

BAB V

KESIMPULAN

Penelitian mengenai YOUTHTOPIA menyimpulkan bahwa dalam upayanya dalam meningkatkan peran anak muda untuk mengatasi dampak perubahan iklim, perusahaan ini secara efektif melibatkan anak muda melalui serangkaian program kerja gerakan sosial yang terstruktur. Program-program ini memfasilitasi keterlibatan anak muda dengan menggunakan proses tiga langkah: memahami, berpartisipasi, dan mengambil tindakan. Melalui sembilan program YOUTHTOPIA yang berbeda-beda, anak muda difokuskan untuk terlibat dengan video edukasi digital, ruang interaktif, dan proyek-proyek aksi, yang secara kolektif mendorong pemahaman anak muda tentang isu-isu kritis, mendorong partisipasi aktif dalam inisiatif, dan memberdayakan anak muda dalam memprakarsai tindakan nyata untuk perubahan positif dan sistemik. Pendekatan ini memastikan bahwa anak muda dibekali dengan pengetahuan, keterampilan, dan *platform* yang dibutuhkan untuk memberikan dampak yang berarti pada tantangan sosial dan lingkungan yang mendesak, seperti dampak perubahan iklim.

Dalam menganalisis upaya YOUTHTOPIA meningkatkan peran agensi anak muda untuk mengatasi dampak perubahan iklim, terdapat pemahaman bahwa penekanan terhadap keterlibatan anak muda dalam memahami penyebab struktural suatu masalah, baik dampak perubahan iklim dan sosial, terdapat nilai baru tentang keinginan anak muda untuk mengubah struktur sosial. Partisipasi anak muda yang antusias untuk terus melakukan interaksi dan tindakan, menjadikan peran anak muda dapat berdampak bagi berbagai komunitas yang sejalan untuk mencapai

perubahan sistemik. Anak muda baik sebagai aktivis ataupun audiens yang bergabung dengan YOUTHTOPIA dapat menghasilkan makna revolusioner seputar pemanasan global hingga *sustainable development* yang secara kolektif dapat menumbuhkan sistem moralitas baru di era perubahan iklim.

Penemuan lainnya adalah anak muda yang berpartisipasi dalam program YOUTHTOPIA menunjukkan keterbukaan pikiran karena menerima ide dan pengetahuan baru serta belajar, bereksperimen, dan mengembangkan alat dan pendekatan baru. Sehingga terdapat temuan bahwa ketika anak muda terlibat dalam program kerja yang difasilitasi, anak muda dapat menunjukkan kualitas kepemimpinan, seperti motivasi, kolaborasi, pemecahan masalah, semangat, dan komunikasi. Kemudian terdapat temuan lainnya mengenai perbedaan antara pendekatan ‘fakta’ dan ‘aksi’ pada edukasi, yang dapat disimpulkan bahwa pengetahuan saja tidak cukup untuk menginspirasi keterlibatan anak muda secara berkelanjutan, penelitian ini telah mengartikulasikan diperlukannya pendekatan pendidikan yang disertakan dengan aksi agar muncul nilai dan pandangan anak muda tentang (1) Pemberdayaan dan Kepemilikan; (2) Penciptaan Pengetahuan Bersama; (3) Pengalaman Belajar; dan (4) Kolaborasi Sosial dan Antargenerasi.

Keterbatasan utama dari penelitian ini adalah data partisipan anak muda merupakan angka kalkulasi, bukan angka yang valid karena validitas data dari YOUTHTOPIA tahun 2022 belum dikumpulkan temuan-temuannya. Selain itu, pada program kerja anak muda memilih sendiri untuk mengikuti program yang diminati, terdapat kemungkinan bahwa anak muda tersebut datang dengan ketertarikan karena konten program, bukan terlibat secara berkelanjutan. Sehingga

upaya dalam mempertahankan motivasi anak muda untuk tetap berpartisipasi dalam program kerja YOUTHTOPIA belum dapat dinyatakan dalam penelitian. Hal ini juga terjadi karena keterbatasan waktu dan diskusi dengan pihak YOUTHTOPIA.

Dengan demikian, penelitian ini menunjukkan bahwa upaya yang dilakukan oleh YOUTHTOPIA dapat dilihat dari pendekatan dan program yang dibentuk oleh YOUTHTOPIA dalam menyediakan portal kepada anak muda untuk meningkatkan pemahaman, partisipasi untuk berinteraksi, dan melakukan aksi guna meningkatkan peran anak muda sebagai agen perubahan. Dengan melibatkan anak muda melalui program kerja YOUTHTOPIA juga menumbuhkan rasa keberdayaan anak muda. Singkatnya, teori konstruktivisme mengakui peran sentral interaksi, pembelajaran, pengalaman, dan praktik dalam membentuk pemahaman dan aksi anak muda terkait perubahan iklim dan dampaknya. Dengan menyediakan *platform*, kesempatan belajar berdasarkan pengalaman dan ruang untuk aksi, konstruktivisme mendukung bahwa kemampuan dan peran anak muda dapat mewujudkan perubahan dan berkontribusi dalam mengatasi dampak perubahan iklim.

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