



SETAPAK: Revealing paths toward communal success through incubation of local heroes

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ABSTRACT

Background: Jatinangor, known for institutions like Universitas Padjadjaran and Institut Teknologi Bandung, faces significant socio-economic disparity. Many underprivileged locals lack access to educational opportunities nearby. This perpetuates inequality and hinders development. The study proposes SETAPAK (Sekolah Terampil Kerja), a program empowering resident through education, mentorship, and leadership training. By linking local resources with innovative solutions, it fosters local leaders for communal success. Recommendations include policies, community engagement strategies, and future research for sustainable impact. **Methods:** The author expanded on their work using secondary data literature review and innovation-based method of solution. **Findings:** The SETAPAK program focuses on empowering local leaders to address educational inequality and foster sustainable development in Jatinangor by cultivating a growth mindset and providing community-driven solutions. The initiative highlights the transformative potential of education and community empowerment to close socioeconomic gaps and inspires hope for a brighter future. **Conclusion:** SETAPAK demonstrates a transformative approach to addressing educational inequality and fostering sustainable development by empowering local leaders and cultivating a growth mindset. By bridging gaps in access to education and inspiring community-driven solutions, SETAPAK has the potential to create lasting change in Jatinangor and serve as a model for empowering other regions across Indonesia. **Novelty/Originality of this article:** This article uniquely highlights a community-driven approach to addressing educational inequality by empowering local leaders and integrating personal narratives to showcase the transformative impact of programs like SETAPAK.

KEYWORDS: education; local heroes; community empowerment

1. Introduction

Since its inception, Indonesia has put education in its focus, amplifying its urgency to educate all younger generations. This is proven through Indonesia's constitution preamble mandating the government to prioritize the safety, prosperity, education, and maintaining world order. Despite the founding father's efforts to put education at the forefront of each document, it has been failing to pour a concrete foundation of what the future of education should look like. Since 1945 alone, the curriculum has faced 11 changes, 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, 2013, and most recently, an independent curriculum

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in 2020 (Syahputra, et al., 2022). This change in curriculum isn't just about what is best for the students, but also about the change of political policies (Alhamuddin, 2014). This creates a climate where both kids and teachers, and the education ecosystem as a whole fail to thrive as uncertainty leads to an unsustainable development of education. The situation wherein education development should focus on pedagogic, psychological, and global need for educated human resources, it instead was developed on a fragile foundation of politics.

Having failed in providing a strong foundation of education leads to a self-destructing time-bomb. This is proven by the stagnancy of education development in the last 2 decades, at the very least. A study done by Programme for International Student Assessment (PISA) shows that in 2018, Indonesia ranked 62nd out of 70 countries in terms of literacy level. Indonesia is thus in the bottom 10 countries that have a low literacy rate in PISA. Even before then, these low scores have been on a downtrend since the early 2000s (Ismawati et al. 2023).

This lag seems to be consistent in all landscapes, both macro and micro. Jatinangor, a small town in West Java, Indonesia, is often recognized for its unique educational landscape, boasting several prestigious universities such as Universitas Padjadjaran (UNPAD), Institut Teknologi Bandung (ITB), IPDN, and IKOPIN. These institutions attract students from all over the country, making the town a hub of intellectual activity and academic pursuits. In the academic year 2020/2021, Unpad registered 11.493 collegiates, which constitutes more than 10% of Jatinangor's total population, 101.050 (Universitas Padjadjaran, 2021). Furthermore, beneath the surface of this vibrant academic atmosphere lies a striking paradox: the local underprivileged children in Jatinangor, growing up in the shadow of these educational giants, rarely can access the same higher education institutions that define their town's identity.

Nestled between the hills, Jatinangor is a picturesque blend of nature and vibrant life, a serene enclave just a stone's throw from bustling Bandung. The landscape is dominated by rolling hills, their slopes draped in a rich tapestry of trees, some towering and ancient, while others are young saplings stretching towards the sky. Beneath the natural beauty, therein lies hidden local heroes. One of them being S, a blue-collar worker within Jatinangor's elite housing complex. "I wish for my children to have equal access towards education as all of the newcomers do," he says. S remembers his own childhood, growing up in a nearby village where educational resources were scarce. He recalls the dusty roads that led to a small, underfunded school where classrooms were overcrowded, and teachers struggled to provide individual attention. It was a far cry from the polished halls of the university, where knowledge was locked away in an ivory tower, accessible only to a select few. In Jatinangor, there is only one state-owned highschool and junior high schools available, further contributing to socio-educational disparities (SekolahKita Kemdikbud, 2024). This perfectly aligns with the data available stating that in the year 2022, there were 578 students dropping out of compulsory education, where 553 of those people were primary education students (Badan Pusat Statistik, 2023). This regression aligns with the fact that there are 27 state-owned Primary Schools available in comparison to each one secondary and senior high school available.

Though identified as a rapidly developing area, Jatinangor faces several local challenges that remain inadequately addressed. These include deficiencies in education, community negligence, and a lack of governmental outreach. To understand why these issues, persist, it is crucial to delve deeper into the key factors that contribute to the problem, such as inaccessibility, a systemic mindset towards education, and insufficient governmental outreach. One of the primary barriers to addressing local issues in Jatinangor is inaccessibility. Many residents face difficulties in reaching educational and social services due to geographical, economic, and digital barriers. Geographically, some areas of Jatinangor are situated far from educational facilities and government service centers.

This distance, coupled with a lack of reliable public transportation, makes it challenging for people, especially those in rural or peri-urban parts of the region, to access necessary resources. Additionally, economic constraints prevent families from affording basic educational needs, such as books, school fees, or transportation costs, which results in low

educational participation and engagement. Through previous studies, it has concluded that high-school students living far past commuting modes of transport are 37% less likely to participate in schools, especially those coming from lower-income families (Frenette, 2004). Moreover, digital divide further exacerbates the problem. In today's increasing digital world, limited internet connectivity and a lack of access to devices like computers or smartphones hinder students and residents from benefiting from online educational resources or government information. This inaccessibility creates a situation where community members are either unaware of or unable to utilize opportunities that could enhance their quality of life and address local issues effectively.

Another significant barrier is the systemic mindset towards education. In Jatinangor, the perceived value of education can influence how communities' approach and prioritize local problems. If education is not viewed as a critical pathway to personal and community development, local involvement in educational initiatives will naturally be low. This mindset may be shaped by the belief that educational attainment does not lead to better job prospects or significant economic returns.

As a result, there is little motivation for families to invest in education beyond the compulsory level, and students may not see the relevance of higher education in their future aspirations. Furthermore, cultural factors and traditional values can contribute to a preference for informal occupations over formal education, especially if formal jobs are scarce or perceived as inaccessible. This mindset is consistent in Indonesia as well, where many families rely on their kids to find and generate money for their collective survival. For example, despite expectations, the highest school dropout rates (8–10%) are not found on Papua Island. This suggests that simply having a school in a village doesn't directly affect dropout rates. Instead, job opportunities seem to play a bigger role. In industrial areas, children may leave school permanently to work, while in farming areas, they may only work temporarily. These job opportunities can make it harder for children to stay in school (Muttaqin, 2017). Especially in Indonesia, a strong display of family's effect on a child's decision to go to school is heavily influenced by the education levels and levels of income a family has.

This systemic mindset not only affects educational outcomes but also weakens collective efforts to resolve broader community issues, as a less educated populace might lack the skills, knowledge, and confidence needed to engage with or advocate for change. This presumption seems to be in parallel with the well-known, Symbolic Interactionism theory, by George Herbert Mead. According to this model, society is built on the crippling communal understanding towards a certain view. (Mead, 1925). If and where, a society starts to view education as a non-compulsory means of socialization, then, the demand towards education will diminish. This is also true to Mead's understanding of Self, where our belief of a certain social value determines our actions—such that if we find education as something that does not add value to ourselves, then we would not expose ourselves to it. (Hukama, 2017).

The lack of governmental outreach is another major factor that contributes to the inadequate addressing of local issues in Jatinangor. Governmental institutions play a crucial role in mobilizing resources, creating awareness, and fostering community engagement. However, in Jatinangor, governmental efforts to reach out to the community and communicate available resources and programs are often insufficient or ineffective. At the end of the day, governmental agencies and programs play a vital role in supplying schools and other education initiatives with the right resources—a high quality education initiative is impossible with the role of the government (Astawa, 2017).

According to the Sumedang Regency Government's annual budget, they have only been spending around 28,9 billion rupiah, much smaller than the government's spending on their rice allowance for civil servants at 30 billion rupiah. (Perbup, 2023). This lack of outreach results in a gap between the government and the community, where residents are either unaware of existing initiatives or do not trust these initiatives to be beneficial. Especially within the educational commune, where teachers are often neglected due to constraints such as the lack of school facilities.

The following data (Table 1) compares the number of public and private schools across various education levels between the academic years 2021/2022 and 2022/2023. In the kindergarten and *Raudhatul Athfa* levels, only private schools are recorded, showing a slight decrease in *Raudhatul Athfa* from 73 to 67, while kindergarten increased from 75 to 78. Primary schools saw an increase in public institutions from 323 to 355, while private schools slightly declined from 90 to 88, leading to an overall rise from 413 to 443. *Madrasah Ibtidaiyah* (Islamic elementary schools) experienced a minor increase from 120 to 122, with all institutions being private. Junior high schools witnessed a slight decrease overall, from 313 to 306, with a small drop in public schools (143 to 137) and private schools (170 to 169). Similarly, *Madrasah Tsanawiyah* (Islamic junior high) saw a decline in private schools from 86 to 79. Senior high schools increased in both public (53 to 62) and private (93 to 100) sectors, raising the total from 146 to 162. Vocational high schools, entirely private, slightly declined from 112 to 101, and *Madrasah Aliyah* (Islamic senior high) dropped from 20 to 18. Overall, primary and senior high school levels showed growth, while junior high and vocational institutions experienced slight declines.

Table 1. Teachers in Jatinangor (Employed and Unemployed)

Education Level	Public Schools		Private Schools		Total	
	2020/ 2021 AY	2022/ 2023 AY	2021/ 2022 AY	2022/ 2023 AY	2021/ 2022 AY	2022/ 2023 AY
Kindergarten	-	-	75	78	75	78
Raudhatul Athfa	-	-	73	67	73	67
Primary School	323	355	90	88	413	443
Madrasah Ibtidaiyah	-	-	120	122	120	122
Junior High School	143	137	170	169	313	306
Madrasah Tsanawiyah	-	-	86	79	86	79
Senior High School	53	62	93	100	146	162
Vocational High School	-	-	112	101	112	101
Madrasah Aliyah	-	-	20	18	20	18

Note: AY=Academic Year

Consequently, residents will often feel a sense of apathy from its perceived neglect by government officials. If ever a community feels that their participation as a community serves minimal effect on governmental decisions, it leads to a strong political disengagement (Dean, 1965). This apathy is further recognized as “The Apathy Syndrome” a term coined resulting in an observation which shows personal frustrations will cultivate political disengagement further (Zhelnina, 2019). This apathy could prevent the community from advocating for better services or holding authorities accountable, perpetuating a cycle of neglect and underdevelopment.

Education has long been recognized as a cornerstone of personal and societal development. However, its intricate relationship with economic prosperity and its pivotal role as a catalyst for sustainable development often remain underappreciated. Sustainable development, as defined by the United Nations Development Programme (2023). United Nations in Indonesia Country Results Report 2023, seeks to balance social, economic, and environmental dimensions to meet the needs of present generations without compromising the ability of future generations to meet their own. In this complex equation, education serves as the fundamental force that connects human capital with economic prosperity, driving progress across all dimensions of sustainable development.

The diagram (Fig. 1) below illustrates the poverty cycle, a self-perpetuating system where poverty is passed around from one generation to the next. It begins with a family in poverty and leads to children growing up in impoverished conditions. These children face disadvantages in education and skills, limiting opportunities and professional development. As a result, they struggle to secure stable employment, which furthers economic difficulties. Ultimately, this leads to their inability to escape poverty and continue with their families as well.

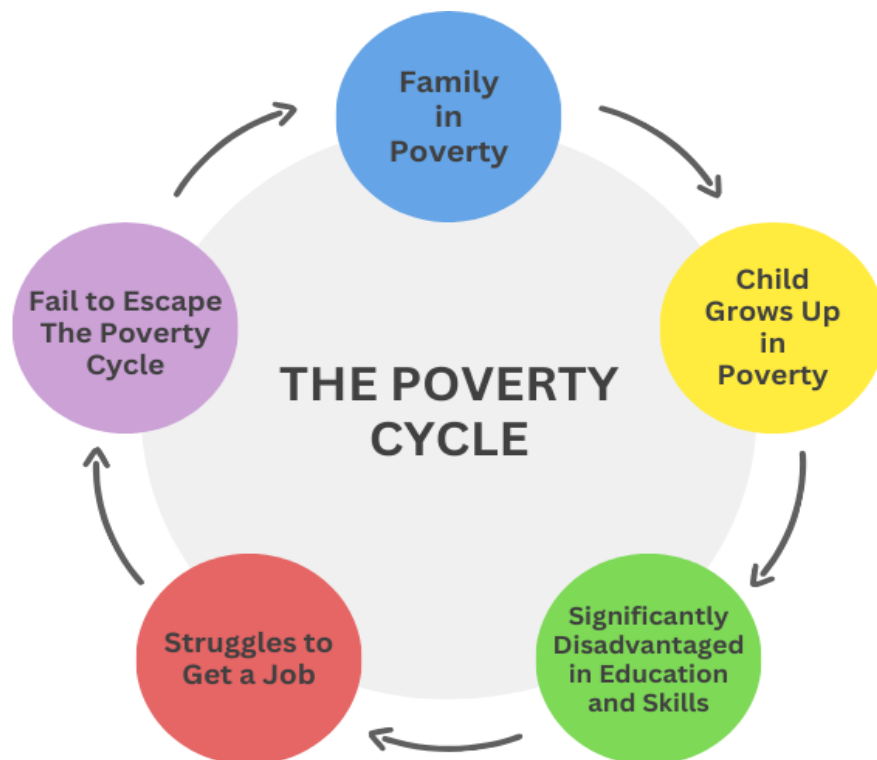


Fig 1. The oscar-lewis poverty cycle diagram

Though, within the context of the SDGs (Sustainable Development Goals) settled by the United Nations, the authors are introduced to the poverty cycle. Where within the SDGs themselves, poverty is within its first goal, no poverty (The Global Goals, 2015). A self-perpetuating mechanism where lack of resources, opportunities, and education keeps individuals and families trapped in poverty for generations. It is characterized by limited access to quality education, poor health, insufficient employment opportunities, and overall social and economic marginalization. This lack of skills results in low-paying jobs or chronic unemployment, which in turn limits their ability to provide for their families or invest in their own development. Consequently, the cycle continues. This circular stage has made it so that poverty can no longer be viewed from a single dimension. Poverty is not only an economic problem, but also a multidimensional problem related to social, political, and unequal opportunities in society (Maharani et al., 2024). To stop this cycle, a series of policies and programs are needed as an external force that can help expand an individual's opportunities to improve their chances of breaking out of the poverty trap. One of the fundamental efforts that can be made is to provide a high-quality education system.

One of the Sustainable Development Goals (SDGs), specifically Goal 4, is to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." This goal is foundational because it underpins the achievement of other SDGs, such as eradicating poverty (Goal 1) and promoting decent work and economic growth (Goal 8). Education is considered the top priority of UNESCO because it is included in basic human rights, and it is helpful to build peace in society and to achieve sustainable development. (Nazar et al., 2017).

A significant research gap exists in understanding how local resources can be effectively mobilized to address persistent community problems. While existing studies highlight root causes such as inaccessible education, generational negligence, and lack of governmental outreach, there is limited research on integrated, community-driven solutions that leverage existing local assets for sustainable change. Most research focuses on government-led interventions such as topics on economic empowerment by the West Javanese government (Mulyana et al., 2017), yet little attention is given to bottom-up, community-led initiatives that could offer long-term, self-sustaining solutions. Additionally, there is a need for data-driven approaches to measure the effectiveness of local

interventions in breaking these cycles. Addressing this gap could help develop adaptive policies, education models, and engagement strategies tailored to specific community needs.

Though, previous research has been done, mainly on local heroes to strengthen policies, implemented by the Bracks Labor government in Victoria (Wiseman, 2006) highlighting the potential of engaging and linking local communities to drive positive social, economic, and environmental outcomes. This aligns with the objectives of our program, which seeks to empower Jatinangor youth through localized, community-driven solutions rather than relying on government interventions. The Victoria case underscores that strong local ownership and leadership, supported by sustained investment in infrastructure and resources, can foster resilience and connectedness within communities. However, it also cautions that while community engagement is valuable, it cannot replace broader systemic policies that address structural inequalities. Similarly, our program faces the challenge of ensuring that student-led initiatives, though effective in strengthening peer support networks and resource-sharing, are complemented by institutional policies that tackle financial insecurity, mental health accessibility, and educational disparities. The Victorian model suggests that for Jatinangor to thrive, it must integrate grassroots initiatives with structured support from universities, local businesses, and policymakers, creating a sustainable ecosystem that addresses both immediate student needs and broader socioeconomic barriers. Without access to quality education, individuals remain unqualified for skilled jobs, perpetuating the poverty cycle and hindering economic development. Conversely, an educated population is better equipped to innovate, engage in sustainable practices, and contribute to the overall prosperity of society. In that note, the authors propose the idea for SETAPAK.

2. Methods

In conducting this research for the SETAPAK program, the authors adopted a qualitative methodology centered on an extensive literature review. This method was chosen to build a robust theoretical foundation for understanding the challenges faced by the Jatinangor community and to inform the design of effective, context-specific solutions. The literature review focused on analyzing existing studies and reports addressing educational inequality, community empowerment, and leadership development. For instance, in alignment with the West Javanese government's long-term plans, Jatinangor was chosen as a satellite city for higher education in West Java. This policy is outlined in Surat Keputusan Gubernur Jawa Barat No. 583/SK-PIK/1989, which designated Jatinangor as a higher education area. However, despite this initiative, there are still very few basic educational facilities supported by the government.

In addition to identifying challenges, the literature review examined successful case studies from similar initiatives in other regions. The findings of a study conducted by Wardana et al indicate that entrepreneurship education successfully influences entrepreneurial self-efficacy, entrepreneurial attitude, and the entrepreneurial mindset. These findings provided valuable insights into the design of SETAPAK, such as emphasizing self-sufficiency for future programs and community projects, which is crucial for sustainability in the long term. (Wardana et al, 2020)

Building on these insights, the authors developed the SETAPAK program to address the specific challenges of Jatinangor. The program is designed to empower local heroes to fix existing problems in the community, turning these challenges into opportunities for profit and increased workforce absorption. By grounding the program in findings from the literature review, the authors ensured that its components were practical, impactful, and adaptable to the socio-economic and cultural realities of the Jatinangor community. This qualitative methodology enabled a systematic exploration of the root causes of local challenges and potential solutions. By synthesizing findings from diverse sources, the authors crafted a program that not only addresses immediate needs but also creates a framework for long-term sustainability. For example, research on entrepreneurial

education emphasized the potential of equipping participants with tools for continuous learning, problem-solving, and leadership. These insights were integrated into the program’s curriculum, ensuring that participants develop the skills and mindset necessary to address future challenges independently. Ultimately, this research approach highlights the importance of combining rigorous analysis with actionable solutions. The literature review allowed the authors to identify gaps, draw inspiration from global best practices, and tailor interventions to Jatinangor’s specific context. SETAPAK reflects this commitment to evidence-based and community-focused development, aiming to empower individuals to take an active role in shaping a brighter future for their community.

3. Results and Discussion

The diagram below (Fig. 2) explains why local resources fail to address community problems, identifying inaccessible education, generational negligence, and lack of governmental outreach as key root causes. Inaccessible education limits skills and awareness, leading to unoptimized resources, unmanaged problems, and a lack of initiative. Generational negligence fosters a fixed mindset on problems, preventing progress and innovation. Meanwhile, a lack of governmental outreach results in furthering disparity and inadequate social means, making it harder for communities to mobilize solutions. These interconnected factors create a cycle where local potential remains untapped, reinforcing systemic challenges.

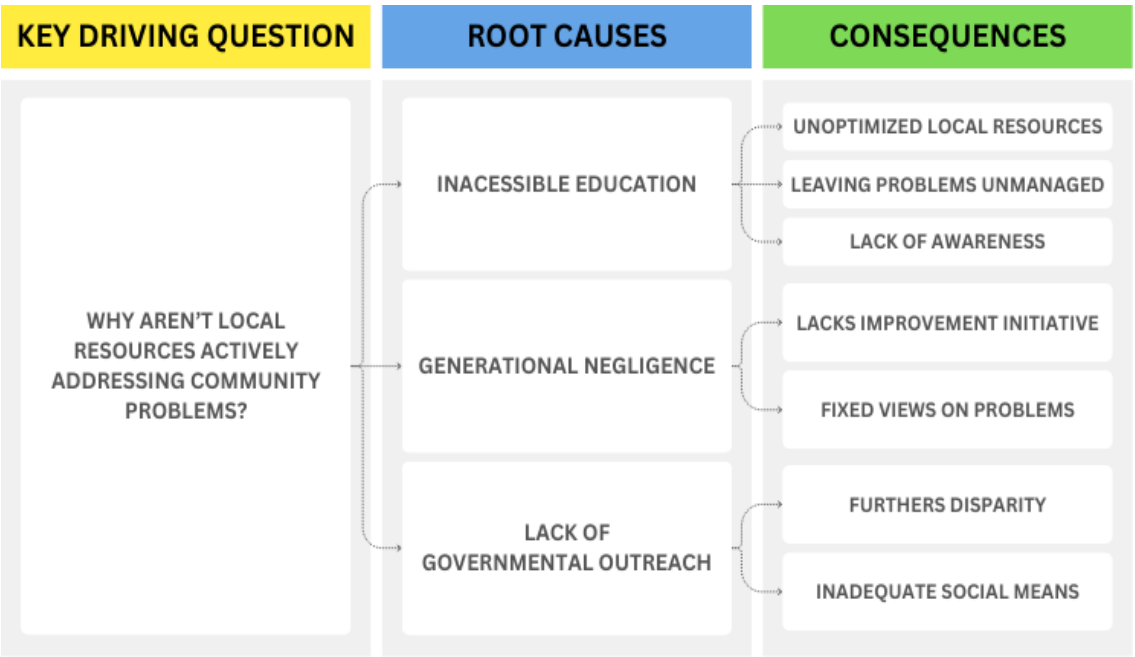


Fig 2. Problem tree model of key problems in Jatinangor

As the sample area of the problem that the authors addressed, Jatinangor is an area that is rapidly growing into a metropolitan area. Jatinangor District, Sumedang Regency, was designated as a Provincial Strategic Area of West Java with priority in the field of environment based on the Regional Spatial Plan of West Java Province for 2009-2029 (Bappeda, 2017). However, this rapid growth is also ridden by various social issues that could not be neglected. Problems such as poverty, health, and sanitation often could not only be solved by relying on a single actor—such as the government. All stakeholders in the Jatinangor area are expected to play a massive role in solving the issues. Unfortunately, this dream was blocked by a huge wall of inadequate access to education. The limited access to education has become the root cause of several other social problems in Jatinangor. It is because the skills and capabilities that are essential to solving the problem are rooted in the vast knowledge and profound sensibility of their surroundings. Worsen by the

government's system that could not provide a concrete solution proven by the data about the limited amount of learning infrastructures around the area and combined with the declining efficiency, transparency, and effectiveness of Indonesia's bureaucratic apparatus (Haikal, 2023), the authors conclude that Jatinangor's social issues could only be solved if the locals manage to improve their critical thinking and creativity capacity. This action can be solved by our initiative, SETAPAK. The issues occurring in Jatinangor—such as limited access to clean water—highlight this necessity. According to research conducted in Jatinangor in 2020, the coverage of clean water provided by PDAM only reached 6.5% of the total population recorded in the area. These pressing challenges require local initiators capable of producing solutive and sustainable efforts.

However, it might be a challenging task to expect the locals to step in and solve the problems because the locals are still grappling with ongoing challenges, particularly in education and workforce development. As an example, the people of Cisempur Village, Jatinangor Subdistrict, Sumedang Regency, West Java Province, have an average education level that remains low. Based on data from BPS Sumedang Regency in 2014, the workforce is predominantly composed of junior and senior high school graduates, limiting their ability to access better opportunities and escape the cycle of poverty. (Santoso et al., 2017).

Education plays a crucial role in breaking this cycle and driving economic growth. If 75% more 15-year-olds in forty-six of the world's poorest countries were to reach the lowest OECD benchmark for mathematics, economic growth could improve by 2.1% from its baseline and 104 million people could be lifted out of extreme poverty. (UNESCO, 2012). Yet, in Jatinangor, access to quality education remains a challenge, with only two high schools available to serve the entire area. With the high number of populations in the senior high school age range, the quantity of senior high schools available now in Jatinangor will not be sufficient to fulfill the need for quality education for the people of this area.

Adding to the complexity of existing problems, there are several issues that affect the difficulty of achieving the provision of quality education in areas such as Jatinangor, this relates to low community engagement such as a lack of awareness about the benefits of education, cultural norms that do not support formal education, or economic conditions that require community members to focus on their daily work rather than participation in educational activities (Roen et al., 2024). Transforming Jatinangor's education landscape is not just about increasing access to learning; it is about creating a culture that fosters curiosity, resilience, and leadership. Community-based programs like SETAPAK are uniquely positioned to address these needs. SETAPAK is designed to cultivate local leaders who can drive positive changes, offering training, mentorship, and opportunities for hands-on community projects. By focusing on empowerment and skill-building, SETAPAK aims to create a ripple effect, where empowered individuals uplift their communities and inspire others to follow suit.

The significance of such initiatives is supported by success stories from other regions. For instance, a study created by Nanyang Technological University provides valuable evidence that entrepreneurship training programs among secondary school students can be an effective means for equipping youths with entrepreneurial competencies and favorable attitudes toward entrepreneurship and leadership. (Ho et al., 2018). This example demonstrates that investing in education and local leadership can lead to sustainable progress and long-term solutions for complex problems. Furthermore, fostering a growth mindset is pivotal for Jatinangor's transformation. According to Sousa and Clark (2024), communities that embrace a growth mindset are more likely to adapt to challenges, innovate, and achieve collective goals. SETAPAK seeks to embed this mindset within the community, encouraging individuals to see problems as opportunities for growth and collaboration. Ultimately, solving Jatinangor's multidimensional poverty requires a holistic approach that empowers the locals to become agents of change. By addressing the root causes—such as limited education and rigid mindsets—programs like SETAPAK can pave the way for a more self-reliant and prosperous Jatinangor. With the right tools, guidance, and determination, the community can produce leaders who will act as heroes in driving sustainable development and solving pressing local issues.

Through several activities planned by SETAPAK, we strive to educate the local community through an intensive six-months program of learning and projects. SETAPAK hopes to create new catalysts on the local scale to solve problems and eradicate the multidimensional poverty faced by the people in this area. More importantly, SETAPAK aims to be a sustaining loop of programs, instead of existing incubation programs that last one cycle at best.

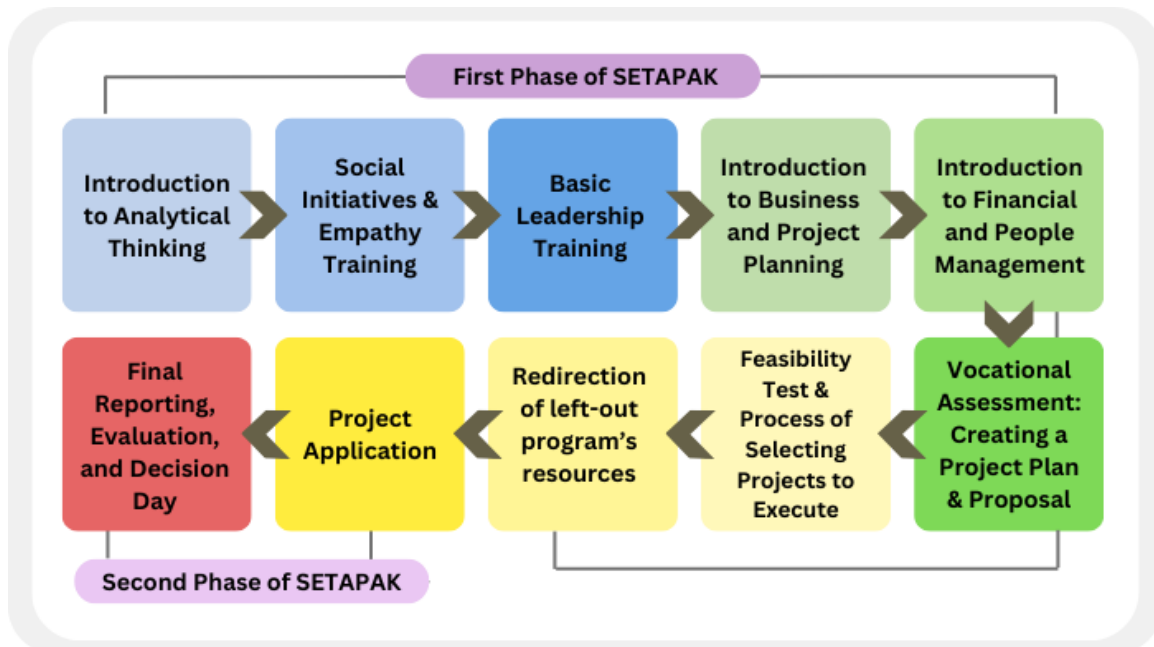


Fig 3. SETAPAK curriculum overview

SETAPAK's journey begins with surveys and observations in Jatinangor to identify local needs and problems, forming the foundation for a relevant learning curriculum (Fig. 3). After data collection, SETAPAK will allocate resources, including personnel and funds, to address communal issues effectively. Education serves as the core solution, with a curriculum tailored through research, development, and expert consultation. To implement the program successfully, SETAPAK will recruit mentors specialized in relevant fields based on local issues, such as waste management, ensuring practical guidance. Additionally, SETAPAK will engage local community members, known as "Pengembaras," who will act as change agents by developing sustainable solutions through monetizable models. In preparing for a cohesive training program, SETAPAK will include three phases: Administration, Planning, and Execution. During the planning phase, the curriculum and training modules will be refined to meet community needs. The six-month incubation consists of two phases: the first focusing on mentoring and training in critical thinking, social empathy, leadership, business, and project management, while the second emphasizes hands-on project implementation under mentor guidance. These structured stages, combined with the three-phase approach, form the SETAPAK Curriculum, ensuring sustainable impact in local communities.

In support of a structured and efficient learning process, all traces of learning that have been undertaken by Pengembaras can be monitored through SETAPAK's website (Fig 4). This website contains progress reports, module details, and a list of tasks that can be accessed by Nomads during their journey in the SETAPAK program. The website provided by SETAPAK will also help improve the digital literacy skills owned by Pengembaras. Furthermore, after undergoing an incubation period of 6 months, Pengembaras will undergo a final assessment where their projects will be tested and evaluated by the Board of Directors and Curriculum Team. The decision in this final assessment will determine whether their project can be continued for the long term or terminated.

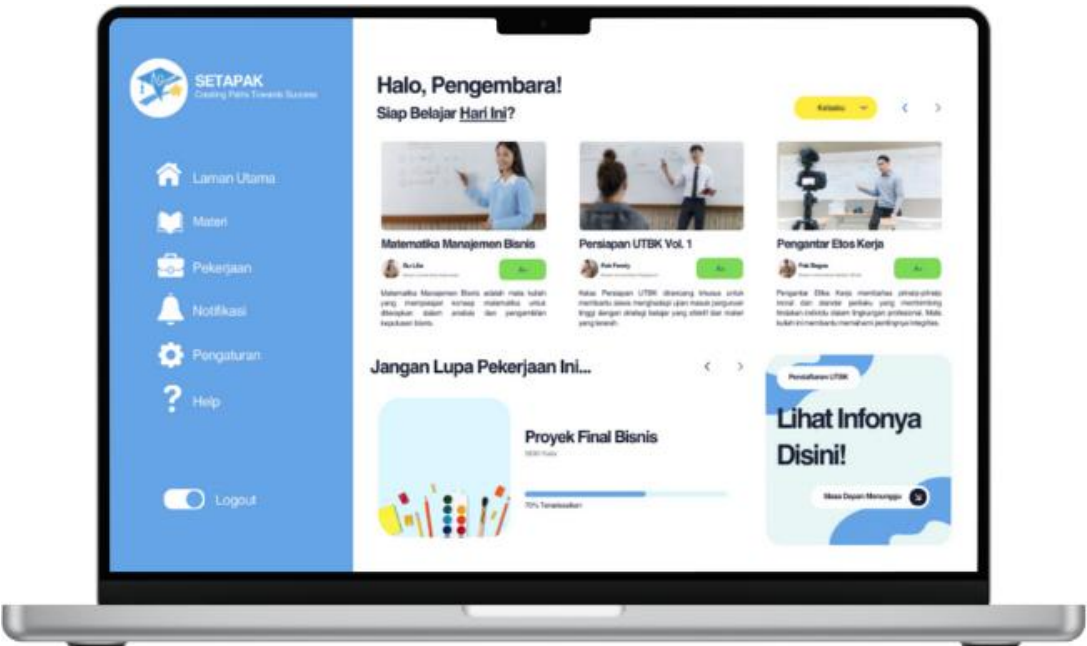


Fig 4. UI/UX design prototype for online SETAPAK programs

The SETAPAK incubation program cannot run alone. The role of stakeholders is important for the sustainability and success of this project. Through a planning scheme designed to run for five years (Table 5), SETAPAK aims to be able to cooperate with various stakeholders from various backgrounds, ranging from government agencies at the national and international levels, community-based organizations, to companies as SETAPAK donors. Cooperation is expected to be carried out through detailed design related to the organizational structure, an ideal target market, and benefits for each party involved, both government and patrons. Through this collaboration, SETAPAK can reach its maximum potential and offer more opportunities for the locals to grow and become better stewards of their environment.

Table 2. Expansion Timeline

	Y1	Y2	Y3	Y4	Y5
Branches	1	1	3	3	5
Pengembaras	70	70	210	210	350
Volunteers	5	5	15	15	25
Private	3	6	9	12	15
collaboration					
Engagement	2	4	6	8	10
programs					
Sustained	4	8	12	16	20
business					
Govt. Funding	NULL	NULL	NULL	NULL	IDR 376,900,000
Private	IDR 600,000,000	IDR 1,200,000,000	IDR 1,800,000,000	IDR 2,400,000,000	IDR 3,000,000,000
funding					
Partnerships					

It is also important to emphasize that Setapak has been borned as a non-profit public-service obligation organization. SETAPAK do not seek profit nor a financially quantified benefit towards SETAPAK income. Rather, SETAPAK encourages the betterment of local communities, heroes, and individuals. Hence, preferred metrics such as quantifying Goodwill, Expenses, and Social Return on Investment (Fig. 5) are one of the key metrics to calculate below.

After calculations, the authors were able to determine Setapak's financial performance through estimating goodwill and Social Return on Investment. After methodical estimation of intangible goodwill and tangible revenues, SETAPAK's program brings a positive financial impact. To establish SETAPAK, an initial capital expenditure (CAPEX) of IDR 83,500,000 has been allocated for critical infrastructure, including internet installation, educational tablet purchases, notary fees, furniture, and strategic partnerships. These foundational investments ensure the project's operational readiness and long-term sustainability. Meanwhile, the annual operational expenditure (OPEX) is projected at IDR 576,000,000, covering labor costs such as volunteer and tutor accommodations, developer salaries, insurance, logistical needs, and maintenance. Additionally, project and outreach expenses, including project seeking, server rentals, and educational material purchases, amount to IDR 312,000,000 annually.

GOODWILL v. EXPENDITURES

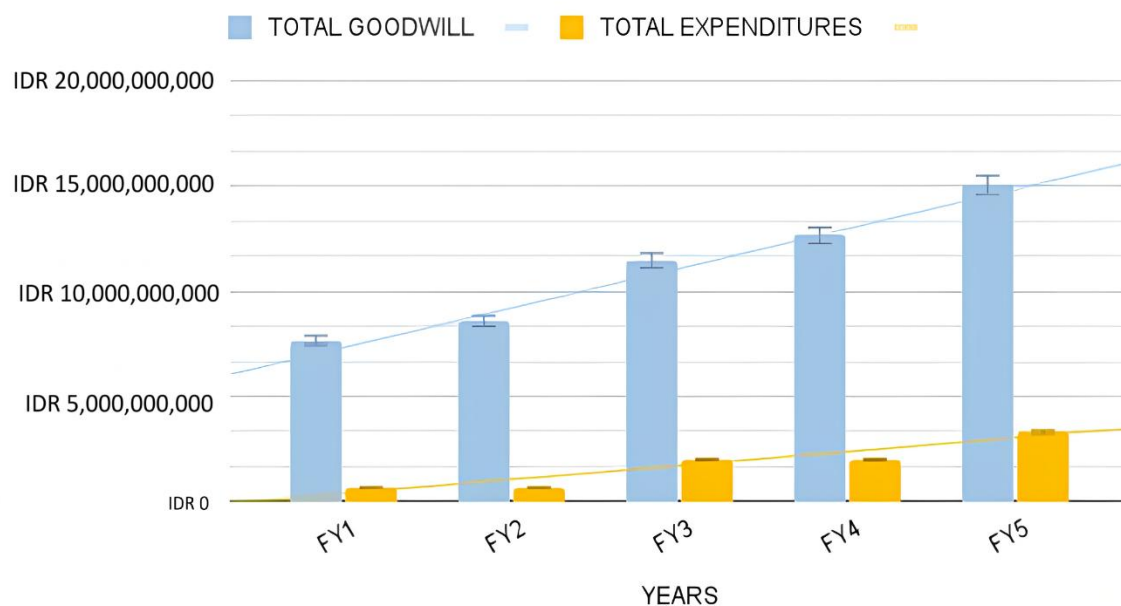


Fig 5. Goodwill and expenditures comparison table for FY1-5

Beyond direct financial costs, SETAPAK's intangible assets and social revenue over five years are estimated to reach IDR 10,428,650,000. This includes community relationships built through active partnerships valued at IDR 3,000,000,000, government-backed funding, and expected alumni business revenues. Brand recognition is anticipated to generate IDR 2,500,000,000, driven by social media engagement. Furthermore, social impact initiatives, such as mentorship programs, alumni donations, and improved community convenience, contribute an additional IDR 2,471,750,000. These projections reflect SETAPAK's potential to not only foster education and entrepreneurship but also drive substantial economic and social change in West Java. These calculations are measured in detail below (Table 3).

Table 3. Simplified Cost Calculations

CAPEX			
No	Item	Costs	Description
1	Internet Installation Expense	IDR 3,500,000	-
2	Education Tab Purchases	IDR 35,000,000	-
3	Notary Fees	IDR 5,000,000	-
4	Strategic Partnership	IDR 15,000,000	-
5	Equipment and Furniture Expenses	IDR 10,000,000	-

6	Strategic Partnership	IDR 15,000,000	-	
Subtotal				IDR 83,500,000
OPEX				
No	Item	Budget	Unit	Annual Budget
Labor and Accommodation				
1	Volunteers Accommodation Expense	IDR 6,000,000	/5 people/month	IDR 72,000,000
2	Developer Salary	IDR 5,000,000	/1 person/month	IDR 60,000,000
3	Tutor and Facilitator Accommodation	IDR 2,000,000	/5 people/month	IDR 24,000,000
4	Personal Insurance Expense	IDR 500,000	/5 people/month	IDR 6,000,000
5	Logistical Expense	IDR 2,000,000	/month	IDR 24,000,000
6	Assets Insurance Expense	IDR 5,000,000	/month	IDR 60,000,000
7	Overhead and Maintenance Expense	IDR 1,500,000	/month	IDR 18,000,000
Subtotal				IDR 264,000,000
Project and Outreach Expenses				
1	Project Seeding Costs	IDR 20,000,000	/monthly	IDR 240,000,000
2	Server Rental	IDR 1,000,000		IDR 12,000,000
3	E-Book and Study Material Purchases	IDR 5,000,000		IDR 60,000,000
Subtotal				IDR 312,000,000
Total				IDR 576,000,000
Intangible Assets, Goodwill, and Social Revenue Calculations at 5th Year				
No	Assets	Estimated Values	Description	
Community Relationships				
1	Estimated Active Partnership	IDR 3,000,000,000	15 Active Partnership Valued at IDR 200M each	
2	Government Backed-Funds	IDR 376,900,000	0.001% of West Java's annual education budget	
3	Expected Alumni Business Revenue	IDR 2,000,000,000	Expected revenues of 20 million/monthly per business unit of 20 alumni	
4	Employment of Alumni Business	IDR 80,000,000	Expected Alumni MSMEs will employ 4 employees each	
Subtotal		IDR 5,456,900,000		
Brand Recognition				
5	Media Shares, Views, and Revenues	IDR 2,500,000,000	5 Million Tik Tok Views, Shares, and Revenues Made at IDR 500 each	
Subtotal		IDR 2,500,000,000		
Social Impact and Knowledge Transfers				
6	Quantified Mentorship Values	IDR 540,000,000	IDR 150.000 at each session for each mentor, for 12 sessions a month	
7	Alumni Donation Rate	IDR 400,000,000	20% of expected alumni business revenue	
8	Social Convenience	IDR 1,531,750,000	Costs of garbage collecting fees@IDR 50k/month for 24,508 families living in Jatinangor at A Conservative Rate of 25%	
Subtotal		IDR 2,471,750,000		
Total Intangible Asset and Goodwill		IDR 10,428,650,000		

Success is an important factor to be quantified. It allows developers and other stakeholders to decide whether a project is sustaining and self-nurturing, or to decide if a certain project is merely a deadweight loss--where resources could be better allocated somewhere else. Organizations may choose to use different methods of goal quantification, mainly Objectives and Key Results. Developing OKR will mainly involve and refer back to a company's vision and its business activities.

Table 4. SETAPAK's Key Performance Indicators

Key Results	Objective		
	(1)	(2)	(3)
(1)	Enrolling 70 active Pengembara in the first quarter of activities post opening.	Executing 1 cross-generational engagement program per semester	Establish connection and partnership programs with 3 private-sector companies and organizations per annum.
(2)	Increase of numbers of Pengembara by at least 30% yearly.	Sustaining 1 engagement program indefinitely.	Securing government-backed funds of at least IDR 200 million per program run.
(3)	Allocating 20% of enrollment quota specifically to underprivileged potential children.	Generate a IDR 20 million worth of goodwill in local communities per program.	Receive 3 backlog service orders for CSR operation per annum.

That said, referring to SETAPAK's vision through its key question and main business activities, the authors have developed a quantifier measure in deciding SETAPAK success, within the following table (Table 4). The objectives aim to achieve significant growth and community impact through a series of strategic goals. In the first year, the focus is on enrolling 70 active Pengembara within the first quarter, executing one cross-generational engagement program per semester, and establishing partnerships with three private-sector companies annually. Moving forward, the goal is to increase Pengembara numbers by 30% each year, sustain at least one program indefinitely, and secure government-backed funding of at least IDR 200 million per program. Long-term objectives include allocating 20% of enrollment to underprivileged children, generating IDR 20 million in goodwill per program, and securing three CSR service orders annually.

Future research within SETAPAK should explore the potential for expanding the SETAPAK initiative to other regions, particularly those with similar socioeconomic and environmental characteristics. This research can analyze the program's adaptability, identify possible challenges, and provide a comprehensive assessment of its scalability in different geographical contexts. To continue and manage a long-term organization, SETAPAK program will manage a holistic understanding of the sustaining impact of SETAPAK's initiatives in Jatinangor. Future research should prioritize longitudinal studies that track the progress of participants and the broader community over an extended period. For reference, a similar program created by the UNDP in 2023 to provide skills development and training led to substantial improvements in Early Grade Literacy, with a 35 per cent increase in students achieving the desired reading comprehension, attributed to training provided to 631 teachers in Papua, South Sulawesi and NTT (UNDP, 2023).

The research will employ a mixed-method approach that integrates quantitative data (e.g., economic development metrics, educational attainment rates) with qualitative insights (e.g., personal narratives, community cohesion indicators) to uncover the nuanced ways in which the program influences individual trajectories and collective social capital. Furthermore, the authors argue that such programs require collaboration between multiple levels of government and NGOs to ensure the successful implementation of SETAPAK. Cooperation between domestic government agencies and private NGOs—such as BRIN, AIESEC, Think Policy, and others—will be essential for expanding capacity-building efforts. Additionally, SETAPAK emphasizes the importance of involving community members in the planning process to help identify key local issues. This approach allows for a curriculum that is partially tailored to address the specific challenges of each community. To ensure the program's sustainability, successful alumni are encouraged to become mentors for new participants. This mentorship plays an important role in strengthening local engagement by empowering community members to take leadership roles. Mentors also act as a feedback loop, sharing insights and recommendations from their mentees with program facilitators.

to support continuous improvement. Through these efforts, SETAPAK aims to create a long-term, community-driven impact that fosters continuous learning and development.

The SETAPAK initiative represents a crucial step towards addressing the multidimensional poverty and systemic challenges faced by communities in Jatinangor. With a focus on education, skill development, and community engagement, SETAPAK aims to empower local individuals to become agents of change, fostering a culture of innovation and self-reliance. By implementing a structured six-month incubation program, SETAPAK ensures that participants, or "Pengembaras," gain the necessary skills and knowledge to develop sustainable community-driven solutions. The curriculum, mentorship, and project-based approach provide a foundation for long-term impact, equipping local leaders with the ability to address pressing social and economic issues. Additionally, the integration of digital tools through the SETAPAK website enhances program efficiency, tracking participants' progress and fostering digital literacy. The financial sustainability of SETAPAK is reinforced through a well-structured funding model, involving partnerships with private organizations, government agencies, and community stakeholders. The financial projections indicate a positive social return on investment, demonstrating SETAPAK's viability as a long-term initiative. Furthermore, the program's expansion timeline outlines a strategic growth plan, ensuring the scalability of SETAPAK to other regions facing similar socio-economic challenges.

Moving forward, the success of SETAPAK hinges on continuous research, adaptation, and collaboration. Future studies should explore the program's scalability, evaluating its effectiveness in different geographic contexts. Longitudinal research will be essential in measuring the program's impact on participants' socio-economic mobility and community development. Additionally, strengthening partnerships with NGOs, government agencies, and academic institutions will be instrumental in sustaining and expanding SETAPAK's influence.

SETAPAK is not just an education and leadership program but a catalyst for systemic change. By fostering a growth mindset, investing in human capital, and leveraging strategic collaborations, SETAPAK has the potential to create a sustainable, community-driven movement that transforms Jatinangor and beyond. The initiative's emphasis on empowerment, education, and entrepreneurship ensures that participants are not only beneficiaries but also contributors to the region's long-term development. With the right support and continued innovation, SETAPAK can serve as a model for holistic community empowerment, paving the way for a more resilient and self-sufficient society.

4. Conclusions

Through SETAPAK's incubation and training program, the authors hope the issues faced by Jatinangor can be resolved through the emergence of local heroes, who are the cornerstone of the area's development. The program is designed to identify and nurture individuals who possess the potential to become local initiators, capable of generating innovative and sustainable solutions to tackle the communal challenges within their respective communities. With the training provided by SETAPAK, these individuals can address pressing local issues, including poverty, lack of infrastructure, and inadequate access to education.

One of the most critical issues addressed by SETAPAK is unequal access to quality education. According to the World Bank Group (2020), education inequality in Indonesia remains a persistent challenge, particularly in rural areas like Jatinangor. Many children are unable to access schools due to long distances, high costs, or limited availability of facilities. In Jatinangor, for example, only two high schools serve the entire region, leaving many young people without the necessary resources to pursue higher education. Compounding this issue is a stagnant mindset among some residents, shaped by years of limited exposure to educational and economic opportunities (Lauwers, 2019). The government's outreach efforts, while well-intentioned, have yet to bridge the gap effectively. SETAPAK aims to fill

this void, creating pathways for children and adults alike to access quality education and skills development.

SETAPAK is not merely about formal education; it is about fostering a growth mindset and empowering individuals to believe in their capacity to effect change. As Sousa and Clark suggest, communities that adopt a growth mindset are more resilient and innovative, enabling them to overcome challenges and achieve collective goals. By embedding this philosophy into its training modules, SETAPAK hopes to instill confidence and critical thinking skills among participants, helping them reframe obstacles as opportunities for growth.

One inspiring example of the need for SETAPAK's intervention is the story of S a blue-collar worker who has spent his life in quiet resilience. Living near the campus, he watches students in crisp uniforms walk through the university gates each morning, a sight that fills him with both pride and longing. His dream is for his daughter, Indri, to have access to opportunities he never had, to rise above the limitations of her upbringing, and to contribute meaningfully to her community. Programs like SETAPAK can turn such aspirations into reality by equipping individuals like Indri with the tools they need to succeed. The program offers mentorship, hands-on community projects, and leadership training to help bridge the gap between potential and opportunity, creating a future where stories like S are ones of triumph rather than struggle.

The success of SETAPAK does not stop at Jatinangor. The authors' vision is for the program to expand to other regions across Indonesia, particularly in underserved rural and semi-urban areas facing similar challenges. In many parts of Indonesia, communities struggle with a lack of basic services, limited educational opportunities, and stagnant economic growth. For example, the entrepreneurship training program by NTU for secondary school students help develop their entrepreneurial skills. The study shows that both passive learning and hands-on activities contribute to higher alertness and confidence in entrepreneurship. This training effectively enhances key entrepreneurial competencies among youth, which drives further economic development. By replicating SETAPAK's model in such areas, the authors aim to create a ripple effect, empowering individuals to take charge of their communities and drive sustainable development.

SETAPAK's vision aligns with Indonesia's broader goals of improving human capital and fostering social equity. Studies indicate that programs focusing on empathy and community engagement produce leaders who are not only educated but also deeply committed to the welfare of their surroundings. This is the ultimate goal of SETAPAK: to create a generation of thinkers and doers who prioritize both personal success and the collective well-being of their community.

As SETAPAK looks towards the future, the dream of empowering local heroes through SETAPAK remains steadfast. This program is not just a temporary solution but a long-term investment in the potential of Indonesia's people. By starting in Jatinangor and expanding nationwide, SETAPAK aims to be the spearhead of a movement that transforms lives, revitalizes communities, and contributes to a brighter future for the entire nation. With this vision, the authors hope to turn stories like S into symbols of hope, resilience, and progress, demonstrating that when individuals are empowered, entire communities can thrive.

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Author Contribution

Conceptualization, L.J.A., M.F.K., and R.A.P.; Methodology, L.J.A., M.F.K., and R.A.P.; Validation, L.J.A., M.F.K., and R.A.P.; Formal Analysis, L.J.A.; Investigation, M.F.K. and R.A.P.; Resources, L.J.A.; Writing – Original Draft Preparation, L.J.A., M.F.K., and R.A.P.; Writing – Review & Editing, M.F.K. and R.A.P.; Project Administration, L.J.A.

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