Towards a Golden Indonesia 2045: Transforming 21st Century Skills Education

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Abstract: This article aims to analyze the demographic bonus of Indonesia, which has a very large human population. In 2017, the school age or pre-productive age, which spreads from early childhood, elementary school, junior high school, senior high school and college, has the largest share compared to the productive age and post-productive age. This age group is much larger than the age group that is in the productive or post-productive phase. The research uses the literature review method. The literature review is a summary of theories, findings, and research materials taken from various references. The results show that through skills education, Indonesia's young generation will be prepared to face the demands of an ever-evolving modern world. Skills such as digital literacy, complex problem solving, creativity, effective communication, teamwork, and critical thinking will be the main foundation of 21st century skills education.

1   INTRODUCTION

The year 2045 is believed to be the peak productivity of the Indonesian population. At that time, the generation that currently dominates the primary and early childhood education levels will enter productive age. This means that starting in 2045, Indonesia will experience a Demographic Bonus, a phenomenon where the number of people of productive age exceeds the number of children and the elderly. This Demographic Bonus, as explained by Prameswari (2020), creates great opportunities for economic growth and social development, provided that the country's human resources are managed wisely and supported by adequate education and training infrastructure. By utilizing this Demographic Bonus well, Indonesia can achieve significant progress in various sectors and strengthen its position on the global stage (Prameswari, 2020).

The Demographic Bonus owned by Indonesia is a valuable asset in the form of human resource savings that has great potential to be developed into development capital. As mentioned by (Triono, Andit, Margitamia, Roro Imas, Ubaidillah, Aisyah & Setiani, 2020) in 2045, this Demographic Bonus can become a major development capital or burden to the country depending on the preparations made now. Therefore, it is imperative to prepare wisely for this Demographic Bonus so that it can be turned into capital that supports the country's growth and progress.

Education plays a crucial role in realizing the Demographic Bonus as the golden generation in 2045. Through proper investment in the education system, including improved access, quality and relevance of the curriculum, Indonesia can ensure that the current generation grows up to be bright, potential, productive, literate, competent, characterized and competitive individuals. A quality education will equip them with the knowledge and skills needed to succeed in various fields, face global challenges, and contribute positively to the country's development.

It is also important to pay attention to training and skills development, including technological skills and expertise that match the demands of the future labor market. Thus, through holistic and labor market-oriented education and training, Indonesia can maximize the potential of the Demographic Bonus to become a force that drives the country's economic growth and social progress in the coming years (Nurrohmah, Siti, Agustin, Esma Nur Sevina, & Muhyidin, 2021).

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Law of the Republic of Indonesia No. 20/2003 on the National Education System, in Article 1 paragraph (1), provides a very important definition of education. According to this law, education is a conscious and planned effort to create a learning atmosphere and learning process in which learners are encouraged to develop their potential. The main purpose of education is to help learners generate the spiritual strength, self-control, personality, intelligence, noble character, and skills needed for their survival and also to benefit society.

Education, as implied by the law, requires awareness from all parties involved, including the consciousness of the nation, to educate each other and set an example for learners. This creates a fertile learning environment, ensuring that learners become literate (able to read and write), competent (have the necessary knowledge and skills), and have character (develop moral and ethical values). Through planned education, each individual can develop their potential in accordance with their nature, enabling them to live properly in the surrounding community, and also in the global context, in accordance with the demands of an ever-evolving era (Suharsono, 2021). Thus, education plays an important role in shaping quality individuals and contributing positively to advancing the nation and society.

In facing the complex demands of a globalized society in the 21st century, future generations are expected to possess a number of key skills that can prepare them to live and contribute productively. These skills can be grouped into three broad categories:

1. Foundational Literacies:
a. Language Literacy: The ability to read, write, speak and understand language well.
b. Mathematical Literacy: The ability to understand, apply and use mathematical concepts in a variety of situations.
c. Scientific Literacy: The ability to understand scientific principles and use the scientific method to solve problems.
d. Digital Literacy: The ability to use digital technology, including an understanding of social media, the internet, and other digital tools.

2. Competencies:
a. Critical Skills: The ability to think critically, assess information, and make rational decisions.
b. Collaboration Skills: The ability to cooperate and collaborate with others, including in cross-cultural teams.
c. Creativity: The ability to think creatively, generate new ideas, and solve problems with innovative approaches.

d. Communication Skills: Ability to communicate effectively through various media and in various contexts.

3. Character Qualities:
a. Hard Work and Perseverance: The ability to work hard, persevere, and have perseverance in the face of challenges.
b. Work Ethics: Ability to work with integrity, honesty and responsibility.
c. Empathy: The ability to feel and understand the feelings of others, to be empathetic, and to understand others' perspectives.
d. Independence: The ability to self-manage, take initiative, and take responsibility for personal actions and decisions.

That these skills are interrelated and mutually supportive. Future generations who possess this combination of basic literacy skills, competencies and character qualities will be better equipped to face the complex challenges of the modern world and make positive contributions in various areas of life. Therefore, a holistic education oriented towards the development of these skills is essential for shaping quality individuals in the future.

The importance of developing 21st century skills in the golden generation in 2045 has triggered innovation in education in Indonesia. The Ministry of Education and Culture of the Republic of Indonesia has adapted three important concepts in the development of 21st century skills through the 2013 Curriculum for Elementary Schools (SD/MI), Junior High Schools (SMP/MTs), and Senior High Schools (SMA/MA). These concepts include:

1. 21st Century Skills: 21st century skills include abilities such as problem solving, creativity, communication, collaboration, critical thinking and life skills. Through the development of these skills, learners are prepared to face the challenges of a complex and ever-changing modern world.
2. Scientific Approach: The scientific approach involves solving problems through a scientific process. Learners are encouraged to observe, ask questions, experiment, build hypotheses, seek information, and conclude results. This approach develops analytical and critical thinking skills in learners.
3. **Authentic Assessment:** Authentic assessment refers to assessments that reflect real-life or workplace situations. In an educational context, authentic assessment allows learners to demonstrate their understanding and skills in relevant and real contexts. This includes problem-based projects, portfolios, and assignments that are similar to real-world tasks.

The application of these concepts aims to develop education towards a Creative Golden Indonesia in 2045. By ensuring the suitability of these concepts with the capacity of students and the competence of educators and education personnel, the learning process can be designed in such a way that students can develop 21st century skills effectively. Thus, the golden generation in 2045 will be ready to face the complex demands of the modern world and contribute positively to the country's development (Kurniawati, Lis, & Sugiharto, 2022).

2 LITERATUR REVIEW

Previous research that has been conducted on the issue of Students As Nation Pioneers Towards Golden Indonesia 2045 written by Sherina Septa Dila, (2023). This research is based on students will be pioneers of change towards golden Indonesia.

Furthermore, Alfian Jamrah (2019) in his article entitled "Shaping the Golden Generation Through Character Education Towards 100 Years of Indonesia." Focusing on discussing the importance of building knowledge competencies (cognitive) and skills (psychomotor), it is also very important to be balanced with building character (affective), (cognitive) and skills (psychomotor), it is also very important to be balanced with building character (affective).

Another research was conducted by Aprillio Poppy Belladonna (2023) with the title " Responding to the Challenges of the 2045 Golden Generation: Improving a Legal-Aware Golden Generation with a Cultural and Identity Education Approach". This research focuses more on the importance a golden generation that is aware of the law in culture and identity in answering the challenges of the golden generation 2045.

While this research emphasises more on the essential aspects of the Demographic Bonus to a much larger age group compared to the age group that is in the productive or post-productive phase, although it refers to almost the same discussion about the Demographic Bonus, but with a different perspective, which is related to Golden Indonesia, so it is still actual to be discussed.

3 METHODS

The research used the literature review method. Literature review is a summary of theories, findings, and research materials taken from various references. The literature review acts as a basis for research, including analysis, synthesis, and evaluation of various sources such as articles, books, presentations, internet information, and others related to the topic discussed. A good literature review should be relevant, up-to-date and adequate. In this process, theoretical foundations, theoretical reviews, as well as literature reviews and current literature are explored (Khoirunnisa & Jubaidi, 2023). There are various methods that can be used to compile a literature review, including the collection and synthesis of information from various reliable sources.

4 RESULTS AND DISCUSSION

According to Ki Hadjar Dewantara's view, education is divided into two main categories: general education and special education. General education aims to teach learners the skills needed to live in society, be part of the nation, and play a role in the state (knowledge for life). On the other hand, special education aims to prepare learners for the world of work.

Ki Hadjar Dewantara argues that primary school is part of general education. Therefore, education in primary schools should focus more on providing knowledge that enables students to live a meaningful life. The knowledge taught to learners should not only be materialistic and intellectual, but also include values and life skills. The goal is for learners to live a prosperous life not only physically, but also emotionally and spiritually. In this context, education is not only about the accumulation of knowledge, but also about the development of character, morality and life skills needed in everyday life (Tharo, 2021).

Education plays a major role in the progress of a nation. Indonesia's demographic bonus is expected to produce a superior generation, often referred to as the golden generation in 2045, through wise investment in education.

Ki Hadjar Dewantara has firmly distinguished between teaching and education. Teaching focuses more on the physical welfare aspect, which is prepared through educational institutions such as schools. Meanwhile, education focuses more on mental and spiritual well-being, which is prepared through the three centers of education, namely schools, families, and communities. With this holistic approach, it is expected that Indonesia's golden generation in 2045 will have a solid foundation of knowledge, moral values and life skills, enabling

them to contribute positively to advancing the nation (Sunarya, Iwan, Nurwahidin, Muhammad, & Sudjarwo, 2022).

Education has a deeper meaning than just teaching in schools. Ki Hadjar Dewantara emphasized that education does not only happen in the classroom, but involves the whole community, especially family and society. Successful education cannot rely solely on schools as the sole source of knowledge and values.

According to this view, every individual has an important role as a teacher for learners, not only in terms of knowledge, but also in providing good moral and behavioral examples. The active involvement of all members of society, including parents, community leaders and the surrounding community, is crucial in shaping the character and morality of the golden generation. Therefore, effective education involves cooperation between schools, families and communities to create an educational environment that supports the holistic growth of learners, ensuring that the future golden generation truly becomes the nation's hope (Samadhinata, 2022).

The golden generation of 2045 is expected to be an outstanding group of individuals who are intelligent, have values, are competitive, literate, and have noble character. They are expected to have the necessary skills to adapt and compete in an ever-evolving global society. There are 16 key skills that the future golden generation must possess, which can be grouped into three broad categories: basic literacy, 21st Century competencies, and character qualities.

1. Basic Literacy Category:
a. Language and Literature Literacy
b. Numeracy Literacy
c. Science Literacy
d. Financial Literacy
e. Information and Communication Technology Literacy
f. Cultural Literacy and Citizenship

2. 21st Century Competency Categories (4C/4K):
a. Critical Thinking and Problem Solving
b. Creative Thinking and Innovation
c. Communication
d. Collaboration

3. Character Quality Category:
a. Curiosity
b. Initiative
c. Never Give Up
d. Adaptation
e. Leadership
f. Social and Cultural Skills

A golden generation with this combination of skills is expected to not only achieve personal success, but also become ethical leaders, contribute positively to society, and help move the world forward. By developing these skills, the golden generation of 2045 is expected to be a positive force that brings change and progress to the nation and the world.

Basic literacy is a key ability for students to understand the meaning of texts. It involves reading, writing and using their potential and skills in everyday life. Basic literacy is an important foundation for lifelong learning.

In this context, language and literacy play a central role. Understanding language and literature not only enables students to communicate well and be understood by others, but also forms the basis for interacting effectively in a global society. This involves mastering local, national and global languages.

According to Ki Hadjar Dewantara's view, mastering a global language is important, but this should not neglect the national language and mother tongue of students. The national language and mother tongue are evidence of pride in the nation's identity and culture, and reflect a high spirit of nationalism. Therefore, global language learning should be done along with maintaining the diversity of national languages and cultures, so that students can become knowledgeable individuals who appreciate diversity in global and local contexts (Wulan, 2023). Numerical literacy is a key skill that is very important in this abstract digital era. Mastery of the basics of mathematics, including addition, subtraction, multiplication and division, is the foundation for understanding more complex mathematical concepts. Numerical literacy enables students to develop critical thinking skills, deal with everyday problems, and make informational and data-driven decisions.

In the digital age, numerical literacy is also highly relevant in the context of using technology and data. An understanding of numbers, statistics and data processing enables individuals to interpret information, identify patterns and make smart decisions in a variety of situations, including in an increasingly connected and globalized world of work.

Therefore, mastering the basics of mathematics is a crucial foundation, equipping future generations with the necessary skills to communicate, work, and contribute in an increasingly advanced and technology-dependent society (Janah, Siti Riyadhotul, Suyitno, Hardi, & Rosyida, 2019), the importance of numerical literacy in an abstract digital era, mastering the basics of mathematics such as addition, subtraction, multiplication, and division is indeed very important for future generations. In the context of modern life that is highly dependent on technology and data, these skills enable individuals to understand

information, interpret data, and make smart decisions (Janah, Siti Riyadhotul, Suyitno, Hardi, & Rosyida, 2019).

Financial literacy is needed so that students understand the importance of means of meeting needs and how best to use them in order to survive in a competitive world environment, including by reducing consumptive behavior that tends to lead to waste. Technology and information literacy is needed so that students can understand and use technology and information for something progressive and productive, so that technology and information provide positive benefits for those living in an ICT environment. Cultural and civic literacy is needed so that students can appreciate their own culture and the cultures of other nations, and become good citizens and citizens of the world (Jaelani, 2022).

Future generations also need to develop important competencies in thinking and acting. In the context of 21st century competencies, there are four key skills that future generations must possess:

1. **Critical Thinking and Problem Solving:** These skills involve the desire to find out and the ability to carefully analyze a situation. Future generations are encouraged to critically evaluate information, ideas and evidence, and use logical reasoning to solve complex problems.

2. **Creativity and Innovation:** Creativity involves the ability to think outside the box and generate new ideas. Innovation, on the other hand, involves the ability to apply those ideas to create new and effective solutions. Future generations should be encouraged to think creatively, imagine, and create innovative solutions to the challenges they face.

3. **Communication:** Communication skills include the ability to convey ideas clearly, listen with empathy, and interact with others effectively. Future generations need to master various forms of communication, both oral and written, and understand the importance of effective communication in various contexts.

4. **Collaboration:** Collaboration skills involve the ability to work with others, appreciate diversity, and contribute to a team. Effective collaboration involves sharing tasks, listening to others' opinions and achieving common goals. Future generations must be able to work in teams and understand the importance of cooperation across disciplines and cultures.

By developing these skills, future generations will become more adaptive, creative and contributing individuals in an ever-changing and complex society. These skills also support social and economic development, create productive work environments, and promote peace and intercultural understanding (Muryati, Sri, Sudiatmi, Titik, & Saptomo, 2022).

Abilities possessed by the critical, creative, and innovative generation. Here are the key points you raised:

1. **Critical Generation:**
a. **High Metacognition:** The critical generation has high metacognition skills, which means they are able to understand and control their thinking well.
b. **Speaking Objectively:** They know when to speak and are able to speak objectively based on facts, not emotions.
c. **Positive Impact:** This generation has a positive impact on building and solving problems, both for themselves and society at large.

2. **Creative and Innovative Generation:**
a. **Flexibility of Thinking:** They have fluidity and flexibility in thinking, allowing them to generate new ideas easily.
b. **Modification and Creation:** This generation is able to modify or extend existing ideas and also create something new and original, both in the form of ideas and real work that benefits the global community.

3. **Communication Skills:**
a. **Absorbing, Conveying, Connecting:** This generation has the ability to absorb information well, convey ideas and information clearly, and connect these ideas in various modes of language and communication.

A generation with these capabilities is invaluable, especially in the context of a world full of challenges and complexities. They are not only consumers of information, but also producers of ideas, innovations and solutions that can bring about positive changes in the global society. By equipping future generations with these skills, we can create a more innovative, inclusive and sustainable world (Handini, Oktiana, & Mustofa, 2020). A generation with good communication skills is essential in the context of the survival of an increasingly connected and complex world. Here are some reasons why good communication skills are needed by the world community:

1. **Understanding Key Messages:** In an age of fast-paced, data-heavy information, the ability to convey important messages clearly and effectively is key. A communicative generation is able to understand these messages well, so that crucial information related to the world's survival can be widely disseminated and understood by many people.

2. **Facilitate Dialogue and Collaboration:** The ability to communicate well enables this generation to facilitate constructive dialog and effective collaboration. Through discussion and exchange of ideas, solutions to global challenges can be better found.

3. **Dissemination of correct information:** In the age of digital information, the dissemination of true and accurate information is critical. A communicative generation can help combat the spread of false information and ensure that the world's sustainability messages are delivered with truth and integrity.

4. **Driving Social Change:** Good communication skills enable this generation to address important social issues such as climate change, equality and justice. They can be drivers of positive social change through campaigns, advocacy and community education.

5. **Building Intercultural Connectedness:** In an increasingly integrated world, a communicative generation is able to build understanding and connect with others intercultural connectedness better. This is important for strengthening global cooperation and respecting cultural diversity around the world.

By building good communication skills in future generations, we can create a society that is more informed, connected, and concerned about global issues, which in turn can bring positive changes to the sustainability of the world (Trisnawati, Winda Winda, & Sari, 2019). The importance of e x c e l l e n t collaboration skills. Collaboration plays a key role in achieving common goals and solving complex challenges in a global society. Here are some key points about the importance of collaboration:

1. **Achieving Shared Goals:** Through collaboration, individuals with different skill sets and backgrounds can combine strengths and resources to achieve common goals that would be difficult to accomplish individually.

2. **Building Partnerships and Consensus:** Collaboration involves building strong partnerships between different parties, including individuals, organizations, and countries. In the collaboration process, achieving consensus is key, allowing all parties to understand and agree with the steps b e i n g taken.

3. **Managing Conflict:** Within the framework of collaboration, conflicts may arise due to differences in opinions, values, or goals. However, good collaboration involves the ability to manage conflict in a constructive way, seeking solutions that satisfy all parties involved.

4. **Addressing Global Challenges:** Global issues such as climate change, poverty, and inequality require collaborative solutions. A generation skilled in collaboration has the potential to design innovative and sustainable solutions.

5. **Accelerates Innovation:** Collaboration enables the exchange of ideas and knowledge between individuals and groups. In a collaborative environment, innovation can be accelerated due to the contribution of multiple perspectives.

6. **Global Thinking:** Collaboration involves understanding the complexities of the larger world. The collaborating generation has a greater awareness of global issues and can contribute to global solutions.

By equipping future generations with collaboration skills, we prepare them to face increasingly complex global challenges, build more inclusive and competitive societies, and promote progress and peace around the world (Sofyan, Fitri Silvia, & Sanusi, 2023).

5 CONCLUSION

The golden generation of 2045, which is a demographic bonus for Indonesia, has the potential to be an asset or a burden to the country, depending on the preparations made by all parties, including through education. The next generation needs 21st Century skills education that requires them to have strong literacy, competence and character. The ideal educational approach is one that develops individuals rather than directing them, allowing each learner to grow according to their nature and become part of a global society without losing their cultural identity. Through education, future generations can become intelligent, valuable and competitive so that they can survive in various situations, wherever they are.

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