STUDY OF EDUCATION ANALYSIS OF ALPHA GENERATION IN MARGINAL COMMUNITIES

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ABSTRACT

The phenomenon of the world of education that exists today is the importance of education for the future generation is increasingly recognized by all people, including the alpha generation from marginalized communities, but the classic problem has not been resolved. School fees are still difficult for them to afford, even though the government has provided free primary to secondary education, in practice, the lower classes still have to have additional income in order to meet the educational needs of their sons and daughters. The conclusion of this study is that it is still difficult for the alpha generation of marginalized communities to obtain access to decent education, this is due to several factors, such as economic factors, facilities, learning opportunities and access to technology and information. In the existing limitations, it turns out that not a few of the alpha generation of marginalized communities have succeeded in achieving achievements and success in their education. This is able to provide encouragement for other children who are in the same economic conditions, they believe that opportunities can be created as long as the spirit to learn remains without giving up.

Keywords: Education, Analysis, Alpha Generation, Marginal Communities

INTRODUCTION

Education is something that is very vital for humans, without the education process that humans do, human life will be unfocused. Like the need for food, the need for education becomes nutrition for the soul and mind, which is as important as the need for food nutrition for the body. Education that understands the essence of the purpose of human creation will produce humans who are not only intelligent intellectually but also the right morality. Education that taught by teacher must have characteristics such as: a). Loving his students like loving his biological children. b). Reminding his students that the purpose of seeking knowledge is solely to get closer to Allah Subhanahu Wa ta'alla, not for pride or personal gain.

Education must be one of the priority programs of the Indonesian Government because it is a mandate of the 1945 Constitution and this is in line with one of the goals of the Unitary State of the Republic of Indonesia, namely to educate the nation's life. From this goal, it can be interpreted that every Indonesian citizen has the right to receive quality and quality education regardless of social status, race, religion, culture, and gender. in Article 31 of the 1945 Constitution that every citizen has the right to receive education and the government is obliged to finance this education through an education budget. Where since 2009 the education budget in Indonesia has been mandatory spending. Article 31 paragraph (4) of the 1945 Constitution emphasizes that in the budget preparation process, the state has an obligation to prioritize the education budget of at least 20% of the APBN and APBD.

All children of the nation have the right to receive a decent education. The state must guarantee and protect these rights, especially education for children from marginalized groups. President Jokowi in his speech when handing over the Smart Indonesia Program (*PIP*) assistance to help students from poor or vulnerable families, on January 23, 2024 in Blora, said that all Indonesian children must go to school, including children from underprivileged families. Launched since 2014, the *PIP* budget and the number of targeted students continue to increase. The 2024 PIP budget increased to IDR 13.4 trillion, from IDR 9.6 trillion the previous year. The number of students aged 6-21 years targeted also increased, from 17.9 million students in 2023 to 18.6 million students in 2024.

Marginalized communities, both in cities and in rural areas, basically have limited space to express their voices, desires, hopes and complaints about what they experience in their daily lives. The intentional attitude of excluding certain people or groups from society creates marginalization. However, it can also be unintentional if it is caused by a structure that only benefits certain parties. This can be caused by government policies that are less attentive or not pro-marginalized people. Marginalized communities must be empowered, the goal of empowering marginalized groups is so that rural communities can improve their quality of life and welfare. In addition, empowerment also aims to build awareness, ownership, and active participation of rural communities.

This article will provide an explanation of how education for marginalized communities is carried out and is expected to provide input for the community, education observers, education and social services and any party who cares about the lives of marginalized communities, with the hope that they, the marginalized communities, can design a

better future so that in the end they will be able to provide a positive contribution to the progress of the nation.

RESEARCH METHOD

Qualitative descriptive research method is used in this research., a method used by researchers to find knowledge or theories regarding research at a certain time. Qualitative descriptive research type displays data as it is without any manipulation process or other treatments. The purpose of this research is to present a complete picture of an event or is intended to expose and clarify a phenomenon that occurs.

According to Sugiyono (2015), the descriptive qualitative research method is research based on post-positivism philosophy used to research natural object conditions where the researcher is the key instrument. The research subjects were children of the Alpha generation from marginalized communities, while the object of this research was the education of the Alpha generation from these marginalized communities.

FINDINGS AND DISCUSSIONS

1.Marginalized Community

According to Pasurdi Suparlan, marginalized people are those who do not have a permanent place to live, and work in unsuitable jobs such as scavengers, street vendors, beggars and so on.

Marginalized groups are residents in villages who have been marginalized and do not have access to village policy making. Marginalized village groups can be women's groups, poor residents, and disabled groups. Marginal Oxford dictionary: /ˈmɑrdʒənl/ 1small and not important synonym slight a marginal improvement in weather

conditions The story will only be of marginal interest to our readers. In the Indonesian dictionary, marginal means small, thin, edge land and or outskirts. When associated with the condition of society, marginal means a group of people who are still categorized as marginalized from the progress of the times. Marginal (marginalized or outskirts) is a categorization of areas/community groups and living conditions in social institutions that are found scattered in the order of modern society. Characteristics of marginalized communities are as follows: a. Do not have a clear, permanent livelihood and their lives depend on the existing situation and conditions. Or have a permanent livelihood but the income they get is below the cost of living. Socially, minority groups face stigma and discrimination from society, making them exclusive and marginalized groups. They become exclusive because they are rejected and not accepted socially. Because they are minorities and marginalized, they are very vulnerable to violence and oppression. marginality as a situation in which people seek or want to move from one social group to another, but are rejected from both. In short, this definition describes the problems of social and cultural relations brought by marginalized people.

In general, those who are classified as marginalized communities are the poor, homeless, beggars, street children, people with disabilities, traditional communities, and others. They are marginalized due to economic, social, political pressures and including government policies that are not in their favor.

1.1. Marginalized People in Rural Areas

Communities that fall into the category of marginalized community groups can be said to almost never get more attention from various parties, both the

community and the village government. Marginalized village communities experience obstacles in being able to express themselves, speak up, and submit opinions on the things they experience, they appear helpless in their village community environment. Rural marginalized groups are villagers who have been marginalized and do not have access to village policy making. Marginalized village groups can be women's groups, poor people, *dhuafa* and disabled groups. This condition of helplessness makes marginalized groups less aware of their existence and situation in their surroundings. This lack of understanding makes them tend to simply accept their condition, and it is considered normal. So far, marginalized groups have not been seen by the village government, therefore village development decisions that are taken often ignore the existence of marginalized groups. This makes marginalized groups not get the benefits of village development. Marginalized groups have many limitations in expressing their voices, desires, hopes, complaints about what they experience in their daily lives. In villages, marginalized groups are often groups that are never invited to village meetings to formulate village development plans. 1). Identifying the Existence of Marginalized Groups in the Village. Marginalized groups look like ordinary people in their daily lives, but are not considered to exist. So even though they have needs, they are never present in the processes that organize formal society, one of which is in village development planning. Therefore, the courage to see and acknowledge the existence of marginalized groups is a basic prerequisite. 2). Fulfillment of the Needs and Interests of Marginalized Groups in Village Development Marginalized groups need to be considered

as part of stakeholders in making village development policies.

Often the needs and interests of marginalized groups are not aligned with other residents or the fulfillment of their needs, so they are considered to have been handled.3). Involvement of Marginalized Groups in Community Activities. Everyone should be able to engage in community activities and social networks in their daily lives, including in economic, social, cultural, religious, and political activities. 4). Fulfilling the Rights of Marginalized Groups. Everyone has the right to act and express opinions, the right to be different, the right to the law, the right to access social services, and the right to participate in social life. 5). Human Resources Who Fully Participate in Society. If a person does not have access to the fulfillment of his/her rights, then that person is unable to fully participate in society.

Marginalized communities in rural areas can express themselves in the stages of village development starting from planning, budgeting, and accountability because their existence as empowered village communities is recognized by law. The Village Law explains that everyone has the right to obtain information, participate, and monitor the progress of village development. Do not sideline them, empower them to realize independent and prosperous village development.

1.2 Marginalized People in Urban Areas

Major problems of marginalized communities in urban areas: a). Poverty: Marginalized communities often live below the poverty line. They do not have access to decent jobs, quality education, or basic services such as clean water and sanitation. Inadequate housing: Many marginalized communities live in slums or places that do not meet standards. Lack of access to

adequate housing can hinder their development. b). Limited access to education: Children from marginalized communities often face difficulties in accessing quality education. This can negatively impact their future and perpetuate the cycle of poverty. c). Health and sanitation: Limited health services and poor sanitation can lead to serious health problems among marginalized communities. They may be unable to access necessary medical care or live in unhealthy environments. d). Discrimination and Marginalization: Marginalized communities often face discrimination based on factors such as ethnicity, religion, or social status. This can hinder their participation in social, political, and economic life.

2. Empowerment Strategy

Strategies that can be done to find out the problems faced by marginalized communities is to carry out holistic and sustainable empowerment. Some strategies that can be applied are as follows. 1). Education and Skills: Improving access and quality of education for children from marginalized communities. Non-formal education and skills training programs can help them improve their skills and job opportunities. 2). Economic Empowerment: Encouraging the establishment of micro and small businesses among marginalized communities, as well as providing entrepreneurship training and access to business capital. Economic empowerment programs can help them reduce their dependence on informal employment and increase their incomes. 3). Adequate housing: Rehabilitating and improving slums, and providing access to affordable and quality housing for marginalized communities. Subsidized housing program and participation can help them obtain adequate housing. 4). Health and Sanitation:

Increase access to basic health services and safe sanitation. Health and hygiene awareness campaigns are also important to increase awareness and healthy behaviors among marginalized communities. 5). Politics and political empowerment: Encourage the active participation of marginalized communities in decision-making processes that affect their lives. Strengthening community organizations, conducting leadership training, and promoting political inclusion can give them a voice and the power to fight for their interests.

3. Alpha Generation

Generation Alpha (2011-2024) The term Generation Alpha was first introduced by Mark McCrindle, an Australian social and demographic researcher and consultant. He popularized the label Generation Alpha in 2009 through his book The ABC of XYZ.

Technology has become part of our daily lives. The development of digital technology that is currently occurring is marked by the use of technology in almost every aspect of life. The need for technology is one of the important needs today. Various conveniences can be enjoyed, from shopping, communicating, to learning which can now all be done online, without having to waste energy and time. Technology appears with various types and new features from day to day. Communication technology has the most rapid development. The development of information and communication technology has unknowingly influenced every aspect of human life. Because along with the flow of globalization, the demands for the need for rapid information exchange have caused the role of communication technology to become very important.

The Directorate General of Population and Civil Registration of the Ministry of

Home Affairs noted that Indonesia's population reached 282,477,584 people in the first semester of 2024. Gen Alpha, like their Gen Z predecessors, were born into a world where four-sided screens were their go-to source for information and entertainment. The true digital natives and navigating a universe, the technology is embedded in every aspect of their learning process and playtime.

3.1 General Characteristics of the Alpha Generation.

a). Technology savvy. Mothers may have known the digital world since birth, but the Alpha generation is the first generation to have seamless technology integration from every aspect of life. They will have more advanced technological skills than mothers. b). Get to know Artificial Intelligence. Mothers must have interacted with Siri, Alexa, or Google Assistance in their daily lives. This is different from the Alpha generation where they consider Artificial Intelligence to be something natural and dominates everyday reality. c). Personalization in learning. Sitting still and staring at the teacher in front of the class is no longer the learning style of the Alpha generation. That's a thing of the past. The Alpha generation will learn at their own pace with a personalized learning experience. That's why schools are now starting to design classrooms and learning modules that are relevant to their demands. d). Familiar with social media. Whenever and wherever they want to interact, social media is the bridge. Therefore, this can be a problem because sometimes the Alpha generation likes to measure their acceptance in the social environment depending on how much they are liked online.). Difficulty obeying the rules. The rapid development of technology and the increasing strength of digitalization will make them have energy

that is difficult to contain. The digital world makes them connected without limits with a very broad perspective. f). Childhood activities. Generation Alpha lives in a world full of cognitive stimulation so they demand more structure in their daily lives so they don't get restless easily. Unlike mothers who are part of the millennial generation who tend to enjoy playing outdoors or can spend time doing nothing.

3.2 The condition of the Alpha generation from marginalized circles.

Conditions where children and adolescents from marginalized backgrounds do not get adequate access to quality education, whether due to economic, geographic, social, or cultural factors. This condition results in them not reaching their full potential in terms of academic ability, life skills, and personal development.

There are several obstacles for the Alpha generation from marginalized backgrounds in obtaining a decent education: a). Economic Poverty. Low-income families are often unable to provide basic needs for education, such as books, school uniforms, and school fees. b). Limited Access to Schools. In rural or remote areas, educational facilities are often minimal or even non-existent, forcing children to travel long distances to attend school. c). Lack of Educational Resources and Facilities. Schools in poor areas often lack qualified teachers, learning equipment, and adequate infrastructure. d). Culture and Social Norms. In some communities, girls' education may not be considered important, so they are more involved in household chores or early marriages. e). Emergency and Conflict Situations. War, natural disasters, and other humanitarian crises can disrupt children's education, forcing them to leave school. f). A school climate that does not support students to learn in a quality

way. A school climate that does not or does not support the process of learning in a quality way is one of the problems that causes students to experience poverty in learning. Students go to school, learning takes place every day, but the output and outcome are not as expected. So many students are "learning but not learning".

In March 2023, the Central Statistics Agency (BPS) recorded that the number of poor people in Indonesia reached 25.9 million people, or around 9.36% of the total population. Meanwhile, the poverty line per capita per month is set at IDR 550,458, and the household poverty line is IDR 2,592,657 per household per month. This high poverty rate has a direct impact on the ability of families to provide quality education for their children. Symptoms that arise for the alpha generation of marginalized groups in their education:

a. Poor Academic Achievement.
Children who do not receive quality education tend to have lower grades and have a harder time progressing to higher education.

b. Limited Employment Opportunities.
Inadequate education reduces the chances of getting good, high-paying jobs in the future.

c. Cycle of Poverty.
Lack of education perpetuates the cycle of poverty, as uneducated children are more likely to remain poor as adults.

d. Impaired Mental and Emotional Well-Being.
Learning poverty can affect children's mental and emotional health, lowering self-confidence, and increasing stress.

3.3 Solutions to Overcome Learning Poverty

To overcome learning poverty, there are several solutions that can be recommended, including:

a. Free and Compulsory Education. The government must provide free and compulsory basic education for all children, ensuring that no one is left behind.

b. Financial Support. Scholarships, financial assistance, and other assistance programs can help poor families cover the costs of education.

c. Improving School Quality. Investments in teacher training, school facilities, and teaching materials can improve the quality of education.

d. Literacy and Skills Training Programs. In addition to formal education, literacy and skills training programs for children and adolescents can help them prepare for the world of work.

e. Counseling and Awareness Campaigns. Raising awareness of the importance of education among communities can change social norms that prevent children from attending school.

With the collaboration of governments, educational institutions, communities, and non-governmental organizations, we can create an environment where every child has the opportunity to learn and reach their potential. Education is the key to breaking the cycle of poverty and opening the door to a brighter future. National education has a strong foundation, to maintain the rights of all citizens to receive education. However, national education as a system is not something that is fixed and standard, but is a process that continuously seeks and perfects its form.

By continuing to educate the alpha generation from marginalized backgrounds to school, it will reduce the number of children who do not go to school and who drop out of school. This will ultimately improve the condition of education in Indonesia, which is considered low compared to other countries. It is very important to give marginalized children the opportunity to get the same education as other children. Because this is not only the government's job but also the obligation of all people.

Community-based education is the implementation of education based on the specificity of religion, social, culture, aspirations, and potential of the community as a manifestation of education from, by, and for the community. There are two groups of marginalized people who are excluded and rarely get serious attention from the public in terms of education:

First, people with disabilities. This group includes those who are less fortunate to get adequate education. They experience what is called educational segregation. Their education is differentiated from that of "normal" people. This educational segregation has been going on for a long time with the assumption that those with disabilities are seen as unable to compete with "normal" people because they cannot work optimally. If this assumption is correct, isn't it the school's job to maximize those who are unable? If there are those who are unable, why isn't the solution through empowerment? If this assumption is wrong, isn't it the same as closing their opportunities to get the same education as normal people? Doesn't this mean discrimination? Another impact of educational segregation is that people with disabilities become alienated from their social environment, they are excluded from the social system of normal people. They become second-class citizens. Normal children also do not get adequate pluralistic education. How can they empathize and sympathize with people with disabilities, if they have never socialized with this group because they only socialize with their own kind at school.

Second, street children. One definition state that street children are "someone under the age of 18 who spends some or all of their time on the streets doing activities to earn money or to survive." (Ishaq, 1998). The age limit of under 18 is used with referring to the Convention on the Rights of the Child. While the definition of the street does not only refer to the street, but also to other places such as malls, markets, town squares, terminals, city parks, and others.

CONCLUSION

Efforts that can be made to improve the education of the Alpha generation from marginalized communities are by providing various conveniences in accessing technology and information and providing skills education so that they will have the skills to get decent jobs. With the skills they have, they can be a hope for their parents to change their fate with improvements in the quality of life. All elements in society must pay attention seriously to these marginalized groups. Both individually, community organizations, Non-Governmental Organizations (NGOs), companies and through community-owned social foundations. Awareness of the importance of education must continue to be fostered among marginalized communities, even though their daily time is spent just to meet food needs. They must be able to maximize their time and provide opportunities for their children to continue learning despite all their limitations. The Alpha generation must be

educated well by Instilling Religious Norms from an Early Age, Guiding Children in Various Things, Being a Good Role Model for them, Having a Good Parenting Style, Creating a Positive Family Climate, Providing the Right Games for Children's Psychological Development.

The demands of living in a world that is constantly changing, Generation Alpha tends to have the ability to adapt quickly. They are used to change and innovation, which can help them find creative solutions to problems faced in the future. Parents must be able to accelerate the development of technology and information, at least not be completely blind to the current world. The digital era poses a number of challenges for parents in child-rearing patterns. Just a little mistake, children can become addicted to cellphones (HP) which leads to mental and psychological problems for children. Alpha generation has been exposed to technology since an early age, and they may have a hard time breaking away from it. This can lead to a variety of issues, such as screen addiction, lack of physical activity, and sleep problems.

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