

Demographic Bonus: A Threat to Physical Education Supervisors

by Sunaro Basuki

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Demographic Bonus: A Threat to Physical Education Supervisors

6 **Sunarno Basuki**

Physical Education Study Program, Department of Health and Recreation Sports Education,
Faculty of Education, Universitas Jember Mangkurat,
e-mail: sunarnobasuki@yahoo.com

Abstract

The purpose of physical education is to facilitate physical development, movement, mental and social growth. Meaning that its success is to create human beings or a team of human resources who are physically, spiritually and socially healthy. Because health human resource is the basic capital for any country's growth and development. The goal of this paper, is therefore to describe the importance of demographic bonus for a support industry and how it can contribute to the achievements expected by all sectors, including the field of physical education.

Keywords: Demography, health human resource, mental, physical development, physical education, and social

INTRODUCTION

Demographers predict that from 2020 to 2030, Indonesia will experience a demographic bonus. The demographic bonus in question is when a country has an abundant young / productive population, around 2/3 of the total population. A demographic bonus presents a relatively low Dependency Ratio (dependency burden). On the one hand this will certainly benefit Indonesia, because of the abundance of human resource as the productive age group is greater than the non-productive age group.

However, a demographic bonus does not only present benefits, but can also be a threat to a nation. A soaring productive young population and narrowing of employment opportunities for working age population can be a threat. Various studies on the effects of youth unemployment have been conducted since the last 30 years. Thornberry and Christenson (in Umar, 2017) suggest that increasing youth unemployment will increase crime and antisocial behavior in society. Furthermore, Platt (in Umar, 2017) adds that in the long run, the risk of suicide also increases in line with the absorption of the young labor force in the labor market. This paper is a brief review effort to uncover the threat to physical education supervisors.

DEMOGRAPHIC BONUS: ABUNDANT STUDENT AGE

Easily, the so-called demographic bonus is related to the dependency rate. This can be calculated from the number of productive ages compared to non-productive ages. In a society, if the productive age exceeds the non-productive age, then it can be said that the community has the demographic bonus. The demographic bonus is not related to the size of

the population, but rather to the population structure, where the productive age group is more numerous when compared to the non-productive age.

Demographic bonus is a condition where there is a change in the structure of the population that results in a decrease in the burden of the burden ratio. Rofiq (2014) uses simpler language in describing a demographic bonuses by calling it 'productive age population of'. A more detailed definition is revealed by Armida S. Alisjahbana who notes that when the dependency rate is below 50, it is a demographic bonus. Data from the 2010-2035 Indonesian Population Projection released by BPS shows that Indonesia's dependency ratio was below 50 in 2012. In 2012 the dependency ratio was under 50 (more precisely 49.6), meaning that Indonesia has entered the demographic bonus period since 2012. In the following years the dependency ratio continues to decline due to a decrease in the percentage of the young population (0-14 years) and the increasing percentage of the productive age population (15-64 years). The peak demographic bonus is expected to occur for 4 years, namely in 2028-2031 where the dependency ratio is at its lowest point (46.9). After this lowest point, the dependency ratio numbers are expected to rise again starting in 2032 as a result of the increasing population of the old aged (65 years and over), meaning that in this period, Indonesia will be in the aging population category.

In Indonesia, demographic bonuses occur because the demographic transition process that has developed since a few years ago was accelerated by a decrease in birthrate (TFR: Total Fertility Rate) due to the success of the Family Planning Program, improved health quality and the success of development programs since the New Order era until now (Rimbawan, 2014). As a result, the age structure of the population changed which was initially dominated by young people (children and adolescents) and then shifted to the productive age group. Such conditions are beneficial, because the burden of dependency or economic support that must be provided by the population of productive age to the population of non-productive age becomes lighter.

Table 1. Shifting Population Age Composition (%) and Dependency Ratio (DR)

Age Group	1971	1980	1990	2000	2010*	2015*
0-14	44	40.9	36.7	30.6	28.6	27.3
15-64	53	55.8	59.5	64.8	66.5	67.3
65+	3	3.3	3.8	4.6	5.0	5.4
DR	88.7	72.2	68.1	54.3	50.5	48.6

Source: Kasto and Sembiring (in Manta, 2000:91); Projection of Indonesian Population 2010-2015

The shift in the composition of the population's age shows that the family planning program in the past decade succeeded in suppressing the birth rate. As a result, the proportion of the young population, ie 0 to 14 lessened, while the productive age group increased. This view

issupported by Rusli (2012) who notes that Indonesia's population, which was classified as having a young age structure in 1971, changed to an intermediate age structure in 2000. Changes in population structure that result in a decrease the burden ratio provide a demographic bonus or demographic dividend.

The data in table 1 above shows that the population transition in Indonesia which occurred for approximately 40 years ago has caused a significant shift in the age composition of the population. The young age group which was initially quite high reaching 44% managed to drop significantly to 28.6%, this decline was accompanied by a surge in the productive age (15-64 years). As a result, the dependency ratio in Indonesia continues to decline. The condition of the falling dependency ratio to a very low level is what Rusli calls a demographic dividend / demographic bonus. So the demographic bonus is the impact of population transition.



Source: Statistics of Indonesia in 2019 Infographics (Indonesian Central Statistics Agency, 2019)

The number of Indonesian occupations in 2018 was 265,015,300 inhabitants. From these a number of compositions can be described as in the following figure:

From the above figure, the population of the productive age reached 67.69%, where 2 people of productive age only bear 1 person of non-productive age. This amount is above the non-productive age, by more than 17%. This is a form of demographic bonus experienced by Indonesia in 2018.

EDUCATION AND THE WORLD OF WORK

It has become a kind of general understanding in society that if a person is educated, he must find work in the end it. There have even been many link and match programs between the world of education and the world of work. This for example applies to Vocational High Schools or Colleges that burden students for Field Work Practices in the industrial world. College Departments or study interest is directed to place students in the industry that suits the student to access work connectivity.

⁴ In the concept of population economics, demographic bonus is also interpreted as an economic advantage because with the greater number of a productive age population, the greater the amount of savings from that population so it can spur investment and economic growth. For a country with that condition, its economy can accelerated by boosting industry, infrastructure, and SMEs because of the abundance of the workforce (Maryati, 2015). Some countries have been able to realize these opportunities, such as China and South Korea. Demographic bonus is considered a blessing in the economy, due to the abundant supply of resources, especially if the education was prepared to be workforce ready for the industrial world developed by a country.

The condition of Indonesia's human resources (HR) is classified as low in quality, so business and industry face difficulties in recruiting quality human resources in quick time. New or foreign investors who bring special technology face serious difficulties in finding a good workforce in Indonesia because the availability of skilled workers is very limited. Graduates from thousands of universities in Indonesia are very many in number but do not bring adequate skills in the fields of technology and industry. There is a high supply of undergraduates, but with skills that fall short of industrial demand. So at the lower and upper levels of the pyramid of our HR system, there is a paradox or even anomaly, which is detrimental or very unfavorable to national development in the present and future. At the intermediate and upper levels, labor shortages occur with a shortage of middle and high level skills and expertise. Workers with medium and high skills are much needed in line with the modernization of the Indonesian economy but there is lack of supply (Rahbini, 2017).

This explanation illustrates that such a large demographic overflow or bonus has not been matched by the skills or expertise needed by the industrial world. This great potential in the end cannot be maximized by the industrial world, so economic development becomes stagnant or poorly developed resulting in unemployment.

Many factors can be proposed to address the above state of affairs in Indonesia. The industrial world in Indonesia for example is less regulated on how they establish cooperation with the education world so that their human resource needs can be met. As an industry is established there should be a design of where it will source its workforce. The world of education, should also have a mechanism of participating in the industrial development scheme whether the development is by the state or private. What is happening is that the two worlds operate on their own, with their respective concepts and goals without any actual link and match. Thus the arrangement of the world of education in order to support industry needs to be designed so that school or college graduates can have targeted opportunities.

THREAT TO PHYSICAL EDUCATION SUPERVISORS

An education sector which does not have a direct relationship with the industrial world tends not to be able to contribute directly to industry. This is the conclusion of a picture of the paradigm of the world of education and the world of work, as already mentioned in the previous section. When abundant human resources (demographic bonus) from school and college graduates, apparently it cannot be absorbed optimally in the industrial world. The problem is that the expertise is not as expected by the industrial world. This perspective is not absolutely correct, because there are education majors such as physical education that can actually make a fundamental contribution to the industrial world.

The purpose of Physical Education according to Permendiknas Number 22 of 2006 is as follows:

- Develop self-management skills in efforts to develop and maintain physical fitness and healthy lifestyles through various selected physical and sport activities.
- Promote better physical growth and psychological development.
- Improve the ability and basic movement skills.
- Laying the foundation of a strong moral character through internalization of the values contained in physical education, sports and health.
- Developing sportsmanship, honesty, discipline, responsibility, cooperation, confidence and democracy.
- Develop skills to maintain the safety of yourself, others and the environment.
- Understand the concept of physical activity and sports in a clean environment as information to achieve perfect physical growth, healthy lifestyle and fitness, be skilled and have a positive attitude.

The purpose of physical education, actually involves aspects of physical development, movement, mental and social. The success of physical education is to form human beings or human resources who are physically, spiritually and socially healthy. This is the basic capital for HR in any industry. However, the goals and achievements expected by physical education are often only understood as expertise and sports skills. Finally, those who are considered to have passed physical education are those who are skilled in certain sporting skills.

Furthermore, those who are absorbed in the world of work are only those who excel only in certain sports and contribute medals. They are absorbed in government, or in the private sector or as coaches of the sports they are involved in. Such a conception is certainly not entirely wrong, but there has been a narrowing of the objectives of physical education and sports.

The purpose of physical education is to form healthy physical and spiritual learners. Health is one of the crucial aspects in building the human element so that it has the quality expected, able to compete in an era full of challenges now and in the future. The absence of sick people means that there is no burden on society and loss of sources of disease transmission. Healthy people in addition to being able to take care of their own needs are also useful for the community because they can contribute their energy and thoughts in the development of the nation and state. Demographic and organizational variables include age, gender, and education. The age factor influences the demand for preventive and curative services. The older a person is, the more the demand for curative services increases. Meanwhile the demand for preventive health services is decreasing (Iba and Konadi, 2011). This is why it is understood that attention to health in general at a productive age is paid less attention, especially in preventive care, but only focuses on care when sick.

The condition of the relationship between the world of physical education and the world of work has also narrowed. Job opportunities will be found if they only excel in certain sports. Then they are recruited not as workers in general, but are expected to develop sports branches under their control in the institution where they work. This is the path of physical education and the world of work. If drawn back to the process of physical education itself, it certainly does not benefit teachers and supervisors of physical education, both in elementary, junior and senior high.

There are several threats that can arise from this condition for physical education supervisors in schools, among others:

- Physical education supervisors do not have the flexibility in developing learning methods, subject matter for students as mandated by the law. This is because it is demanded by the fact that the mastery of certain sports branches has tremendous value for students.
- Physical education supervisors are under threat of motivation and this will have an impact on teachers and students as a whole. How a supervisor of physical education will be able to be motivated and with all his strength to convince teachers, that success in learning physical education will provide greater opportunities for students in workforce competition, if in fact physical health factors, physical, mental and social skills are recognized when exiting their certification from parties outside them, such as doctors, psychologists and others.
- Physical education supervisors are considered not important. This is the worst. The process of assuming insignificance in the field of physical education studies has actually begun long ago. When the number of hours is small, with demands for large

and heavy achievements, it is certainly not balanced. Presumption in the community, even Physical Education teachers themselves feel less important physical education, because it can not guarantee entry into the world of work.

If we pay attention to the objectives of physical education as stipulated in the regulations of the national education minister, then physical education is very important, as a basic element for all the expertise and skills that can be achieved by students. What does it mean for someone who is skilled but not healthy, does not have a healthy lifestyle, cannot control his emotions and social relationships. This is what should be understood by all parties, both the world of education and the world of industry.

CONCLUSION

The threat of demographic bonuses for physical education supervisors occurs indirectly, but through several things. A demographic bonus that should have provide opportunities for the world of industry failed to materialize because human resources do not have the required expertise. This condition then leads to the conception that education which does not have majors that produce graduates that can be absorbed by the industrial world tends to be marginalized and less desirable. If this point of View continues to be upheld, it is an occupational threat for teachers and supervisors of physical education, because physical education may be seen as not contributing directly to the country's skill base except for sports. So sports champions in particular sports are the only ones usually considered easily for job opportunities.

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