

Portrait of Poverty and Education in Pandeglang Regency: Challenges for the Golden Generation 2045

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Abstract: *This research aims to observe the phenomenon of poverty that reflects the inequality of women's education in Muruy Village, Menes Sub-district, Pandeglang Regency. The main focuses of the research are illiterate women who are often neglected by government policies and experience negative stigma in the community. As mothers, their role is crucial in their children's education, considering that mothers are the first educational institution for their children. The inability to read and write among mothers in Muruy Village certainly hampers this role, raising questions about the preparation of the 2045 golden generation expected by the government. Through a phenomenological approach and social justice theory, this research will collect in-depth data, descriptions, and mapping of the condition of illiterate women in the area. The results of the research are expected to be an effective policy recommendation for the Pandeglang Regency Government to address social injustice in education and break the cycle of poverty to realize the golden generation 2045. The results of the research demonstrate that the economic inequality that manifests in the poverty of Muruy villagers is correlated with the lack of education. The illiteracy phenomenon that occurs among many women in Muruy Village puts them in a dilemma. The reason is that in the productive role, illiterate women have no room to help the family finances because of their minimal skills. Meanwhile, in the reproductive role, they also have trouble providing proper education and parenting to their children. This condition results in an obvious role dilemma for illiterate women that affects their next generation. However, there is positive expectation from this phenomenon; among illiterate women, almost all of them have realized that education is an important aspect for their children.*

Keyword: *Poverty; Women; Illiteracy; Golden Generation.*

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Introduction

One of the major issues in social issues is poverty, particularly in developing countries such as Indonesia. Because poverty levels are often translated as the failure of the state to provide welfare for its citizens (Susanto & Pangesti, 2019). Understanding the phenomenon of poverty in this study is not limited to portraying the economic helplessness of citizens but also trying to explain its implications for the preparation of future generations. Poverty in Indonesia has become a complex and multidimensional issue, especially when associated with educational inequality (Hardana et al., 2023). One of the groups most vulnerable to this phenomenon is women, especially those who experience illiteracy. This situation is particularly worrying considering that women have the role of providing education in the family, especially to their children. This phenomenon occurred in Muruy Village, Menes Sub-district, Pandeglang District.

Pandeglang Regency has several serious social problems, mainly in the

aspect of human development. One of the most noticeable is the phenomenon of poverty and low education, especially in rural areas. Whereas Pandeglang Regency is only 3 hours away from the capital city of Jakarta. This situation also caused Pandeglang to be labeled as an underdeveloped region in 2015. This predicate was given based on the low Human Development Index (HDI) and several other indicators, such as the high poverty rate and limited access to education. However, in 2019, the predicate was removed because it was considered to have improved in several aspects. However, the reality is that poverty and education issues in Pandeglang still occur to this day, one of which is portrayed in the community of Muruy Village with significant cases of poverty and illiteracy, especially among women. The data on poverty in Banten province by district/city is presented in more detail on this following data.

Table 1. Percentage of Poverty Population by District/City in Banten Province

Districts/Cities	2020	2021	2022	2023
Kab Pandeglang	9.92	10.72	9.32	9.27
Kab Lebak	9.24	10.29	8.91	8.68
Kab Tangerang	6.23	7.12	6.92	6.93
Kab Serang	4.94	5.49	4.96	4.85
Kota Tangerang	5.22	5.93	5.77	5.89
Kota Cilegon	3.69	4.24	3.64	3.98
Kota Serang	6.06	6.79	5.94	6.2
Kota Tangerang Selatan	2.29	2.57	2.5	2.57
Provinsi Banten	5.92	6.66	6.16	6.17

Source: (Banten.bps.go.id, 2023)

Based on the table above, Pandeglang Regency has the highest percentage of poverty in Banten Province. Therefore, it would not be surprising if it is easily found vulnerable groups with middle to low economics and minimal education in Pandeglang Regency. One of the examples is the women in Muruy Village who are unable to read and write. This condition is concerning due to the central role they play in their children's education. This lack of literacy not only inhibits their own individual development but also negatively impacts their ability to support and facilitate their children's education. As the first educational institution for children, illiterate women are facing significant difficulties in providing adequate parenting and academic support and could be hindering the preparation of the 2045 golden generation expected by the government. Therefore, this study aims to explain the reality that occurs to them more empirically within the scope of the social roles they play. Understanding this phenomenon more closely will allow us to unravel the problems of poverty and educational inequality one by one.

The phenomenon of illiterate women in Muruy Village indicates structural poverty with economic and intellectual impacts. Their inability to read and write limits access to appropriate occupations, worsens the economic condition of the family, and hampers children's education. Children of illiterate mothers tend to experience academic difficulties, and some are also illiterate, a situation that is particularly alarming because the phenomenon of female illiteracy has the potential to create a cycle of inherited poverty. This condition strongly suggests the potential for deep and sustained social inequality. In these circumstances, comprehensive

interventions are needed to improve access to education and economic empowerment to break the cycle of poverty and illiteracy in the next generation.

The portrait of poverty and illiteracy presented by women in Muruy Village confirms that preparations for the golden generation in 2045 should be redefined. However, in order to realize this great aspiration, there needs to be a sharper perspective to test how realistic the idea can be realized. Describing the empirical conditions on the fundamental problems of today's society is expected to help provide a solid foundation towards these goals. After discovering the problems that occur today in a more concrete way, the failures that might occur in the future are expected to be mitigated with the appropriate actions.

The Golden Generation 2045 visions are intended to build an advanced and globally competitive Indonesia by improving the quality of human resources. However, in Muruy Village, Menes Sub-district, Pandeglang Regency, there are significant inequalities in education and welfare. There are numerous women in Muruy village unable to read and write, indicating limited access to education. These inabilities not only limit their economic and social advancement but also have a major impact on their children's education. Children of illiterate women frequently have difficulties academically, and some even suffer from similar conditions, creating a continuous cycle of poverty and incapacity. This reveals a deep gap between the national ideal of equitable and highly competitive education investment and the reality faced by the people of Muruy Village.

As an academic foundation, to clarify the position of this research in the issue being discussed, several findings in

similar studies by previous researchers will be presented in this section. Marzuki's study on Empowering Illiterate Women through the Implementation of Independent Business Literacy explains that illiterate women are a group that requires special treatment in the context of empowerment from the government so that they can take a role in the family and society (Marzuki et al., 2022). In line with these findings, Moya et al.'s study on the effect of illiteracy on poverty in West Nusa Tenggara Province shows that illiteracy affects the poverty rate by 26%, while the remaining 74% is influenced by other variables (Moya et al., 2024). The findings of Muttaqin's study confirm that preparing the golden generation of 2045 requires strong character education, and this education must start from school, family, and community institutions (Muttaqin et al., 2023). R. Darman's study also presents the results of findings that reinforce the view that education is the main pillar in preparing the golden generation of 2045; educational institutions take a key role in this regard, one of which is the school with the role of teachers and families with the role of parents for preparing the golden generation of 2045 (Darman, 2017).

The phenomenon of poverty in Muruy Village, as a unique yet concerning social reality, holds the potential for long-term implications on the well-being and future of its community and may even affect the development of a nation. A similar argument has been put forth by several other researchers in their efforts to understand the reality of poverty within various discourses. One such study was conducted by Sinurat, who aimed to elaborate on poverty by examining its contributing factors. A noteworthy finding from this study is that poverty in Indonesia has a significant correlation with the Human Development Index (HDI).

Specifically, the levels of poverty and HDI are mutually influential, meaning that when the HDI rises, poverty decreases, and vice versa (Sinurat, 2023). Aligning with this argument, Saddam Tubaka, in his study analyzing poverty in Eastern Indonesia, specifically in the Maluku Province, revealed that economic growth, income distribution, unemployment, education, and healthcare are critical aspects forming the main framework of poverty in Eastern Indonesia between 2013 and 2017 (Tubaka, 2019). Another study by Yahya and Agustina examined poverty across 279 regencies in Indonesia, focusing on village development aspects. Their results indicated that village development had a statistically significant impact on reducing poverty rates at the regency level. Additionally, the study showed that the correlation between village development and poverty reduction was stronger in Eastern Indonesia compared to Western Indonesia (Agustina & Yahya, 2022). Based on the findings from previous studies, this research aims to further explore the gap regarding the reality of poverty in Pandeglang Regency as it prepares to embrace the 2045 Golden Generation.

Based on the description of the problems above, the problem formulation in this study is "How do illiterate women take a social role in the family and society to prepare the golden generation of 2045?"

Theoretically, this research will take advantage of the logic of social justice proposed by John Bordley Rawls, which was developed by many scholars afterwards. It emphasizes that every individual should have the same rights and basic freedoms. In terms of productive and reproductive roles, this means that women and men should have equal rights in working in productive roles and in carrying out household and family

responsibilities in reproductive roles (Rawls, 1971).

According to the theory developed by Amartya Sen, Rawl's social justice is based on two principles, the first of which is the Principle of Greatest Equal Liberty. The principle emphasizes that every individual must have the same rights and basic freedoms. In the context of productive and reproductive roles, this means that women and men should have equal rights in working (productive roles) and in carrying out household and family responsibilities (reproductive roles). Second, the Principle of Fair Equality of Opportunity emphasizes that every individual should have equal opportunities to succeed and reach their full potential. This means that in both productive and reproductive roles, there should be no discrimination or structural barriers that prevent an individual from developing (Sen, 2000).

To explain how illiterate women take on roles in the family and community, the theory of productive and reproductive roles will be used to understand the context of poverty and illiteracy in Muruy Village. Productive roles refer to activities that generate income or economic value, such as formal and informal employment. In a just society, both women and men should have equal access to decent work, equal pay, and opportunities to progress in their careers (Sen, 2000). Reproductive roles include tasks related to maintaining the family and household, such as caring for children, cooking, and cleaning. In a fair society, this role should be recognized as an important contribution to social well-being and should not be disproportionately imposed on women (Hochschild, A. R., & Machung, 2012).

Method

This research used a phenomenological approach to explore the portrait of poverty and illiterate women in Muruy Village. Through epoche, we perceive poverty in this village as an authentic reality, setting aside general assumptions that often apply in other areas, thus revealing that poverty in Muruy is structural and influenced by a high rate of illiteracy within the community. Meanwhile, intentionality highlights the close relationship between poverty and the existence of illiterate women. Consequently, the awareness generated from this phenomenological approach opens up space for re-examining the challenges of preparing the golden generation of 2045, which is confronted with complex social conditions characterized by poverty and illiteracy.

A phenomenological approach allows the researcher to capture meaning from the perspective of individuals who experience the phenomenon directly (Creswell, 2014). The researcher pursued in-depth interviews and participatory observation to collect rich and detailed data on the daily lives, challenges, and perceptions of women in Muruy village on education and poverty. Interviews were conducted with the Muruy community, especially illiterate women, and other interviews were conducted with Muruy village officials and Insan Kamil Foundation administrators. The data collected was analyzed to identify important themes and patterns of experience that can provide deep insights into how illiteracy affects their productive and reproductive roles and how this condition contributes to the continuous cycle of poverty. Thus, the phenomenological method allows researchers to not only document objective facts but also understand the

depth of experience and meaning from the perspective of the research subjects.

Results and Discussions

Portrait of Poverty and Education in Muruy Village

The issue of welfare has become a major problem for developing countries that are struggling to increase economic growth and are trying to increase the Human Development Index (HDI) (Rigg, 2024). Economic disparity is a phenomenon that is easy to discover in communities in developing countries, including in Indonesia. Most often in Indonesia, a certain group of citizens live well and luxuriously, while another group of citizens live in acute poverty (Harjanto & Pamungkas, 2022). This phenomenon not only presents differences in the social status of citizens but also shows the unequal distribution of justice. Unfortunately, this situation cannot be addressed by the state. Administrative and bureaucratic perspectives often make the phenomenon of inequality blurred and end up with inappropriate policy moves.

In this chapter, the researcher will explain the objective condition of the reality of poverty and educational inequality in Pandeglang Regency, precisely in Muruy Village, Menes Sub-district. Given that in this area there is a portrait of poverty that is alarming and contrasts with the fact that Pandeglang Regency has been out of the title of disadvantaged areas since 2019. Moreover, this poverty phenomenon occurs in an area that is only 4 hours from the capital city of Jakarta. The people of Muruy Village are not only suffering from economic poverty but also intellectual poverty, which exacerbates the situation.

One of the many villages in Pandeglang Regency, Muruy Village, is a concrete demonstration of the challenges

faced by rural communities in Indonesia, particularly in terms of poverty and access to education. Despite being in an area rich in potential natural resources, Desa Muruy encounters a different reality on the ground, where poverty and limited access to education are deep and interrelated problems. Poverty in Muruy village is reflected in various social and economic indicators, including low household incomes, high unemployment rates, and limited access to basic services such as health and education. Many households in the village live below the poverty line as defined by national standards, with incomes often insufficient to afford their basic needs.

In education, the challenges encountered by the Muruy community are no less significant. Despite efforts by the government and educational institutions to improve access to and quality of education in rural areas, various factors, such as limited infrastructure, a lack of teaching staff, and family economic problems, play a major role in hindering the achievement of quality education. Children in Muruy village are forced to drop out of school to help their families or are forced to face inadequate learning conditions.

The problems of poverty and educational inequality portrayed in the Muruy community seem to provide an inverse reality to the principle of social justice proposed by Amartya Sen that every person and community in society should have the same basic opportunities (Sen, 2000). It means that the opportunity to get a decent life and obtain welfare must be the same as for other citizens. However, the inequality that occurs in the muruy community shows that this principle of justice has not been applied to the community. This fact is aligned with the results of Atmayanti and Malthuf's study,

which explains that economic and educational disparities are one of the portraits of social injustice that has a significant contribution to poverty, especially for secluded villager (Atmayanti & Malthuf, 2023).

The depiction of poverty in Muruy Village can be illustrated through one of the informants, Eni, who has three children. Eni and her family must struggle to survive amidst numerous limitations, residing in a modest house with a plastic roof that barely provides protection from the heat and rain. Due to a lack of education and limited skills, this family relies on income from labor work to meet their daily needs. This situation places them in a vulnerable position. Furthermore, two of their children are still in school, grappling with the pressing demands of their economic situation. The phenomenon of school dropouts has become increasingly common in Muruy Village, where many children are forced to leave school to help their parents work or because they cannot afford uniforms and other school necessities. Eni's case represents one of the many faces of poverty experienced by the residents of Muruy Village and Pandeglang Regency. The following interview excerpt offers an empirical depiction of the poverty and educational inequality faced by the residents of Muruy Village.

"Saya sehari-hari hanya mengurus rumah tangga, penghasilan keluarga tidak menentu karena suami bekerja serabutan, sementara anak-anak masih sekolah. Saya mengalami kesulitan dalam memenuhi kebutuhan keluarga dan kebutuhan sekolah anak, kerap saya meminjam ke tetangga dan koperasi untuk memenuhi

kebutuhan." (EN. 30 Tahun, Masyarakat Muruy)

(I work at home on a day-to-day basis, and my family's income is uncertain because my husband works as a laborer while my children are still in school. I have difficulty providing for the needs of my family and my children's school needs, so I often borrow from neighbors and cooperatives to meet my needs." (EN. 30 years old, Muruy villager)

The poverty they endure has significantly obstructed the distribution of justice in accessing education and a decent life. The implications of the next generation also have the potential to continue poverty. The poverty they suffer is not only economic but also intellectual. In fact, their economic limitations have led some of the next generation in Muruy to fall behind in their education. The worst situation is that some of the secondary school children have difficulty reading and writing.

The issue of poverty is a major issue in social studies, and it is as old as the age of human civilization (Sipahutar, 2019). However, in the perspective of John Bordley Rawls, poverty means more than just economic limitations but also injustice because poverty makes a person unequal in obtaining basic rights. According to Rawls, social justice requires at least two principles, including the Principle of Greatest Equal Liberty. It emphasizes that every individual should have equal rights and basic freedoms. Furthermore, the Principle of Fair Equality of Opportunity emphasizes that every individual needs an equal opportunity to succeed and reach their highest potential.

However, the reality of poverty in the Muruy community has made these two principles merely a wishful thought for the community. Due to the difficult economic

conditions, freedom is meaningless for those who are powerless. This narrative is in line with what Aqilah and Najicha said in their study, which explains that social inequality will produce social injustice (Aqilah & Najicha, 2023). For instance, they are free to work anywhere, yet no job is willing to accept them. This becomes a paradox in understanding justice for the impoverished. In addition, those with economic limitations often do not have the same opportunities as others in accessing education, preparing for careers, and having a decent life. This situation is evident in the Muruy community in Pandeglang Regency and similar cases in other parts of Indonesia. It means that the concept of social justice will only be obtained and applied when citizens are in a more economically and intellectually empowered situation.

Illiterate Women with Productive and Reproductive Roles

The civilization of humans has historically practiced patriarchy and dominance towards women. This historicity forms a social and cultural system that places women in an unfavorable position, especially in taking roles in the public sphere and opportunities to obtain education (Nursaptini et al., 2020). The patriarchal stigma constantly places women in the domestic sphere and is considered not to have the capacity to take on productive roles (Iqbal et al., 2023). This led several groups of women, especially those living in villages, to lag behind in education and career aspects (Harun AR, 2015). The implementation is not only on the individual lives of women who are potentially left behind but also on their role in preparing the next generation that is hampered. Due to the lack of education, women will find it difficult to provide

proper parenting and education in their families, especially for illiterate women.

The roles of women in society are often divided into two main dimensions: productive roles, which relate to their economic and social contributions, and reproductive roles, which include domestic and family responsibilities (Sen, 2000). However, for women who experience illiteracy, both roles can experience significant challenges and constraints. Being illiterate not only restricts their access to information and economic opportunities but also impacts their ability to effectively fulfill their reproductive roles. Thus, this situation is the case for many illiterate women in Muruy Village. Illiterate women in Muruy Village obviously have significant obstacles in carrying out their productive and reproductive roles. This condition makes them trapped in poverty because they are unable to contribute economically to the family, but they are also unable to educate their children and family.

Illiterate women in Muruy almost entirely lack a significant productive role for the family. Due to their limitations in reading and writing, their domestic duties are limited to working as casual farm laborers, laundry workers, or domestic helpers. Even though these activities can generate coffers, this is considered a productive role, as the value generated is insignificant and the activities carried out within this role extend beyond the domestic area. According to Amartya Sen, productive roles require decent wages and equal access, which can be achieved through formal and informal work (Sen, 2000). However, this situation is very different from what happened to the women in Muruy Village. Once they want to contribute to the family, but on the other side they are not able to take a strategic role. In fact, in their study,

Bertham et al. stated that women can make a significant contribution to family finances of 40–59 percent if they have equal opportunities to access their productive roles (Harini Bertham et al., 2011).

Women who suffer from illiteracy often encounter significant limitations in optimally participating in various productive roles. The inability to read and write obstructs their access to critical information and economic opportunities, which in turn exacerbates the conditions of poverty they experience. These limitations not only isolate them from income opportunities but also hijack the justice they are entitled to as individuals. Illiteracy indirectly prevents women from gaining equality, as mentioned by Rawls with the Principle of Fair Equality of Opportunity (Rawls, 1971).

Furthermore, the combination of illiteracy and a lack of education creates a cycle of hardship that is difficult to break. It affects their ability to obtain higher-skilled jobs or to participate in more lucrative economic activities. As a result, illiterate women are often trapped in less productive and low-paid jobs, exacerbating their poverty. In Muruy Village, illiteracy experienced by women not only limits them in productive aspects but also has a profound impact on reproductive roles. The inability to read and write not only has implications for economic capability but also permeates every aspect of family life and the parenting they impose on the next generation.

In reproductive roles, illiteracy limits women's knowledge of health, reproductive rights, and children's education. This can affect the quality of family life and the health of their children and exacerbate cycles of poverty and powerlessness. Limited access to relevant

information and adequate health services often hinders women's ability to properly fulfill their roles in the family. In fact, numerous studies emphasize that women's roles are crucial in the family. Nurlina's statement in her study asserts that the mother's intelligence, tenacity, and temperament are the dominant factors for the child's future (Nurlina, 2019). Similarly, Zahrok and Suarmini argued that improving the quality of human resources starts with the role of women in providing education to their children (Zahrok & Suarmini, 2018).

In Muruy Village, illiterate women often encounter situations where their reproductive roles are unacknowledged. It means that they are not given the recognition and appreciation they deserve. Domestic tasks such as caring for children, cooking, and cleaning, which are vital contributions to the well-being of the family and community, are often seen as mere obligations without considering the weight of the burden, even though according to Miller, domestic work and childcare should be recognized and valued as equal with paid work (Miller, 1990).

Limited access to education and information means that illiterate women are excluded from the economic sphere and marginalized in their large role in domestic affairs. As a result, their hard work is often taken for granted and not appreciated, exacerbating the injustice they experience within the social structure. This situation certainly contrasts with the concept of social justice proposed by Rawls in Hochschild that this role should be recognized as an important contribution to social welfare and should not be disproportionately imposed on women (Hochschild, A. R., & Machung, 2012).

Thus, illiteracy significantly places women in a lower bargaining position in

both social and economic contexts, leading to their reproductive role often being neglected. The inability to read and write hinders their access to information and resources that could strengthen their position in the family and society and limits their ability to participate in important decisions that affect the well-being of the family. Therefore, this phenomenon clearly demonstrates the social injustice experienced by illiterate women when they are recognized as subjects with important contributions to the family.

The Golden Generation 2045 and Social Reality

The vision of Indonesia to reach the “Golden Generation 2045” represents a goal that requires a concerted effort. It is realistic to become a reality considering that at the age of the 100th Republic of Indonesia, it is predicted that there will be plenty of resources to sustain the nation's progress. For instance, there is a demographic bonus where the number of productive populations aged 15-64 years is greater than the nonproductive age, which is under 5 years old and over 64 years old (Nurrohmah et al., 2021). In this part, the researcher intends to put the idea of the 2045 golden generation on a realistic foundation and to demonstrate the risks involved based on current social realities.

Preparing for the golden generation of 2045 is not sufficient to maintain optimism alone, but it is also crucial to reconstruct the preparation as a whole. It requires us not only to have big dreams but to transform those dreams into concrete and implementable realities. The quality of the golden generation of 2045 is not merely about the large population numbers but also about the potential, skills, and competitiveness they

bring to the global market. Neglecting this aspect of quality means taking a big risk of seeing the potential of the demographic bonus as a long-term burden that hinders the nation's social and economic progress.

In this part, the illustration of the golden generation of 2045 is to be disassembled with a more empirical approach based on existing social realities. The golden generation that is expected is for those who have high productivity and have the capacity to compete on the global stage. The generation that is expected to play an important role in 2045 are students who are currently in junior high school, high school, including those who are currently studying in universities (Manullang, 2013). Thus, the preparation that should be more obvious is for those who currently need intensive formal and informal education, especially the younger generation and school-age children (Abraham, 2024).

One action is to enhance the quality of education of children of school age nowadays, both formal education in schools and informal education in the family. A good quality education will provide them with the necessary skills and knowledge to face future challenges and contribute to economic and social progress. Unless serious investment is made in their education, the notion of a golden generation will be just wishful thinking. This resonates with the arguments put forward by Purba and Bety in their study, which explains that realizing the golden generation of 2045 must be achieved through an education system that is able to improve intellectual intelligence (IQ), emotional intelligence (EQ), and spiritual intelligence (SQ), which is carried out not only by schools but also by families and communities as the most extensive educational institutions (Purba & Bety, 2022).

Based on the concept already comprehended about the expected character of the golden generation, let us turn to the social reality that is happening today as the initial foundation to achieve this. First, educational inequality remains a serious problem, especially for women who are illiterate, showing a wide gap between social reality and the vision of the Golden Generation 2045. Despite the great ambition to advance the next generation, there are women in Pandeglang, especially in Muruy Village, who are still hampered by limited access to education and gender inequality. To build a truly inclusive and empowered golden generation, there needs to be concrete efforts in improving access to education for women, addressing illiteracy, and implementing policies that support equality so that all community members can contribute maximally to social and economic development. This argument is closely aligned with Rawls'

theory of social justice that a just society must be inclusive of education, employment, and opportunities to maximize potential (Rawls, 1971).

Before discussing today's social problems that make the path to the golden generation increasingly vulnerable, let's take a look at the reality of human development in Banten Province. Based on data released by the Central Bureau of Statistics of Banten Province, human development in Banten Province and its municipalities shows a slow movement. The increase in HDI in the last three years is not significant. The data shows that the reality of community generation development through education is at a very slow acceleration. This situation is a serious challenge that must be faced in welcoming the golden generation in 2045. The following is the Human Development Index (HDI) by Regency / City in Banten Province.

Table 2. Human Development Index (HDI) by Regency / City in Banten Province 2021-2023

Regency/City	2021	2022	2023
Pandeglang Regency	69.02	69.70	70.28
Lebak Regency	66.50	67.19	67.68
Tangerang Regency	74.47	75.15	75.56
Serang Regency	71.05	71.99	72.63
Tangerang City	80.08	80.44	80.98
Cilegon City	77.11	77.68	78.24
Serang City	75.53	76.01	76.43
Tangerang Selatan City	82.98	83.28	83.57
Banten Province	74.68	75.25	75.77

Source: (Banten.bps.go.id, 2024)

In terms of preparing for the golden generation of 2045, a major challenge arises from the social realities faced by the people of Muruy Village. In this village, many school-age children are unable to access education due to family economic

constraints. This condition creates a significant gap in learning opportunities and exacerbates existing inequalities. Meanwhile, the women who should be able to take an active role in their children's education often lack the ability

to do so due to illiteracy. This incapacity has limited their ability to educate their children and added to the severe poverty in the village.

In fact, the severe poverty that plagues the Muruy community exacerbates this situation by hindering access to essential educational resources, such as books, learning facilities, and transportation. In these contexts, efforts to prepare for the golden generation of 2045 face serious obstacles. If this challenge is not overcome effectively, the ambition to build a skilled and highly competitive generation will be difficult to achieve. Reaching this vision requires deep interventions, such as increased access to education, parental literacy programs, and economic assistance for families to ensure that all children, including those living in disadvantaged areas such as Muruy, have equal opportunities to contribute to the nation's future.

Despite the poverty and illiteracy that plague the people of Muruy Village, there is hope for a golden generation through the community's awareness of the importance of education. Although most families in the village struggle with economic constraints that threaten the continuity of their children's education, most parents remain committed to supporting their children's education. With great determination, they make the effort even though the students often struggle to graduate, and some even drop out of school. This commitment and support show that the Muruy community has become open to education and recognizes its role in preparing a better future generation. The Muruy community is starting to realize that education is the key to unlocking opportunities and overcoming poverty, igniting hope that future generations can achieve a better future.

The mission of the 2045 golden generation therefore encounters a significant number of challenges based on the social realities that occur in the context of the Muruy community. Due to the lowest economic level and the lack of education among women in Muruy, the preparation for the golden generation must be translated more clearly into various policy actions. However, the expectation of building a better generation through education has been agreed upon by parents, especially illiterate women, meaning that they have realized that education is an important aspect in preparing a more quality generation. The portrait of the Muruy community is a tiny part of many similar cases in Indonesia. Besides that, the problems of poverty and educational inequality are still a concrete reality in the country. Therefore, this study attempts to draw on the case of Muruy village to portray a picture of Indonesia's future challenges.

Conclusion

Economic inequality refers to the poverty of Muruy villagers and correlates strongly with their lack of education. The phenomenon of illiteracy that occurs among many women in Muruy Village places them in a dilemmatic role. The fact that illiterate women hold productive roles means that they are unable to help the family financially due to their lack of competence. Whereas in the reproductive role they also experience stuttering in providing proper education and parenting to their children. This condition results in an obvious role dilemma for illiterate women that affects their next generation. However, there is a positive prospect from this phenomenon, which is that almost all illiterate women have realized that education is an essential aspect for their children.

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