

The Role of Parents in Supporting the Growth and Mental Readiness of the Golden Generation 2045

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Abstract : This study aims to understand how the role of parents contributes to supporting the growth and mental readiness of children as part of efforts to shape the golden generation of 2045, particularly in Sipogu Village, Arse District. The research was conducted using a descriptive qualitative approach, employing in-depth interviews and observations with parents as well as local community leaders. The results of the study indicate that the role of parents is very important in creating an environment that supports the physical, emotional, and intellectual development of children. Forms of support are reflected in the attention given, moral guidance, discipline formation, as well as involvement in both formal and non-formal education. However, there are several challenges still faced, such as parents' limited knowledge about proper parenting patterns and minimal access to information. Therefore, collaboration between families, schools, and the government is a key factor in strengthening the role of parents to prepare children who are resilient, intelligent, and competitive in order to realize the Golden Indonesia 2045.

Keyword : Mental Readiness, Parental Role, Child Development

Abstrak: Penelitian ini bertujuan untuk memahami bagaimana peran orangtua berkontribusi dalam mendukung pertumbuhan dan kesiapan mental anak-anak sebagai bagian dari upaya membentuk generasi emas 2045, khususnya di Desa Sipogu, Kecamatan Arse. Penelitian dilakukan dengan pendekatan kualitatif deskriptif, menggunakan metode wawancara mendalam dan observasi terhadap orangtua serta tokoh masyarakat setempat. Hasil penelitian menunjukkan bahwa peran orangtua sangat penting dalam menciptakan lingkungan yang mendukung perkembangan fisik, emosional, dan intelektual anak. Bentuk dukungan tersebut tampak dalam perhatian yang diberikan, bimbingan moral, pembentukan disiplin, serta keterlibatan dalam pendidikan formal maupun nonformal. Namun demikian, terdapat sejumlah kendala yang masih dihadapi, seperti terbatasnya pengetahuan orangtua mengenai pola asuh yang tepat dan minimnya akses terhadap informasi. Oleh karena itu, kolaborasi antara keluarga, sekolah, dan pemerintah menjadi kunci penting dalam memperkuat peran orangtua guna menyiapkan anak-anak yang tangguh, cerdas, dan siap bersaing demi mewujudkan Indonesia Emas 2045.

Kata kunci : Kesiapan Mental, Peran Orangtua, Pertumbuhan Anak

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Introduction

Sustainable national development depends not only on economic and infrastructure progress, but also on the quality of human resources available (Karismawati, 2025). Indonesia has a grand vision to realize the Golden Generation 2045, which is a generation that is resilient, has strong character, and possesses global competitiveness, coinciding with the centennial of Indonesia's independence. To achieve this goal, character building, mental readiness, and child development as future successors of the nation are fundamental aspects that require serious attention from all parties, especially the family as the primary and main educational environment (Astuti, 2023).

The role of parents is a key factor in fostering children's mental readiness for a golden generation. Parents function not only as caregivers but also as educators, guides, and role models in daily life (Herdiyanti, Janah, & Susanto, 2025). Through positive parenting patterns, warm communication, and the provision of emotional and spiritual support, children can grow into independent, resilient, and virtuous individuals. Conversely, a lack of parental attention and involvement in the child's development process can lead to weak perseverance, emotional instability, and low learning motivation in young generations (Wartoyo, Wahyono, & Hadi, 2025).

Sipogu Village, Arse Subdistrict, is one of the rural areas in South Tapanuli Regency that still upholds the values of family and mutual cooperation. However, the current social and economic dynamics, such as increased work mobility and the influence of digital technology, are beginning to shift the traditional role of the family. Many parents have to work far from home, reducing supervision and guidance for their children. This situation poses new challenges in preparing a young generation with strong character and mental readiness to face the changes of the times.

In addition, changes in the interaction patterns between parents and children in the digital era also affect children's psychosocial development. Children spend more time on gadgets, while direct interaction with parents is decreasing. This phenomenon has the potential to weaken family emotional bonds and impact children's mental resilience. Therefore, research on the role of parents in supporting the growth and mental readiness of the golden generation in Sipogu Village becomes very relevant and important to conduct.

Previous research by Aulia, Kasih, & Hunaida,(2025) has examined the role of the family, especially parents, in supporting children's growth and development. However, most of these studies are still focused on urban and upper-middle-class contexts, while research highlighting family dynamics in rural areas, particularly in places like Sipogu Village, Arse Subdistrict, is still very

limited. The social, economic, and cultural conditions in rural areas have their own uniqueness that affects how parents nurture and shape children's mental preparedness.

In addition, there is a research gap by Laili, Muhartono, Prangdicha, & Anggaini, (2025) In terms of the integration between local cultural values and the challenges of modernization, previous research has emphasized the importance of family-based character education, but few have linked it to social changes resulting from the development of digital technology and the increasing work mobility of parents in rural areas. This phenomenon affects the pattern of interaction between parents and children, which in some cases leads to a decline in the quality of communication and emotional involvement within the family.

From a conceptual perspective, the research (Ambarwati & Pandin, 2024) Regarding the mental readiness of the younger generation, it still tends to be partial. Many studies examine only cognitive or emotional aspects without considering the interconnection between spiritual, social, and moral aspects that holistically shape an individual's mental readiness. In the vision of the Golden Generation 2045, mental readiness not only encompasses the ability to think and adapt, but also emotional resilience, moral integrity, and a sense of nationalism (Ministry of National Development Planning/Bappenas, 2020). Therefore, research is needed that examines the role of parents from a multidimensional perspective, integrating elements of local culture, spiritual values, and the ability to adapt to changing times.

From a methodological perspective, the research (Wasliman, 2023) It is still descriptive in nature and has not yet produced a conceptual model or policy recommendations that are applicable at the community level. This is where the importance of this research lies, which not only describes the role of parents but also seeks to formulate a family mentoring model based on local wisdom to support the mental readiness of the younger generation in Sipogu Village.

Based on this gap, this study presents novelty in several aspects. First, the study focuses on the context of rural communities that have distinctive social and cultural values, specifically in the village of Sipogu, Arse District, which still upholds the spirit of mutual cooperation and strong kinship ties. Second, the study integrates traditional and modern aspects in examining the role of parents in how local wisdom values are combined with the challenges of digitalization and changes in the family's economic roles. Third, the study uses a qualitative approach with participatory elements, so the results are not only conceptual but can also be practically applied in family development programs at the village level.

Another novelty lies in the development of the concept of mental readiness for the younger generation, which is multidimensional, encompassing emotional, social, spiritual, and cognitive aspects aligned with the vision of the Golden Generation 2045. The results of this study are expected to provide a theoretical contribution to the development of literature on the role of the family in character education, while also offering a family empowerment model based on local culture that is relevant for implementation in human development policies at the village and regional levels. Thus, this study not only addresses existing gaps in the literature but also provides new insights into how rural families can serve as a primary foundation in preparing resilient, adaptive, and competitive young generations in the face of increasingly complex globalization.

Method

This study uses a qualitative approach with a case study design because it aims to gain an in-depth understanding of the role of parents in supporting the growth and mental readiness of young generations toward the Golden Generation 2045. The qualitative approach is chosen to explore the meanings, values, and subjective experiences of parents within the social and cultural context of the Sipogu Village community. According to (Creswell, 2020), Qualitative research allows researchers to explore social phenomena naturally by emphasizing the understanding of meanings constructed by individuals or groups. Meanwhile, the case study design is considered relevant because it provides researchers with the opportunity to study a phenomenon in depth and contextually in real-life situations.

The research was conducted in Sipogu Village, Arse District, South Tapanuli Regency, which was purposively selected due to its strong and unique socio-cultural characteristics. This village represents a rural community that still upholds traditional values but is beginning to be influenced by the currents of modernization and digitalization. The research focus was directed at families with adolescent children, as at this stage, children are forming their self-identity and require strong mental support to face social changes and future challenges.

The research subjects consisted of parents, community leaders, and village officials involved in family guidance and child education activities. Informants were selected using purposive sampling, meaning the researcher chose informants based on specific criteria relevant to the research objectives. Informants were selected because they were considered to have a good understanding of the social context and the dynamics of family roles in Sipogu Village. The number of informants was not determined precisely from the beginning but was adjusted

until data saturation was reached, that is, when the information obtained became repetitive and no new meaningful data was found (Sugiyono, 2022).

The data in this study were collected through three main techniques: in-depth interviews, participatory observation, and documentation. The interviews were conducted in a semi-structured manner so that the researcher had a general guide while still allowing informants to freely explain their experiences (Moleong, 2000). Through this interview, the researcher aims to understand parents' perceptions and strategies in supporting the growth and mental readiness of their children. Participatory observation is used to directly observe interactions between parents and children in daily life, both within the family environment and in the social activities of the village community. Meanwhile, documentation techniques are employed to obtain supporting data in the form of archives, village activity records, and documents related to family and child education programs.

The collected data was then analyzed using thematic analysis based on the interactive model. (Miles & Saldaña, 2024), which consists of three main stages. First, data reduction, which is the process of selecting and focusing on data relevant to the research focus. Second, data presentation, which involves organizing the results of interviews, observations, and documentation into a systematic descriptive narrative. Third, drawing conclusions and verification, which is the process of interpreting meaning based on field findings and integrating them into the theoretical framework and research objectives. To ensure the validity of the data, the researcher used source, method, and time triangulation techniques. Source triangulation was carried out by comparing information from various informants, while method triangulation involved comparing interview results with observations and documentation. Additionally, the researcher also conducted member checking, which is confirming the interpretation of the data with the informants to ensure the accuracy and truth of the obtained meaning (Sugiyono, 2022).

The research process is carried out through several stages, namely: (1) the pre-field stage, which includes determining the focus, preparing instruments, and obtaining research permits; (2) the data collection stage in the field through interviews and in-depth observations; (3) the data analysis and interpretation stage; and (4) the research report preparation stage. The entire research process is conducted with high regard for research ethics, such as maintaining the confidentiality of informants' identities, obtaining participation consent, and respecting the values and cultural norms of the local community. With this method, the research is expected to provide a deep understanding of how parents in Sipogu Village play their roles in shaping the mental readiness of the younger

generation to face future challenges. In addition, this approach allows researchers to discover a family role model that is contextual and relevant in supporting the realization of the Golden Generation 2045 at the village level.

Results And Discussion

Results

Parents' Understanding of Children's Mental Readiness in Sipogu Village, Arse District

Based on the observations in Sipogu Village, Arse District, it was found that most parents have not fully understood the meaning of comprehensive mental readiness in children. For them, parenting is more focused on fulfilling physical needs and academic achievement, such as feeding the child, sending them to school, and ensuring the child behaves politely and obediently towards parents. Values of politeness, obedience, and respect for elders become the main benchmarks in assessing a child's mental readiness.

However, observations also revealed that important aspects such as children's ability to manage emotions, adapt socially, and make decisions independently have not received much attention. Parents tend to organize and decide everything for their children, limiting the space for children to learn independently and express their opinions. Such parenting patterns indicate that children's mental readiness is often understood normatively and oriented towards obedience, rather than focusing on strengthening personality and independence.

The observation results indicate that although parents in Sipogu Village pay great attention to the behavior and morals of their children, they still need to improve their understanding of the importance of fostering psychological and social aspects in shaping the mental readiness of the younger generation. The observation results also align with the interview findings. The researcher presents the interview findings below.

Interview Results 1

Mrs. M.S., a 42-year-old housewife, stated that, for her, a child's mental readiness is reflected in polite behavior and obedience towards parents. She said:

"If a child can respect their parents, not be rebellious, and attend school diligently, it means they have good mental health. I don't know much about other things like how the child handles pressure or emotions; the important thing is that they do not bring shame to the family."

This statement indicates that parents' understanding is still focused on visible moral and social behavior, without considering internal aspects such as emotional management and independent thinking.

Interview Results 2

Mr. S.L., a 50-year-old farmer, expressed that, in his view, a child's mental readiness means the child is able to follow rules and work hard to help their parents. He explained: *"I teach my child to be disciplined and not to argue too much. If they can work in the fields, get up early diligently, and are not lazy, it is a sign that they are ready to become an adult."*

From the quote, it can be seen that mental readiness is still understood in the context of responsibility and hard work, but it does not yet encompass reflective abilities or the skills to independently face psychological and social challenges.

Interview Results 3

Mrs. N.H., an elementary school teacher in Sipogu Village, offered a slightly broader perspective. She said: *"Most parents here still judge their children's readiness based on manners and obedience. But sometimes I notice that children who are overly controlled become afraid to make decisions on their own. When given group tasks, they wait for instructions. This is because at home, children are rarely trained to express their opinions."*

From this interview, it is evident that educators are aware that traditional parenting styles emphasizing obedience can hinder the development of mental aspects such as courage, independence, and children's critical thinking skills.

My Predominantly Traditional Parenting Style in Sipogu Village, Arse District.

Observational results indicate that most parents in Sipogu Village still practice a traditional parenting style that emphasizes obedience, discipline, and respect for parents. A child is considered good if they are polite, diligent in helping, and do not contradict parental commands. This parenting style reflects strong moral and cultural values, but it provides limited space for children to think independently, express opinions, or develop emotional skills. As a result, children tend to rely on their parents' decisions and are less trained to handle situations that require personal initiative. Nevertheless, this traditional parenting pattern remains an important part of the social identity of the community, although it needs to be adjusted to support the development of young people's mental readiness to face future challenges. The observation results also align with the findings from the interviews. The interview findings are presented by the researcher below.

Interview 1

Mrs. R.L., a 40-year-old housewife, stated that she educates her children by emphasizing obedience and manners. She said: *"Children must know manners. If their parents ask them to do something, they should do it immediately. We are not used to children defying or arguing; that is a sign of being uncivilized."* This statement indicates that parenting is still centered on parental authority and values of politeness,

without much involvement of two-way communication between parents and children.

Interview 2

Mr. T.H., a 52-year-old farmer, explained that children must be trained to be disciplined from a young age so they do not become spoiled. He said: *"If children are allowed to be free, later they will become lazy. That's why I make it a habit for children to help in the fields, wake up early, and not play too much. That is what strengthens their mental resilience."* This view indicates that the values of hard work and responsibility become the main focus in parenting, but aspects of children's emotional development and communication have not yet become a concern.

Interview 3

Mrs. N.S., an elementary school teacher in Sipogu Village, observed that many parents still believe children do not need to talk too much. She said: *"Sometimes children at school are afraid to answer or ask questions. They say they are afraid of being wrong or afraid of being scolded by their parents if they say something wrong. This is because at home, children are used to being quiet and obedient."* This teacher's statement reinforces the finding that traditional parenting patterns in Sipogu Village cultivate respect but indirectly limit children's courage and independence in thinking.

Limited Emotional Involvement di Desa Sipogu, Kecamatan Arse.

The observations indicate that parental emotional involvement with children in Sipogu Village is still limited. Parents emphasize discipline and responsibility more than expressions of affection or open communication. Attention is more often shown through actions rather than verbal expressions such as praise or hugs.

As a result, the relationship between parents and children appears distant. Children respect their parents but feel less emotionally close and tend to be reluctant to share their feelings. This condition indicates that although parenting patterns in the village are positive in terms of responsibility, emotional closeness still needs to be strengthened to support children's mental readiness for the future. The results of observations also align with the findings from interviews. The results of the interview findings are presented by the researcher below.

Interview 1

Mrs. M.T., a 38-year-old housewife, explained that she rarely shows affection directly to her child. She said: *"I love my children, but I'm not used to showing it. When I scold them, it's a sign that I care so they don't go the wrong way."* This statement indicates that love is more often expressed through discipline and reprimands, rather than through emotional closeness or open communication.

Interview 2

Mr. H.S., a 47-year-old farmer, revealed that he rarely has long conversations with his child due to being busy working in the fields. He said: *"When I get home from work, the children are already asleep. Sometimes in the early morning I give them a brief piece of advice, but there is no time for a long conversation. The important thing is that they know their responsibilities."* This statement indicates that time constraints and traditional mindsets minimize the emotional connection between parents and children.

Interview 3

Mrs. S.N., an elementary school teacher in Sipogu Village, mentioned that many children seem hesitant to talk about their personal problems. She said: *"Children here tend to be quiet when asked about their families. They say they are afraid of being scolded if they talk about things that are considered wrong by their parents."* This teacher's view reinforces the finding that children in Sipogu Village have rigid emotional relationships with their parents, where open communication has not yet become a habit.

Limited Access to Parenting Education di Desa Sipogu, Kecamatan Arse.

Observations in Sipogu Village, Arse District, indicate limited access to parenting education among parents. Most parents have not had the opportunity to participate in activities or training related to child-rearing due to limited access to information, distance, and a lack of family education facilities in the village. Parenting knowledge is generally passed down through generations without professional guidance, so the parenting approaches applied remain traditional and are less adapted to the current developmental needs of children. This condition affects parents' understanding of the importance of emotional communication and psychological support in a child's growth and development. The observation results are also consistent with the findings from interviews. The interview findings are presented by the researchers below.

Interview 1

Ms. R.L., a 36-year-old housewife, explained that she has never attended any training or counseling on how to educate children. She said: *"I have never participated in activities about parenting. There are no such trainings here. If a child is naughty, I educate them the way my parents used to educate me, using advice or sometimes scolding."* This statement indicates that the parenting style applied is still based on inherited habits without guidance from professionals or modern educational sources.

Interview 2

Mr. M.S., a 45-year-old farmer, revealed that he was not aware of any programs or activities that help parents understand child-rearing. He said: *"Mr.*

M.S., a 45-year-old farmer, revealed that he was not aware of any programs or activities that help parents understand child-rearing. He said: "This statement indicates that factors such as busyness and lack of information lead to low parental participation in child-rearing education.

Interview 3

Mrs. S.N., an elementary school teacher in Sipogu Village, stated that most parents have not yet understood the importance of their role in supporting their children's development at home. She said: *"Many parents do not know how to help their children learn or manage their emotions. They think it is enough to leave everything to the school. If there is parenting training, it might be helpful."* This view reinforces the finding that limited access to parenting education makes parents less equipped with the knowledge and skills to support their child's development comprehensively.

Awareness of the Importance of Formal Education di Desa Sipogu, Kecamatan Arse.

Observations in Sipogu Village, Arse District, indicate that awareness of the importance of formal education among the community is still relatively low. Some parents consider formal education not always a top priority, mainly due to economic factors and the family's need for labor. Many children help their parents in the fields or gardens, causing their school attendance to be often irregular. In addition, some members of the community still believe that what matters is for children to work and assist the family, rather than pursuing higher education. Nevertheless, a small number of families have begun to realize the importance of schooling as a means to improve their children's future, although this awareness has not yet reached all segments of society. The observation results are also in line with the findings from interviews. The results of the interviews are presented below.

Interview 1

Mrs. L.T., a 40-year-old housewife, explained that she does not place much emphasis on the importance of higher education for her children. She said: *"In my opinion, the important thing is that children can read and write and help their parents at home. If they can already work, then it's okay not to pursue higher education."* This statement shows that some parents still view formal education only as basic skills, and not yet as an important means to improve the quality of life in the future.

Interview 2

Mr. H.P., a 48-year-old farmer, revealed that he prioritizes his children helping in the fields over attending school full-time. He said: *"During planting or harvest season, I often take the children to help in the fields. School can be postponed, but*

work in the fields cannot wait." This statement shows that economic factors and the need for family labor are still the main reasons for the low awareness of the importance of formal education in rural communities.

Interview 3

Mrs. R.S., an elementary school teacher in Sipogu Village, stated that some students often skip school to help their parents with work. She said: *"Many children still do not attend school because they are asked to help in the garden. Parents often say that school is important, but they have not truly prioritized it."* This teacher's perspective reinforces the finding that public awareness of the importance of formal education is still low, as the value of education is not yet fully understood as a long-term investment in a child's future.

Discussion

Research results in Sipogu Village, Arse District, reveal that parents' understanding of child-rearing, mental readiness, and the importance of formal education are still deeply rooted in traditional values that emphasize obedience, politeness, and hard work. These findings are in line with the view (Permatasari & Murdiono, 2022) It states that authoritarian parenting, which demands obedience without providing space for two-way communication, tends to produce children who are disciplined but lack self-confidence and independent thinking. In the context of Sipogu Village, this type of parenting is still considered a form of 'good moral education,' whereas psychologically it can hinder the development of a child's cognitive and emotional aspects.

According to Fitriana, Ramli, Sanusi, & Suhertina, (2025), A child's mental readiness is not only measured by adherence to rules, but also by their ability to manage emotions, make decisions, and adapt to the social environment. However, as seen in the interview results, parents in Sipogu Village still assess mental readiness in terms of visible behaviors such as being polite, obedient, and diligent, without understanding the importance of strengthening psychological and social aspects. This finding is supported by research Hernawati, Supala, Ibrohim, & Mulyani, (2025) which emphasizes that many families in rural areas of Indonesia prioritize moral character education over the development of children's emotional and social intelligence.

In addition, the limited emotional involvement of parents is also an important factor in shaping children's mental readiness. Based on observations, the relationship between parents and children in Sipogu Village is more distant; affection is more often expressed through reprimands or discipline, rather than through warm communication or affective expression. This condition aligns with research (Sumarni, 2024) who found that in traditional Indonesian families,

affection is often shown through responsibility and practical actions, rather than through verbal expressions or hugs. However, according to (Badawi, Hakiki, Sahroni, Prihatmojo, & Hidayah, 2024), Positive emotional involvement from parents can strengthen children's emotion regulation, boost self-confidence, and foster a sense of psychological security.

From the perspective of access to parenting education, this study found that most parents in Sipogu Village have never attended training or counseling on modern parenting practices. Their knowledge is still passed down through generations without updates based on psychological or child education insights. This condition aligns with research (Wardani & Hadiningrat, 2025) which emphasizes that the limited access to information and family empowerment activities in rural areas leads to low parenting literacy. This impacts caregiving patterns that are not responsive to the emotional needs and social development of children. (Siregar, Jamaludin, Sahrul, Abdullah, & Lele, 2025) It also highlights that in many rural areas of Indonesia, the lack of family education directly affects the low participation of parents in supporting children's psychological development.

In the context of awareness of the importance of formal education, research findings indicate that a portion of the Sipogu Village community has not prioritized school as a primary concern. Economic factors, the need for family labor, and limited knowledge are the main reasons. These results are consistent with previous studies. Akrim, (2025) which explains that people with low economic conditions tend to view education from a practical perspective: as long as children are able to work and help their families, higher education is considered not urgent. A similar view is also expressed by (Mulyani, Mulyani, Malau, Sutrisno, & Lumingkewas, 2024) that the public perception of formal education in rural areas is still functional, not transformative.

This limitation in awareness has direct implications for children's participation in formal education. Dila, Sermal, & Febriani, (2023) emphasizes that parents' perceptions of the value of education greatly determine the continuity of their children's schooling. In many rural areas of Indonesia, children's school attendance is still fluctuating due to the view that education does not always guarantee economic future. In the case of Sipogu Village, parents still consider working in the fields as a tangible way for children to contribute to the family, while school is often regarded as secondary.

From a sociocultural perspective, this condition indicates that the people of Sipogu Village still hold collectivist and hierarchical values, as explained by (Pasaribu, Khairifa, Ali, & Ritonga, 2022) that the social structure of traditional Indonesian society places the elderly as central figures in decision-making,

including in determining the direction of children's education. As a result, the space for children to express their aspirations and potential is still very limited.

Within the framework of developmental ecological theory (Erita, et al., 2025), The phenomenon in Sipogu Village shows that the microsocial system (family) and mesosystem (interaction between family and school) have not functioned optimally. The family, as the primary environment, should be the main source for character formation and the child's mental preparedness (Ainiyah et al., 2025; Azizah et al., 2025; Masrufa et al., 2023). However, due to a lack of emotional communication and limited knowledge about parenting, the child's potential for holistic development has not been fully explored.

For that reason, increasing parental capacity through cultural-based parenting education becomes a strategic step, as suggested by (Silalahi, Sundari, Hadiningrat, & Pakpahan, 2024), A parenting approach that combines local cultural values with modern educational principles can help shape children who are strong in character, empathetic, and independent. (Nopirina, Melisa, & Zildjianda, 2023) It also emphasizes the importance of collaboration between schools, community leaders, and non-formal educational institutions in expanding parents' understanding of the significance of emotional, social, and cognitive aspects in children's growth and development.

Overall, the results of this study indicate that children cannot be separated from the context of their social and cultural environment. In Sipogu Village, strengthening mental readiness and educational awareness needs to be carried out through the synergy of family, school, and community. Thus, children not only grow into normatively obedient and polite individuals, but also possess reflective, adaptive, and resilient abilities to face global challenges towards the Golden Generation 2045.

Conclusion

Research results in Sipogu Village, Arse District, indicate that the role of parents in supporting their children's mental readiness is still dominated by traditional parenting patterns that emphasize obedience, politeness, and responsibility, but pay less attention to psychological aspects such as emotion management, independence, and open communication. Emotional involvement between parents and children is still limited, while access to parenting education and awareness of the importance of formal education is also relatively low. This condition impacts the development of a generation that behaves morally well but is not yet fully prepared to face future social and emotional challenges. As a result, there is a need to enhance parenting literacy through culturally-based parenting training and collaboration between schools and village governments to strengthen

family education awareness. The limitation of this study lies in the small number of informants and the limited observation time, so it is recommended that further research be conducted on a larger scale to produce a more comprehensive picture.

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