development is a strategic area of election institutions and political non-governmental organizations. The development of attitudes and skills is a strategic area of higher education. Main Materials in developing insights are: (1) The Function of Elections and the Implications in a Sustainable Country, (2) Mechanisms and Dangers of Money Politics, and (3) Smart Voters with integrity.

For the development of attitudes and skills, it can be abstracted into five basic skill materials for the younger generation in rejecting money politics. First, is the skill of digging up political information. Accompanying youth in actualizing their curiosity and knowledge. Second is to develop critical thinking. Train to develop logical, critical, and valuative reasoning. Third, develop alternative personal and group actions. Bring up other actions and attitudes in responding to money politics practices. Fourth, designing activities that reject money politics. Activities are designed in organizing shared attitudes. Fifth is the anti-money politics movement. In the form of massive campaigns that can invite or provide new discourse for others. The design of political education in the form of anti-money politics training will encourage youth knowledge and soft skills as political agents for a fair and democratic future.

4 Conclusion

An anti-money politics education model for the younger generation by developing the involvement and participation of the private and public parties, can be designed within the framework of anti-money politics training for youth. It would be better if the training was initiated by universities as educational institutions that have moral neutrality in politics. There are two development materials that need to become training material content, namely the development of insight and the development of attitudes and skills. The development of insights is presented by practitioners in state election institutions together with political non-governmental organizations. As for the development of attitudes and skills utilizing university professionals.

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