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## THE ROLE OF THE YOUNG GENERATION IN THE FIELD OF EDUCATION FOR VILLAGE DEVELOPMENT

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### Abstract

The purpose of this research is to see the role of the younger generation in the field of education for the development of Rejosari Village. This research is qualitative with a Participatory Action Research (PAR) approach. The research data is in the form of educational activities for the younger generation for the development of Rejosari Village. The data sources were obtained from the youth and the people of Rejosari Village. The data collection techniques used were observation, interviews, and documentation. Data analysis was carried out by data reduction, data presentation, and drawing conclusions. The results of the study found that the educational role of the younger generation in the field of education is as a leader or mobilizer, as well as a tutor or facilitator. Educational activities carried out by the younger generation are managing places to study the Qur'an / TPA, TCI Tutoring, and also Computer Learning. At the stage of implementing the learning program, it is said to be smooth but still not optimal. This teaching and learning activity has not been maximized because there is still a lack of adequate facilities, for example, in the implementation of Tutoring activities, because there is still no special place used as a place for children's learning.

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### Keywords

Education, Young Generation, Development 3, Rejosari

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## INTRODUCTION

Education is important for human life. In Law No. 2 of 1989, education is a conscious effort for students through orientation, learning, and or future role activities (Silviana, 2012). Education can provide advancement of thought for humans so that their standard of living increases. To actualize oneself, an individual can actualize in a village development (Susilawati, 2021). In essence, the goal of the development of a country is the welfare of society. According to Susanto (2017), Education can accelerate sustainable development because, in this way, perceptions, behaviors, and attitudes will change. The concept of education for sustainable development (ESD) emerged as an answer to achieve the desired development.

The younger generation has a very important strategic role because youth thoughts and ideas can make a significant contribution to development. This is in line with research that has been conducted by Usnan (2021), which states that the role of youth in development can improve the quality of non-formal education. It finds results that youth have two important roles, namely first, the role of youth as (agents of social change) and second, the role of youth as (agents of modernization). The younger generation has the opportunity to play an active role in village development. The younger generation referred to here are youth aged 16-30 years (Gosal, 2017);(Chandra, 2020), in accordance with Law No. 40 of 2009 Article 1, which explains that youth as Indonesian citizens who are entering an important period of growth and development aged 16 to 30 years. According to Kasidin (2020), Youth are individuals who experience physical development and psychological-emotional development, so youth is a human resource for present and future development. Youth have different aspirations from the general public, and these different aspirations are called the spirit of renewal in a positive sense. In the rules of the Qur'anic language, youth have characteristics and attitudes such as: 1) dare to reform and act revolutionary against a broken system. 2) have a standard of morality (faith), insightfulness, unity, responsible, optimism, firm in stance, and consistency in words. 3) a person who does not give up, never gives up, and never backs down before his goals are achieved. 4) Youth is identical to an individual who is of productive age and has a distinctive character (Tamin, 2018). The younger generation aged 16 to 30 years has certainly been at the education level or is currently pursuing education. Youth has a characteristic that the younger generation has an unyielding and courageous nature.

Aswasulsikin (2015) states that young people play a very important role in the process of educational development, both individually and in groups. In Law No. 6 of 2014, Article 68 Paragraph 2e states that the community is obliged to participate in various Village activities. Therefore, the participation of young people is needed in the implementation of education in the village. Dwiningrum (2011) and Lestari (2016) also explained that in the implementation of Education, there are three main reasons for youth participation is very important. First, youth participation is a tool to obtain the conditions, needs, and attitudes of prospective young people. Without participation, educational programs will fail. The second reason is that youth will feel trusted if the village government and the community are involved in the education program. The third reason why participation is important in educational development is that participation is a democratic right. Therefore the role of the younger generation who already hold a bachelor's degree should provide benefits and channel their knowledge for the development of education in the village because participating in the field of education can equip students to become a generation who are literate in education. According to Utomo & Muntholib (2018), social education suggests that human behavior has a continuous reciprocal interaction between cognitive, behavioral, and environmental influences, environmental conditions greatly influence the learning patterns of students. With the participation of youth in the field of education, it means that they have created a good social learning environment for children in the village. Albert Bandura also emphasized the importance of observing, imitating, and imitating the behavior, attitudes, or emotional reactions of others in the learning process. This means that youth can create learning activities that emphasize students to observe, imitate and imitate so that the role of youth here is not only to provide knowledge but youth also has the role of educating, setting an example for students to have good behavior and have a good learning experience.

The concept of participatory development was put forward by Nasrun (2008), namely development carried out by various public components (government, private and non-governmental organizations) in a systematic manner. Agree with that, Manghayu (2018) revealed that the essence of participatory development is development carried out by optimizing the implementation of management functions, development that actualizes public behavior (transparency, consistency, accountability, and legal certainty), development that is oriented towards increasing independence, credibility, partnership, and excellence. According to Burns, Danny (1994) developed a theory of greater public participation according to local government

analysis. The theory is called (the ladder of citizen empowerment). The first concept put forward by Rodiyah (2021) where the empowerment strategy consists of two options, namely exit and voice. Second, the thinking behind it is the distinction between the concepts of choice, participation, and control. The third thought is the scope of citizen power. From the theoretical concept, it is said that the community should be empowered in a systematic development process.

The role of education for the younger generation is very influential and can lead the younger generation to actualize their hopes in society, of course, with the attitude of the younger generation who are ethical and well-behaved. And can help the village to educate the younger generation to come. In line with that, research results from Ahmad (2020) reveal that education can affect youth perceptions. Because with education, youth will gain broader knowledge than before. In line with the results of the study In'am., (2020) revealed that the role of youth is very important in society. Without youth, the activities in society will be less than optimal. The dominant role of youth in society is the role in the religious field. In the religious field, youth carry out learning activities, especially among children who need to study religion. Amal et al. (2021) in his research also state that the role of youth in educating life for the nation's generation goes through various communities, institutions, or organizations created by youth, such as youth organizations, opening places for teaching and learning, such as learning to dance and learning computer. In line with the results of the study, Wadu et al. (2019) state that youth involvement in sustainable development is a form of youth empowerment from an early age. From several research results, it can be said that youth has a strategic role in increasing their human resources by improving the quality of education in the village.

In Rejosari Village, Merangin Regency, Jambi Province has a potential number of youth as many as 292 people out of a total population of 1,157 people. Rejosari Village has three hamlets where. In each hamlet, there are youths who have graduated. The following is described in the table below:

**Table 1.** Number of Undergraduate Youth

No.	Hamlet	Number Of Graduates
1.	Candi Rejo	12 person
2.	Sarwo Dadi	11 person
3.	Sido Mulyo	Six person
	Total	29 person

Source: Local Government Documents of Rejosari Village

Of the total number of graduates in Rejosari Village, there are 29 people with a maximum age range of 30 years. Of this amount, it should be a provision for the development of education in Rejosari Village. The results of interviews with the Village Head with the initials "AD" explained that the role of youth who have higher education is sufficient to play a role in the development of education in the village, such as the active youth in guiding children to study computers, study the Qur'an and open tutoring for children who want to learn, meaning that youth provide a place for children who want to learn and are very helpful in advancing children's education. Although sometimes, in its implementation, there are still not optimal. From the results of observations and documentation, the researchers found that the young generation in Rejosari Village who have graduated have a passion for advancing education in their village, namely by facilitating, mobilizing, and acting as tutors.

Based on the theory of social education by Bandura (1997) suggests that human behavior has a continuous reciprocal interaction between cognitive, behavioral, and environmental influences. As well as facts on the ground related to the role of youth in the field of education for village development. Therefore, researchers are interested in seeing the role of the younger generation in the field of education for the development of Rejosari Village.

## **METHOD**

This research is qualitative with a PAR or Participatory Action Research approach. Where the people of Rejosari Village are also involved in empowering Education in the Village. The research was conducted in Rejosari Village, Tabir Ilir District, Merangin District, Jambi Province. Sources of data in this study are primary data and secondary data. The research data is in the form of educational activities for the younger generation for the development of Rejosari Village. Data sources were obtained from youth and the people of Rejosari Village.

Data collection techniques are used in the form of observation, interviews, and documentation, with research instruments in the form of observation sheets, interview guides, and document reviews. The research observation sheet was used to obtain data related to the roles of the highly educated young generation in the field of education for village development in Rejosari Village and to observe the activities of the younger generation in the field of education for the development of Rejosari Village. The interview guide was used by the researcher as an interview guide when conducting interviews with village heads, community leaders, and young people who

have a bachelor's degree. Research document analysis is used to collect data from documents related to this research, such as various types of activities of the younger generation in the field of education in the form of books or activity records.

The data analysis technique in this study used the Milles and Huberman model with the stages of data reduction, data presentation, and drawing conclusions. At the data reduction stage, researchers reduced various youth activities in the education sector in Rejosari Village. After the data is reduced, the next stage is data presentation. Namely, the researcher displays data related to youth activities in the education sector in Rejosari Village in tabular form. Furthermore, the final stage is drawing conclusions. Namely, researchers do it by conducting a dialogical critical analysis of data on the activities of the younger generation in the field of education in Rejosari Village with the theory of community empowerment/social education theory. Then the researcher also dialogued the research findings with several other relevant findings.

## **FINDINGS AND DISCUSSION**

### **Findings**

#### **The Role of the Young Generation in Village Development**

The existence of a scholar in the midst of the Rejosari Village community has a considerable influence, especially on the nation's next generation. A scholar plays an important role in the development of non-formal education in the village. Based on the findings of the researchers, it can be seen the activities of the youth for village development in the table below.

**Table 1.** Youth Generation Activities for Village Development

<b>No.</b>	<b>Number of Bachelors</b>	<b>Village Development Activities (Non-Formal/Non-Educational Education)</b>	<b>Activities/Activity Programs</b>
1.	12 Bachelors of PAI	- Manage Basic Level Miftahul Jannah TPA	- Weekly Program 1. Listening to memorization/reading and writing the Qur'an 2. Provide learning materials and memorize prayers 3. Congregational prayers - Monthly Program 1. Evaluation of learning 2. Drawing Coloring

			<ol style="list-style-type: none"> <li>3. Outdoor games and activities</li> <li>4. Murojaah memorization</li> <li>5. Worship practices</li> <li>6. Calligraphy lesson</li> </ol> <ul style="list-style-type: none"> <li>- Semester Program               <ol style="list-style-type: none"> <li>1. Semester exams</li> <li>2. Distribution of reports</li> </ol> </li> <li>- Annual program               <ol style="list-style-type: none"> <li>1. Competition between students</li> <li>2. Education curriculum and calendar preparation meetings</li> </ol> </li> </ul>
2.	10 Bachelor in English Education, Mathematics, Biology, Chemistry, Physics, Economics, and also Government Science	- Established Bimbel TCI (Indonesian Smart Friends)	<ul style="list-style-type: none"> <li>- Calistung for elementary level</li> <li>- English tutoring, Mathematics, Physics, Chemistry, and Biology for junior high and high school levels</li> </ul>
3.	2 Bachelors in Computer Science	- Providing Computer Study Guidance	<ul style="list-style-type: none"> <li>- Learn computer basics</li> <li>- Mastery of computers</li> </ul>
4.	Five other Bachelors	<ul style="list-style-type: none"> <li>- Working in Village Government</li> <li>- Farming</li> </ul>	<ul style="list-style-type: none"> <li>- As Village Secretary, Member of BPD</li> <li>- Manage farmland</li> </ul>

*Source: Results of Youth Observations and Interviews*

From the table above, it can be seen that first, a scholar of Islamic Religious Education in Rejosari Village continues to manage the Al-Qur'an Education Park (TPA/TPQ) for elementary school children as a means of Religious Education in Rejosari Village. This TPA/TPQ is called TPA Miftahul Jannah, which is now being managed by 12 youths who hold bachelor's degrees in Islamic Religious Education. The number of students at TPA Miftahul Jannah has reached more than 200. Students remember that those who want to study are not only from Rejosari Village but also from neighboring villages such as Air Batu Village and Kota Raja Village. Miftahul Jannah TPA learning activities are held Monday to Friday, 14.00-17.00 WIB. The following can be seen as learning activities in the image below.

**Figure 1.** Al-Qur'an Reading and Calligraphy Writing Activities



*Source: Documentation of the Miftahul Jannah TPA teaching and learning process*

In the picture above, it can be seen that the children are carrying out Al-Qur'an reading activities. Programs for reading and writing Al-Qur'an and memorizing prayers are mandatory at every meeting. An Ustadzah (teacher), who is a young man from Rejosari Village with the initials "YL," revealed that "the enthusiasm of the children to take part in learning the Qur'an is getting better and better. Therefore every time there is the commemoration of Islamic holidays, Miftahul Jannah TPA holds a competition so that children are more enthusiastic about learning Al-Qur'an." From the results of these interviews, it can be seen that young people have quite high hopes for future generations so that the religious knowledge learned from childhood can provide provisions for themselves and can have a positive impact on the environment. Not only establishing a TPA, but some of these scholars also provided Tahsin and tahfidz lessons to parents who wanted to learn the Koran and carried it out after the evening prayer in Sarwo Dadi hamlet, to be precise at the Nurul Jannah Mosque. For the number of parents who want to learn to recite Tahsin and Tahfidz, there are not so many; only one hamlet is active every evening learning Tahsin and Tahfidz.

Second, the youth of Rejosari Village, numbering ten people from undergraduate education in English, Mathematics, Biology, Chemistry, Physics, Economics, and also Government Sciences, in groups, established a tutoring forum called Indonesian Smart Friends (TCI) which has been around for two years. The year 2020. for Elementary, Middle, and High School Education levels. However, this tutoring is carried out at night and also on holidays such as Saturdays and Sundays. It can be carried out in the afternoon/afternoon, considering that the morning tutors work either at educational institutions or as entrepreneurs outside the village or in Rejosari Village itself. The process of teaching and learning activities can be seen in the image below.



**Figure 2.** The TCI Tutoring Teaching and Learning Process



Source: Documentation of the TCI Tutoring Learning Process

From the picture above, the researcher can explain that the activities carried out in the TCI tutoring are in the form of learning questions taught in schools and deepening of material for the junior and senior high school levels, for the elementary level, namely learning to read, write and count.

Third, there are two graduates of computer science who also take their time to help children or people who want to learn about computers. Incidentally, in Rejosari Village, a study room is provided in which there are two computers that can be used for children or parents who want to learn computers. The implementation of computer learning is usually carried out twice a week, namely on Wednesdays and Saturday nights.

Furthermore, namely, youth who do not join in the education sector work in the village government sector as village secretaries and BPD members. And there are also some who work managing agricultural land. From the activities that youth carry out for development, the village and community feel the presence of youth participating in village development. That is seen by the progress in the field of education that can be seen and felt by the community, for example, by the existence of non-formal schools, namely Mifathul Jannah TPA, TCI Bimbel, and computer learning activities, as well as tahsin and tahfidz learning activities for people who want to learn the Qur'an.

The non-formal education programs that are running in Rejosari Village certainly depart from the activeness of the youth in carrying out learning for children. So that the village government fully supports the younger generation in developing education in Rejosari Village. This was also conveyed by the village head with the initials "AD" He said that the village fully supports activities carried out by the younger generation, and the village will also help if needed. With these activities, the Village also feels helped because the young generation who are highly educated can improve

education in the Village, the Village also feels proud, and this is an asset for Rejosari Village.

The task of a young generation or youth is not only focused on the development of education that is owned to be transmitted or transferred, but the role of the younger generation, especially those with higher education, as leaders or mobilizers, as tutors and facilitators, the younger generation is one of the important assets for the development of education as a whole. In line with Tity (2019) states that the existence of youth who are active in community activities is one of the solutions in efforts to empower the community, so it can be said that youth has a significant role in community development.

A bachelor's degree is a degree given by someone who has completed at least four years of education. The degree is given by an educational institution such as a university where the individual has completed his studies. It is hoped that later the individual will be able to apply the knowledge gained in college for the progress of the country, building a better civilization for the younger generation with smart, civilized, and virtuous thoughts. A scholar is able to be a role model for the community as well as a candidate for the nation's successors. He is able to build a religious, social atmosphere and is able to build a harmonious social relationship.

A young man who has higher education can become a figure for children in education. The young man can become an educator or mentor for children in Rejosari Village. In which children feel helped by the education and guidance of youths who have higher education.

### **Efforts of the Young Generation in Developing Non-Formal Education in Rural Areas**

Departing from the nature of youth who have an advanced mindset makes the younger generation continue to work and benefit others. Based on the results of the researcher's interview with one of the youths with the initials "IR," he stated that the efforts made by the youth to develop non-formal education in Rejosari Village needed support from all groups so that the youth carried out outreach to the community regarding the programs implemented. The efforts made by youth to develop non-formal education in Rejosari Village can be described as follows:

#### **a. Program Socialization**

Socialization within the framework of program development developed by scholars is interpreted as a stage in the form of socialization of educational programs among children and community members. The following can be seen in the table below.

**Table 2.** Program Socialization

No	Non-formal education	Activity Program	Program Socialization Activities
1	TPA Miftahul Jannah	<ul style="list-style-type: none"> <li>- Weekly Program               <ol style="list-style-type: none"> <li>1. Listening to memorization/reading and writing the Qur'an</li> <li>2. Provide learning materials and memorize prayers</li> <li>3. Congregational prayers</li> </ol> </li> <li>- Monthly Program               <ol style="list-style-type: none"> <li>1. Evaluation of learning</li> <li>2. Drawing Coloring</li> <li>3. Outdoor games and activities</li> <li>4. Murojaah memorization</li> <li>5. Worship practices</li> <li>6. Calligraphy lesson</li> </ol> </li> <li>- Semester Program               <ol style="list-style-type: none"> <li>1. Semester exams</li> <li>2. Distribution of reports</li> </ol> </li> <li>- Annual program               <ol style="list-style-type: none"> <li>1. Competition between students</li> <li>2. Education curriculum and calendar preparation meetings</li> </ol> </li> </ul>	The socialization of the Miftahul Jannah TPA non-formal education program, TCI Bimbel, and Computer Learning is carried out when there are activities in the community.
2	TCI tutoring	<ul style="list-style-type: none"> <li>- Calistung for elementary level</li> <li>- English tutoring, Mathematics, Physics, Chemistry, and Biology for junior high and high school levels</li> </ul>	
3	Learn computer	<ul style="list-style-type: none"> <li>- Learn computer basics</li> <li>- Mastery of computers</li> </ul>	

*Source: Documentation Results*

From the table above, there are several activities in the village that can be used as a means in the process of socializing the development of non-formal education programs, such as TPA, TCI Tutoring, and Computer Learning, namely: through public recitations, commemorating Islamic holidays and weekly recitations. The socialized programs are for TPA, such as weekly, monthly, semester, and yearly agendas. The weekly agenda is inseparable from the KBM, such as 1) Listening to rote, 2) Providing learning materials, and 3) Congregational prayers at the mosque. For the

monthly program, namely 1) Evaluation of learning by means of repetition; 2) Drawing or coloring; 3) Games and outdoor activities to refresh the atmosphere; 4) Murojaah memorization; 5) Worship practice; 6) Calligraphy Lesson. For the semester program, namely semester exams and distribution of report cards. For the annual program, namely competitions between students, curriculum development meetings, and educational calendars.

**Figure 3.** Program socialization in weekly recitation and in general study activities



The socialization of the TCI Tutoring education program is in the form of learning questions taught in schools and deepening of the material for computer training program activities, namely by giving theoretical lessons first and then carrying out the practice.

Routine socializations carried out by youth in Rejosari Village can be a forum for the community to be able to think about education for their children. As stated, one of the residents of Rejosari Village with the initials "KN," said, "that he received this information while attending a public recitation in Rejosari Village and was interested in sending his child to TPA because so far, his child had not received any teaching in terms of religious knowledge." It can be said that the role of youth in terms of developing educational programs in Rejosari Village is quite good, but this must also be improved, and of course, must always get support from the community and village apparatus.

#### b. Implementation of Non-Formal Education Programs

Educational programs developed by undergraduate groups are responsible for improving human resources (HR) through the implementation of socialized educational development programs. The implementation of educational development programs formulated by youth can be seen from several aspects, namely in terms of educational facilities, teaching staff, objectives, processes, and types of development programs. From the aspect of educational facilities, namely none other than facilities and infrastructure related to classes. The role played by the younger generation in Rejosari Village is to prepare learning facilities and infrastructure. The facilities

developed by young people with bachelor's degrees are in the form of building Al-Qur'an learning places equipped with teaching staff who are honorary teachers who are paid with TPA skills. The following are the facilities at Miftahul Jannah TPA.

**Figure 4.** Facilities at TPA Miftahul Jannah, TCI Tutoring, and Computer Learning



TCI tutoring facilities still don't have a special place. Sometimes they still ride at the place of one of the TCI tutoring. And to learn computers using existing facilities built by the village government. Then from the aspect of the teaching staff, namely, the Ustadz and Ustdzah are able to provide fun and innovative teaching to students so that fun learning is created. Furthermore, the goals where the activities are carried out must be in accordance with the goals to be achieved. The aspect of the learning process is to improve the quality of education, namely by learning that is fun, innovative, and full of creativity. The aspect of the type of educational development program is by applying a more enjoyable learning model or design to students. The role of the younger generation in applying learning models that are appropriate to teaching materials, namely, for example, by applying collaborative learning methods.

The development of educational facilities for TPA Miftahul Jannah was developed by the previous management and continued by the current management, who holds a bachelor's degree. Most of it comes from community participation assisted by teachers by functioning optimally as a place to develop students' creativity and potential.

## Discussion

The aim of development is to improve people's standard of living. The concept of community empowerment includes the concept of economic development, which contains social values. This concept reflects a way of development that is people-centered, participatory, empowering, and

sustainable in the sense that the concept of community empowerment includes community participation. In line with Fatmawati (2020) states that Village development is the entire process of a series of efforts carried out within the Village environment with the aim of increasing the standard of living of the Village community and increasing the welfare of the Village. Therefore, the younger generation has the potential to be able to develop human resources in their respective regions, namely in terms of education. Amal et al. (2021) also revealed that education for the younger generation is a form of embodiment of education for all time. This means that youth have a strategic role in education to be able to develop education in their respective regions. So, a good education in an area can improve the standard of living of the people in Rejosari Village. In accordance with Law No. 6 of 2014, article 68, paragraph 2e, which states that the community is obliged to participate in various Village activities.

Education is important to increase the level of social welfare, especially the economic level. A high level of education will increase proficiency and will also encourage the development of entrepreneurial skills. The level of education shows the quality of human resources.

The role of youth in the development of non-formal education includes 1) youth as leaders or movers. Pioneering and leading can mean the same thing, to lead and be emulated by others, but they can also have different meanings. 2) Youth as companions and facilitators In non-formal education, companions or facilitators have different functions and roles, but facilitators can also act as companions and vice versa. In accordance with Albert Bandura's theory of social education which reveals that human behavior has a continuous reciprocal interaction between cognitive, behavioral, and environmental influences, environmental conditions greatly influence students' learning patterns. Albert Bandura also emphasized the importance of observing, imitating, and imitating the behavior, attitudes, or emotional reactions of others in the learning process. This means that youth can create learning activities that emphasize students to observe, imitate and imitate so that the role of youth here is not only to provide knowledge but youth also has a role to educate to set an example for students to have good behavior and have a good learning experience. Therefore, youth must develop all creativity, potential in the learning process and have professionalism in learning so that students can emulate and can have a good learning experience. Instructors in non-formal education are professionals, the tasks assigned to them are:

- a. Understanding the curriculum
- b. Manage learning administration

- c. Motivate children to learn
- d. Invite children to participate in the learning process

The role of the younger generation in the education sector for village development is very important. Youth is a source of energy or strength for building a village civilization.

Based on the results of the study, it can be seen that the role of the younger generation in the education sector for the development of Rejosari Village is quite visible, namely with the existence of TPA, TCI Tutoring, and also learning computers. Even though the implementation of the program is said to be smooth, it is not optimal. There needs to be more attention from the community and also the village government to support activities carried out by the younger generation.

The importance of education can help the community to jointly participate in developing education, In line with Hakim (2017), which states that youth participation in the educational development process is a form of cooperation between the government and the community in order to educate the lives of future generations. In research, Ftiyani (2019) also stated that the role of the community in development is very important to fully support education in rural areas.

## CONCLUSION

Researchers can conclude that the role of the younger generation in the field of education for the development of Rejosari Village, Merangin Regency, Jambi Province, among other things, as a leader or mobilizer appears when carrying out coaching activities both to students and to the community when carrying out program socialization. As a tutor and facilitator, I Appear when teaching students, educating, and also guiding students. At the stage of implementing the learning program, it is said to be smooth but still not optimal. This teaching and learning activity has not been maximized because there is still a lack of adequate facilities, for example, in the implementation of Bimbel activities because there is still no special place used as a place for children's learning. So it is hoped that there will be more intensive cooperation with the local government to optimize the youth program in the field of education for village development.

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