

## **Socio Political and Economic Impact of Development and Modernization to the Youth.**

*Dr. Sri Nuryanti*

*Currently member of COP's Women,  
Political Participation and Leadership in Asia Pacific,  
Commissioner of Indonesian General Election Commission, Indonesia  
E-Mail: yantijkt@yahoo.com*

---

### **I. Introduction**

Development and modernization recently have impacted greatly on many aspect of the human society. However, youth I think the most affected by those two. In positive way, youth will have many challenging opportunities because of fast development and growing modernization. Many youth who have education advantage, financial support and skill, will easily catch up with the development and modernization. In contrast, youth who have disadvantages education, financial support and less skilled or unskilled, will be excluded from development and modernization benefit.

In many local regions, those youth who doesn't have good education, no skill training and no financial support will tend to be dependent to the assistant of government. In the case of Indonesia, we have Ministry of Youth and Sport who deal with this particular problem. To some extent, many ministries such as Ministry of Education, Ministry of Manpower also have to do something on this Youth problem. Many programs were executed to deal with the youth in this category. So far, we have many training centers and sports centers to be utilized by those who in need. Many low cost training courses also run by private enterprises to fulfill the various job opportunities with least practical skill. In politics, youth also supposed to play significant role especially in term of their participation. However, from political perspective, we still face challenge with their low political participation. Therefore, challenges are still exist. Ministries and private enterprises are trying to fulfill their good work to address the challenge. This paper will be going to examine the socio political and economic impact of development and modernization to the youth, with the example from Indonesia.

### **II. Background**

In many parts of the world, nowadays easily can be seen that the youth especially in urban areas catch up with modern lifestyle, carrying the very modern gadget, becoming socialite, celebrities' wannabe and even some of them wearing the world class branded apparels. They are users of any social media, wealthy lifestyle, celebrities alike, etc. But, in many part of the world also seen contradictory. Youth are just wandering around, creating criminal groups/gang, drugs addicted and many crowds with bad behaviors. It always seen as two opposite things: positive and negative impacts.

The Human Development Report of UNDP that has been published at the first time in 1990 stated that the human development is placing human being at the end target of development, not as a tool of development. Therefore, the end result of development will be the welfare status of human being. They will be the actor of development but also the recipient of the development advantages. However, recent development suggests different progress. Result of development that supposed to be utilized to upgrade the level of welfare of society may not distribute evenly. Some may get the benefit of development and modernization, but others may get the negative impact of the two: development

and modernization. This paper is aimed at discussing the impact of development and modernization to the youth, by giving example of Indonesian case.

## **II. Theoretical perspective**

### **A. Development and Modernization: why its matter?**

Development and Modernization is like two promiscuous terminology that hampered every nation. Where there is development it almost always been followed by modernization. Both are promising icons of the road to welfare state. However, sometimes fact is bitter than the dream. It is like coin, where one side is fulfilled with picture while the other side is nominal. It is also kind of analogy where at one side; there are lots of promises, lots of good characters, while the other side is pointing out numerical equivalent that may also mean as a cost of creating the dream. In this perspective, development and modernization are promising way to the creation of welfare state while oppositely it also cost related matter. The cost incurred maybe closely related to purchasing materials for development, while the cost at its philosophical meaning will be related to immaterial expenses, include the negative impact of development and modernization.

As development occurred in every country, it is resulted at many parameters such as the outstanding number of buildings, constructions, highways, many spots of interest, supermarkets, malls, high storey building/offices, modern transportation availability, etc. It comes intertwined with modernizations of many aspects of life, from household equipments, growing industries with utilize modern and hi-tech machineries, high speed telecommunication, growing of dot com and e industries, on line, ultra modern gadget, growing social media, and borderless world. Those glam may obviously see in metropolitan cities and or big cities around the world. If we have a look at the big picture, many develop country turn into modern country. Toll way and high way are interconnecting many part of the country. Countryside living is also soon turned into city living style. Many transient villages that used to be hard to be reached, nowadays is adequately accessible because either the government fix the road, or the availability of transportation. Some of country girls and boys are no longer stay in their villages; they catch the glimpse of light in big cities. They are fit with the analogy of "where there are sweets, there are ants". But to be fit with the modern life, is not as simple matter.

### **B. Understanding the Youth**

Youth is placed as the central issues because demographical bonus in which in the world shows that the population of many countries are dominated by youth. From theoretical perspective, the problem faced by youth is closely related with the interaction between the development of age and the socio political and economic context. From this point of view, this paper will discuss the perspective of age development and then to be continued with the socio, politic and economic context.

From the development of age's point of view, it can be said that there is such development which are:

#### **1. Childhood to adolescence**

Adopting the psychological perspective, the childhood to adolescence is the phase of life where there is a transition of biological being into social being. In this phase, kids are experiencing some transitions in the process of becoming. In term of ages, some may say that this period is happening during the 12-18 years old. Stanley Hall used to call this as period of storm and stress (Hall, 1904). It is to be called as storm and stress because in this phase, while they experiencing some biological and psychological changes, they show the emergence of the acknowledged identity. Therefore, some may behave inappropriately and committing risky behavior (Arnett, 1999). Some may confront parents since they feel they need the so called new identity. In some countries, when they reach 18 years old, they leave their parent's house to show their "independent identity" and they need to be said as mature person. From education age, this period is during high school (year 7 to year 12). At the end of

this period, some of them show that they actually think about their future. Therefore, some of them show their interest to other activities that may relates to their future imagination (Kroger, 2007). In this phase, socio political as well as economical life is all at the very beginning.

## **2. Adolescence to emerging adulthood**

Adolescence to emerging adulthood is the age range which is happening at about age 18-22 years old. This transition is the period where they explore many possibilities: maybe some related to job, hobbies, relationship, education, etc. In this emerging adulthood, they may seek some alternative activities. They may not fully independent economically; therefore they are forced to do something especially related to their own life. In this period, the social life is growing, political life is also growing, and economical life is indeed in need of response. However, things may not come as expected. Many countries are struggling in increasing their economic leverage, struggling for providing jobs, education, etc, while globalization and modernization are something undeniable influence to them at all sectors. So that, challenge of the fast growing development and modernization in the global world will be very much affecting the life of the youth especially at this range of age. Many will feel excluded from the benefit of development and modernization. Development and modernization will also influence to the requirements in those two terms. From expertise point of view, to catch up with development and modernization, it needs special expertise, special skill and higher degree of education. Development and modernization give glamorous picture of life, while on the other hand it also requires advance skill or knowledge. Therefore, it give great challenge to whom who need it or to whom who want to be experienced with it.

## **3. Emerging adulthood to adulthood**

At this range of age, the youth is growing older. They are socially, politically and economically are driven to the more stable condition. They are expected to stay longer with their education and or having permanent job, they earn living progressively and some of them are expected to start reaching mid level of career. They are expected to be independent from their parents economically. From social perspective, they are at this range of age (22-18 or 30 years old) expected to have their own social group. They are usually exploring various aspect of life especially in education, employment/career as well as love life. (Arnett: 2004). At this age, they also start to experience and care of their life course. They are eager to think about their social association, their preparation to depart to parenthood life and eager to fulfill challenges.

## **4. Adulthood to parenthood.**

At this range of age (above 30), usually people are already independent from parents, they mature to determine their future, they earn living for themselves and for their family. Some of them are already getting married, having children and having their own family life. Psychologically, they are independent and regarded as completely adult (Wyn and White, 1997). They have built their own life events and therefore, they are forced to catch up with development of life, by themselves.

## **III. Impact of Development and Modernization**

Development and modernization also give impact on socio political as well as economical life of people. Social, politics and economy are always linked to each other. Social development of certain society is definitely giving backdrop of the political and economic development. In the so called modern society, where there is usually showed by advance development of IT, and other equipments, it shape the life of society.

The social bounded society in one side being modernized by the implementation of technology, while in negative side it also threatening the bounded identity of the society. Local wisdom may no longer implement as part of daily lives. Local boys and girls who used to be taught to be polite, respect the elder, respecting other different, and patience, some are no longer holding the above moral value. They become somebody else, which may differ from the "original version". Therefore, we may see

some youth are on transition into positive or negative way. The positive way will be captured from the emergence of youth as new successful entrepreneurs, entertainers/celebrities, athletes, politicians, and other successful achievements. In contrast, youth can also be seen in negative way: unemployment, 'drunken master', committed crimes, just wandering around and do nothing. Bennet (2000) argues on how youth also sometimes committed a juvenile delinquency. Some may say that this is the deviance group of society (Hodkinson and Deicke, 2007). The youth is seen as deviance and against any government status quo. Therefore, in the past, youth are gathered to establish their status, their own group and their own identity (Stryker and Burke, 2000). They used to form gang, group of music that associated with rebel or at least protest (Becker, 1967). From youth side, it may closely connect with how the youth is perceived on the development impact and their exclusion of the development benefit. Youth at this age sometimes also start to question what the government does for the whole society and they raise their demand for more jobs opening. Therefore, in many big cities, there are many riots involving youth, many street demonstrations are also involving youth. To whom who are able to have better capital (they have wealthy parents, or they possess academic degree, etc), they will still ask for more, such as increasing facilitation and advancement of IT. To overcome this problem, government has to do something for the youth.

### Indonesia: a Case Study

Indonesian Human Development Index measures the achievement of human development based on some basic instruments of the quality of life namely health and life expectancy; knowledge and proper life. The three dimensions above are linked with many factors. To measure health, it uses birth life expectancy. To measure knowledge, it uses the literacy rate, the expected years of schooling and Mean years of schooling. To measure proper life, it uses Gross National Income per capita.

Based on the comparative Human Development Index in ASEAN countries 1990-2012, it shows that Singapore (HDI 0,895) and Brunei Darussalam (HDI 0,855) are the highest rank of achievement, while Malaysia (HDI 0,769) is the second highest. According to 2012 data, Indonesia HDI is 0,629 and the lowest rank is placed by Myanmar with HDI 0,498.<sup>1</sup> From brief overview above, it can be seen that the Indonesian Human Development Index is fine. However, many challenges are still exist which are especially:

#### 1. In providing more jobs in term of variety and quantity

The Indonesian Ministry of Manpower address the question of high unemployment rate by undertaking a lot of programs and activities dealing with unemployed people. The figure provided by Center for Statistical Bureau shows the following table:

**Indonesian Manpower Condition as August 2014<sup>2</sup>**

No	Condition	Quantity
1	Population above 15 years old	182.992.204
2	Manpower	121.872.931
	a. Percentage of Manpower engagement	66,60 %
	b. Working	114.628.026
	c. Visible unemployment	7.244.905
	d. Percentage of Visible unemployment	5,94 %
3	Non Manpower	61.119.273
	a. Schooling	16.769.494
	b. Housekeeping	36.619.249
	c. Others	8.330.530

<sup>1</sup> Data of Indonesian Human Development Index 1990-2012

<sup>2</sup> Data of Central Bureau of Statistic of the Republic of Indonesia, August 2014

From the table above, it can be seen that Indonesia's unemployment rate is about 5,94 % but in reality many events associated with labor and job availability, the demand of expanding more jobs in term of variety and quantity is always as hottest issue.



In Indonesia, there are also some Jobs Fair were held in order to recruit new staffs. Almost at all the time, when there are jobs Fair, visitors are abundance. Some of them are new job seeker, and some of them are looking for better position, better salary and better remuneration.

In a field of employment at government offices as government employee, nowadays are implement open recruitment process. We have law on recruiting civil servants in which it should be done by transparent way, through national selection committee and latest development, through computer assisted test.



National recruitment process: writing test





1. Writing test



2. Computer Assisted Test

From data of variety of jobs, it can be seen that mostly jobs are at the field of farming, forestry, fisheries. The detail of jobs is figured at the table below:

Variety of Jobs as August 2014<sup>3</sup>

No	Type of Jobs	Employed
1	Farming, forestry and fisheries	38.973.033
2	Mining	1.436.370
3	Industry	15.254.674
4	Electricity	289.193
5	Construction	7.280.086
6	Trading, restaurant and accommodation provider	24.829.734
7	Transportation and communication	5.113.188
8	Financial, real estate, rental	3.031.038
9	Social service	18.420.710

## 2. Assisting with training program especially to change the unskilled labor into skilled labor

In dealing with giving additional knowledge and skill, the government through its ministry is conducting activities at training center and supporting the community program. Of Community programs of the ministries designed to promote youth development attempt to provide youth with opportunities to develop personal life skills through participation in a variety of projects and activities. According to Eccles and Gootman, many of these programs claim to foster life skills of the youth.<sup>4</sup> The importance of such skills in adolescence, combined with the fact that these skills can be taught and practiced as well as enhanced, provides strong rationale for the development of assessment measures. When designing programs for youth, it is important to note how youth grow, how social context of their living contribute to the formation of their identity and how those life skills they gained can contribute to their healthy development. Furthermore, youth need opportunities and support from their communities to develop these important personal achievement and social assets to become competent, contributing adult members of society. Programs designed to support youth with positive experiences and healthy environments. In the context of community based program, people assist young people in the acquisition of these skills (Perkins, Borden, et al. 2003).

<sup>3</sup> Data of Department of Manpower, the Republic of Indonesia, as August 2014

<sup>4</sup> See Eccles, J., and J. Gootman. 2002. *Community programs to promote youth development*. Committee on Community-Level Programs for Youth. National Research Council and Institute of Medicine. Washington, DC: Sage Publications

**3. In providing additional activities such as sport, arts, and other point of interest of the youth and to link education with industrial need.**

Given the fact that the total population of Indonesia is about 255 million people, youth are at dominant level. About 14, 6 % of them are in university. However, many youth also cease their school or force to cease their school. They may terminate their school because of their economic condition or family reason. To address this issue, the government through the ministries training center, are producing many additional activities such as training and competitions in sport, arts, entertainment, music, etc. In term of education curriculum, there is a strong call to adjust the education curricula especially at university level with the need of industry. Therefore, when students graduated from university, they are ready to enter the job competition. Other fact suggests that in Indonesia almost in every cities have malls, youth are seen occupying all empty spaces in the mall. To whom who have decent life, the youth activities in the mall are being criticized. Many youth shows their dependency to fashion, associated with urban and ultra modern living style, in which it can, ruins the sense of respecting local culture. Youth in metropolitan cities tend to be more consumptive than youth at less urban area or at rural areas. Therefore, the government are urged to launch many additional activities in order to provide positive development for the youth, and somehow to prevent from the deviance behavior affected by modernization.

**Youth and Sports**

Youth are the perfect period to develop their physical activity includes sport. Many branches of sport are well developed. In many places, people do sport. Jogging, aerobic, swimming, badminton, tennis, volley ball, football, cycling, rafting, and many more, are the favorable sports activities. Recently, dancing is also being part of sport activity. Many competitions in those types of sports are held in many part of Indonesia. Many associated celebrations such as Independence Day, institution's birthday or celebration and periodical event are held with sports competition. Therefore, there are many sport groups in Indonesia, where youth can participate in it.

Despite, Ministry of Youth and Sport in Indonesia has plenty of activities. The activities ranging from sport, scout, student exchange, Youth Ships, research and other activities such as supporting the KNPI (National Committee of Indonesian Youth), supports many sport's associations, training on empowering youth, etc. Ministry of Youth and Sport is also having many agreements with various countries and organizations to settle commitments on running some programs. For example, youth and students exchange to Canada, South Korea, China, Japan, South East Asian Countries, etc.



**Jenesys Program: exchange in Japan**



During the exchange program, youth and students are experiencing different culture, different way of life, custom and adjust with different life course. They are also building networks and exchange knowledge as well. Exchange program ranging from short period of time, about 10 days, two weeks, and some also taking a month, three months up to one year. This exchange program will benefit to participants as well as to nurturing networks among the Youth in those involving countries.

Ministry of Youth and Sport so far very busy in assisting youth, sport talented youth from all over Indonesia to be trained as professional sport players. In every province, regency as well as at city level, they develop youth sports competitions. They are having competition in many sports categories. We are well-known in Badminton championship, and other sports branch category. In term of youth activism, the Ministry of Youth and Sports is also assisting the youth associations, scout and sometime giving financial support to any activities related to sport and youth.



### 1. Winner of Badminton

### 2. Athletic

Therefore, the youth basically is having so many activities to be involved and a lot of opportunity to be fulfilled. It is really depend to the youth themselves, as to whether they are challenged to fulfill the positive development or they give up their condition because of some reasons.



### Youth and Education

In education, youth also are part of our biggest concern. Even though, education is designed for all, but still there are quite few youth who do not have access to education. For formal education, the government is actually programming to have free basic education, up to year nine. But sometime, youth especially the needy one, do not want to extend their schooling period. Some of them prefer to earn money by doing some informal works such as becoming street singer, selling snacks to street passer, doing some labor works, providing SIM cards for mobile phone, etc.



1) Food seller



2. Street singer

Youths' needs grow more complex as they approach adolescence, and public commitment to supporting their development tends to weaken as they grow older. Recent findings by Lerner and colleagues (Lerner et al. 2005) clearly link life skills to the outcome of youth becoming contributing members of society as adults. Life skills on the subject of decision making, critical thinking, problem solving, goal setting, communication, and leadership. Then, they also the sub-skill set for decision-making is (1) define the problem, (2) generate alternatives, (3) check risks and consequences of choices, (4) select an alternative, and (5) evaluate the decision (Mincemoyer and Perkins 2003).

#### IV. Wrap up: Youth and Challenges for the Future

Dealing with youth is actually we are dealing with hope for tomorrow. Theoretically, due to advancement of IT, availability of support by government's ministries and many private enterprise, therefore, youth supposed to fulfill the "Rational expectations." The most influential neoclassical innovation over the last three decades of the twentieth century was the theory of rational expectations. As propounded by Robert Lucas (who was awarded the Nobel Prize in 1995) and others, it led to models of the economy that incorporated assumptions about the way business and workers respond to government policy. Citizens learn to anticipate policies that will either produce or suppress inflation, and modify their behavior accordingly. From public choice theorists almost all the time adopt the assumption that the entities they are studying, be it voters, parties, employees of an administrative agency, or whatever, are rational maximizers. Therefore, giving the fact that in Indonesia, we have some possibilities to develop our society more properly and with healthy development (i.e. the role of family is still strong in influencing the life course of the youth), therefore we convince that youth in Indonesia having better prospect of live. Some deviance may occur, but the government so far is showing their willingness to address the problem of youth by many ways. The related ministries are having their own program addressing the youth, they also showing continuous effort to provide facilitation to the youth and seeking best formula to enhance the condition of the youth relating to the impact of development and modernization. One thing that nowadays is in

demand is the provision of Youth Competency Index, to measure the development and achievement of government program.

## REFERENCES

1. Eccles, J., and J. Gootman. 2002. *Community programs to promote youth development*. Committee on Community-Level Programs for Youth. National Research Council and Institute of Medicine. Washington, DC: Sage Publications
2. Lerner, R.M., J.V. Lerner, J.B. Almerigi, C. Theokas, E. Phelps, S. Gestsdottir, S. Naudeau, H. Jelicic, A. Alberts, L. Ma, L.M. Smith, D.L. Bobek, D. Richman-Raphael, I. Simpson, E.D. Christiansen, and A. von Eye. 2005. Positive youth development, participation in community youth development programs, and community contributions of fifth-grade adolescents: Findings from the first wave of the 4-H study of positive youth development. *Journal of Early Adolescence* 25:17-71
3. Mincemoyer, C., and D. Perkins. 2003. Assessing decision-making skills of youth. *The Forum for Family and Consumer Issues* 8: 1
4. Perkins, D.F., L.M. Borden, J.G. Keith, T. Hoppe-Rooney, and F.A. Villarruel. 2003. Community youth development: A partnership for creating a positive world. In F. A. Villarruel, D.F. Perkins, L.M. Borden, and J.G. Keith (eds.), *Community youth development: Practice, policy, and research* 1-23. Thousand Oaks, California: Sage
5. Arnett, J.J (2010) *Adolescence and Emerging Adulthood*, New Jersey, Pearson Education
6. Arnett, J.J (2004) *Emerging Adulthood: The winding road from the late teens through the twenties*: New York: Oxford University Press
7. Hall, G.S (1904) *Adolescence in Psychology, its relations to Psychology, Anthropology, Sociology, Sex, Crime, Religion and Education*, New York, D. Appleton and Company
8. Wyn, J & White, R (1997), *Rethinking Youth*, London: Sage Publications
9. Kroger, J (2007), *Identity Development: Adolescence through Adulthood*. Thousand Oaks: London, New Delhi: Sage
10. Bennet, Andy, 2000. *Popular music and youth culture: music, identity and place*, Britain: MacMillan.
11. Becker, Howard S. 1963. *Outsiders: Studies in the Sociology of Deviance*. New York: The Free Press
12. Hodkinson, Paul and Wolfgang, Deicke (Ed) 2007: *Youth Cultures: Scenes, Subcultures and Tribes*, New York: Routledge
13. Stryker, B. & Burkee, P. 2000. The past, Present, and Future of Identity Theories, *Social Psychology Quarterly*, 63 (4), 284-297.