

## READINESS OF GEOGRAPHY EDUCATION STUDENTS IN FACING THE DEMOGRAPHIC BONUS THROUGH SOFT AND HARD SKILLS

Frandica Panjaitan<sup>1\*</sup>, Dede Sugandi<sup>1</sup>, and Nina Novira<sup>2</sup>

<sup>1</sup>Master of Geography Education, Faculty of Social Sciences Education, Universitas Pendidikan Indonesia, Indonesia.

<sup>2</sup>Geography Education, Faculty of Social Sciences, Universitas Negeri Medan, Indonesia

\*E-mail: frandicapanjaitan@upi.edu

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### ABSTRACT

This study aims to (1) find out the level of knowledge of students of the Department of Geography Education class of 2020-2023 regarding the demographic bonus, (2) find out the Readiness of soft skills of students of the Department of Geography Education class of 2020-2023. (3) knowing the Readiness of hard skills of students of the Department of Geography Education class of 2020-2023. This research was conducted at the Department of Geography Education, State University of Medan, in April 2024. The population of this study is 542 students, and the Researcher took 10% of the total population, namely 55 students. The data collection technique in this study is in-depth interviews. The data analysis technique used is qualitative descriptive analysis. The study results show that: (1) As many as 45% of geography education students of the 2020-2023 batch know the demographic bonus. (2) The Readiness of students of the Department of Geography Education class of 2020-2023 based on soft skills is in the category of unprepared. (3) The Readiness of students of the Department of Geography Education class of 2020-2023 based on soft skills is in the category of unpreparedness. So it can be concluded that students majoring in geography education class 2020-2023 are not ready to face the demographic bonus and must improve their soft and hard skills. Based on these things, the government and also campuses must strengthen the teaching of soft skills and hard skills either through training, workshops or internships that focus on developing these skills.

**Keywords:** *Readiness; Students; Demographic Bonus Knowledge; Soft Skill; Hard Skill.*

### INTRODUCTION

Indonesia is a country that is currently experiencing an increase in population with a high "demographic bonus" (Richo Rianto et al., 2020). The demographic bonus is a condition in which a decline in

the birth rate occurs that reduces the number of minors, reduces the burden on families, and forms a relatively wealthy labour force conducive to economic development (Ma et al., 2021). However,



it is also a challenge if it is not balanced with strategic policies to improve the quality of human resources and provide adequate and productive jobs (Haq et al., 2022). Some of the problems that can arise from this demographic disaster are the increase in the labour force that is not accompanied by the availability of jobs, resulting in unemployment, poverty, and an increase in crime rates.

According to the Indonesian Central Statistics Agency (2024), the Open Unemployment Rate (TPT) in February 2024 was 4.82%. Long-term unemployment will have severe consequences for the physical and mental health of the unemployed (Achdut & Refaeli, 2020). According to Ikawati (in Sabiq & Apsari, 2021) stated that unemployment provides psychological burdens to the unemployed workforce, such as emotional pressure and unstable thoughts that unemployment will also make the unemployed workforce feel embarrassed, useless, lack confidence, and morally burdened because of the demands from their families and environment. As a result, the workforce that does not have a job will find various ways to get a job and meet their needs (Husna et al., 2024). However, often, this

is done by actions that violate norms and laws, such as crimes.

Criminality in geographical concentrations is a substantial crime, namely violent crime (Chalfin et al., 2019). This happens because of the fierce competition to get a job, not only because of the limited number of jobs available but also because of the competition for knowledge, *soft skills*, and *hard skills* in the world of work. This is in line with Hidayat's opinion (in Wijaya et al., 2020) that currently, humans are competing in a global era that relies on intelligent work and has qualified potential to win international competition. For this reason, it is necessary to have Readiness from the productive age population classified in the labour force, including students, to face the demographic bonus.

Most of the population in this demographic bonus is in the age of Gen Z or Generation Z (Richo Rianto et al., 2020). The youngest and most diverse generation, Generation Z, has now taken over colleges and universities or become students. Generation Z, Born between 1995 and 2012, are between the ages of 8 and 25 and want to positively impact the world (Bloyd Null et al., 2023).

Students are human resources (HR) who have a role as *agents of change* and



become the nation's next generation in the future with the hope of bringing Indonesia to become a developed country through a demographic bonus period and success for a golden Indonesia in 2045. The demographic bonus that Indonesia will experience is inseparable from students, where students are 2/3 of the total population during the demographic bonus period (Farihah et al., 2018). As part of the demographic bonus, students will cause the population dependency rate to be low and make the productive age bear the non-productive age population. Based on the description above, it is clear that the role of students in the demographic bonus is vital, and it is necessary to know students' Readiness to face the demographic bonus.

Readiness is the condition of a person or individual to respond and respond to the situation faced in a certain way (Aprianti, 2023). Student readiness will also determine the extent to which the student is ready to find or compete in the job search process, especially during the demographic bonus period, namely the large number of the labour force who are both looking for a job.

Work readiness for students is needed so that the student is ready to face a higher life, namely work. The skills possessed

by students influence job readiness. The skills that affect job readiness in this study are soft skills and hard skills. The soft skill dimension the Researcher uses is adapted and modified through research (Ingsih et al., 2023). The soft skills used by the Researcher include communication skills, entrepreneurship, leadership, teamwork, and foreign languages. The reason for choosing these five dimensions is because these five soft skills dimensions are five dimensions that are relevant and always present in the requirements of the job search process and have a significant positive effect on job readiness (Lutz et al., 2019). Meanwhile, researchers' hard skills include coding skills, drones, GIS, making teaching materials, augmented reality, big data, Metaverse, and digital video editing/production. The Researcher chose the eight hard skills because these skills are widely sought after and adapt to the achievements of graduates from the Department of Geography Education, State University of Medan.

The selection of soft skills and hard skills as variables is because there has been no research that discusses the Readiness of students, especially the Department of Geography Education at Medan State University, based on soft skills and hard



skills, even though these skills are very important skills to have after they graduate during the demographic bonus period. Previous research conducted by (Farihah et al., 2018) with the research title "Analysis of Medan City Student Readiness as Part of the Demographic Bonus in the Era of the Asean Economic Community (MEA)" only focuses on the knowledge of Medan City students about Mea and looks at the Readiness of these students based on experience.

Departing from the above, the Researcher wants to conduct research to see the Readiness of geography education students in terms of soft and hard skills. This research is important because students, as part of the productive generation, have a strategic role in taking advantage of demographic bonus opportunities through their soft and hard skills. Soft skills and hard skills analysis-based approaches can be adopted globally to assess the Readiness of young potential workers to face the demographic bonus that other countries worldwide will experience.

Therefore, the author is interested in researching "Readiness Of Geography Education Students In Facing The Demographic Bonus Through Soft And Hard Skills."

The research objectives are:

1. To determine the level of knowledge Geography Education students (Class of 2020-2023) have about the demographic bonus.
2. To assess the Readiness of Geography Education students (Class of 2020-2023) to face the demographic bonus based on their soft skills.
3. To evaluate the Readiness of Geography Education students (Class of 2020-2023) to face the demographic bonus based on their hard skills.

## **MATERIALS AND METHODS**

This research is in the Department of Geography Education, Faculty of Social Sciences, Medan State University, at Jalan William Iskandar Pasar V, Medan Estate. The research was conducted in April 2024. The population in this study is all Geography Education Students Class of 2020-2023 Department of Geography Education, Faculty of Social Sciences, State University of Medan, with 542 students. Considering that the number of subjects studied by the the sample taken by the Researcher is as



much as 10% of the total population of each Class.

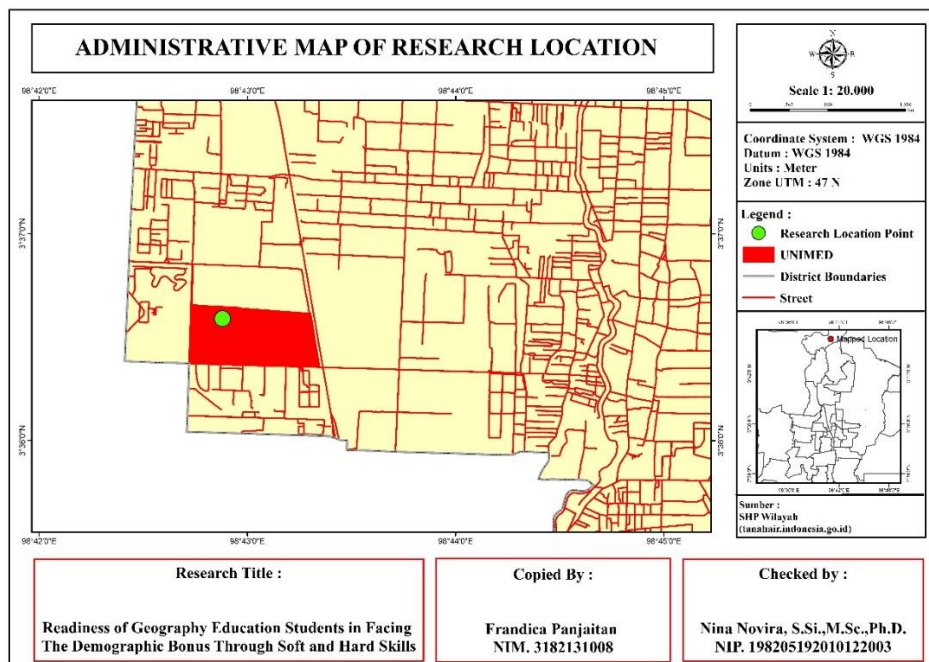
This type of research is qualitative descriptive. The data collection techniques in this study are in-depth interview techniques and literature studies. The population of this study is students majoring in geography education class of 2020-2023. The data analysis technique used is a qualitative descriptive analysis, which is a description of the Readiness of students majoring in Geography Education at Medan State University to face demographic bonuses based on knowledge of demographic bonuses, Readiness of soft skills and Readiness of hard skills

Astronomically, the Department of Geography Education is located between

3°21'47" N - 3°21'48LU" and 98°25'30" E - 98°25'35" E. Based on its geographical location, it is bordered by:

- To the north, it is bordered by the Gallery of Fine Arts
- The south is adjacent to the Faculty of Social Sciences Building
- The PPKN Building borders the east and
- To the west, it is bordered by the Anthropology Building

The administrative map of the location of this research can be seen through **Figure 1** below.



**Figure 1.** Administrative Map of Research Area



## RESULTS AND DISCUSSION

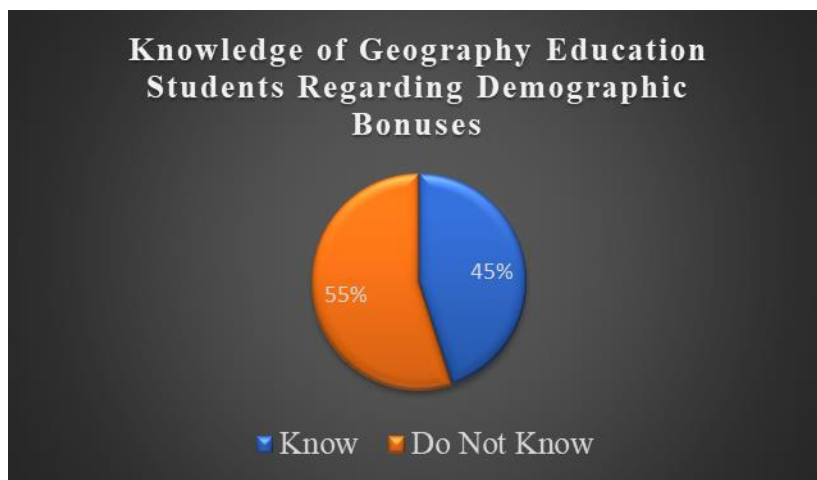
### Results

#### 1. Level of Knowledge of Students

The Demographic Bonus is a condition in which the number of the labour force is higher than the number of dependency burdens. Students' understanding of this is essential because it will be related to their Readiness to face the demographic bonus. The data above was obtained based on interviews conducted by researchers. The Researcher conducted an interview using ten questions with students of the Department of Geography Education Class of 2020-2023.

Based on **Figure 2**, it can also be concluded that the number of Geography Education students at Medan State University who know the demographic bonus is lower than Geography Education students who know the demographic bonus.

There are 25 students from the total sample who know the demographic bonus, while the other 30 do not know what the demographic bonus is. The knowledge of students majoring in Geography Education Class of 2020-2023 can be seen through **Figure 2**.



**Figure 2.** Knowledge Diagram of Students of the Department of Geography Education Regarding the Demographic Bonus

#### 2. Soft Skills Readiness of Students

The Readiness of Soft Skills in the research conducted by the Researcher is an overview of each student's assessment of their soft skills. Based on the results of the research conducted in **Table 1**, it can

be known that the perception of students majoring in Geography Education towards soft skills is the highest at 63%. Namely, 35 students have the perception of having more than two types of soft skills, but only 10% of five students state



that they have only one soft skill. Meanwhile, 15 people, or 27% of students in the geography education department of Medan State University, had more than three soft skills from several soft skills asked by the Researcher.

An overview of the results of this study can be seen through the following **Table 1**.

**Table 1.** Readiness of Geography Education Students for Soft Skills

Many Soft Skills	>3	2-3	1	0
Sum	15	35	5	0
Percentage	27%	63%	10%	0%

*3. Hard Skills Readiness of Students*  
Complex Skill Readiness is also essential because some jobs require hard skills and qualifications that must be possessed to join the company. Hard skills are essential for students majoring in geography education and must be considered. The following table describes the Perception of Geography Education

Students for the 2020-2023 batch regarding their Hard Skills.

**Table 2** details the interviews, which revealed that as many as 5 (10%) students majoring in geography education have skill 1. Then 40 (72%) students have 2-3 skills and only 10 (18%) students have hard skills >3.

**Table 2.** Readiness of Geography Education Students for Soft Skills

Many Soft Skills	>3	2-3	1	0
Sum	15	35	5	0
Percentage	27%	63%	10%	0%

## Discussion

The discussion of this research is divided into three parts: the level of knowledge regarding the demographic bonus, the Readiness of soft skills, and the Readiness of hard skills of students majoring in geography education for the Class of 2020-2023.

### *1. Level of Knowledge of Students*

Knowledge related to the demographic bonus can be obtained through formal and non-formal education; education is also a medium that can create awareness in a person. The demographic bonus occurs when the number of people of productive age is higher than the dependency burden



and will occur from 2030 to 2045. Apart from the above, Indonesia still has enough time to prepare the productive age community to take advantage of the demographic bonus wisely and appropriately (Mariyani & Alfansyur, 2021).

Based on the research results, quite diverse data was obtained from students of the Department of Geography Education class of 2020-2023 related to knowledge about demographic bonuses. The knowledge of students of the Department of Geography Education class of 2020-2023 regarding the demographic bonus is as follows:

- Class of 2020

All students of the Department of Geography Education class of 2020 know what the demographic bonus means and state that the demographic bonus will be experienced by Indonesia in 2030-2045. The demographic bonus provides benefits in the form of a high labour force in Indonesia, affects work productivity, and offers the opportunity to make Indonesia a developed country. On the other hand, if this demographic bonus cannot be appropriately used, the demographic bonus will be a disaster for the Indonesian nation, such as the high unemployment

rate, the increase in crime rates, and the increase in the burden on the state.

Based on the above, the students from the 2020 class, totalling 12 (100%), stated that the demographic bonus motivated students to improve their quality. However, only eight students (66%) felt they had qualified abilities and were ready to compete during the demographic bonus period. The fierce competition during the demographic bonus period has motivated students of the Department of Geography Education class of 2020 to improve their Soft Skills and Hard Skills, such as communicating well, operating GIS, and even integrating technology.

- Class of 2021

The students of the Department of Geography Education class 2021 interviewed by the Researcher were 12 students, 10 of whom knew what the demographic bonus meant. They stated that Indonesia would experience the demographic bonus in 2030-2045 and provide benefits in the form of a surge in the workforce, which would also give rise to more varied jobs. The abovementioned things will benefit Indonesia if they can be used properly. However, if this demographic bonus fails to be utilized by the government by not providing enough





jobs, it will result in the high labour force becoming unemployed.

The high unemployment rate will reduce people's welfare and force them to do anything to meet their living needs, even in an unsatisfactory way. Based on the above, ten students (83%) are trying to improve their quality, and eight (66%) feel they have the qualifications to compete with other workforces during the demographic bonus period.

- Class of 2022

The students of the Department of Geography Education class 2022 interviewed by the Researcher were 16. Based on the research conducted by the Researcher, only four students could explain what the demographic bonus means and when Indonesia will experience the demographic bonus. Students of the Department of Geography Education class of 2022 interviewed researchers stated that Indonesia would receive various benefits from the demographic bonus, namely the number of young people who have the latest creativity and innovation so that the opportunity to make the Indonesian nation a more developed country will remain, but when this demographic bonus is not managed correctly, the young people will be unemployed because they

cannot compete with other people during the high number of labour force. The high level of competition during the demographic bonus period has been well realized by the eight students (50%), so they try to improve their quality. However, only seven students (44%) have the qualifications and abilities to compete in the demographic bonus period.

- Class of 2023

The Class of 2023 is the youngest batch in the Department of Geography Education, Faculty of Social Sciences, Medan State University. The students of the Department of Geography Education interviewed by the Researcher were 16 students. Based on the research conducted by the Researcher, data was obtained that the students needed to learn what was meant by the demographic bonus and even just heard the term demographic bonus, so they did not know when Indonesia experienced the demographic bonus. Then, in the Class of 2023 students who are motivated and motivated to improve their quality, 6 (37.5%) students survived the demographic bonus period, but only five (37%) feel they have qualified qualifications to face the demographic bonus.



## 2. *Soft Skills Readiness of Students*

A person needs to have soft skills to compete for a job. Hidayat (in Wijaya et al., 2020) states that humans currently compete in a global era that relies on intelligent work and has qualified potential to win global competition. The global competition will certainly never stop and will continue in the future. For this reason, it is necessary to have Readiness from the productive age population classified in the labour force, including students, to face the demographic bonus. Students are part of the demographic bonus because they are classified as a productive age population.

- Class of 2020

The Readiness of students in the Department of Geography Education class of 2020 is related to the ability of soft skills. The Researcher conducted a study on 11 Department of Geography Education students. Based on the interview results, data was obtained that five students (45.5%) were in the proficient category. Six students (54.5%) were in the able category in the ability to communicate well. In the ability or soft skills in the field of entrepreneurship, two students (18.2%) were in the advanced category, six students (54.5%) were in the able category, and three students (27.3%)

were in the Underprivileged category. The ability in the field of leadership was also obtained from data, namely, as many as four students (36.4%) were in the advanced category, and seven students (63.6%) were in the capable category. In the Soft Skill ability in teamwork for the Class of 2019, data was obtained that as many as seven students (63.6%) stated they were in the advanced category, and four students (36.4%) were in the capable category.

Based on interviews conducted by researchers, students of the Department of Geography Education class of 2020 must improve their ability to speak foreign languages. The ability or Soft Skills in the field of foreign languages only got two students (18.2%) in the proficient category, three students (27.3%) in the able category, and six students (54.5%) in the underprivileged category.

This aligns with research conducted by Farihah et al., (2018) titled Analysis of Student Readiness in Medan City as Part of the Demographic Bonus in the Era of the ASEAN Economic Community (AEC). The study stated that more than 50% of students in Medan still need to improve their foreign language skills to a better level.



- Class of 2021

Based on research conducted by researchers on Readiness based on soft skills of Geography Education students in the Class of 2021, it was found that the students of the Geography Education Department of the Class of 2021 were in the advanced category, seven students (58.3%) and five students (41.6%) were in the category of able to communicate well. The Researcher also found that students of the Department of Geography Education class of 2019 in entrepreneurial ability were in the advanced category, namely three students (25%), seven students (58.3%) were able, and two students (16.7%) were in the underprivileged category.

Leadership skills were found in the advanced abilities of five students (41.6%); four students (33.4%) were in the able category, and three students (25%) were in the underprivileged category. Then, in the ability to work together in a team, it was found that four students had advanced skills (33.4%), and eight (66.6%) were in the capable category. Based on the research conducted by the Researcher, it was also found that the Foreign language skills were quite varied, namely four students (33.4%) in the proficient category, three

students (25%) in the capable category, and five people students (41.6%) in the underprivileged category.

This aligns with the research conducted by Farihah et al. (2018) titled Medan City Student Readiness Analysis as Part of the Demographic Bonus in the Era of the ASEAN Economic Community (AEC). The study stated that more than 50% of Medan students still need to improve their foreign language skills to compete in the demographic bonus period that the Indonesian nation will experience in 2030-2045.

- Class of 2022

The Readiness of students majoring in geography education class of 2022 is seen through the ability of Soft Skills, namely good communication skills; there are eight students (50%) in the proficient category, five students (31.25%) in the capable category, and three students (18.75%) in the underprivileged category. In other Soft Skills, namely entrepreneurial skills, as many as two students (12.5%) are in the advanced category, five students (31.25%) are in the poor category, and nine students (56.25%) are in the underprivileged category. Another soft skill is leadership skills, and it was found that five students (31.25%) were in the advanced category,



seven students (43.75%) were in the capable category, and four students (25%) were in the underprivileged category. In terms of teamwork skills, data was also found that six students (37.5%) were in the proficient category, five students (31.25%) were in the capable category, and five students (31.25%) were also in the underprivileged category. Based on the research conducted by the Researcher, it was also found that only three students (18.75%) were in the proficient category, five students (31.25%) were in the capable category, four students (25%) were in the underprivileged category, and four students were also in the incapable category (25%) in foreign languages.

Based on the above, foreign language skills are the most crucial ability for improvement. This aligns with the research conducted by (Farihah et al., 2018), entitled Medan City Student Readiness Analysis as Part of the Demographic Bonus in the Era of the ASEAN Economic Community (AEC). The study stated that more than 50% of students in Medan still need to improve their foreign language skills to a better level.

- Class of 2023

The Readiness through the Soft Skill ability possessed by students of the Department of Geography Education class of 2023 towards good communication skills is seven students (43.75%) are in the advanced category, four students (25%) are in the able category, and five students (31.25%) are in the underprivileged category then in other Soft Skill skills, namely entrepreneurial ability as many as four students (25%) are in the advanced category, five students (31.25%) are in the poor category. Seven students (43.75%) are in the underprivileged category. The Readiness of students of the Department of Geography Education is next in leadership skills, and it was found that five students (31.25%) were in the advanced category, six students (37.5%) were in the able category, and five students (31.25%) were in the underprivileged category.

In terms of teamwork skills, data was also found that four students (25%) were in the proficient category, six students (37.5%) were in the capable category, and six students (37.5%) were also in the underprivileged category. Based on the research conducted by the Researcher, data was also found that only two students (12.5%) were in the proficient category,



five students (31.25%) were in the capable category, five students (31.25%) were in the underprivileged category, and four students (25%) were also in the category of incapable in foreign language skills.

Based on the above, foreign language skills are the most crucial ability for improvement. This aligns with the research conducted by (Farihah et al., 2018) titled Medan City Student Readiness Analysis as Part of the Demographic Bonus in the Era of the ASEAN Economic Community (AEC). The study stated that more than 50% of students in Medan still need to improve their foreign language skills to a better level.

### 3. *Hard Skills Readiness of Students*

Preparation in soft skills and hard skills needs to be considered. This ability is also very much needed if a geography education graduate wants to work in physical geography, engineering, or other jobs requiring specific hard skills.

- **Class of 2020**

The Readiness of students in the Department of Geography Education class of 2020 related to complex skill abilities in the Coding field is in the underprivileged category, namely nine (81.8%) and 2 (18.2%). In terms of skills

in the field of drone operation, the ability of geography education students of the Class of 2019 is in the advanced category, namely five students (45.5%), four students (36.3%) are in the capable category, and two students (18.2%) are in the underprivileged category. The GIS abilities possessed by students of the Department of Geography Education class of 2020 are already in the advanced category; 8 students (72.7%) and three students (27.3%) are in the capable category. Then, in the ability to make interactive teaching materials, students of the Department of Geography Education class of 2020 perceive that in the advanced category, as many as seven students (63.7%) and four students (36.3%) are in the capable category.

Then, the ability of Augmented Reality is one of the abilities that is relatively low and is in the category of incapable and underprivileged, namely eight people (72.7%) and three students (27.3%). Not only Augmented Reality capabilities but also skills in the field of Big Data management are also at a low level and are in the category of underprivileged and underprivileged; this is because there are nine students (81.8%) who are in the underprivileged category and there are two students (18.2%) who are in the



underprivileged category. In addition, in the ability of the Metaverse, data was also found that the students were still classified as underprivileged, namely as many as 11 students (100%) from the total sample interviewed by the Researcher, so it is necessary to improve. Based on the research conducted by the Researcher on the ability to edit/produce digital videos, students of the Department of Geography Education have pretty good skills namely seven students (63.6%) are in the advanced category, two students (18.2%) are in the capable category, and two students (18.2%) are in the underprivileged category. Based on the above, students of the Department of Geography Education class of 2019 still need to improve their quality. They are in various fields of skills, especially in the fields of Coding, Augmented Reality, Big Data, Metaverse.

The low skills possessed by students of the Department of Geography Education are in line with the research conducted by Farihah et al., (2018) with the research titled Analysis of Student Readiness in Medan City as Part of the Demographic Bonus in the Era of the ASEAN Economic Community (AEC). The study stated that 75 students (34%) had no

skills, and 114 people (52%) had only one skill.

- Class of 2021

Based on research conducted on the Readiness of students majoring in geography education for the 2021 semester in Hard Skills ability, it was found that the ability in the field of Coding occupies the category of underprivileged and incapable, where the underprivileged category is three students (25%) and nine students (75%) are incapable. Other hard skills are Drone operation skills, which are in the advanced category of 8 students (66.6%), two students (16.7%) who are in the able category, and two students (16.7%) who are also in the underprivileged category. Then, in the field of GIS, as many as seven students (58.3%) are in the advanced category, two students (16.7%) are in the able category, and three students (25%) are in the underprivileged category. Not only that, in the skill of making interactive teaching materials, it was found that six students (50%) were in the proficient category, four students (33.4%) were in the able category, and two students (16.7%) were in the underprivileged category.

The ability of hard skills in Augmented Reality are as many as ten students





(83.3%) in the underprivileged category and two students (16.7%) in the underprivileged category. The ability of Big Data shows data that students of the Department of Geography Education class of 2021 are still in the underprivileged and underprivileged category, which can be seen because there are ten students (83.3%) in the underprivileged category and two students (16.7%) in the underprivileged category. In addition, the capabilities of the Metaverse are still in the category of underprivileged and underprivileged; as many as nine students (75%) are in the underprivileged category, and three students (25%) are in the underprivileged category. Meanwhile, in the field of digital video editing/production, there were eight students (66.6%) who were in the advanced category, two students (16.7%) who were in the capable category, and two students (16.7%) who were also in the underprivileged category. This aligns with the research conducted by Farihah et al., (2018), titled Medan City Student Readiness Analysis as Part of the Demographic Bonus in the Era of the ASEAN Economic Community (AEC). The study stated that 75 students (34%) had no skills, and 114 people (52%) had only one skill.

- Class of 2022

Based on interviews conducted by researchers regarding the Readiness of students majoring in Geography Education Class of 2022 to Hard Skill abilities, it was found that the ability in the field of Coding occupies the underprivileged and underprivileged categories, where the underprivileged category is five students (31.25%) and ten underprivileged students (62.5%). Drone skills are also in the underprivileged category, with four students (25%) and 12 students (75%) in the underprivileged category. Then, in the field of GIS, as many as three students (18.75%) are in the advanced category, five students (31.25%) are in the capable category, two students (12.5%) are in the underprivileged category, and six students (37.5%) are in the underprivileged category.

The Researcher also researched the ability to make Interactive Teaching Materials and found data that as many as two students (12.5%) were in the proficient category. Five students (31.25%) were in the capable category. Seven students (43.75%) were in the underprivileged category. Two students (12.5%) were in the underprivileged category.



Based on the research conducted by the Researcher, data was also found on the ability of geography education students of the Class of 2022 in the field of Augmented Reality, namely 14 students (87.5%) students in the underprivileged category and two students (12.5%) in the underprivileged category. The ability to manage Big Data skills also shows data that students of the Department of Geography Education class of 2022 are still in the category of underprivileged and underprivileged, it can be seen because there are 14 students (87.5%) in the underprivileged category and two students (12.5%) in the underprivileged category.

In addition, the capabilities of the Metaverse are still in the category of underprivileged and underprivileged; namely, as many as 14 students (87.5%) are in the category of underprivileged, and two students (12.5%) are in the category of underprivileged. Meanwhile, the ability in the field of digital video editing/production was found by ten students (62.5%) who were in the advanced category, four students (25%) in the able category, and two students (12.5%) in the underprivileged category. This aligns with the research conducted by (Farihah et al., 2018), titled Medan

City Student Readiness Analysis as Part of the Demographic Bonus in the Era of the ASEAN Economic Community (AEC). The study stated that 75 students (34%) had no skills, and 114 people (52%) had only one skill.

- Class of 2023

Students' Readiness in the Department of Geography Education class of 2023, related to complex skill abilities in the Coding field, is in the underprivileged category. Namely, 13 students (81.25%) and three (18.75%) are underprivileged. Based on the research conducted by the Researcher, the ability to operate drones in the Class of 2022 is in the underprivileged category. Namely, ten students (62.5%) and six (37.5%) are underprivileged. The GIS abilities possessed by students of the Department of Geography Education class of 2023 are still in the underprivileged category, namely 16 students (100%) of the total number of students in the Class of 2020. Then, regarding the ability to make interactive teaching materials, students of the Department of Geography Education class of 2022 are in the underprivileged category. As many as ten (62.5%) and six (37.5%) are underprivileged.

The ability to acquire augmented reality skills is also in the low and



underprivileged categories; as many as 12 students (75%) are in the underprivileged category, and four students (25%) are in the underprivileged category. Not only Augmented Reality capabilities but also abilities in the field of Big Data management are also at a low level and are in the category of underprivileged and underprivileged; this is because there are 14 students (87.5%) who are in the underprivileged category and there are two students (16.5%) who are in the underprivileged category.

In addition, in the Metaverse capability, data was also found that the students were still classified as underprivileged, namely 12 students (75%), while four other students (25%) were in the underprivileged category. Based on research conducted by researchers on the ability to edit/produce digital videos, students of the Department of Geography Education class of 2023 have pretty good abilities; namely, eight students (50%) are in the advanced category, five students (31.25%) are in the capable category, and three students (18.75%) are in the underprivileged category. Based on the above, students of the Department of Geography Education class of 2022 still need to improve their quality in various skills, especially in GIS, Coding,

Augmented Reality, Big Data, and Metaverse.

The low skills possessed by students of the Department of Geography Education class of 2022 align with research conducted by Farihah et al., (2018), titled Analysis of Student Readiness in Medan City as Part of the Demographic Bonus in the Era of the ASEAN Economic Community (MEA). The study stated that 75 students (34%) had no skills, and 114 people (52%) had only one skill.

## CONCLUSIONS

The level of knowledge of geography education students of the Class of 2020-2023 towards the demographic bonus is in the medium category, namely (45%). Then, the Readiness of students with soft and hard skills is in the category of being unprepared and unprepared, so it can be concluded that geography education students of the 2020-2023 batch are not ready to face the demographic bonus.

The limitation of this study is that this study only involves Geography Education students of the 2020-2023 batch, so the results cannot be generalized to students of other majors on other campuses. So that further research is recommended to involve students from other departments or other universities so



that the research results are more comprehensive and can be generalized.

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