Population Education in Indonesian High Schools: Some Notes for Improvements

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Abstract. The steady increase of population and the anticipated-demographic bonus have been received nationwide attentions in Indonesia including in the field of education thus led in the initiation of some policies and programs to anticipate. Since 2018, the National Population and Family Planning Board (BKKBN) has been working together with several selected high schools across the country to forge Sekolah Siaga Kependudukan (SSK) or the population-focused high schools. Those schools have developed a general policy and designed the curriculum to educate students with various population-related issued both in the national and local arena. Based on the qualitative research in 2 of 5 SSK in the province of Yogyakarta, the article highlights three important topics emerged in their establishment. The schools have opted to voluntarily participate in the program based on the agreement and official supports from both the educational office and BKKBN offices of the province. In doing so, the school have freedom to develop both the internal policy and the population focused curriculum addressing local population-related issues of their teaching-learning daily program. Yet, the overall program of SSK still need improvement considering the lack of the comprehensive and constructively aligned instructional and assessment tools specifically designed for high school students.

Keywords: population education · high schools · Indonesia education

1 Introduction

Awareness of population issues in Indonesia has begun to resurface. This is due to population growth and demographic bonuses. In this demographic bonus era, there will be many teenagers (working age) in 2020–2035. This will reduce the dependency ratio and greatly have a positive impact on economic development if it can be managed properly. This condition is an opportunity for effective, efficient and quality investment in the field of health, education and training related to population problems and family development, but can also be a disadvantage for Indonesia if the lack of literacy and awareness of students/adolescents [1, 2]. Demographic bonuses if not anticipated will lead to an explosion in unemployment.

Seeing the demographic development in Indonesia, anticipatory policies are needed from now on so that later Indonesia can utilize demographic bonus momentum appropriately, while being able to maximize public services that are appropriate for each character

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of the population (e.g. public services for people with productive age levels, and public services for people with non-productive age levels).

Adolescent awareness of population issues is very important. By knowing the condition of population and population challenges, adolescents (productive age) can prepare in managing their lives and their families later. Therefore, teenagers who will later become the next generation must be given population education.

One of the most effective ways to form adolescent awareness of population issues is through a formal population education approach in schools by implementing the Population-focused high school (SSK) program [2]. This Population-focused high school (SSK) is in the form of population education targeted to students in the school. The implementation of population education through this formal path is a strategy that is considered effective to educate the younger generation about population problems in Indonesia, as well as how to play and behave in accordance with population insights [4].

Population education is a pattern of education to build awareness and understanding of population situations and also develop rational attitudes and behaviors for the achievement of quality of life for the lives of individuals, families, communities, countries and the world as a whole. Through formal population education that directly leads to students/adolescents, the school also empowers adolescents to take part in becoming agents in the planning and dissemination of population information [6].

The formal path education approach, in dire need of commitment from stakeholders, so that the involvement of central and local government institutions related to formal education as well as the management of educational institutions (Rector, Principal, etc.) can support the operationalization of population education cooperation programs [7]. In population education and SSK population materials are integrated in subjects and Compulsory Public Courses (MKWU) so that they are continuously presented to learners. In addition to teaching and learning activities in the classroom (intra-curricular), population education can be done through co-curricular activities (workshops, socialization), and Extracurricular (scouting, population care student groups).

Population becomes one of the strategic problems related to population momentum that raises strategic population problems in Indonesia in the future such as: 1) Population number and growth, 2) Adolescent population, 3) Productive age population, 4) Elderly population, and 5) Urbanization and urban development [8].

Population Education has become a world issue marked by the United Nations Population Declaration of 1967, that the solution of population problems must be done in a planned, systematic, and comprehensive manner in the long term by involving related development fields and sectors including education. 1970 was the "year of international education" established by the United Nations. In the same year there was a seminar entitled "Population Education" in Asia Pacific in Bangkok, Thailand sponsored by UNESCO.

Follow-up to the declaration and seminar is that there is a discussion/determination of the program that will be carried out in the scope of a country. Some countries then formulate some important issues that will be taught to their people through formal, informal and non-formal channels. The formulation and preparation of population materials is adjusted to the conditions of their respective countries.

In Nigeria the issues discussed include the issue of population explosion, the level of family welfare (poverty and unemployment) and health and sexually transmitted diseases in adolescents [9, 10]. The issue was discussed because the country's poverty and unemployment rates were high (33.3% in December 2020). Other data shows that in Nigeria 38% of young women and 57.3% of young men aged 15–19 years have been together. The data mean that Nigeria is focusing population issues on high population growth (population explosion) and adolescents (early marriage and sexually transmitted diseases).

Population issues in South Korea address low population growth due to low fertility and births and high elderly life expectancy [11]. The issue is discussed in Korea because the fertility/birth rate is only 1.3 children (the world average is 2.4 children) and life expectancy is 86 years for women and 80 years for men. This means that births in South Korea are few (because the citizens do not want to get married and build a family) and a long elderly age [12, 13].

Meanwhile, Indonesia in order to consider the UN's population declaration and international seminar in 1967, BKKBN held the first national seminar on Population Education in Indonesia with the theme "Welcoming Indonesia, Year 2000". The theme was taken in line with the thought of a long-term development plan (25 years) which will be material in GBHN I in 1969/1970 [14].

This SSK program was initiated by BKKBN and in collaboration with schools appointed by BKKBN in every district throughout Indonesia. In practice in school, population materials are integrated with subjects in accordance with the subject matter so that it is not a new subject, does not add hours of lessons, does not interfere with teaching and learning activities but instead sharpens the material discussed. SSK program becomes a forum for programs rolled out by BKKBN such as PIK Remaja, Generation Plan (GENRE Goes to School), and others [8].

Nationally, the main issues of Indonesia's population dynamics include: 1) Population number and growth, 2) changes in population age structure, and 3) population distribution and displacement. These issues were then developed into 5 themes of population material that needed to be developed as communication, information and education (KIE) materials. These themes include: 1) Population number and growth; 2) Young population (adolescents); 3) Population of productive age; 4) Elderly residents, and; 5) Urbanization and urban development [15].

Based on the above exposure, in this study the author describes the development and implementation of population education including the implementation of the Population focused high school program in Indonesia.

2 Methods

This research uses a qualitative approach. Qualitative research is a study shown to describe and analyze phenomena, events, social activities, attitudes of trust, perception, thoughts of people individually and in groups. In this case it means that the research is descriptive because the research data is obtained in real terms like what happened on the ground. So that researchers actually participate in the process of retrieving data that later the data will be explained through descriptive or with words [16].

This research identifies and illustrates the development and implementation of The Population-focused high school (SSK) in DIY. The research subjects in this study were in charge of the Population-focused high school (SSK) program amounting to 5 people and 1 person from the BKKBN section of the coordinator of the DIY population control field. Data collection uses observations, and interviews and documentation. The validity of data using triangulation techniques, followed by analysis using Milles and Huberman includes data reduction, data presentation, and conclusion withdrawal.

3 Result and Discussion

3.1 Establishment of Population-Focused High School (SSK): Initiation of BKKBN and School Encourages Population Awareness

Define abbreviations and acronyms the first time they are used in the text, even after they have been defined in the abstract. Abbreviations such as IEEE, SI, MKS, CGS, sc, dc, and rms do not have to be defined. Do not use abbreviations in the title or heads unless they are unavoidable.

The SSK program is a form of cooperation between BKKBN in the field of population distribution and selected schools. This cooperation is based on Law No. 52 of 2009 on Population Development and Family Development. This law gives the idea that the population should be a central point in sustainable development in Indonesia [6]. Population education is related to development education, sex education, environmental education, family education. The purpose of this population education is to build students to understand and pay attention to issues related to human rights, dignity, independence and social justice that are built and build the country [18].

Population, Family Planning and Family Development (KKBPK) program is not only limited to family planning and prosperous family issues, but to population control issues. Population and Family Control that must be carried out by each level of government, namely; a) sub-affairs of Population Control; b) family planning sub-affairs; c) sub-affairs of The Prosperous Family, and d) sub-affairs of Certification and Standardization [6, 18].

The Population Education Cooperation Program was then strengthened by Law number 23 of 2014 article 12 on Population Control and Family Planning Programs and Family Information Systems. In this law, the school is given the task also to carry out the formulation and implementation of technical policies, the preparation of norms, standards, procedures, and criteria, monitoring and evaluation, and the provision of technical guidance and facilitation in the field of population education cooperation.

In addition, in 2014 the government issued Government Regulation No. 87 of 2014 on Population Development and Family Development, Family Planning and Family Information Systems. The three laws are realized by providing and increasing public population knowledge through Communication, Information and Education (KIE) activities through various channels including formal pathways (through Education). This activity is in order to improve people's understanding of population through population education.

The provision of population education to adolescents is expected to increase adolescent awareness of population problems and minimize the occurrence of behavioral deviations in adolescents related to population problems. In addition, population education aims to increase public knowledge about population issues [8, 17].

The successful implementation of the Population-focused high school program and population education in general (national and international) is seen in 3 indicators, namely: inputs, processes and outputs. Input indicators include program planning, determination of schools to be used as SSK, preparation of teacher human resources, and preparation of facilities (budget, population corner). Process indicators include the implementation of SSK programs and population education in intra-curricular, co-curricular and extracurricular activities. Meanwhile, output indicators include an understanding of population and minimizing child marriage [6].

At the beginning of the SSK program establishment, BKKBN invited several schools from all levels and universities in workshops/socialization of the initiation of the Population-focused high school (SSK). According to the Coordinator of Population Control as well as the Representative of BKKBN DIY, the BKKBN does not appoint schools or universities to run the SSK program. BKKBN expects 1 SSK startup school in each district/city nationally. Through 1 startup school in each district/city is expected to spread and attract other schools to run SSK programs.

The BKKBN selected 1 school per district to be used as a population-focused high school. Schools or universities that finally participated in the Population-focused high school program then signed the SSK Program Cooperation Agreement Letter which contained a willingness to run the SSK program through intra-curricular, co-curricular and extracurricular activities, including also in the provision of SSK program support facilities such as population corners, population materials and learning devices.

In the process of pioneering this population-focused high school, the role of the principal is very important because it is responsible for preparing the curriculum, teacher resources and supporting infrastructure facilities including funding facilities [8]. The budget provided by BKKBN is limited to facilitation from the state budget and schools (committees). The facilities provided are only in the form of resource provision facilities only. These sources serve as socialitators, extensionists and informers to schools.

Preparation for the implementation of this program also involves the field of school infrastructure facilities. The field of infrastructure facilities prepares program support facilities, such as; population literacy corner space/location, posters of population issues, population data, handbooks for teachers and students.

Other parties involved in the preparation of the implementation of SSK, namely the curriculum, teachers and the field of school infrastructure facilities also play an active role. The curriculum and teachers will be asked to create a syllabus and Learning Program Plan (RPP) associated with population materials/issues [19, 20]. In addition, it also forms student organizations concerned about population and relates population issues to extracurricular activities. The curriculum used in this SSK is K13 revision plus population material/issues in all subjects. In this case, the curriculum is not changed but added to the content only.

In the process of making learning devices, BKKBN held a learning device writing workshop attended by all district level SSK. The BKKBN frees schools to choose the

subject of population issues and develop resident material as long as it is adapted to real conditions in each school. But this is certainly a challenge for BKKBN, because it allows for cross-opinion between schools and differences in the depth of material that will be taught by teachers. The BKKBN party seems to provide a choice of issue topics to discuss, but makes the focus of the SSK target (which discusses 5 important population issues) especially in DIY in general.

3.2 Media and Methods of Submission of Population Materials

Population education and SSK in DIY integrate population materials in all subjects Other than through classroom teaching and learning activities (intra-curricular), population education can be done through co-curricular activities (visits, discussions together, workshop,) and in extracurricular activities (scouting activities, *karawitan*, posters, etc.).

In intra-curricular activities, the SSK program is run in learning activities. This can be seen from the RPP and population-based syllabuses of each school. The presentation of population materials in intra-curricular activities/teaching and learning is carried out by several methods and media such as:

- Provide stimulation and literacy (images, illustrations, text, news) then learners read/understand the picture. This method only asks learners to understand about the text/illustrations only without in-depth analysis. For example in language lessons (English, Indonesian, Javanese) [22]. In this method the teacher provides reading text and learners analyze intrinsic elements (themes, backgrounds, grooves, figures, moral values) only in the text.
- Illustrations (images, videos, news texts) then participants analyze empirically about the material and its relation to population material. This method is better than the first method because it looks at population issues not only textually but analyzed in depth. This method is usually carried out by teachers of sociology, economics, biology, chemistry, physics, BK, religion, civic education, geography, mathematics, chemistry.
- Illustration and practice (designing policies, implementing behavior, making equipment). This method begins with the teacher giving illustrations and definitions, case examples, formulas/ways of working, and if possible the teacher can ask learners to practice. This method is usually done by teachers of sociology, physics, mathematics, sports, cultural arts subjects, Examples of the application of this method is when physics teachers provide material about simple aircraft that facilitate human performance, especially the elderly, learners can practice it at home. Another example is Javanese teachers asking their students to make dramas related to population issues [22]. This method is considered effective to increase population awareness, it's just that it takes habituation and a long time, adequate facilities on the part of schools and students, and the creativity of teachers' human resources to make new breakthroughs in learning.

The presentation of population materials in extracurricular is carried out at the time of extracurricular scouting and the formation of student organizations concerned with population (each school). The integration of population materials in scouting activities

is done by inserting population materials in scouting activities, to create special modules/worksheets. The module contains population materials and some practice activities that must be carried out by students. Some of the practices carried out by students in scouting activities are related to population materials such as making resumes of population books and making appropriate technology [21].

Demographic bonus material is also discussed in scout extracurricular activities. In the demographic bonus scouting activities not only discuss the productive young generation but also the need for multidimensional character education so as to produce human resources to be more professional and qualified.

The presentation of population materials other than through intra-curricular and extracurricular activities, namely through co-curricular activities. Schools hold co-curricular activities by forming student organizations concerned about population, workshops/socialization conducted in collaboration with several non-educational institutions and visits/discussions together.

The establishment of student organizations concerned about population is carried out at each school. All population-focused high schools in DIY already have student organizations concerned about population. Population care organization consists of learners who are taken from each class and level (2 people). The task of this organization in the internal activities of the school is able to be an extension of the school and BKKBN in preparing and delivering population materials to other students [24]. At the time of the selection of members of the organization, students are selected by their respective classes. So it can be concluded that members of this organization are volunteers only/not obliged to join the organization. So it cannot be known with certainty the increase in awareness and concern for the issue of population.

Other co-curricular activities such as workshops, socialization and visits are also carried out. In this activity, the Population-focused high school cooperates with several institutions, such as hospitals, and the police. Cooperation with health agencies (clinics, hospitals) in the form of workshops and socialization related to healthy lifestyle, anti-drugs, sex education, reproductive health, adolescent marriage and maturation of marriage age. Meanwhile, workshops by the police discussed several themes such as juvenile delinquency, drugs and criminality. This workshop also remembers that the focus of juvenile delinquency issues is also included in population issues.

Other forms of cooperation can be in the form of visits/comparative studies to other population-focused high schools, Through these activities population-focused high schools can learn from each other and exchange information/programs. In practice, many visits are carried out by teachers, while visits by learners are only represented by population care organizations only.

During this time teachers/schools routinely visit each other. In such visits there is usually a discussion of the implementation of SSK. SMA BOPKRI 1 as a pilot school often gets visits from other schools. Meanwhile, students get population information by participating in outdoor activities with the PKBI city gathering, the selection of population ambassadors and so on. Other co-curricular activities carried out by the school are poetry competitions, population poster competitions, class-meeting, population article competitions in each school.

3.3 SSK Challenge: Assessing Student Population Awareness

The target of the population education program and population-focused high schools is cooperation, synergy and collaboration of programs in the School, with efforts to increase knowledge related to population issues, so that population issues and problems must be understood by all levels of society [6, 8]. At the planning stage of the SSK program, BKKBN did not in detail convey quantitative targets to schools and communities. This causes the level of awareness of the population of teachers and students to be immeasurable. Likewise, the implementation guidelines and SOPs given to schools that are free to be developed, both guidelines for integrating population issues into co-curricular and extracurricular activities.

In the implementation of the program in teaching and learning activities (intra-curricular), teachers as the first and main source in the delivery of population materials/issues become indicators of learning ability [5]. Understanding and concern of learners on population issues can be seen from 1) the interest of learners to population issues (intra-curricular, co-curricular and extracurricular); 2) submission of material by the teacher; 3) examples given by teachers close (relate) or experienced by learners, and 4) the medium of disseminating population literacy.

Students' interest and knowledge of population issues, learners still tend to be lacking. This is evidenced by psychological learners (saturation) and organizational activities that are only followed by some learners only. The lack of concern of these learners is due to various things such as: 1) lack of time for population learning; 2) The density of the main subject matter; 3). Solid school activities; and 4) the demands of achievement in all subjects [23].

Another factor that contributes to the low concern of students on population issues comes from educators. Some subject teachers do not integrate population materials with subject matter. In addition, population material delivered to students is more in the form of narrative and description (literacy). This is because some teachers find it difficult to integrate population materials with subject matter. Teachers only integrate population issues/materials into learning devices (syllabus and RPP) without compiling instruments of assessment and evaluation of population materials.

Teachers as teachers also feel given more task burdens and find it difficult to integrate population issues. In addition, some teachers complained about population alert programs, especially in their implementation, such as adding teacher work because they had to integrate and teach population materials. Some teachers say that actually the subject matter is difficult to integrate, a lot of curriculum load (a lot of material even before being added with population material).

In addition, teachers also feel a lack of time to discuss population materials in depth. Many schools have to pursue semester programs or school routine agendas. This gives the impression that population material is sufficiently delivered through ordinary literacy/assignment or even does not need to be delivered.

Teachers and school curriculum ultimately do not create and carry out monitoring and evaluation to students. This results in less visible urgency from population issues and students also lack the practice of analyzing population problems in depth. Until finally the absence of quantitative and qualitative value obtained from students, especially in population materials.

The instrument of evaluation/assessment of student learning outcomes is also not found in the process of monitoring and evaluating the SSK program. Since the establishment of this SSK program, the monitoring and evaluation process (monev) by BKKBN is only intended for teachers only. Assessment for teachers is only to monitor the number or absence of learning facilities and devices integrated with population issues. So that the result of increasing student population awareness of population problems has not been measured appropriately.

4 Conclusion

Awareness of population issues already exists and is being developed. The development of an integrated curriculum with population materials is sufficiently prepared and implemented. The process of implementing student organizations concerned about population has been going well. This is indicated by the existence of discussion activities, extra-curricular, and population corners. The school and BKKBN also tried to encourage population awareness in teenagers/students. In the process of implementing and evaluating the Population-focused high school (SSK) program is considered less effective because there are no special instruments that can be used to measure the level and trends of student awareness about population issues. This needs operational support, improved teacher ability and program organizing to be more effective.

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