Education Development in Utilizing Indonesian Demographic Dividend: The Road to Become a Developed Country

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ABSTRACT
Indonesia is experiencing a demographic dividend when the productive age is greater among its people. This phenomenon is often used to make a leap towards developed countries by several countries. This will be successful if it is used to encourage the performance of the human and economic resources of the nation. Education is at the forefront of achieving this desire because it is related to humans who are the main agents of change. This study aims to describe the Indonesian education development to take advantage of its productive age numbers to become a developed country based on the results of related research, expert opinions and experiences of other countries. The library research method is used in this research. The data are compiled, analyzed, and concluded so as to describe the development of education in accordance with the current development of Indonesian education and the desire to get out of the middle-income trap to a developed country in order to utilize the demographic dividend. The results of the study propose several educational developments that can be done, namely reducing disparities in the quality of Indonesian education, becoming an inventor of science and technology, quality education with PISA standards, developing innovation skills, revitalizing vocational education, and entrepreneurship education for young people. This is why education development will have a positive impact on the utilization of the demographic dividend.

Keywords: *Education Development, Indonesian Education, Developed Country, Demographic Dividend*

1. INTRODUCTION

Indonesia has now entered the demographic dividend zone [1]. In this zone, Indonesia experienced a significant increase in the productive age population. The age of the Indonesian workforce (15-64 years) in 2020-2030 will reach 70.7 percent of the total population of 271.35 million. The remaining 30 percent are people of unproductive age, under 15 years of age and over 64 years of age. This means that the productive age population reaches around 191 million [2].

Based on the United Nations (UN) report, the dependency ratio of Indonesia's population will continue to decline until 2020 when compared to other Asian countries. So that during the period 2020-2030, Indonesia will have the lowest population dependency rate. This is because more of the productive age population can be utilized for development [3].

The Indonesian Central Statistics Agency (CSA) revealed a number of facts in the Population Census 2020 that deserve attention. However, the Covid-19 pandemic drowned out this CSA announcement. Despite revealing a lot of new information, the public and the mass media are more interested in reporting the pandemic.

With a productive age, 70.7% of the total population, Indonesia is already at the peak of the demographic dividend. The government thinks that the demographic dividend will only occur in the 2030s. In fact, we are no longer at the gate, but at the peak of the demographic dividend. So that in the next twenty years, Indonesia will still enjoy the demographic dividend, then entering the era of the 2040s, the productive age population will begin to decline.

The increase in the productive age population is both an opportunity and the toughest challenge facing this nation. If in the next two decades, this nation fails to take advantage of the demographic dividend to spur

economic growth, then Indonesia will run in place, even being trapped in the middle-income trap. Per capita income will be difficult to increase and Indonesia will fail to rise to the category of a high-income country. What is feared is that this country may actually experience a setback.

Based on the experience of developed countries, during the decade of the demographic dividend, their economic growth was above 7-8%; some even reached double digits. This happens because the productive age workforce has the education and skills needed. They get jobs and become economic drivers.

In order for the productive age population to truly become a demographic dividend and capital for economic revival, millennials and Generation Z, those aged 8-23 must have adequate education and skills. There must be sufficient employment opportunities. Without good education and skills, the productive age population will become an unproductive generation. Unemployment will turn the demographic dividend into a demographic disaster. In fact, it becomes a 'curse' when the country faces a large group of young unemployed [4].

The demographic dividend does not just come to a country. This must be used so that it can be a blessing and an opportunity for Indonesia. On the other hand, if this country fails to optimize this opportunity, there will be huge losses and a shared burden. Optimizing this demographic dividend opportunity requires the attention and cooperation of all people and related institutions. The government as an agent of development must create a productive age population who has the best quality skills. The productive age population who has the best competence in their field can compete in the national or international arena. Therefore, changes in a country's age structure can create significant effects on its economic performance [5].

Moreover, this nation has now entered the industry 4.0 era, an era marked by the use of the internet and the massive development of digitalization in various fields of human life. The use of the internet, big data, digitalization, and artificial intelligence has disrupted various economic and business conditions before. The labor-intensive business sector will be disrupted by technological advances. Jobs and businesses that are in accordance with the development of the digital era are a challenge for the productive age. Economic growth must be in line with efforts to reduce the unemployment rate of this productive age population [6].

However, several provinces in Indonesia have begun to experience an aging society, an increase in the number of people over 65 years old. The Population Census 2020 shows that the population over 65 years from 2010 to 2020 increased by 5.95%. If their welfare is unstable or does not increase, then this elderly population will become a burden for the productive age. So that many young families will become the sandwich generation. Generations whose lives are squeezed by the burden of obligations to support their parents and children.

Moreover, the Population Census 2020 data reveals facts about the spatial inequality of the population in Indonesia. There are three provinces on java island that have a very high population density. On the other hand, there are many provinces outside Java with very small populations. For example, the population in West Java is 48.27 million people, while the very large province of North Kalimantan is only inhabited by 500,000 people.

With this challenge, the demographic dividend must raise Indonesia's status from a developing country to a developed country. This phenomenon was once carried out by the Japanese state; the demographic dividend in the late 1970s made Japan one of the largest economic powers in the world [7]. The demographic dividend is used to encourage economic growth, improve opportunities in producing skilled human resources so that they can be competitive, improve people's living standards, open new job opportunities, and develop local industries.

If it is not utilized, the number of unemployed productive age will increase. If there is no good environmental awareness, it will result in degradation and environmental damage. The workforce in Indonesia is also threatened with being dominated by foreign workers if the population does not have good skills. The impact is also increasing the burden on the state and high poverty rates.

In creating the skilled productive age population, all elements of the nation and the government must make improvements. Especially in the education aspect, because the availability of abundant productive age human resources must be balanced with improving the quality of education and skills, including its relation to the openness of the labor market. Therefore, education is a determinant of economic growth [8].

School-age citizens are required to get quality education that is evenly distributed throughout Indonesia. This quality education does not only help the young generation with only cognitive abilities. This education creates young people who also have certain skills according to their interests and talents. It trains the younger generation to have a pattern of critical thinking and high creativity. Likewise, good character and social sensitivity are instilled.

When they graduate from school, they can immediately enter the world of work with the best wages.

Or they can become entrepreneurs according to their skills, to create new jobs and contribute to reducing unemployment in Indonesia. It is also hoped that from this education, innovations will emerge in various aspects of life to support the welfare of the nation.

Thus, the responsibility for education, of course, will determine Indonesia's success in filling the demographic dividend period. Preparing young people who have the skills needed in the 21st century is the obligation of every educational institution.

In another study, it was shown that the demographic dividend in Indonesia could be an opportunity for Indonesia but could be a danger [9]. There are also other studies that show the demographic and social transformation in Indonesia since independence. It then outlines some of the main challenges, especially in the context of the socio-economic and political climate that will ultimately determine whether Indonesia will move into a real demographic dividend in the future or just observe the world through a window of opportunity [1]. However, research on the development of education in utilizing the demographic dividend to make developed countries still does not exist.

2. METHOD

This study uses a literature review methodology (library research). Literature studies are carried out by collecting various kinds of relevant literature, be it journals, books, proceedings, working papers, and so on related to the problem. The study used a qualitative descriptive analysis based on the mapping of the problems contained in the case variables, which were then searched for the correlation point. The correlation can be confirmed, rejected, and balanced based on data collection.

The steps taken in analyzing the data are: First, conducting a preliminary study by examining previous research studies that discuss issues of education, demographic dividends and developed countries. Second, collecting relevant literature according to the focus of the problem. Third, analyzing the various literature sources critically to gain a basic understanding of the correlation between education, demographic dividend and economic growth. Fourth, making comparisons with various other data to find correlations and solutions to problems. Fifth, writing articles based on argumentative analysis of these data.

3. RESULTS AND DISCUSSION

Indonesia has the desire to become the 5th largest economic power in the world, as Indonesia's vision is to become a developed country in 2045 [10]. This vision can be achieved if Indonesia is able to maintain good, prudent and innovative economic policies.

During the 100th anniversary of Indonesia's independence in 2045, the demographic projection of Indonesia's population is 319 million people with a productive age of 47%, the middle-class group at 70%, and 73% of the people living in urban areas.

Indonesia had been a lower middle income for 23 years and has only been an upper middle income for only two years. Other countries such as Brazil, Mexico, and Malaysia, for 20 years, have been upper-middle countries but cannot become high-income countries. Indonesia might follow these countries because overcoming the problem of the middle-income trap is difficult.

In fact, there are several requirements for this nation to achieve the goal of becoming a developed country, high-income country, advanced country, and getting out of the trap, namely infrastructure, quality of human resources, science and technology, government bureaucracy, regional spatial planning, and economic resources and finance.

So, it must be considered how to build the quality of human resources, how to build infrastructure, how to adopt, use, and even become inventors of technology. The public sector, such as the bureaucracy, must continue to improve its quality in terms of productivity, service, or governance. Spatial planning for the territory of an archipelagic country is important because Indonesia's oceans have enormous potential.

However, the main challenges related to the demographic dividend are employment and education. In terms of employment, a total of 58.26 percent or around 75.37 million people of the workforce in Indonesia are junior high school graduates or below. This condition will have an impact on the productivity and competitiveness of the Indonesian workforce, which is still low, so that it may not be in accordance with the needs of the industrial world.

In order to improve the quality and skills of the workforce in accordance with the needs of the industry, education needs a new a development strategy to improve the quality of human resources. Skilled workforce can come from formal education through Vocational High Schools and Higher Education as well as non-formal education through Job Training Centers and course and training services.

3.1. Reducing Indonesia's Education Quality Disparities

The disparity in the quality of education between educational institutions in urban and rural areas is still very large. Efforts are needed to reduce this gap. In many provinces, there is still the problem of limited types of secondary education units. Students in rural areas cannot choose vocational schools because most of them are located in cities. In order to be able to study in the city, students will burden the family's economy, so they give up attending secondary schools that they do not want. They go to school just so they won't be unemployed or so they get a diploma to work.

Data from the Ministry of Education and Culture shows that although there is a significant increase in access to education in Indonesia, it is marked by an increase in the percentage of the population aged 15 years who attend school. However, this increase in access has not been accompanied by an increase in quality.

The Program for International Student Assessment (PISA) test in Indonesia, which was held in 2018, included 399 educational units with 12,098 students [11]. Each province has a sample representative. This increase in representation is considered as one of the things that can explain the decline in student achievement in PISA 2018.

In addition to the increase in the number of Indonesian representation in PISA 2018, there is something more serious, namely the inequality in the quality of national education, which also affects the final results of the PISA test. The scores of students in areas where the quality of education is not yet good "contribute to the low" national average scores of these tests.

For example, students in the provinces of Yogyakarta and Jakarta had average scores of 411 and 410 in reading ability. This score shows that students' reading ability in these two provinces is considered good and is equivalent to the reading ability of students in Malaysia and Brunei Darussalam. But students in other areas show very low reading skills, with a national average score of only 371. There are various efforts made by the government in these two provinces and the active participation of the community to support the School Literacy Movement through mobile library activities and a culture of good reading literacy in the community.

Overall, based on the PISA report, it is known that the disparity in the quality of education and the low quality of teachers in Indonesia is thought to be the main causes of poor student literacy skills in general. The role of education is essential since it assumes the main responsibilities, including preparing millennial youth in all regions in Indonesia to take advantage of the demographic dividend optimally and to realize a big leap forward for this country.

3.2. Becoming a Science and Technology Inventor in Development Needs

One of the toughest challenges of the nation today lies in mastering technology both in industry, information and communication or artificial intelligence. Failure to master technology does not only cause backwardness and dependence on other countries, but also makes Indonesia vulnerable to low innovation and poverty in literacy.

The middle-income trap is one of the obstacles facing this nation. One of the causes of a nation trapped in middle income is the inability to adapt to technology. Currently, Indonesia is still only adopting or using technology belonging to other countries in running the industrial sector. This results, if Indonesia is not able to develop its own technology, Indonesia will continue to depend on other countries and be trapped in this middle-income level.

Rapid growth in Asian countries has driven the region's shift from low-income to middle-income countries. However, changing to a high-income country will be very difficult. At the annual meeting of the Asian Development Bank (ADB), there was a statement that there were still many Asian countries that had difficulty "grading up".

It must be acknowledged that economic growth does not only rely on conventional production factors such as the addition of capital and physical labor, but it is also influenced by advances in science and technology. This factor will make a country more efficient in providing goods and services, thereby increasing business competitiveness. Therefore, to encourage economic growth, attention must be paid to policy strategies that increase the power of innovation, including the placement of the state budget to be allocated to science, technology, research and innovation posts appropriately.

The relationship between the development of science and technology and economic development occurs when the technology produced can support economic activities. On the other hand, the advancement of the economy and business competition will also create a need for new technologies. For this mutualism symbiosis to be formed, technology development needs to be demand-driven.

The ability to create and adopt technology also determines how an economy and a country are able to enter into the global value chain system that will increase productivity. For this, Indonesia must be able to work more on the research and development sector in an effort to develop domestically made technology. Indonesia can

also use technology to prevent tax evasion and corruption, which are still obstacles to development.

The use of high technology that continues to grow will create a distance for countries that are trying to become developed countries. As one of the efforts to advance technology in Indonesia, the government, the universities and the business world need to work together to develop innovation leaps by modifying and utilizing developed countries.

Japan is a developed country in the world as an example because of its progress in the fields of science and technology. Modern science and technology in Japan actually started at the end of the 19th century, when Japan was just beginning to open itself up to effectively study and develop the science that Europe had to offer. Japan's progress is also supported by the high discipline of the people. Their scientists succeeded in creating technological innovations with creative ideas. The technology that has been successfully developed is a positive contribution to life. Such as information and communication technology, such as computers, mobile phones, postal services, internet, email, robotics, AI, and others. So how big is the influence of Japan's technological progress, causing all countries in the world to want to study the sophistication of technology that is advancing rapidly in the world today.

Technology is one of the factors of economic growth that will help people prosper. Education remains the most important key in a country to be able to develop technology and become an advanced, prosperous and just country.

3.3. Quality of Education with PISA Standards

Education is the main key to take advantage of the demographic dividend. In order to produce qualified and skilled human resources, cooperation from all levels of society, government and related institutions is needed. To create a young generation that is productive and has skills, it is necessary to have continuous education and training in educational institutions. Each of these institutions needs to prepare graduates who are able to compete in the industrial world. They are graduates who are qualified and able to create their own jobs to be able to meet development needs.

PISA is implemented to assist member countries in preparing young people to have competencies that are in line with the needs of the global market. Every three years PISA conducts its assessment. If a country has good results and it's at the top level in the achievement index, then this country is considered to have educational standards that are in accordance with the needs of the global market. On the other hand, if a country gets bad results and occupies the bottom level in the index, it's considered to have a quality education that does not meet the standards of global market needs and it's required to improve the national education system.

Indonesia itself has several times changed the curriculum and adapted it to PISA standards. However, it has not been able to break Indonesia's PISA figures because it tends to be oriented towards existing political developments [12]. Much has not been done, such as simplification of the curriculum by reducing subjects in primary or secondary education. Too many subjects, therefore the curriculum is too heavy, causing the learning process to be not optimal.

Indonesia requires elementary school students to study 6-10 subjects. Meanwhile, elementary school students in Singapore who have high PISA scores only study three subjects. In China, the top country in the 2018 PISA score, the focus is on teaching only two subjects [13].

Indonesian elementary school students can actually only be required to study three subjects. The subjects related to literacy and numeracy are Indonesian language and mathematics subjects. There is also a religious subject that strengthens character. These three subjects make up 60 percent of their time in school. The rest they learn life skills, innovation skills, entrepreneurship, and social interaction between humans and nature.

The reason for the low achievement of PISA is that many of the test materials asked by PISA are not included in the evaluation questions at school. So that questions from PISA should also be accustomed to being given to students, making them accustomed to high-level thinking, analysis, critical thinking, creativity and problem-solving. Furthermore, strengthening school literacy programs is mandatory. With the school literacy program, students are expected to have improved literacy skills than before. Even the Indonesian people are declared not to have a "reading culture" [14].

3.4. Innovation Skill Development

Indonesia needs excellent quality human resources (HR) to innovate creatively in responding to the challenges of the demographic dividend. Based on Dyers' research, it shows that 2/3 of human creativity comes from education, and 1/3 comes from genetics. In contrast, 1/3 of intelligence is acquired by education, while 2/3 is genetic. This data shows that education will have many opportunities if the focus is on increasing human creativity. Even Dyers suggested that intelligence-based learning did not show significant results (only a 50% increase) when compared to creativity-based learning which was very significant (up to 200%) [15].

Based on The Future of Jobs Report 2020, the World Economic Forum lists the top skills needed until 2025. The first is analytical thinking and innovation. Then it suggests that 50% of people in the world need to reskill in the next five years because of the "double-disruption", either the impact of the pandemic or the automation of technology that will reduce jobs in labor-intensive industries. Even the McKinsey Global Institute states that almost half of today's work has the potential to be automated by technology [16].

So, what jobs can be done by humans in the future if everything can be done by robots. Then human innovation skills will determine the position in which they can contribute. Humans now exist in a completely different world of work that requires new skills, new mindsets, and new technologies.

Educational institutions need to prepare curriculum and learning that focus on creativity and innovation so that young people can think creatively and find new solutions. In addition, it is also necessary to prepare provisions for competencies in their respective fields that can meet the needs of the industrial and entrepreneurial sectors.

3.5. Revitalization of Vocational Education

One of the conditions so that the demographic dividend can be utilized properly is to improve the quality of the Indonesian workforce. The labor-intensive industrial sector is still very important for Indonesia in order to absorb more workers. Indonesia without this labor-intensive industry does not get a demographic dividend but becomes a demographic burden.

Currently, the workforce that is needed by the industry is still an executor. Meanwhile, the majority of college graduates are actually designed to become planners or thinkers. Meanwhile, when looking at the education of this nation's workforce, 57.5% are still junior high school graduates (SMP) and below [17]. So that Indonesian workers are still unskilled and have to learn while working.

In fact, one of the educational institutions that produce implementing staff in industry is the vocational high school which is part of the national education subsystem. The government should increase the access of junior high school students to vocational high school and develop vocational education so that most of the learning is practical.

It is undeniable that vocational schools are one of the solutions for the demographic dividend for Indonesia so that it does not become a burden. However, this large workforce must be adapted to the industrial revolution 4.0, which can lead to human labor being replaced with machines. Therefore, vocational education institutions must have a different concept than before in producing graduates.

Vocational education needs to develop an educational curriculum that not only prepares a skilled workforce but is also competent in digital work and tries to innovate from the existing industry.

Vocational education development cannot be done except by collaborating with industry and business. This collaboration resulted in link and match programs, curriculum synchronization, scholarships, student internships, teacher internships, official bonds, guest teachers, industrial classes, distribution of graduates, competency certification, job vacancies, and others.

Supposedly there is a Super Tax Deduction policy with incentives in the form of tax cuts of up to 200 percent to industries that support vocational development through work practices, apprenticeships, and learning. This is if the industry and business are willing to cooperate with the world of education.

However, it is difficult to create vocational high school graduates who are 100 percent ready to work. Usually, they have to take part in training when they start working. This was started by many junior high school graduates who chose to continue their education to the vocational level without their own passion. Even junior high school graduates tend to be forced to enter vocational high school by their parents in order to quickly get a job because of the family's financial situation.

The problem of vocational education still exists in the country, as reflected in the open unemployment rate in Indonesia, which is still dominated by vocational high school graduates reaching 13.55 percent [18].

This then requires a revitalization program for vocational education in vocational high schools and education and training centers to create dynamic, skilled human resources, mastering science and technology, as well as being globally competitive.

The revitalization of vocational high schools is the key to equipping the nation's students with applied skills to compete globally in the future. The link and match program must actually occur in the field between vocational education and the labor market, not just a figment.

The government must also improve facilities and improve the quality of teaching staff to increase the practical abilities of students. With the quality of practical skills, it is hoped that they will be able to create competent industrial human resources in accordance with the current needs of the national industrial world.

Indonesia is seen as having the highest market potential for the industrial world. If the management and skills development is carried out, Indonesian industrial human resources will become a great force for the country's development and bargaining power in the eyes of the world.

3.6. Youth Entrepreneurship Education

With an entrepreneurial mindset, young Indonesians are expected to be able to compete in the business world and be able to create jobs. This will certainly help suppress Indonesia's rising unemployment rate. Entrepreneurship is also a solution to the concern of human labor, which has the potential to be replaced by robotic automation systems in the future. Entrepreneurship must exist in schools because it cannot all be replaced by machines.

The young generation has the potential to create jobs for themselves and others. The population of Indonesia is increasing in number. However, the number of unemployed in productive age will also be higher if there are no jobs.

Everyone should think long and hard about the problem of this job field because work is to earn money in order to survive and also improve the quality of the economy for a person and a family. This can also increase a country's per capita income, which is one of the benchmarks for developed countries.

In the midst of a country rich in natural resources, it is sad a lot of people work as workers for foreign companies. Therefore, educated people should not only look for work but also must be able to create jobs by entrepreneurship.

There are many ideas from Indonesian entrepreneurs. It just depends on how to apply them to become innovative works. We can get entrepreneurial abilities from training, seminars, or by interacting directly with entrepreneurs. Better yet, this entrepreneurship skill is at the elementary school level. The growth in the number of entrepreneurs must be supported by educational institutions, schools, and universities because education is the basic capital for entrepreneurs who work using ideas and creativity.

With knowledge and motivation, young people can be confident to be able to enter the business world. Increasing the mentality of the younger generation in entrepreneurship is one way to build a strong soul. This is because even if someone understands entrepreneurial strategy but does not dare to enter the business world, the entrepreneurial process cannot be realized.

Even developed countries have entrepreneurs above 14 percent of the total population. Meanwhile, in Indonesia, the figure is still 3.1 percent. But actually, Indonesia needs at least 4 million new entrepreneurs to help boost the strengthening of the economic structure. However, Indonesia's human skills are still minimal, making it difficult for them to create new entrepreneurs. In fact, entrepreneurship is very important in creating new jobs, absorbing labor, increasing tax revenues, increasing community innovation, and becoming an indicator of competitiveness in the world.

Creating new entrepreneurs is difficult because there is no entrepreneurship content and the educational curriculum only focuses on technical skills, such as reading, memorizing, and arithmetic, and has not familiarized students with creative, critical, analytical, and problem-solving thinking.

In addition to the low capacity of human resources for entrepreneurs, other inhibiting factors for entrepreneurial growth in Indonesia include public opinion, which is more likely to seek work than to open a business. The fact that regulations have not been able to overcome problems becomes obstacles to the development of the entrepreneurial world and obstacles in accessing capital.

Plus, people's interest in using products made by Indonesians is still relatively low and local products are often inferior in quality to foreign-made products.

In fact, the potential for entrepreneurship is very large in the Indonesian economy. It can be seen that micro small and medium enterprises (MSME) are the most important pillars in the Indonesian economy. Based on data, the number of MSME currently reaches 64.2 million with a contribution to gross domestic product (GDP) of 61.07% or worth 8,573.89 trillion rupiahs. The contribution of MSME to the Indonesian economy includes the ability to absorb 97% of the total workforce and can collect up to 60.4% of the total investment [19].

Countries in Europe and America became developed countries with the support and the growth of small and medium enterprises. Today countries in Asia, such as Korea, Singapore, and China, are becoming or have become developed countries because they are supported by a large number of small businesses (home industries).

Finally, it is important that the concept of entrepreneurship can be integrated into learning and curriculum from elementary school to post high school. Although currently, the facts on the ground are that only expensive and prestigious schools implement an entrepreneurship curriculum, including international schools.

3.7. Simplification of Learning Administration

Teachers in Indonesia are still burdened by many administrative tasks. They have a hard time carrying out the main task they should be, which is carrying out learning to students. Administration becomes the burden of teachers, such as creating a learning implementation plan, syllabus, question grid, certification administration, rank administration, and all other administrations. The administration interferes with their daily teaching tasks.

Moreover, the teacher's mandatory duty to teach is up to 24 hours a week. It's quite light if it's just teaching, like delivering subjects and giving certain tasks. However, they also have to patiently and painstakingly manage crowded classrooms, lazy students, students who do not achieve competence and other behaviors of students.

As students' learning burdens are reduced, the mandatory burden of teachers can also be reduced. Excess teacher time can be used to improve the quality of learning.

So, teachers should only focus on three performances: curriculum, learning, and assessment. On curriculum performance, they conduct activities to develop learning plans, prepare props, create simulations, class projects, find learning methods suitable for specific competencies and others. In the performance of learning, there are methods of delivering materials, the use of contextual teaching materials with the daily life of the child, seeing the ability and learning style of each child. Lastly, the assessment performance is an evaluation of learning, potential measurement and so on.

The making paper for Class Action Research (CAR) is very relevant because it is related to improving the quality of learning. CAR can also describe the ability that the teacher is already eligible for promotion. The obligation of teachers to fill out workload reports is also required so that teacher performance can still be controlled and recorded with the help of technology.

All this administrative simplification requires a system that simplifies the process. Filling out workload reports and others can be done through a mobile application such as One Click Service. This application is able to make regulation easier and can be applied in other areas because the cost is relatively affordable and the use of smartphones is increasingly widespread. The administrative process must be in accordance with this disruptive era, e.g., inserting documents paperless [20].

4. CONCLUSION

The development of this education is intended to take advantage of the demographic dividend phenomenon optimally to encourage Indonesia's ability to get out of the middle-income trap and then become a developed country in the world. The education development carried out is the development of the education component, which is directly in touch with the usefulness of the demographic dividend to improve Indonesia's position on the world stage.

Educational development that can be done is by reducing disparities in the quality of Indonesian education, becoming an inventor of science and technology for development needs, quality education with PISA standards, developing innovation skills, revitalizing vocational education, and entrepreneurship education for young people.

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