

Integrating Population Education in *Sekolah Siaga Kependudukan* (SSK) in Building a Planned Generation

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Abstract

To solve increasing population in Indonesia, population education can be implemented in school. The purpose of this study was to analyze the integration of population education in SSK as an effort to realize a planned generation. A phenomenological design with an interview, observation, and documentation was employed in this research. The study's results showed that the integration process of population education in secondary schools occurred through teaching and learning and extracurricular activities, school programs, and pojok kependudukan (population corner). The integration of population education in SSK is inseparable from adaptation, goal attainment, integration, and latency, creating a substantial value and resilience system. The novelty of the research lies in the analysis of Talcott Parsons' structural-functional theory to integrate SSK for the Planned Generation with an adaptation process, where students learn about various population issues. The integration of multiple parties raises students' self-awareness to reach marriage-age maturity, avoiding premarital sex, and sustainably maintain their reproductive health. However, the integration requires a more effective delivery medium for the current generation. Therefore, it is necessary to use technology-based population education media that students can utilize. Meanwhile, for science, population-based technology can also be an innovation in streamlining the integration process of population education.

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INTRODUCTION

The population is the primary capital in development. The results of the Population Census in September 2020 ([BPS] Central Statistics Agency, 2021) showed that Indonesia has a population of 270.20 million, an increase of 32.56 million from the SP2010 results. Data from the World Population Data Sheet (2020) estimated that Indonesia's population is 271.7 million people, with a crude birth rate of 18 per 1000, followed by a crude death rate of 7, resulting in a natural population growth of 1.2 percent per year.

The large population can be a source of abundant labor, product marketing potential, and national defense. However, rapid population growth can lead to social insecurity, reduced environmental carrying capacity, and limited employment opportunities (BKKBN, 2015).

Various population issues, such as population density, are challenging for Indonesia in preparing for a productive young generation (Awwaluddin & Sadewo, 2021). In addition, low character among students can cause population and environmental problems (Wita & Ummami, 2021). Therefore, education in the 4.0 era must be balanced with character education (Sofiasyari et al., 2019). By imbuing social values, students are not easily provoked by bad influences (Itsna et al., 2016). An educational approach that integrates culture, attitudes, and values also affect the human environment's impact on the earth (Komatsu & Rappleye, 2018).

Embedding the value of the population in education can be done from an early age considering that 30% of the Indonesian people are the younger generation. So, the government needs to involve the younger generation in population issues through population education (Mayasari & Husin, 2017). This involvement can raise concern and awareness of population issues, which will impact the development of a sense of responsibility to prevent and find solutions to overcoming population problems (Mukri, 2018). Thus, efforts are established to

change people's behavior to plan and build an ideal family (Pamungkas, 2017).

The integration of population education in the school curriculum is implemented through the involvement of students in exploring population issues (Sitorus, 2017). *Sekolah Siaga Kependudukan* (SSK), a government program that integrates population and family planning education into subjects, learning materials can be expanded (Yulianti, 2017). Population education can build student character. Strengthening character education is carried out through three stages: planning, preparation, and developing character lesson plans (Safitri et al., 2019). Amid the complexity of population problems, introducing SSK as part of integrating population education activities for school residents is essential (Sarmita et al., 2020).

The Generation Planning Program (GenRe) in the SSK is vital to reach adolescent resilience to build a strong family so that a happy and prosperous small family can be achieved (BKKBN East Java Province, 2014). Therefore, the role of the BKKBN is substantial in conveying the importance of the GenRe program to adolescents (Ridwan et al., 2019).

The purpose of this study included various aspects of population education such as family life, needs, the importance of population education, sex education, HIV, AIDS, family planning, and small families (Pandey, 2011). This study was conducted in East Java. It resulted in data where the implementation of the SSK program needs to develop better to contribute to the internalization of knowledge about population problems in daily life. It can also increase students' awareness, attitudes, and behavior management about reproductive health, marriageable age, plans, and an excellent nuclear family (Abdiyah et al., 2020). The importance of Population Education is reflected in the School Curriculum as this education will ensure a better quality of life, particularly in regulating the human population through the practice of methods that ensure family planning (Ojo, 2013).

Based on the evaluation of the implementation of Population Education in

senior high schools, it was found that (1) the teaching process was not appropriate, (2) Population Education materials were available and efficient, (3) the evaluation process was not appropriate, (4) students were satisfied with the teacher's role, (5) students' perceptions about Population Education are very positive, and (6) there are still obstacles in Population Education, such as (a) limited time, (b) excessive extracurricular activities, (c) rapid data changes, and (d) material validity (Baron et al. al., 2018).

The implementation of population education can improve students' cognitive and psychomotor competence. They gain new knowledge from insights, and descriptions of Indonesia's population conditions (Deffinika et al., 2020) as the education policy requires four system requirements: Adaptation, Goal Attainment, Integration, and Latency (Awwaluddin & Sadewo, 2021). This study has relevance to SSK as an application of Talcott Parsons's theory. This research's novelty is evident from AGIL Talcott Parsons's perspective on how SSK implements population education to shape a planned generation. Talcott Parsons' Structural Functional Theory emphasizes that the surrounding social system determines human behavior, so it analyzes the system that shapes student behavior which will become the theory in this study.

This study aimed to analyze the integration of population education in SSK to realize a planned generation. The benefits of this research are expected to contribute to various related parties as input for innovation and development of the proper integration of population education for students to realize an influential planned generation.

METHOD

This study utilized a phenomenological research design to comprehend how the integration of population education forms planned generation (maturation of marriage age, avoiding premarital sex, and maintaining reproductive health). In-depth interviews were conducted with eight research informants, such

as the SSK coordinator who led the SSK program, the vice principal in the curriculum sector as the party supervising the integration of population education in lessons, two subject teachers, and four students. Additionally, field observations supported by documentation studies were also conducted concerning how the research subjects interpreted population education to others. The data sources of this study were informants and documents. Meanwhile, the data validity test was done through triangulation techniques.

RESULT AND DISCUSSION

The Integration of Population Education in SSK Kendal Regency

The research was conducted at SMA Negeri 1 Kendal, the National Plenary Level SSK, following the school's vision: "Creating people who are faithful, devoted, have a noble character, high achievers and population alertness and environmental insight in the global era". With this vision, population education is expected to become a positive culture that schools will continue to develop.

According to (BKKBN, 2017), one of the principles of SSK is integrating population education into an established curriculum rather than treating it as a new subject. Hence, SSK will not interfere with teaching and learning activities or make students stay in class longer. If included by following the applicable regulations, population education materials can hone the topics discussed directly or indirectly through local content subjects.

The integration of population education at SMA Negeri 1 Kendal has so far been realized through the following activities:

School Curriculum

The curriculum as a tool to achieve learning objectives also oversees the integration process of population education. The curriculum follows the ones by the government, which are the Independent Curriculum and the 2013 Curriculum, by also inserting population education in its development syllabus. The integration of population education is evident

from the syllabus and RPP (Learning Implementation Plan) designed by the teacher. Therefore, the content in learning already includes population education. Cognitive, affective, and psychomotor-designed assessments also incorporate indicators in population education.

Teaching Learning Activities

Teachers often mention population issues in teaching and learning activities following related materials, such as population density issues, demographic bonuses, early marriage, employment, and population mobility.

The integration of population education is not only in geography or sociology but also in other subjects because all subjects are related to population issues. Other subjects taught at SMA Negeri 1 Kendal include Religion and Character Education, Indonesian Language, Pancasila and Civic Education, Mathematics, Cultural Arts, Physical Education, Sports and Health, History, Economics, Geography, Sociology, Physics, Chemistry, Biology, Javanese, and Foreign Languages.

Analysis of the material from each subject is presented in the following table:

Tabel 1. Integration of Population Education in Learning Materials

Subjects	Material
Religion and Character Education	Maintaining Dignity by Avoiding Promiscuity and Adultery
Indonesian Language	Technical Issues at the Editorial Level
Pancasila and Civic Education	National Integration
Mathematics	Math Logic
Cultural Arts	Creating 2-Dimensional Art
Physical Education, Sports and Health	Mingling with the Right Crowd
History	The Effort of the Indonesia in Maintaining National Integration
Economics	Employment
Geography	Population Dynamics
Sociology	Social Issues
Physics	Magnetic Field
Chemistry	Reaction Speed
Biology	Reproduction System
Javanese Language	Reports
Foreign Language	Family in Japanese

The inclusion of population values in each subject makes it easier for students to receive material because they are interrelated with each other. For example, in sociology, population issues are associated with social problems due to globalization. On the other hand, in economics, population density will affect the availability of jobs in the future so that all subjects integrate the values of population education according to the characteristics of their respective fields of science.

Extracurricular Activities

Socialization of population education is executed through extracurricular PIK-R (Adolescent Counseling Information Center),

which Counseling Guidance teachers accompany. SMA Negeri 1 Kendal named PIK-R Friendly for its extracurricular. Students carry out PIK-R extracurricular activities according to the work program planned. Activities performed include the HIV-AIDS campaign, socialization with students about HIV-AIDS, and making posters and leaflets. Various activities that have been carried out have also been uploaded on PIK-R Friendly social media so that the wider community can access them. The evaluation of this activity is in the form of feedback from various social media. Various comments from the audience became material for evaluating the work program.

The Utilization of Population Corner

A population corner is a place used by students to develop population education. There are various materials, posters, leaflets, and books relevant to population issues in the population corner. Students who want to learn more about population issues visit the population corner during recess. In that area, the students held discussions and read articles and books concerning demography. Moreover, the books on population are numerous and varied. Additionally, students can use the seats and gazebos provided in the population corner. They can also borrow books on the population at the library in front of the population corner.

The population corner image is presented in the following image.



Figure 1. Population Corner

School Program

The implementation of SSK at Kendal 1 Public High School is supported by the school program that is being implemented. School programs that support the integration of population education include establishing an SSK, population café, population bulletins, selection of GenRe (Planned Generation) ambassadors, and composition of the SSK jingle. The SSK class has various information media attached to the classroom as student learning materials. At the same time, the population cafe provides a comfortable place and a variety of knowledge to study population education. On the other hand, population magazines are continuously updated following the latest issues. It is also released to share

information on new population issues. Furthermore, there is an election for GenRe ambassadors once a year, and an SSK jingle sung at every population activity.

Population Education in Establishing Planned Generation

Integrating population education in schools is an effort to realize a generation planning. Indicators of the planned generation include generations described as follows:

Marriage Age Maturity (PUP)

PUP is remarkably closely related to the Family Planning (KB) program. According to Law no. 52 of 2009, Family Planning strives to regulate the distance and age at birth through promotion, protection, and assistance following reproductive rights to create quality families. PUP aims to provide understanding and awareness to adolescents so they can consider various aspects before starting a family by preparing physically, psychologically, emotionally, educationally, socially, and economically, regulating age and the number and spacing of births.

The efforts previously mentioned can be executed, one of which is through the Marriage Age Maturation Program (PUP). PUP, according to BKKBN, is an effort to increase the age of marriage, which is 21 years for women and 24 years for men. The ideal age is appropriate in terms of physical and psychological to build a family life.

In addition to limiting the minimum age of marriage, PUP also aims to ensure that the first pregnancy occurs at a mature age. Therefore, if someone marries below the minimum age limit for marriage, the government expects them to delay having a child. PUP is part of the National Family Planning program. Furthermore, PUP can also increase the minimum marriage age, reducing the Total Fertility Rate (TFR).

Through the integration of population education, students realize that the ideal age for marriage is 21 years and 24 years. This awareness certainly influences their mindset that after graduating from high school, they still need

to mature in various aspects before deciding to get married. Nevertheless, many marriages occur after students graduate high school, which often causes many problems, including divorce, due to mental and economic immaturity. This problem is what the government wants to prevent through PUP.

Avoiding Premarital Sex

One of the materials in population education discusses the impact of early marriage, which includes:

Psychological age that is still unstable will affect parenting patterns in children. Parenting and education that are less than optimal will create a new generation that is less qualified and harms the future of Indonesia.

Age and mental maturity can impact children's nourishment and health. Many cases of stunting in children are due to early marriage, where children's physical growth is not optimal, affecting their brain and mental development. Hence, the government attempts to overcome this problem through marriage at the ideal age.

Early marriage can put young women at health risk from early pregnancy. Pregnancy at an immature age is precarious for the safety of the mother and the baby. The emergence of post-partum depression also impacts the mother's life as it can trigger the impulse of suicide.

There is potential cervical cancer in adolescents under 20 years of age who have sexual intercourse. This problem is highly life-threatening for young women if it constantly occurs.

Students' understanding of the lesson material raises awareness that pre-marital sex can pose a considerable risk in terms of health, mental, and nutrition, even parenting patterns in children, threatening the lives of mothers and their future babies. Therefore, the implementation of population education is urgent to accomplish.

Maintaining Reproductive Health

Reproductive health is essential for adolescents, both men, and women, considering the many threats to reproductive health that arise from sexual intercourse under the age of

20. One of the emerging threats is cervical cancer in women. This issue is of particular concern to female students. Through population education, they can increase awareness of various health risks from engaging in underage sexual intercourse while the students are still 17-19 years old.

Integrating population education in secondary schools can boost students' awareness of population issues as a concern of the Indonesian government. The many existing problems will lead to other problems, so population education becomes crucial for Indonesian youth for a better future for the nation. Moreover, there is a necessity for a more effective and efficient educational integration process following the characteristics of the current generation, which are inseparable from technology.

Analysis of Functional Structural Theory in Population Education Integration

This study investigates the implementation of population education with the concept of structural functionalism theory by Talcott Parsons. The central idea of Parsons in his book *The Social System*, published in 1951, about the concept of AGIL is the development of the theory of structural functionalism. The concept suggests four prerequisites required by every society, group, or organization. If the four prerequisites are unsuccessful, the social system will crumble. The four concepts are Adaptation, Goal Attainment, Integration, and Latency (Ritzer, 2012).

Adaptation

Schools adapt to enforcing population education by integrating population education into the school curriculum, integrated with the subjects - not a separate one. Learning tools prepared by teachers also integrate population education. Consequently, the adaptation process has successfully integrated with the learning transpiring. The school correspondingly discussed the integration of the SSK in learning tools during the preparation of learning tools in the new school year and the preparation of the Education Unit Level Curriculum document

with the aim that all devices contained population values. The population program is to improve existing information by adding demographic-related issues experienced by Indonesia, including understanding the demographic bonus and its negative impacts. The school hopes that the education program can bring out the attitude and awareness of students in dealing with the demographic bonus.

The curriculum integrated with population education is streamlined in the student learning process. Integrative learning prioritizes student participation in learning activities to make the material learned meaningful for their lives. Likewise, population education is a valuable experience for students living their lives now and in the future. The adaptation process aims to make population education solid and resilient.

Goal Attainment

The purpose of education is undoubtedly to educate the next generation. Likewise, the execution of population education aims to realize Planned Generation (GenRe). Several indicators of a planned generation are the generation aware of maturing the age of marriage, avoiding premarital sex, and maintaining reproductive health. The government hopes that students are prudent in population issues in Indonesia. Consequently, this generation is expected to know how to deal with population issues, as dense populations can procure adverse effects if not appropriately managed.

Planned generation, expected to be aware of maturing the age of marriage, avoiding premarital sex, and maintaining reproductive health, ought to be cultivated from an early age. The students are expected to know that the ideal marriage age, according to the BKKBN, is 21 years for women and 24 years for men.

Therefore, students must protect themselves from an early age to avoid underage sex and maintain a relationship with the opposite sex. Moreover, high school is when students get to know the opposite sex. Measures to avoid premarital sex also contribute to maintaining the reproductive health of students. Premarital sex is inclined to sexual diseases that can jeopardize students.

Integration

SSK is a program launched by BKKBN. The implementation of the SSK ranges from elementary school and high school to university levels. SSK is a program that collaborates with various stakeholders, including schools, school committees, health centers, the Office of Population Control, Family Planning, Women's Empowerment and Child Protection (DP2KBP2A) of Kendal Regency, and the Department of Education and Culture. Collaboration between various parties produces programs targeting high school students with identical goals, constituting a planned generation.

The integration from all stakeholders complements each other's respective roles in realizing SSK. Each party executes its function correctly. The school where the program is executed conducted various activities reinforcing the integration of population education. Health centers provide counseling and health checks, while DP2KBP2A, the program's chief, supervises the population education process in schools. On the other hand, the school committee supports the activities performed. Furthermore, the Department of Education and Culture oversees population activities that align with general education's objectives.

Collaboration from various parties is presented in the following table.

Table 2. Role of Institutions in SSK

Institutions	Role
School	Organizing SSK programs
School Committee	Support the implementation of SSK program
Health Centers	Health counselling
DP2KBP2A	Main organizer of SSK
Education Office	Supervise the SSK program

Latency

The system of values and norms built in the SSK is well maintained because all parties are committed to enforcing it. Pattern maintenance is executed to maintain the resilience of the attempted programs and activities. Population education will persist as long as the existing curriculum still embeds the essence of population education material.

A population corner at the school helped develop the pattern maintained so far. The population corner serves as a place for discussion and sharing information on population issues updated with the latest information.

The goal-oriented adaptation process, integrating various stakeholders, and pattern maintenance efforts resulted in several findings. One is that the media used to deliver population education is still limited to material in related subjects included in learning instruments. Based on identifying requirements from SSK, no media related to population materials are obtainable online to students. Thus, they need media accessible anywhere and anytime without visiting the population corner and library.

CONCLUSION

This study showed that integrating population education in secondary schools occurs through teaching and learning activities, extracurricular activities, school programs, and population corners. The integration of population education in SSK is inseparable from adaptation, goal attainment, integration, and latency, forming a solid value system and resilience. The four systems are interconnected. In consequence, if there is a system inadequately executed, then the goal of population education

cannot be achieved optimally. Through population education, students acquire knowledge concerning various population issues, which can trigger the growing awareness to apply maturity to the age of marriage, avoid premarital sex, and maintain their reproductive health.

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