



The Relevance of Shaping a Pious, Intelligent, and Leadership Character in Relation to the Effectiveness of Achieving a Golden Indonesia in 2045

Sahrul Maulana^{1*}, Riki Maulana²

¹ Universitas Terbuka, ² Universitas Islam Negeri Sunan Gunung Djati Bandung

¹ sahrulmaulana790@gmail.com, ² rikimaulana1992@gmail.com

*Corresponding Author: sahrulmaulana790@gmail.com

Article History:

Received: 23-09-2025

Accepted: 30-09-2025

Published: 30-09-2025

Abstract

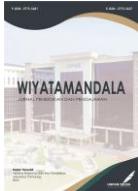
Abstract:

This research is motivated by Indonesia as a country rich in natural resources and its diversity of culture, ethnicity, race, religion and language. So in this case Indonesia has great potential to become a developing and advanced nation. However, the reality is still far from this reality due to several factors including still depending on natural resources to meet all its needs, human resources that are lacking in innovation, the rise of KKN (Corruption, Collusion and Nepotism) within the structure of state officials and economic and social inequality. The purpose of this study 1) To determine the role of the state in providing optimal services to fulfill the rights of the people as protected by the constitution. 2) To determine the formulations formed by the state in relation to the roadmap towards Indonesia Emas 2045. 3) To determine the relevance of pious, intelligent and capable leadership characters in relation to the effectiveness of Indonesia Emas 2045. This study uses a qualitative method using a descriptive analysis approach by digging up information directly from the community and through a scientific literature approach, both books, journals and information related to the object of the study. The results of this study can be concluded 1) The Role of the State in Managing and Regulating Citizens has a fundamental role in providing basic services in the form of education, health, and social protection. 2) The State Roadmap Towards Golden Indonesia 2045 where Bappenas has established 7 directions of education policy 2025-2045 which include the acceleration of 13 years of compulsory education, strengthening STEAM-based higher education, improving the quality of teaching, Islamic boarding school education, vocational, educator professionalism, to education governance. 3) The Character of Pious, Intelligent, and Capable of Leading are these three characters complement each other and cannot be separated in order to achieve the generation of Golden Indonesia 2045.

Keywords:

Golden Indonesia 2045, Pious, Intelligent, Capable of Leading

How to Cite: Marlina, et.al. (2025). Development of teaching materials e modules adapted to improve students' critical thinking style. Wiyatamandala Jurnal Pendidikan dan Pengajaran, 5 (2): 70-82.



INTRODUCTION

The 1945 Constitution affirms the state's responsibility for advancing the welfare and intellectual development of the nation. A decent life encompasses not only the necessities of life but also health and education services. Natural resources are fully managed by the state, and the results are utilized for the benefit of the nation through programs that directly benefit the nation. This principle assumes that the state protects all forms of its citizens' rights through a structured constitutional process, comprised of the executive, legislative, and judicial branches, each with its own roles and responsibilities. All these pillars are mandated by the people.

Developed and developing countries are always measured not only by economic approaches; the quality of human resources, which are increasingly innovative and possess integrity, is an absolute necessity within a nation. This is evident when there are no violations in any form of activity. Therefore, the foundation for implementing all forms of constitutional management must be a good character inherent not only in the officials who govern or administer a country but also in all its citizens. The state guarantees all its citizens access to education, a means of developing individuals who not only possess extensive knowledge through the learning process but also develop individuals with good character. While educational institutions are not the sole means of educating the nation's children, they are a means through which everyone has the right to access all the benefits it offers. Fundamental to a nation, educational institutions spearhead the development of various sectors, including research that is continuously updated with changing conditions, learning from early childhood to higher education, and of course, moral education taught directly by teachers at the school.

The complexity of character that a leader must possess is not only intellectual intelligence, which can be measured by intellectual ability through scientific issues. A sound spiritual capacity will certainly limit inappropriate actions and the ability to control one's emotions in various conditions and circumstances. Leadership skills must be able to manage human resources and exert influence through policies in the form of regulations narrated with good rhetoric. So that these influences and policies will have a positive impact on the progress of the nation and state.

Indonesia enjoys privileged geographical location along the equator, meaning it receives year-round sunshine, resulting in a warmer climate. This impacts soil fertility and biodiversity. Furthermore, the country's abundant mineral resources support its development. The aforementioned developments would undoubtedly be better managed by competent human resources, which would significantly impact the nation's well-being. Singapore, for example, invests in high-quality human resources despite its relatively limited natural resources and relatively small land area compared to Indonesia. However, Indonesia relies heavily on imported oil supplies from Singapore, its distributor.

Based on this, Indonesia is currently entering a phase where many of its citizens will be of productive age until 2045. Economists call this phenomenon the "golden age," or "Golden Indonesia 2045." This situation can be likened to a double-edged sword, meaning it can be beneficial if the existing resources are managed effectively to develop



the nation. However, this situation could actually backfire and burden the country. Therefore, the state's role includes developing human resources capable of competing globally, ensuring a balance between a nation's development capacity and its own resources.

The reality is that Indonesia is still unable to optimize its existing resources. Unemployment is high due to minimal labor absorption, juvenile crime is high, poverty is rampant, and economic disparity between officials and the general public persists. Corruption, collusion, and nepotism (KKN) are on display among officials in the executive, legislative, and judicial branches. A high level of education is no longer a guarantee of a leader's suitability for carrying out their mandate. However, moral integrity remains quite rare in Indonesia. This situation is exploited by other countries to exploit existing resources, through propaganda and social media propaganda that is highly detrimental to the Indonesian nation. Ultimately, social turbulence, mutual blame, and even anarchy ensue, as a form of expression of disappointment because the state cannot guarantee the rights of citizens as protected by the constitution.

Moral education essentially begins at home, taught directly by parents. Educational institutions also play a similar role. When some children fail to receive moral education at home, they have an obligation to teach all forms of knowledge through the lessons provided. This moral education needs to be developed and shaped from an early age. The state, through its apparatus and structures, protects society through its policies.

Thus, the purpose of this research is to determine and position the role of the state as an absolute instrument in providing optimal services so that its people get a decent life as protected by the constitution. The roadmap towards a golden Indonesia is a priority goal so that effective steps must be formulated in achieving it and understanding the relevance of pious character through spiritual understanding, intelligent in terms of being able to answer all challenges through an intellectual approach and being able to control emotions in various situations and conditions so as to be able to lead in relation to effectiveness towards a golden Indonesia 2045.

METHODS

The research approach uses an empirical analysis approach, a process of actual field research based on scientific literature related to the research object. Subsequently, an in-depth and comprehensive analysis using accurate data is conducted. The author describes various issues related to the conditions and situation of Indonesia towards a golden Indonesia in 2045. This research is a qualitative descriptive study, namely a collection of research studies that provide a definitive picture of scientific data with similar research objects.

The data sources in this study are divided into two parts: 1) Primary Data Sources; data sources were obtained directly in the field through social observation and interviews with students or adolescents, as this generation will reap the benefits in 2045. 2) Secondary Data Sources; Secondary Data Sources were obtained through a review of



scientific literature including books, scientific journals, and informative articles related to the research object.

The data collection methods used for this study included observation, interviews, and documentation. The research location is the Nurul Fikri Boarding School in Lembang, located at Jl. East Maribaya, Cibodas village, Lembang sub-district, West Bandung regency. The research location was chosen because the institution's educational vision and mission is to produce a pious, intelligent, and leadership-capable generation.

RESULT AND DISCUSSION

A. Social and economic culture of the Indonesian nation

Indonesia is a highly heterogeneous nation, encompassing a wide variety of social activities, impacting daily economic behavior. These differences stem from differences in religion, culture, race, ethnicity, and geography. This diversity has both positive and negative impacts, depending on the attitudes of its people toward these differences, ultimately fostering mutual respect and tolerance.

Social behavior within the community is characterized by an Eastern moral culture, upholding respect and courtesy toward everyone regardless of background, mutual assistance, and a sense of belonging to existing traditions and cultures. Based on these social behaviors, Indonesia's economic situation is not in good shape. This is evidenced by the relatively high poverty rate, rising unemployment, the failure of many domestic companies, and the reluctance of foreign investors to invest in Indonesia. Dependence on raw material exports is detrimental to significant economic development. The government's downstreaming program is still a concept, and its benefits have yet to be felt evenly. A consumer-based economy means that the public can only be users or consumers.

B. Educational background of people in Indonesia

Throughout history, the Indonesian education system has undergone substantial changes. Education has been a vital component of national development and the development of quality generations since Indonesia's independence in 1945. Various historical, social, political, and economic factors have influenced the history of Indonesian education and shaped the country's current educational framework.

After Indonesia's independence in 1945, the newly formed government made education a primary focus. Its primary goal was to develop human resources that could contribute to the nation's growth. According to supporting statistics, the Indonesian government built a large number of elementary and secondary schools across the country in the early years of independence in an effort to increase access to education. Despite significant physical and budgetary constraints, the Indonesian education system has made rapid progress during this period (Akbar & Noviani, 2019).

It's also important to recognize that Indonesia is a diverse nation in terms of culture, ethnicity, and religion. The integration of these diverse cultures in Indonesia has been greatly facilitated by education, according to supporting statistics. Respecting cultural diversity and integrating local characteristics into the curriculum has become a



crucial component of national education. This is a crucial step in maintaining harmony and togetherness among various groups in Indonesian society.

Although Indonesian education has made progress, several obstacles remain. Significant disparities in access to education remain across the Indonesian archipelago and between urban and rural areas. To educate children in an increasingly changing world, curriculum, teacher training, and improvements in teaching quality also need to be updated. In short, the various stages of the Indonesian education system are reflected in the country's education system, which strives to improve the quality of life for citizens and advance national development. Over time, various efforts have been made to improve the relevance, quality, and accessibility of this education system (Huda, 2020).

C. Demographic bonus towards a golden Indonesia in 2045

The phenomenon known as the "demographic bonus" occurs when a country's population grows rapidly and there is a sharp increase in the working-age population, which can serve as a foundation for development. Managing this demographic bonus is Indonesia's responsibility. This demographic bonus will cause significant losses for Indonesia if not handled properly. Therefore, to avoid future disasters, the demographic bonus must be addressed comprehensively and appropriately. Every aspect of life will be impacted by this population explosion, including the economy, welfare, health, and more (Sutikno, 2020).

If Indonesia's productive-age population has sufficient human resources to support and contribute to national development, the Demographic Bonus offers an opportunity to improve the welfare and prosperity of its citizens. It is clear that a nation, particularly Indonesia, will suffer a significant loss if it fails to capitalize on the Demographic Bonus.

The productive-age population, also known as the demographic bonus phenomenon, is defined by a significantly higher percentage of the productive-age population than the non-productive age group. With a population of 280 million, Indonesia is expected to reach the peak of its demographic bonus in 2020. Based on these statistics, there are 1.9% more productive-age residents than non-productive age groups (Sutikno, 2020).

D. The Role of the State in Managing and Organizing its Citizens

A state is an organization of power with the authority to regulate the lives of people within a specific territory. The state serves not only as a symbol of sovereignty but also as an institution that manages various aspects of its citizens' lives, from politics and economics to law and socio-cultural affairs. In this regard, the state's role becomes crucial as the increasing needs of society and the development of globalization demand effective, fair, and sustainable management.

Since 2012, Indonesia has entered the demographic bonus era, which is expected to last until 2035. Based on the experiences of countries that have successfully optimized the opportunities of the demographic bonus, such as China, Japan, South Korea, and Singapore, several important lessons can be learned. These include increased investment in education and health, expanded workforce participation, early anticipation



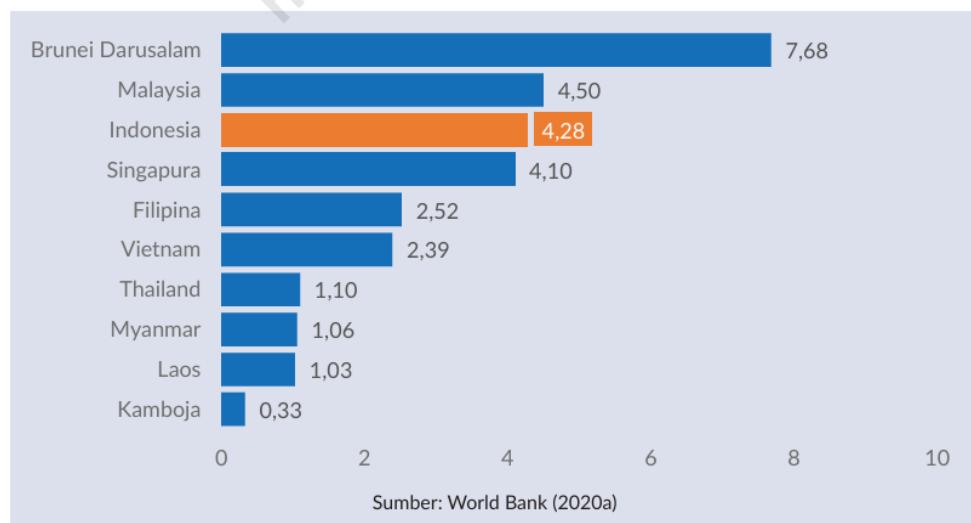
of population aging, and efforts to ensure equitable population distribution (Kominfo, 2014).

These four factors are closely related to preparing children as valuable assets for the nation in the future. Children's education and health play a major role in determining the quality and competitiveness of human resources (HR) in the future. The quality of these HR will ultimately influence the nation's ability and competitiveness in expanding workforce participation. Meanwhile, the current distribution of the child population provides an initial indication of the potential for migration and the distribution of the productive workforce in the future. Children are the next generation, playing a strategic role in safeguarding and continuing the nation's ideals. Therefore, fulfilling children's rights is a key factor in developing a resilient generation and represents a concrete form of human resource investment. Improving the quality of children through the fulfillment of their rights has become part of government policy in support of one of the national development missions stated in the 2020-2024 National Medium-Term Development Plan (RPJMN), namely "Improving the Quality of Indonesian Human Resources." Fulfilling children's rights from an early age while ensuring optimal growth and development is a crucial investment in creating superior human resources.

This investment, known as human capital investment, encompasses aspects of health, education, social development, protection, and the internalization of family and community values. All of these aspects contribute directly to the development of children's capacities, which ultimately has a significant impact on their level of productivity as adults (Maliki, 2017).

The quality of human resources (HR) is a key factor in determining the success of capitalizing on the demographic bonus. As the world's fourth most populous country (World Bank, 2022b), Indonesia possesses substantial human capital. However, empowering Indonesia's human resource potential still faces serious challenges in terms of improving quality and competitiveness. Superior HR will be able to play an active role in economic activities, whether as workers, entrepreneurs, or capital owners. High levels of involvement of productive-age people in economic activities will also reduce unemployment. In the ASEAN region, Indonesia has the third highest unemployment rate after Brunei Darussalam and Malaysia. Therefore, alignment between the education system and job availability is a key factor in efforts to reduce unemployment and maximize the benefits of the demographic bonus for national progress.

If Indonesia can effectively manage its demographic bonus, it will create a demographic dividend, a condition where the number of productive people working optimally can boost national economic growth. However, if this opportunity is not utilized, it will instead create a demographic burden, where high unemployment can trigger social problems such as poverty, crime, and economic instability. Thus, strengthening the quality of human resources through education, training, and the creation of relevant jobs is the main key to bringing Indonesia towards Golden Indonesia 2045.

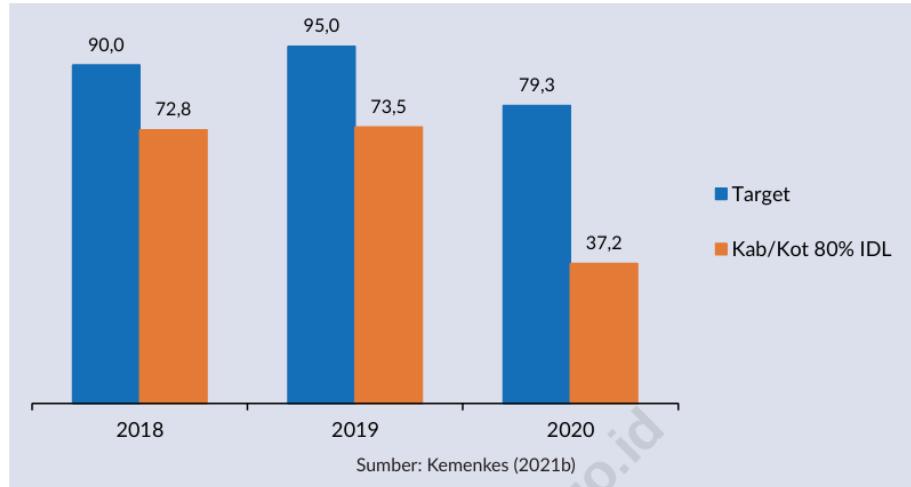


Access to education and an intelligent life are human rights guaranteed by law. Children are the nation's future generation, playing a strategic role in safeguarding and continuing national ideals. Therefore, it is crucial to prepare them to become a resilient and competitive generation. Furthermore, the current generation of children faces more dynamic and complex challenges than previous generations, coupled with the presence of various forms of disruption in their lives. This demands serious attention so that every child can grow and develop optimally to face the changing times.

Parents play the primary and most important role in fostering their children's growth and development, ensuring they become a competitive generation. This role begins from conception, specifically when cognitive abilities are formed in the womb (Adioetomo, S.M., 2020). To ensure children grow up healthy and intelligent, adequate nutrition, along with monitoring their development from the womb, is a fundamental need.

One way to meet these nutritional needs is by providing breast milk until the child is two years old. In addition to its benefits for child health and growth, early breastfeeding has also been shown to reduce the risk of maternal death after childbirth.

A child's health from the womb is highly dependent on the mother's health. The mother's immune system plays a major role in protecting the fetus, while after birth the child must develop its own immune system. Therefore, basic immunization is a crucial step in providing immunity against dangerous diseases. The government targets complete basic immunization coverage (IDL) for children aged 12-23 months to reach 90 percent by 2024. However, in 2018, IDL coverage only reached 57.9 percent (Risikesdas, 2018). In fact, in 2020, there was a decline compared to the previous year due to the COVID-19 pandemic, where many parents were reluctant to take their children to health facilities due to concerns about the risk of transmission (Kemenkes, 2021b).



The achievement of complete basic immunization (IDL) for infants aged 0–11 months in 2020 showed a decline compared to 2018 and 2019. Immunization coverage, both through the national immunization program and independently, experienced a significant decline. In 2020, the number of districts/cities that successfully implemented IDL for at least 80 percent of infants reached only 37.2 percent, far below the target of 79.3 percent. By comparison, in 2019 the target was 95.0 percent, with 73.5 percent achieved. This situation is a serious concern, as low immunization coverage for certain diseases has the potential to lead to extraordinary events (outbreaks) (Ministry of Health, 2021b).

The government has made regulations related to improving health services starting from infants, children, adolescents, adults to the elderly through the availability of health facilities that are evenly distributed to remote areas, improving the quality of health workers with continuous training and providing affordable health services through financing schemes such as BPJS Kesehatan and providing nutritional improvement programs such as Free Nutritious Meals (MBG) in every school in Indonesia.

E. The National Roadmap Towards a Golden Indonesia by 2045

Educational development is key to achieving the vision of Golden Indonesia 2045, namely an advanced, competitive, and character-based Indonesia. Through the 2025-2045 Education Roadmap, Bappenas (National Development Planning Agency) has established seven strategic policy directions as guidelines. This roadmap emphasizes the importance of improving the quality of human resources, equitable access to education, and strengthening national character.

From early childhood education (PAUD) to 12th grade of senior high school (SMA), 13 years of compulsory education are projected as the foundation for educational development. The government is targeting universal access to PAUD one year before elementary school, equitable distribution of quality educational



infrastructure, and prevention of out-of-school children (ATS). Revitalizing non-formal education is also a strategy to reach marginalized communities. Higher education is directed not only to produce graduates but also to create innovators. The STEAM (Science, Technology, Engineering, Art, Mathematics) approach is prioritized to prepare a creative, critical generation capable of adapting to global demands. Strengthening higher education infrastructure and transparent governance are key agendas.

The curriculum will focus on foundational, contextual, and student-centered competencies. Digital technology will be utilized to deliver innovative learning. Furthermore, a comprehensive assessment system will be developed, encompassing cognitive, affective, and psychomotor aspects. The learning environment must also support the strengthening of students' character, mental health, and spirituality. As an integral part of the national education system, Islamic boarding schools (pesantren) and religious education receive special attention. The focus will be on improving service quality, strengthening graduate recognition, and standardizing quality assurance for Islamic boarding school education to ensure it is on par with other formal education programs.

This policy is aimed at strengthening vocational education that is oriented towards the world of work. Universities are also encouraged to become centers of scientific research based on the needs of industry and society. This way, graduates will not only find work but also be able to create jobs.

Teachers are key to the success of education. Therefore, the roadmap emphasizes restructuring teacher management, meeting teacher needs across regions, and revitalizing Teacher Training Institutions (LPTK). The Teacher Professional Education Program (PPG) will also be strengthened to produce professional and adaptive educators. Accountable, data-driven, and efficient education management is a crucial pillar. Regional governments will be empowered to improve the quality of education equitably, while quality assurance systems will be strengthened to ensure national education standards are consistently maintained across Indonesia.

F. Relevansi Karakter Shaleh, Cerdas Dan Mampu Memimpin Kaitannya Dengan Efektivitas Indonesia Emas 2045

Based on research at Nurul Fikri Boarding School in Lembang, student character development is directed at integrating religious values (*shalih*), intellectual intelligence, and social skills (leadership). These three aspects have been proven to complement each other in producing a well-rounded generation, not only academically intelligent but also possessing a moral foundation and leadership skills. This is crucial because Indonesia Emas 2045 cannot be achieved solely through economic and technological capital; it also requires human resources with strong character.

Observations show that the pious character at this school is reflected in the habit of congregational worship, Quran recitation, religious studies, and mutual respect among students. Worship rituals are not merely routine but serve as a tool for in-depth



moral education. Teachers emphasize that religiosity should not be limited to formal aspects but should be reflected in honesty, discipline, simplicity, and responsibility.

One teacher stated in an interview, "If children are accustomed to honesty from an early age, they will carry that integrity with them everywhere, even when they become officials or leaders." This statement demonstrates that pious character serves as a social brake, preventing the birth of a generation that is intellectually intelligent but morally weak. From the students' perspective, regularity in performing religious duties is also understood as a form of self-management practice. One student said, "If we get used to praying on time, we automatically learn discipline. It's a small habit that carries over to other things, like studying on time or honoring promises."

The relevance of pious character to Indonesia Emas 2045 is clear. The demographic bonus will be wasted if the younger generation lacks a strong moral foundation. In a globalized environment filled with the temptations of materialism, individualism, and hedonism, pious values serve as a moral filter. Without this foundation, the potential of productive human resources risks becoming a source of social problems, such as corruption, moral degradation, and crime. In addition to religious values, schools also emphasize intellectual intelligence. A rigorous academic program, supported by a research-based curriculum and mastery of digital technology, fosters critical, analytical, and creative thinking in students. Extracurricular activities such as debates, scientific research, and writing provide opportunities for students to hone higher-order thinking skills.

Observations show that students are able to connect theory with social reality. For example, when discussing environmental topics, students not only memorize ecosystem theory but also relate it to current issues such as the climate crisis, plastic waste, and renewable energy. This demonstrates the ability to think contextually, which is crucial for addressing global dynamics. However, intellectual intelligence alone is not enough. Therefore, this educational institution also integrates emotional intelligence through social care programs. Students are involved in community service activities, humanitarian donations, and solidarity programs. In an interview, one student admitted, "If we directly help the community, our hearts become more sensitive. Being smart is important, but if you don't care about others, what's the point?"

Emotional intelligence is what prevents intellectual intelligence from becoming cold and selfish. These two aspects complement each other. A generation that is academically and emotionally intelligent will be more resilient, empathetic, and solution-oriented in facing national challenges. In the context of Indonesia Emas 2045, intellectual and emotional intelligence are essential. Global competition is not only about mastery of technology and science, but also about the ability to communicate, collaborate, and empathize. Without emotional intelligence, intellectual intelligence can degenerate into individualism or even exploitative practices.

The third characteristic observed is leadership ability. Educational institutions provide ample space for students to practice leadership skills. Intra-school organizations, religious activity committees, and study groups provide a platform for students to learn team management, time management, and decision-making. Interviews



with several students revealed that leadership experiences have made them more confident and courageous in facing challenges. One student said, "At first, I was afraid to speak in front of a crowd, but after being given more opportunities, I'm now more courageous. I've also learned that leadership doesn't mean commanding, but rather serving."

This experience proves that leadership doesn't emerge instantly, but rather through a process of habituation and direct experience. Leadership skills also strengthen the two previous characteristics. A pious leader will uphold trust, an intelligent leader will be able to make strategic decisions, and an empathetic leader will be able to protect his people. In the context of Indonesia Emas 2045, leadership skills are crucial. Indonesia will face global challenges in the form of geopolitics, the digital economy, and the climate crisis. These challenges can only be met if the nation has a visionary leader with integrity who can lead the people towards a common goal.

CONCLUSION

Based on the results of research conducted through observations, interviews, and documentation at Nurul Fikri Boarding School in Lembang, combined with a literature review and national policy analysis, the following conclusions can be drawn:

1. The Role of the State in Managing and Governing Citizens

The state plays a fundamental role in providing basic services such as education, health care, and social protection. Optimizing the demographic bonus can only be achieved if the state consistently guarantees the fulfillment of citizens' rights through equitable policies, equitable distribution of educational facilities, and the eradication of corruption, collusion, and nepotism (KKN). Thus, the state is not only a regulator, but also a facilitator and catalyst for national character development.

2. National Roadmap Towards a Golden Indonesia 2045

Bappenas has established seven education policy directions for 2025-2045, including accelerating 13-year compulsory education, strengthening STEAM-based higher education, improving teaching quality, Islamic boarding school education, vocational education, teacher professionalism, and education governance. This roadmap demonstrates that human resource development is a top priority, in line with the Golden Indonesia vision, which positions the younger generation as the driving force of change.

3. The Relevance of Pious, Intelligent, and Leadership Characters

Pious character forms a moral and spiritual foundation, intellectual and emotional intelligence provide capital for global competitiveness, and leadership skills make the younger generation agents of change. These three characteristics complement each other and cannot be separated. A generation that is merely intelligent without morals has the potential to misuse knowledge, while a generation that is pious without intelligence risks being marginalized. Leadership is the glue that binds these two aspects together so that they can be effectively implemented in social, economic, and political life



REFERENCES

Adioetomo, S. M. (2020). *Memetik bonus demografi membangun manusia sejak dulu – pembangunan manusia*. Depok: PT Raja Grafindo Persada.

Amin Akbar & Nia Noviani. (2019). *Tantangan dan solusi dalam perkembangan teknologi pendidikan di Indonesia*. Jurnal: Prosiding Seminar Nasional Program Pascasarjana Universitas Pgri Palembang.

Badan Perencanaan Pembangunan Nasional (BAPPENAS). (2021). *Roadmap SDGs Indonesia menuju 2030*. Retrieved February 2021, from http://sdgs.bappenas.go.id/wp-content/uploads/2021/02/Roadmap_Bahasa-Indonesia_File-Upload.pdf

Badan Pusat Statistik (BPS). (2019). *Indikator tujuan pembangunan berkelanjutan (TPB) Indonesia 2019*. Jakarta: BPS.

Badan Pusat Statistik (BPS). (2020). *Pendidikan dan kesehatan*. Retrieved June 2, 2021, from <https://www.bps.go.id/indicator/28/1981/1/tingkat-penyelesaian-pendidikan-menurut-jenjang-pendidikan-dan-wilayah.html> and <https://www.bps.go.id/indicator/30/1403/1/unmet-need-pelayanan-kesehatan-menurut-daerah-tempat-tinggal.html>

Badan Pusat Statistik (BPS). (2021f). Badan Pusat Statistik. [Online] Dikutip pada: <https://www.bps.go.id/statictable/2011/01/07/1273/migrasi-risen-recent-migration-tahun-1980-1985-1990-1995-2000-2005-2010-dan-2015.html> (Diakses pada 6 agustus 2025).

Clark, H., Coll-Seck, A. M., Banerjee, A., Peterson, S., Dalglish, S. L., Ameratunga, S., ... Costello, A. (2020). A future for the world's children? A WHO-UNICEF-Lancet Commission. *The Lancet*, 395(10224), 605–658. [https://doi.org/10.1016/S0140-6736\(19\)32540-1](https://doi.org/10.1016/S0140-6736(19)32540-1)

Kementerian Kesehatan Republik Indonesia (Kemenkes). (2021a). *Tekan angka kematian ibu 4-180 USG portable siap tahun depan*. Retrieved March 28, 2022, from <https://www.kemkes.go.id/article/view/21112600001/tekan-angka-kematian-ibu-4-180-usg-portable-siap-tahun-depan.html>

Kementerian Komunikasi dan Informatika Republik Indonesia (Kominfo). (2014). *Siapa mau bonus demografi? – Peluang demografi Indonesia*. Jakarta: Kominfo. Retrieved June 14, 2021, from https://web.kominfo.go.id/sites/default/files/users/12/FA_Buku_Siapa_Mau_Bonus_Final_Web.pdf

KPAI. (2022). Catatan Pelanggaran Hak Anak Tahun 2021 dan Proyeksi Pengawasan Penyelenggaraan Perlindungan Anak Tahun 2022, dikutip dari https://www.kpai.go.id/publikasi/catatan-pelanggaran_hak-anak-tahun-2021-dan-proyeksi-pengawasan-penyelenggaraan_perlindungan-anak-tahun-2022

Maliki. (2017). *Bonus demografi Indonesia dan kualitas hidup anak – Ending childhood violence*. Retrieved May 17, 2021, from <https://www.ui.ac.id/bonus-demografi-indonesia-dan-kualitas-hidup-anak/>



Pemerintah RI. (2020). Lampiran Peraturan Presiden Republik Indonesia Nomor 18 Tahun 2020 Tentang Rencana Pembangunan Jangka Menengah Nasional 2020-2024, Jakarta: Pemerintah RI.

Riskesdas. (2018). Laporan Nasional Riskesdas 2018. Jakarta: Badan Penelitian dan Pengembangan Kesehatan, http://labdata.litbang.kemkes.go.id/images/download/laporan/RKD/2018/Laporan_Nasional_RKD2018_FINAL.pdf, diakses 24 Agustus 2025

Samosir, O. B. (2020). Gambaran Penduduk Indonesia: Kini, Masa Lalu dan Yang Akan Datang. In: S. M. Adioetomo, ed. Memetik Bonus Demografi Membangun Manusia Sejak Dini. Depok: Rajawali Pers, pp. 37-62.

World Bank. (2022a). Unemployment, total (% of total labor force); sumber data dari ILOSTAT database. Dikutip dari <https://data.worldbank.org/indicator/SL.UEM.TOTL.ZS?end=2020&locations=ID&start=1991>, diakses 15 Agustus 2025.

Firs Publication Right:

© Wiyatamandala Jurnal Pendidikan Dan Pengajaran

This article is under:



License:

This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International (CC-BY-SA)