



Human Capacity Development as a Tool to Maximize the 2045 Demographic Bonus and Strengthen National Defense in Indonesia

Henry Iheanacho Eze^{1*}, Hikmat Zakky Almubaraq², Anak Agung Bayu Perwita³,
Reinpal Falefi⁴

^{1,2,4}Defense Management Study Program, the Republic of Indonesia Defense University,
Indonesia

¹Brigade Commander, 213 Forward Operating Base/Air Component Operation Hadarin Daji,
Nigeria

³Defense Diplomacy Study Program, the Republic of Indonesia Defense University, Indonesia

profeazy@gmail.com¹, zakkyauri94@gmail.com², banyu.perwita@gmail.com³,
reinpal21@gmail.com⁴

*Corresponding Author

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Abstract

Human capacity building offers an opportunity for Indonesia's demography bonus and enhancement of national defense. This lofty goal necessitates this study to assess how human capacity development could be leveraged as a tool for the demographic bonus towards enhancing national defense. The study utilizes qualitative methodology in addressing the research objectives. To maximize a projected demographic bonus by 2045 for Indonesia, a key strategy for state defense is the maximization of human resources to ensure productivity. Three efforts to this effect have been identified and studied. The *Merdeka Belajar* (Independent Learning) curriculum and the *Merdeka Kampus* (Independent Campuses) initiative identified processes for educational reform in Indonesia to face the challenges of the demographic bonus in 2045. Another tangible means for human capacity development is the implementation of the Pancasila Student Profile Project, which actualizes the values of Pancasila in the educational process and everyday life through student activities. The creation of excellent and competent human resources is not only to support the economic aspects and industry needs but also in the interests of national defense. The study concluded through holistic education, strengthened defense consciousness, industry-academia collaborations, and a persistent drive for leadership and values, Indonesia is not just preparing for a demographic bonus but is sculpting a future marked by resilience, prosperity, and unity.

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INTRODUCTION

Human capacity development is the most important factor in the economic system or national defense of any nation. Investing in quality education and skill development programs is essential for human capacity development in strengthening national defense. Strengthening the national defense of Indonesia requires a well-trained and highly skilled military force. This is because the defense of Indonesia is ensured using all available resources, including its skilled citizens who are expected to be prepared to safeguard state sovereignty, territorial integrity, and the overall safety of the nation against any imminent or potential threats. The defense component is a primary determinant in upholding the sovereignty of a nation (Nurhuda, Widjayanto, & Prakoso, 2021). If a state is unable to protect itself from both external and domestic threats, it can be considered a failure to maintain its existence as a state (Indrawan & Efriza, 2018). The management of national resources for national defense in Indonesia is governed by Law Number 23 of 2019. This includes human resources, natural and artificial resources, as well as national facilities and infrastructure that can be utilized for defense purposes. This holds significant importance as Indonesia is on the verge of entering a phase of demographic bonuses.

A demographic bonus is a period in which the active and inactive population of working age outnumber the economically dependent people (children and the elderly) (Universitas Airlangga, 2020). The proportion of individuals in the productive age range is expected to increase to 70% between 2020 and 2045, with the remaining 30% comprising individuals who are not in the productive age range (Sutikno, 2020). In light of the demographic bonus, it can be observed that the proportion of the population within the productive age range surpasses that of the unproductive age range. This presents a favorable opportunity for the Indonesian nation to enhance its productivity. If the demographic group of individuals who are in their prime working years is actively engaged in productive work, it can lead to a significant increase in the overall productivity of the nation. On the contrary, if Indonesia fails to capitalize on this prospect or is incapable of utilizing the demographic dividend positively, it will be confronted with a population catastrophe. A significant increase in the unemployment rate is likely to result in a range of social and security issues.

The age bracket of young individuals is characterized by their enrollment in advanced educational programs, including upper secondary and higher education levels. As a result, it is imperative to implement a curriculum overhaul to effectively address the challenges posed by the 2045 demographic bonus and bolster national defense. The independent learning curriculum addresses the challenge of the demographic bonus. This approach is regarded as a novel breakthrough that has the potential to produce high-quality human resources on a global scale. The removal of traditional educational practices is anticipated to be substituted with a contemporary system that is tailored to the needs of the current generation, with an expectation for successful implementation.

Human capacity development can be a tool to maximize the 2045 demographic bonus and strengthen national defense in Indonesia. The Indonesian government must have a supporting policy to encourage economic growth by having a strategy and implementing competency-based training (CBT) through the implementation of Deming's (1986) plan-do-check-action (PDCA) as a human resource development program that includes material for integrating technical skills and competencies in the form of skills, competencies, and the right point of view or character to make students become professionals. The government should focus on developing human resources, by the state of the workforce and realistic employment potential so that they can absorb

workers in Indonesia (Andriani & Yustini, 2021). The role of defense diplomacy in achieving national interests has not been optimal and its achievements are still limited to defense issues only (Sudarsono, Mahroza, & Waluyo, 2018). The Indonesian National Army should be built professionally by the political interests of the country which refers to the values and principles of democratization (Azikin, Riza, Muhadar, & Abdullah, 2020). Education is a very basic effort to take advantage of every opportunity that exists because the quality of education affects the quality of human resources.

The work of the Ministry of National Development Planning (2017) titled *Demographic Bonus 2030-2040: Indonesia's Strategy Regarding Employment and Education* posited that the Indonesian government, through Bappenas (National Development Planning Agency), has recognized the significance of the demographic bonus and developed strategies related to employment and education. Bappenas emphasizes that Indonesia is preparing to face a demographic bonus between 2030 and 2040. During this period, the working-age population (aged 15-64) will exceed the dependent population, which offers potential opportunities for economic development and increased productivity. However, the realization of these benefits depends on the government and society's response to the demographic bonus. Bappenas highlights the importance of strategic planning and implementation to maximize the benefits of the demographic bonus. The publication emphasizes the need for short-term and long-term programs to optimize this demographic phenomenon. The short-term programs aim to improve the current workforce's skills and productivity, while the long-term programs focus on preparing the younger generation to become skilled and competitive in the future job market. The publication also highlights the challenges faced by the Indonesian education system, including disparities in quality between regions, infrastructure limitations, and teacher quality. The COVID-19 pandemic has further exacerbated these challenges, requiring a significant shift towards digital learning. Bappenas emphasizes the importance of addressing these challenges through policy reforms and improvements in teaching methods, infrastructure, and human resource development.

The current state of Indonesia's demographic landscape and its defense preparedness is crucial to comprehend. The nation is on the cusp of a significant demographic bonus, where a larger portion of the population falls within the working-age bracket. This demographic shift offers a unique opportunity for economic growth and heightened productivity. However, challenges abound, including educational disparities. Furthermore, the existing state of national defense highlights the importance of a well-trained and skilled military force to safeguard the nation's sovereignty, territorial integrity, and security against potential threats. The improvement of education quality, bridging regional disparities, and refining teaching methodologies are paramount to overcoming challenges and maximizing the demographic dividend. Moreover, the envisioned state of national defense entails the development of a highly professional and well-equipped military force that aligns with democratic values and principles, thereby securing the nation's interests both domestically and internationally. The main goal of this article is therefore to expatiate on the identified means whereby human capacity development could be enhanced in Indonesia to maximize the expected demographic bonus of the year 2045 to strengthen national defense.

METHODS

The employed methodology is qualitative and involves a literature research approach. This type of research relies on literature sources to gather data, and in this particular study, literature references serve as the primary source (Zed, 2008). The

present study involved an examination of literature and data sources about the improvement of human resources through adequate education of the demographic bonus offered to Indonesia by the year 2045 for enhanced national defense. The sources consulted included a range of scholarly articles, books, journals, and legal documents. The present study employed descriptive analysis methods for data analysis, which are characterized by the systematic collection, compilation, and interpretation of data.

The subject of the research is the intricate relationship between demographic dynamics and national defense strategies, particularly in the context of Indonesia. The text explores how Indonesia's demographic changes, including its upcoming demographic bonus (a period with a high proportion of working-age population), can be leveraged to strengthen national defense, economic growth, and overall stability. The object of the research is to study and analyze various aspects related to the integration of demographic transitions, educational advancements, and defense strategies in Indonesia. This includes:

1. **Demographic Transitions:** Understanding Indonesia's demographic transition model, moving from high birth and death rates to low birth and death rates, and the potential challenges and opportunities this transition presents for the labor force, economic growth, healthcare demands, and national defense.
2. **Demographic Bonus:** Analyzing the concept of a demographic bonus, Indonesia's large working-age population presents an opportunity for economic growth and national development. This involves studying how this bonus can be maximized and what challenges it might bring if not properly managed.
3. **Education and Human Capital:** Investigating Indonesia's educational advancements and initiatives, such as the Merdeka Learning Campus and the integration of national ideology education (Pancasila). The focus is on how education can enhance human capital, leadership skills, and values that align with national objectives.
4. **National Defense and Security:** Exploring how a well-educated and skilled population can positively impact national defense and security. This includes assessing the role of youth in the armed forces, the significance of technological advancements, and the potential risks associated with unemployment and radicalization.
5. **Role of Institutions:** Analyzing the role of educational institutions, particularly the Republic of Indonesia Defense University (UNHAN RI), in providing specialized education, vocational training, and leadership development that align with Indonesia's defense and development goals.

RESULT AND DISCUSSION

Demographic Dynamics and National Defense

The intertwined relationship between population dynamics and national defense remains a cornerstone for many countries, especially those undergoing significant demographic shifts. To comprehend the specific challenges and opportunities Indonesia faces in the coming decades, it's essential to first understand the broader landscape of demographic transition and its implications for national defense. The concept of the demographic transition model offers a framework for understanding the progression of a country's population growth based on birth and death rates (Caldwell & Schindlmayr, 2003). As countries advance economically, they typically transition from high birth and death rates (pre-industrial) to low birth and death rates (post-industrial). Such transitions have profound implications, encompassing shifts in the labor force, economic growth, healthcare demands, and national defense aspects (Bongaarts, 2009). Globally,

many countries have navigated this transition with varying degrees of success. Japan, which entered its post-industrial phase in the late 20th century, grappled with an aging population, which posed concerns regarding workforce shortages and escalated healthcare costs (Yamada, 1997). Conversely, African countries in the transitional stage face challenges tied to a burgeoning youth population, including unemployment and social unrest (Gyimah-Brempong & Kimenyi, 2013). The careful management of its evolving population dynamics can lead to a more skilled and capable workforce that contributes to economic growth and defense readiness. Balancing the needs of different age groups, addressing potential challenges, and aligning demographic shifts with defense priorities will be paramount as Indonesia charts its course through the coming decades.

Indonesia's Unique Position

Indonesia stands uniquely within this global framework. While many countries have either surpassed their demographic bonus or are distant from it. According to the CEIC (n.d.), Indonesia is nearing this favorable period. The window of opportunity that a nation enjoys due to a high proportion of its population being in the productive age (between 15 and 64 years) is known as the demographic bonus. Due to the success of population policies to control fertility rates, enhance health, and implement development programs since the New Order era to the present, the process of demographic transition towards a bonus in Indonesia has been accelerating (Wisnumurti, Darma, & Suasih, 2018). The impending rise of individuals within the productive age is more than a statistic; it symbolizes a potential that, if channeled aptly, can elevate the nation to unparalleled levels (Sutikno, 2020). The attainment of Indonesia's Vision 2045 which intends to maximize the demographic bonus is contingent upon the cultivation of high-quality human resources, with education serving as the primary means of achieving this objective. The aforementioned vision encompasses the ambition to attain the status of a self-governing, advanced, equitable, and thriving nation. However, with opportunity also comes challenges. The alarming possibility of a "population catastrophe" is an omnipresent threat if the demographic shift isn't leveraged (Sutikno, 2020). An escalating unemployment rate can amplify social tensions, leading to potential security threats, both internally and from external sources (Indrawan & Efriza, 2018). Indonesia stands at a critical juncture, poised to reap the benefits of its impending demographic bonus. The nation's success in realizing its Vision 2045 hinges on its ability to transform its youthful population into a skilled and dynamic workforce. By prioritizing education, training, and healthcare, and fostering collaboration among various stakeholders, Indonesia can navigate the challenges and harness the immense potential of its demographic transition, securing a prosperous and promising future for its people.

The Defense Paradigm

The confluence of demographic change intersects squarely with national defense. A robust, youthful population can be a defense asset, providing a steady stream of individuals apt for various capacities, whether in direct roles in the armed forces or supportive sectors (Nurhuda et al., 2021). Moreover, an educated and skilled populace augments technological and strategic advancements pivotal for contemporary defense (Smith, 2015). On the flip side, an unprepared youth can be a source of volatility. Historical evidence from other nations suggests that without adequate engagement and employment avenues, a young populace may become susceptible to radical ideologies or

sources of civil discord (Johnson, 2011). The intricate interplay between demographic change and national defense underscores the need for comprehensive and adaptable security strategies. Recognizing the potential of a youthful, educated population as an asset while addressing the risks associated with unemployment and radicalization is essential. Embracing technological advancements for both defense and surveillance, as well as understanding the broader implications of global interconnectedness, further contributes to safeguarding a nation's security. Finally, embracing a multidimensional approach to defense that encompasses economic, diplomatic, and cultural aspects enhances a nation's resilience and global influence, ultimately fostering a more stable international environment.

Having contextualized how demographics and defense are intricately intertwined, we now transition into Indonesia's tactical approach to harness this demographic boon. Subsequent sections will expound on the three identified solutions, emphasizing their capability to address the demographic bonus of 2045 and their pivotal role in fortifying national defense. Having established the significant connection between demographic dynamics and national defense, it becomes evident that the strategic utilization of a country's population can greatly impact its security landscape. The aforementioned insights regarding the value of a robust and educated youth population hold particular relevance in the case of Indonesia. As the nation looks forward to reaping the benefits of its demographic dividend, it must concurrently address the challenges to effectively channel the potential defense asset that its youth represents.

Indonesia's approach to this matter must be multifaceted and well-calibrated. The demographic dividend projected for 2045 offers a window of opportunity during which the country can leverage its youthful population to bolster its defense capabilities. This necessitates not only an emphasis on traditional military recruitment but also a broader investment in education, skill development, and technological advancement. Drawing from the lessons of history, Indonesia must focus on engaging its youth meaningfully. By providing avenues for employment, education, and skills training, the nation can mitigate the risks associated with disenfranchised young individuals turning towards radical ideologies or causing civil unrest. Such proactive measures align with the idea that a stable and content youth population is more likely to contribute positively to the country's defense and overall development.

Merdeka Learning Campus as a tool for enhancing Human Capacity

The implementation of the *Merdeka Learning Campus Merdeka Curriculum* is a significant endeavor aimed at enhancing the competence of educators and instructors, thereby revitalizing the education sector. The individuals in question engage in a proactive pursuit of knowledge acquisition using studying and conducting education research, in addition to following the works of prominent educational scholars. As autonomous educators, they are proficient in implementing these concepts in pedagogical and educational endeavors, through the establishment of efficient communication channels between themselves and their pupils. By taking into account the diversity of students and their respective circumstances, the achievement of learning objectives is ensured.

The program known as *Merdeka Belajar Kampus Merdeka* represents a significant stride towards altering the paradigm of the education system. *Kampus Merdeka* introduces a novel approach that enables students to pursue academic interests beyond the confines of their designated study program (Leuwol et al., 2020; Muslimat, 2021; Wijayanto, Anggaira, Bayu, & Amiq, 2021). This initiative grants students the autonomy to engage in diverse academic pursuits within the university setting. This program

confers autonomy to educational institutions and instructors, while also providing students with the liberty to select their preferred areas of study. Kampus Merdeka fosters an innovative learning environment that prioritizes student needs and is not constrained by traditional limitations.

The *Merdeka Belajar Kampus Merdeka* Curriculum has been implemented by various regulations that govern higher education. The aforementioned policy is reinforced by various regulations, including but not limited to Regulation of the Minister of Education and Culture (Permendikbud) Number 3 of 2020, which pertains to the standards of Higher Education, and Permendikbud Number 4 of 2020, which concerns the transformation of State Universities into Legal Entity Universities. Additionally, other regulations about accreditation, admission of new students, and the establishment of universities also contribute to the support of this policy. By this legal foundation, the objective of *Merdeka Belajar Kampus Merdeka* can be attained, namely, to incentivize students to attain proficiency in scientific domains that align with their proclivities and are equipped to contend in an international milieu.

The student-centered learning process is a significant component of *Kampus Merdeka*. The pedagogical approach of student-centered learning facilitates the cultivation of student ingenuity, originality, aptitude, character, and distinct requirements. The *Merdeka Belajar* program is designed to facilitate the development of both technical skills, commonly referred to as hard skills, and social skills, also known as soft skills, among students. The educational process also fosters self-reliance in students by promoting their ability to seek and acquire knowledge through practical experience, social engagement, cooperative efforts, personal accountability, high standards of performance, and goal attainment.

The curriculum of *Merdeka Belajar Kampus Merdeka* serves as a crucial tool in facilitating the learning process that aligns with the demands of the respective fields. The curriculum's implementation is founded on an Outcome Based Education (OBE) learning system, which prioritizes learning outcomes that are pertinent to specific disciplines (Nuraini, 2023). The primary objective of this curriculum is to provide students the freedom to develop the necessary skills and knowledge to effectively navigate the demands of technological advancements and successfully transition into the workforce all in line with their personal choices and areas of interest. This is accomplished by giving students the option to select from a variety of learning activities outside of the university, such as participating in student exchanges, conducting research, engaging in entrepreneurial activities, pursuing other studies or independent projects, committing to humanitarian programs, or completing internships or practicums in businesses or other workplaces. Their lecturers provide oversight for all of these activities (Ministry of Education and Culture Directorate General of Higher Education, n.d.). The *Merdeka Belajar Kampus Merdeka* (MBKM) curriculum affords students the autonomy to select courses that align with their interests, thereby enhancing the caliber of graduates and their applicability to the demands of the industry.

The implementation of the *Merdeka Belajar Kampus Merdeka* Curriculum has resulted in a favorable influence on human resources (HR) within the framework of national development, as per Wibowo (2022) findings on the rejuvenation of education. By prioritizing collaboration with industry, vocational education can produce high-quality human resources. The industrial sector is involved in the development of curricula that are tailored to industry-specific needs. Additionally, they participate in various activities such as internships, collaborative research, and project-based learning.

The act of collaborating offers benefits in enhancing the competencies and applicability of graduates to meet the demands of the industry. In the realm of vocational higher education, the cultivation of dependable and forward-thinking human capital is crucially facilitated by industry-based learning, thereby effecting transformation.

Enhancing Human Capital through National Ideology Education

Increasing access to education for all segments of the population is crucial. According to the UNESCO Institute for Statistics, as of 2020, Indonesia's net enrollment rate in primary education was around 94%, but there is room for improvement in secondary and tertiary education. Improving the quality of education is vital to enhancing human capital. Indonesia could invest in teacher training, curriculum development, and modern teaching methods. Embedding the national ideology (*Pancasila*) to leverage these investments in education, skills training, and job opportunities is essential. The Ministry of Education and Culture (Kemendikbud) has introduced the "Freedom of Learning" policy to establish an all-encompassing education system that prioritizes self-sufficiency and the advancement of national prestige. Using transformative education that emphasizes the cultivation of collective character and the implementation of *Pancasila* values, it is possible to cultivate a cohort of leaders who are accountable and capable of making meaningful contributions at both the national and international levels (Hidayat, 2021).

Education plays a significant role in the attainment of national objectives as outlined in the 1945 Constitution, including safeguarding the entire populace and enhancing the standard of living. Furthermore, the education system in Indonesia serves as a crucial factor in attaining the Sustainable Development Goals (SDGs), particularly in guaranteeing an all-encompassing and impartial standard of education, as well as augmenting opportunities for lifelong learning. The achievement of Target 4.7 of the Sustainable Development Goals, which entails providing all learners with the necessary knowledge and skills to promote sustainable development, is anticipated to expand the perspectives and competencies required to attain social equity, harmony, and cooperation amidst worldwide diversity (Unterhalter, 2019). Enhancing gender equality in education and the workforce is also vital for maximizing the demographic dividend. Empowering women and girls with equal access to education and opportunities can lead to significant gains for the nation's human capital.

The *Pancasila* Student Profile serves as a framework for fostering the ethical and professional development of Indonesian students, with the ultimate goal of realizing national aspirations. This profile encompasses a collaborative aspect that demonstrates a conscientiousness towards the surrounding ecosystem. The purpose of education is to cultivate the cognitive, aesthetic, vocational, and physical faculties of students, thereby enabling them to make meaningful contributions towards the establishment of a fair and sustainable community. The *Pancasila* student profile mandates that education should aim to cultivate a well-rounded individual, equipped with emotional, spiritual, creative, and productive intelligence. This approach aims to cultivate individuals who possess the necessary knowledge and skills to contribute to the advancement of civilization and the promotion of social justice, as stipulated in *Pancasila* (Irawati, Iqbal, Hasanah, & Arifin, 2022).

By implementing an education system that is focused on *Merdeka Belajar* and the incorporation of *Pancasila* principles, Indonesia can cultivate proficient human capital capable of confronting the obstacles of the contemporary era. This can foster a sense of national identity and unity. It can also promote values like democracy, social justice, and

religious tolerance. Indonesia's demographic dividend occurs when a large proportion of the population is of working age, leading to increased productivity and economic growth. Education serves a dual purpose of enabling individuals to attain personal success and empowering them to contribute towards the progress of their nation and the establishment of a global system founded on principles of liberty, enduring harmony, and equitable distribution of resources. Prioritizing education as a central component of Indonesia's vision for 2045 can cultivate a cohort of leaders who are accountable, adaptable to change, and capable of making constructive impacts at both the national and international levels (Syafi'i, 2021). By nurturing educated and skilled individuals who are grounded in national values, adept at innovation, and capable of adapting to change, Indonesia can effectively leverage its demographic dividend to achieve economic growth, national security, international influence, social cohesion, and equitable development. This multidimensional strategy requires collaboration between educational institutions, policymakers, defense experts, and society at large to ensure a prosperous and resilient future for Indonesia.

The Efforts of the Republic of Indonesia Defense University (Unhan RI) through its Vocational Faculty

Further to the already discussed efforts that enhance human capacity is the role the Republic of Indonesia Defense University (Unhan RI) has played in deliberately granting specialized educational access to Indonesian youths who are the main focus of the demographic bonus of the year 2045. The Vocational Faculty at Defence University (Unhan RI) under the leadership of Dr. Aloysius Benedictus Mboi in Belu places significant emphasis on ensuring equitable dissemination of education, particularly for individuals residing in border regions. Unhan RI Vocational education is a significant endeavor in addressing the educational requirements of the region, as it is the initial polytechnic in Belu and the first Unhan RI campus situated outside Jakarta. The sole academic department present on this campus is the Faculty of Military Logistics, which offers a total of seven specialized study programs. These programs are centered around various aspects of agricultural practices, including cultivation, plantations, livestock management, capture fisheries, seafood processing, ship machinery, and fish farming. This endeavor aligns with the Presidential Regulation of the Republic of Indonesia Number 5 of 2011, which confirms the responsibility of Unhan RI in generating national defense personnel, encompassing both the Main Component (Indonesia National Armed Forces or TNI) and Reserve and Support Components, by Law Number 3 of 2002 and Law Number 23 of 2019.

The prioritization of vocational education of high quality is a key concern for both the Ministry of Defence and the Ministry of Agriculture. The two ministries engage in a collaborative effort to establish high-quality vocational education institutions to foster a new generation of agricultural entrepreneurs. The Agricultural Human Resources Extension and Development Agency, under the purview of the Ministry of Agriculture, aims to collaborate with multiple entities such as universities and stakeholders to achieve their objectives. The sustainability of logistics, particularly about food, is a crucial component in the realm of national defense. Unhan RI fulfills the function of facilitating the development of proficient personnel in the domain of military logistics using the polytechnic located in Belu, East Nusa Tenggara.

The educational program at the Faculty of Military Logistics Unhan RI emphasizes both theoretical and practical aspects. An illustration of experiential learning in the ship machinery curriculum is the implementation of a practical week, during which students

engage in diverse activities aimed at honing their competencies and proficiencies in the domain. The current week of practice encompasses a range of subjects including oceanographic physics, maritime law, capture engineering, and electrical installations. The objective of this practice is to enhance the autonomy, time management, and collaborative abilities of students, while also providing them with pertinent competencies to confront the forthcoming professional landscape. Focusing on skill development programs can equip the workforce with the necessary expertise, making them more employable and capable of contributing to the country's economic growth as well as national defense.

Furthermore, the Defence University of the Republic of Indonesia assumes responsibility for cultivating reserve elements (students) by emphasizing the development of leadership attributes. The Unhan RI places significant emphasis on fostering a generation of national leaders who possess a robust sense of patriotism and are equipped with the necessary skills to defend their country. In this regard, the institution recognizes the pivotal role that confidence plays in establishing positive interpersonal relationships. The educational curriculum at Unhan RI encompasses not only scientific disciplines but also instills national character and perspective that align with the principles of *Bela Negara*. These include a deep appreciation for Pancasila, a heightened awareness of the nation and state, a profound love for the homeland, and a willingness to make sacrifices for the betterment of the nation and state. Unhan RI is an exceptional academic institution in Indonesia that prioritizes defense science and State Defence education, positioning itself as a *Bela Negara* campus. The institution aims to cultivate national leaders who are equipped to confront the challenges of safeguarding a progressive and contemporary nation.

The establishment of the Unhan RI Vocational Faculty in Belu, with a specific focus on military logistics, represents a significant stride towards promoting educational equity and addressing the educational requirements of border regions. Unhan RI is dedicated to delivering vocational education of high quality that aligns with the demands of the business world and industry. This is achieved through the collaboration of the Ministry of Defence, the Ministry of Agriculture, and other relevant stakeholders. Furthermore, Unhan RI endeavors to furnish its students with pragmatic competencies via field practicum, encompassing diverse themes pertinent to the investigation of military logistics. To cultivate a robust reserve component, Unhan RI places significant emphasis on the significance of leadership and self-assurance in shaping the character of its students. The Unhan RI aims to cultivate a cohort of patriotic leaders who possess robust qualities and unwavering commitment to safeguarding the sovereignty of the state (Universitas Pertahanan, 2021).

Maximizing Educational Advancements in light of Indonesia's 2045 Demographic Dividend and National Defence

The *Merdeka Belajar Kampus Merdeka* Curriculum, the embedding of national ideology education, and the focused efforts of institutions like Unhan RI, spotlight Indonesia's proactive steps towards securing its future in the global sphere. The integration of these educational systems is imperative to harness the potential of Indonesia's anticipated demographic dividend in 2045. This convergence holds the promise of generating robust human capital, propelling Indonesia's growth, and fortifying national defense. The demographic dividend presents a golden opportunity for Indonesia. By aligning its educational advances with national defense strategies and prioritizing human capacity development, the nation stands at the cusp of an era marked

by unprecedented growth, security, and global prominence. Based on the presented trajectories, some key recommendations to ensure the nation effectively capitalizes on its demographic bonus which could also serve as a template for other nations are offered.

1. **Holistic Integration of Curricula.** The *Merdeka Belajar Kampus Merdeka* Curriculum and the emphasis on Pancasila should not operate in silos. These frameworks should be seamlessly integrated to provide students with a holistic education, encouraging them to think critically, behave ethically, and contribute effectively to society (Leuwol et al., 2020; Muslimat, 2021; Hidayat, 2021).
2. **Strengthening the Defence-Education Nexus.** Unhan RI's focus on military logistics and defense science presents an innovative model that can be replicated across the nation. Given the strategic challenges of the 21st century, it is essential to embed national defense consciousness into broader educational practices. This will not only foster patriotism but also ensure a generation ready to defend its sovereignty (Universitas Pertahanan, 2021).
3. **Expanding Vocational Education.** Vocational training, as evidenced by Unhan RI's Atambua campus, is a viable solution to address the immediate needs of specific regions. The country should enhance such initiatives, particularly in border areas and less developed regions, to ensure equitable development (Wibowo, 2022).
4. **Industry-Academia Collaborations.** Unhan RI's model of linking academic study to real-world military logistics challenges offers a blueprint. Strengthening ties between educational institutions and industries will foster a generation that's in tune with current market and national defense needs.
5. **Promotion of Lifelong Learning.** Aligning with the objectives of the Sustainable Development Goals, Indonesia should foster an environment of lifelong learning. Gender-balanced continuous education and skill development will be crucial to navigating the rapid technological advancements and evolving defense scenarios (Unterhalter, 2019).
6. **Cultivating Leadership & Values.** The demographic bonus will be truly realized when the young populace is not just educated but is also instilled with leadership qualities, national pride, and ethical values. These should be central tenets of any educational initiative (Syafi'i, 2021).
7. **Investing in Research & Development.** Given the pace of global changes, Indonesia needs to invest significantly in research and development, especially in sectors related to national defense, technology, and education. This will ensure the country remains at the forefront of innovations, safeguarding its interests.
8. **International Collaborations.** Engaging in international educational partnerships can provide students with a global perspective, ensuring they're equipped to tackle international challenges, further fortifying Indonesia's position on the global stage. The MBKM program provides a unique opportunity for international collaborations. Students should be encouraged to utilize the opportunity.

CONCLUSIONS, RECOMMENDATIONS, AND LIMITATIONS

The implementation of the *Merdeka Belajar Kampus Merdeka* bears the potential to enhance the competence of educators and foster a dynamic and all-encompassing pedagogical setting, thereby revitalizing the education sector. This is through a curriculum that affords students autonomy in selecting their field of specialization and fosters the cultivation of robust technical and interpersonal proficiencies. The curriculum's implementation is founded on the principles of Outcome Based Education

(OBE) and is reinforced by the regulatory framework that governs higher education. Furthermore, education in national ideology assumes a pivotal role in realizing Indonesia's vision for 2045 by fostering high-caliber human capital that is patriotic and equipped to confront the exigencies of the contemporary era. The establishment of the Unhan RI Vocational Faculty in Atambua represents a significant stride towards promoting educational equity and addressing the educational requirements of border regions. The faculty emphasizes military logistics and instilling in students the values of Bela Negara, thereby fostering character development.

Indonesia stands on the precipice of a transformative era, with the demographic dividend of 2045 offering a unique and powerful opportunity to reshape its global standing. The intertwining of advanced educational frameworks, such as the Merdeka Belajar Kampus Merdeka Curriculum and the incorporation of Pancasila, reveals a nation committed to maximizing its human capital. Furthermore, the focused efforts of institutions like Unhan RI underscore the imperative to meld education with national defense aspirations. Such integrated strategies are not mere pedagogical shifts but are central to ensuring a harmonized development that caters to both the immediate regional needs and broader national objectives. As Indonesia moves closer to 2045, it is paramount that these educational advances continue to align with the broader vision of national growth, defense readiness, and global prominence. Through holistic education, strengthened defense consciousness, industry-academia collaborations, and a persistent drive for leadership and values, Indonesia is not just preparing for a demographic bonus but is sculpting a future marked by resilience, prosperity, and unity.

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