



ISSN 2827-8151 (Online)

**SRAWUNG: Journal of Social Sciences and Humanities**

<https://journal.ifpublisher.com/index.php/jssh>

Vol. 5, Issue 2, (2026)

[doi.org/10.56943/jssh.v5i2.976](https://doi.org/10.56943/jssh.v5i2.976)

## **The Tin Euphoria Paradox: A Psychosocial Analysis of Low Educational Retention Among Adolescents in Belitung Island**

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### **ABSTRACT**

*The tin mining industry in Belitung Island, Bangka Belitung Islands Province, has long produced a sociocultural paradox in which immediate economic rewards systematically weaken adolescent commitment to formal education, contributing to persistent school dropout rates and a disproportionately high prevalence of early marriage. This study examines the psychosocial dynamics underlying both phenomena, focusing on how mining culture, psychological vulnerability, and cultural normalization collectively generate measurable consequences among school-aged adolescents. A descriptive qualitative method with a case study approach was applied, integrating structured field observations with secondary data analysis obtained from the Central Bureau of Statistics (BPS) and the National Population and Family Planning Board (BKKBN), while data validity was secured through triangulation techniques. The findings indicate that school dropout in Belitung Island functions as a product of structural violence, in which the tin mining economic system indirectly removes adolescents from formal education through instant gratification mechanisms, as neurologically vulnerable adolescents consistently prioritize short-term mining income over long-term educational investment. This condition further drives elevated early marriage rates, recorded at 18.76 percent in 2020, representing nearly double the national average, with women bearing a disproportionate psychological burden that includes anxiety, depression, and identity foreclosure. Most substantially, the widespread community normalization of both dropout and early marriage has established a self-perpetuating cycle of learned helplessness that proves resistant to institutional intervention, indicating that resolution demands not only regulatory reform but a foundational shift in local values that genuinely repositions education as a pathway toward sustainable prosperity.*

**Keywords:** Belitung Island, Early Marriage, Instant Gratification, School Dropout, Tin Euphoria

## INTRODUCTION

Education is a fundamental pillar in the escalation of human resources quality, serving as a primary determinant of a nation's progress. This ideality is enshrined in formal regulations such as Law No. 16 of 2019, which implicitly requires individual readiness through a mature age threshold before entering complex social institutions, including marriage and the workforce. However, in the critical reality of the Bangka Belitung Islands Province, this educational vision often collides with the dynamics of an economy based on massive natural resource extraction.

The phenomenon known as "Tin Euphoria" has long been a sociocultural paradox in this region (Saptahadi & Yandi, 2025). On one hand, the mining sector provides access to instant prosperity for the coastal and inland communities of Belitung Island. On the other hand, this activity acts as a powerful economic magnet, pulling school-aged children out of the formal education system to pursue daily income at mining sites. Based on 2021 data, the provincial-level school dropout rate recorded a prevalence of 7.7%, from the total 3.158 children between 7 to 18 years old in Belitung Island (Amelia & Agustina, 2022).

Psychological instability in adolescents, especially under 19 years old exacerbates this situation. Clinically, adolescents in the transition to early adulthood tend to exhibit unstable emotional control, making them susceptible to impulsive decision-making driven by immediate environmental stimuli rather than long-term rational consideration (Ahmad & Mustakim, 2022; Steinberg, 2008). Furthermore, the "normalization" of economic and social shortcuts such as; early marriage can further degrade the perceived urgency of education in society.

On Belitung Island, Central Bureau of Statistics (BPS) data from 2022 to 2024 shows that while school enrollment remains high at the primary level with participation rates above 99 percent for the 7–12 age group, it declines to approximately 93 percent for the 13–15 age group and drops more sharply to between 68 and 72 percent for the 16–18 age group, reflecting provincial completion rates of 96.93 percent for elementary school (SD), 90.92 percent for junior high school (SMP), and 71.36 percent for senior high school/vocational school (SMA/SMK) (BPS, 2024). Although completion rates at the primary level remain strong, the loss of potential among students who do not reach senior secondary education still represents a failure in human resources transformation that needs analysis through psychological and demographic lenses.

Research on the relationship between extractive industry activities and educational participation among adolescents has gained increasing attention in Indonesian academic literature. Saptahadi & Yandi (2025) conducted a socio-legal study examining the fulfilment of children's educational rights in a tin mining area within South Bangka Regency. Using in-depth interviews, field observations, and legal document analysis, the study found that economic pressures linked to tin mining activity contributed directly to high school dropout rates at a vocational

school in the region. The authors argued that constitutional guarantees of the right to education remained poorly enforced due to weak cross-sectoral coordination and the absence of mining-specific educational policies. These structural gaps, the study concluded, allowed the dropout phenomenon to persist without adequate institutional response.

A separate study by Farozi et al. (2025) examined how social structures influence and legitimize early marriage practices in Tanjung Harapan Village, Mesuji Regency, using Talcott Parsons' structural functionalism framework. Through in-depth interviews with underage married couples, their parents, village officials, and religious leaders, the research found that early marriage in rural communities is driven by a combination of economic vulnerability, cultural normalization, peer influence, and the weak role of formal institutions. The study identified, through the AGIL framework, a failure of adaptation, goal attainment, integration, and latency functions within the local social system, concluding that early marriage is not simply a personal or moral issue but a systemic problem embedded in structural inequality. These findings are closely relevant to the cultural normalization dimension observed on Belitung Island, where the practice of leaving school or marrying early is similarly treated as a routine social occurrence rather than a deviation requiring institutional correction.

On the intersection between school dropout and early marriage, Putri & Dokhi (2024) conducted a quantitative analysis using the March 2023 National Socio-Economic Survey or known as *Susenas* data to examine early marriage patterns among adolescent girls in Sulawesi Island. Using survival analysis, the study demonstrated that dropout status among adolescent girls was a significant predictor of earlier marriage, with dropout identified as accelerating the marriage timeline by a factor of 0.941. The research also confirmed gender as a central variable, with female adolescents bearing a disproportionately higher risk of early marriage compared to their male counterparts. These findings support the argument that school dropout and early marriage are not isolated occurrences but mutually reinforcing phenomena shaped by social, economic, and demographic conditions. Taken together, these three studies provide a foundational basis for understanding the psychosocial dynamics addressed in the present research, particularly the compounding effects of mining culture, cultural normalization, and gender vulnerability on educational retention in Belitung Island.

The three studies reviewed above each address partial dimensions of the school dropout and early marriage phenomena in Indonesia, yet none offers an integrated psychosocial analysis within a mining-dominated community context. None of the three studies brought together the variables of mining culture, educational dropout, early marriage, and psychological impact within one geographic unit of analysis, nor did any of them treat gender vulnerability as a psychosocial concern beyond statistical reporting. The present study is therefore positioned to address these gaps by offering a context-specific psychosocial

analysis of Belitung Island that examines how these variables interact and produce measurable psychological consequences among adolescents

The study answered three main questions. First, why does Belitung Island have a relatively low school dropout percentage (0.36%) amidst the high provincial dropout rate in Bangka Belitung, which reaches 3.19. Second, what is the correlation between demographic mining activities and the psychological condition of the Belitung Island community in perceiving the sustainability of formal education, and the last is to what extent do psychological manifestations (such as anxiety and emotional instability) contribute to students' decisions to terminate their education to join the mining economic sector.

## LITERATURE REVIEW

### **Psychosocial Development Theory: Late Adolescence and Early Adulthood**

Psychologically, individuals between the ages of 15 and 19 are in a crucial transition from adolescence to early adulthood. Erik Erikson, in his theory of psychosocial development, refers this phase as the identity versus role confusion stage (Erikson, 1968). During this stage, adolescents strive to build a stable sense of self-identity.

In the context of Belitung Island, intervention from instant economic factors in the mining sector can disrupt this process. When adolescents choose to drop out of school to work *'bertimah'* or marry early, they often experience Identity Foreclosure, a condition where identity commitments are made prematurely without going through a sufficient process of exploration. This explains why emotional instability and identity crises are dominant psychological manifestations among those engaging in early marriage and school dropouts in the region.

### **Motivation Theory and Instant Gratification**

The psychological dynamics of communities in extractive regions are often trapped in an Instant Gratification mindset. In behavioural psychology, this is the tendency to choose a small reward that is available immediately (daily income from mining) over a larger, delayed reward (success through years of education).

The activity of *'bertimah'* (tin mining) provides direct material positive reinforcement. This gradually erodes students' intrinsic motivation to remain in school. This condition is exacerbated by a demographic environment that normalizes economic shortcuts, causing education to no longer be viewed as a future investment, but rather as an obstacle to obtaining current financial well-being.

From a neuropsychological standpoint, Steinberg (2008) explains that adolescents demonstrate heightened responsiveness to immediate incentives while impulse control remains relatively underdeveloped, a condition that makes them particularly susceptible to short-term economic rewards over long-term educational investment.

### **Theory of Structural and Cultural Violence**

The phenomena of school dropouts and early marriage on Belitung Island cannot be separated from the framework of Structural Violence and Cultural Violence proposed by Johan Galtung, (1990). The theory has 2 branches, the first is Structural Violence, it occurs when the mining economic system indirectly forces children into the labor market due to the region's dependence on tin, resulting in the obstruction of their access to quality education. The second is cultural violence, it manifests as the stigmatization of education or the normalization of child marriage within local culture. A culture that views early marriage as a "common occurrence" is a form of cultural violence that legitimizes psychological and physical vulnerability for adolescent girls.

### **Learned Helplessness Theory**

Seligman & Maier Steven F. (1967) first identified learned helplessness as the psychological state in which repeated exposure to uncontrollable adverse conditions leads an individual to cease attempting escape or improvement, even when such alternatives become available. Applied to communities in mining regions, this framework explains why generations of adolescents who observe economic stagnation and educational futility around them may internalize a passive and fatalistic orientation toward formal education.

Demographically, communities in mining areas possess characteristics of high mobility and short-term economic orientation. Studies in economic sociology show that regions with abundant natural resource wealth often experience a "resource curse" in the field of education. High wages in the informal sector for unskilled labor create disincentives for adolescents to complete 12 years of schooling. The data shows that dropouts rate of Belitung Island has been increasing in every education level (Amelia & Agustina, 2022).

### **Relationship Between Demographic Conditions of Extractive Regions and Education**

The concept of the resource curse, first articulated by Aunty (1993) and subsequently supported empirically by Sachs & Warner Andrew M. (1995), it describes the paradox in which regions or nations with abundant natural resource wealth tend to experience weaker long-term development outcomes, including in human capital formation and educational attainment, due to the crowding out of productive investment by extractive sector dependency.

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## RESEARCH METHODOLOGY

Descriptive qualitative method with a case study approach is used in this study. This approach was selected to conduct an in-depth observation of individuals and their social interactions to obtain comprehensive data regarding psychosocial phenomena within the community (Sugiyono, 2022). In this case study, the emphasis is placed on achieving a maximal understanding of specific symptoms within a specific region, rather than merely producing generalizations.

The study was conducted on Belitung Island, encompassing Belitung Regency and East Belitung Regency, Bangka Belitung Islands Province. The research subjects focused on school-aged adolescents (under 19 years old) identified as school dropouts or those who have engaged in early marriage and communities residing within the tin mining demographic areas.

Data were collected through structured observation by performing direct observations of the demographic conditions and economic activities of the '*bertimah*' community that influence educational motivation. The secondary data collected from BPS through documentation study by utilizing statistical data regarding school dropout rates and early marriage percentages for the 2020 period. Researcher also collect the integrated reports from National Population and Family Planning Board (BKKBN) regarding gender distribution and case prevalence in the Bangka Belitung region.

Data were analysed within filtering statistical data from BKKBN and BPS to focus specifically on the Belitung Island region. Then, the data were categorized as it psychological impacts such as anxiety, depression, and psychosomatic disorders into a scientific narrative. The data concluded by connecting the critical realities in the fact in the field with psychological theories (emotional instability) and legal regulations based on Law No. Law No. 16 of 2019.

To ensure the validity of the research results, the data triangulation technique was employed. This involves comparing field observation results with BPS. This process is conducted to observe the consistency between community perspectives and the reality of school dropout rates and early marriages occurring on Belitung Island.

## RESULTS AND DISCUSSION

### **School Dropout Dynamics and Regional Disparity**

Based on Statistics of Education done by BPS (2024), school completion rates in Bangka Belitung Islands Province stand at 96.93 percent for elementary school (SD), 90.92 percent for junior high school (SMP), and 71.36 percent for senior high school/vocational school (SMA/SMK). This is further supported by the School Enrollment Ratio (APS) data from 2022 to 2024, which recorded participation rates for the 7–12 age group consistently above 99 percent, declining to approximately 93 percent for the 13–15 age group, and dropping more sharply to 68–72 percent

for the 16–18 age group (BPS, 2024). This pattern indicates that dropout risk increases significantly at the senior secondary level. Although enrollment shows a gradual upward trend, numerical improvement does not necessarily reflect the resilience of the community's value system. Amelia & Agustina (2022) note that school dropout rates in Belitung Island demonstrate an increasing trend across each level of education, indicating that the structural pressures pushing students out of the education system continue to operate consistently beneath the apparently stable aggregate figures.

### **Demographic Determination: The Mining Sector and Instant Gratification**

The demographic conditions of Belitung Island, which are historically tied closely to tin mining activities *'bertimah'*, the paradox where a rich nature area serves a stagnant progress for improving their human resources. The tin mining in Bangka Belitung can be act as a primary factor influencing the persistence of school dropout rates. Syahrir et al. (2020) in a research done in Singkep Island, found that the socioeconomic impacts of historical tin mining can bring up a sharing comparable region characteristics with Belitung Island, documented that community dependence on the mining sector ultimately reversed into long-term disadvantages following mine closure, including a weakening of investment in education., At the macro level, Hajad et al. (2023) confirm that poverty within resource-rich regions in Indonesia is not caused by a lack of wealth, but rather by the weak investment in human capital, a conclusion that directly reflects the conditions observed in Belitung Island.

The psychological mechanism underlying this phenomenon is explained by the theory of instant gratification. Tin mining activities provide material reinforcement that is both immediate and tangible. Based on neuro psychologic, the adolescents have a high-rate of response to a short-term scheme, and their impulse control is haven't developed yet (Steinberg, 2008). The emergence of the instant gratification phenomenon, where the adolescents prefer short-term financial rewards over long-term educational investment. Mining activities indirectly shift the community's perspective, where instant economic value is often positioned above the urgency of formal education. The combination of a demographic environment that offers daily income without academic prerequisites and the neurologically vulnerable condition of adolescents is what renders the decision to leave school seemingly rational.

### **School Dropout as a Product of Structural Violence**

The phenomenon of school dropout in Belitung Island cannot be understood solely as an individual decision. Within the framework proposed by (Galtung, 1990), it represents a manifestation of structural violence, whereby the mining economic system indirectly compels children into the informal labor market. This pattern is further reinforced by the mechanism of learned helplessness Seligman &

Maier Steven F. (1967) that stated; when the generations of adolescents successfully observe that education does not produce any meaningful change in their family's economic condition, they internalize a fatalistic orientation toward schooling.

In this context, it means that the adolescents in Bangka Belitung rather choose to drop out from school to work in tin mining industry just because they earn a tangible income. This situation can make up the structural violence around the area, where the mining economic situation can change the adolescents' perspectives towards education. As a result, a learned helplessness takeover, the adolescents believe that school will not change their economic circumstances.

### **Correlation with Early Marriage and Gender Vulnerability**

School dropout driven by mining culture does not confine its consequences to the individuals directly involved. It produces cascading effects that significantly worsen the conditions of women, most notably through the high prevalence of early marriage. According to data from the BPS (2020), the Bangka Belitung Islands Province recorded an early marriage rate of 18.76 percent in 2020, a figure nearly twice the national average of 10.34 percent. Of the 799 documented cases, 690 involved women (Nita, 2022).

The relationship between incomplete education and early marriage is well established in Indonesian data-based literature. Berliana et al. (2021) analyzed data from the 2012 Indonesian Demographic and Health Survey (IDHS) involving 7,207 women aged 15 to 19 years and found that women who did not complete primary education were significantly more vulnerable to early marriage compared to those who completed upper secondary education. Furthermore, Fitria et al. (2024) in a cross-sectional study involving 4,360 respondents, found that rural adolescent girls in Indonesia with only primary education were 448 times more likely to experience early marriage than those with higher education, a finding that illustrates the profound protective role of education.

This mechanism can be understood through two pathways, both rooted in mining culture. Within the framework proposed by Galtung, (1990), this constitutes cultural violence, whereby the normalization of early marriage functions as a cultural mechanism that systematically closes women's access to education and perpetuates their vulnerability. Marriage below the age of 19, which contravenes Law Number 16 of 2019, is not merely a legal violation but a product of a value system shaped over decades by the economic dominance of the mining industry.

### **Cultural Normalization and Community Perception**

Adolescents who exit the education system prematurely face serious psychological consequences. Erikson (1968) explains that the ages of 15 to 19 constitute a crucial phase of Identity versus Role Confusion, in which an identity formed prematurely without adequate exploration, referred to as identity foreclosure, renders individuals psychologically vulnerable. Potterton et al. (2022)

confirmed through a systematic review and meta-analysis involving 13,787 participants that a strong association exists between identity confusion in adolescents and increased symptoms of depression, anxiety, and socioemotional disturbance. These consequences are further compounded for women who experience early marriage. Sezgin & Punamäki (2020) examined 1,569 women and found that early marriage and adolescent pregnancy significantly elevated symptoms of depression, anxiety, social dysfunction, and somatization. Yoosefi Lebni et al. (2023) reinforced these findings by documenting women who married early can face profound stress, feelings of inferiority, and regret, particularly due to the loss of educational opportunities during the most critical period of identity formation.

Over the long term, unaddressed psychological distress frequently converts into physical disorders. This confirms that physical complaints appearing among adolescents who have dropped out of school and entered early marriage are not merely transient disturbances, but rather early signals of a far deeper psychological burden.

### **Social Normalization: A Self-Perpetuating Cycle**

The most concerning finding is the extent to which the community of Belitung Island has normalized two phenomena that are fundamentally detrimental, namely school dropout and early marriage. This normalization represents a convergence of cultural violence (Galtung, 1990) and learned helplessness (Seligman & Maier Steven F., 1967) that mutually reinforce one another. (Burgess Id et al., 2022) in a narrative review, assert that mental health problems resulting from early marriage frequently go unaddressed precisely because the social environment regards such conditions as ordinary, a gap in attention they describe as overlooked and unaddressed.

This finding resonates strongly with conditions in Belitung Island, where the absence of social urgency for change allows the cycle of school dropout, early marriage, and psychological distress to persist across generations. As Hajad et al. (2023) in their research; poverty within resource-rich regions in Indonesia is not attributable to an absence of wealth, but rather to inadequate investment in human capital, a conclusion that directly reflects conditions in Belitung Island, where the euphoria surrounding tin mining has long displaced attention from the education of its younger generation.

## **CONCLUSION**

This study finds that the high rates of school dropout and early marriage in Belitung Island are not incidental occurrences. For decades, the tin mining industry has conveyed a singular lesson to their young generation, that 'income is immediately accessible without the necessity of completing formal education'. This prevailing mindset has gradually eroded the perceived value of schooling among adolescents, and women have borne the greatest cost. The girls are married before

completing their education and subsequently carry psychological burdens, including stress, anxiety, and life pressures disproportionate to their age.

Yet the most resistant element to change is neither poverty neither the mining industry itself, but rather the collective mindset that these conditions are entirely normal. When a community comes to regard school dropout and early marriage as normal thing in their life, the internal motivation for change ceases to exist.

For this reason, the solutions required extend beyond regulatory measures or government programs. The fundamental need is a change of a current local perspective, one that repositions education not as an obstacle to economic opportunity, but as a pathway toward a more prosperous and autonomous life.

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