What Are The Roles of The Islamic State University Students In Facing 2045 Megatrend?

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ABSTRACT

The world megatrends of 2045 in the form of world demography, global urbanization, international trade, global finance, the middle-income class, competition for natural resources, climate change, technological advances, geopolitical changes, and geoeconomic changes are already happening. So, the duties and responsibilities of Islamic State University are, of course, getting bigger, and students play an essential role in the success of all the agendas and roadmaps formulated by Islamic State University and the government. Therefore, this study aims to examine the role of Islamic State University students in dealing with Megatrend 2045. This study uses a qualitative library method with documentation and content analysis techniques. The results of the study show that students act as agents of change in supporting the adaptation and transformation of Islamic State University, play the role of iron stock to become the next generation of quality, become social control to create a country that is safe and peaceful, and become a moral force to become Islamic State University students with noble character. In conclusion, Islamic State University students can become important actors in the success of government programs in dealing with the 2045 megatrend if they continue to develop their potential and carry out their roles well.

KEYWORDS

Students, Megatrend 2045

1. INTRODUCTION

World megatrends in 2045 in the form of world demographics, global urbanization, international trade, global finance, middle-income class, competition for natural resources, climate change, technological progress, geopolitical changes, and geoeconomic changes are already happening. The demand for achieving sustainable development goals by 2030 is a necessity to maintain the sustainability of future generations (Syarifudin, 2022). This encourages the need for learning innovation for students as the next generation of the future, not only using internal learning resources but also external ones by utilizing technology. The Industrial Revolution 4.0 has led to the consequences of Society 5.0, where existing developments have destructively changed the world order.

Indonesia's golden age of 100 years of independence will begin in 2045. The fact that in that era, the nation's next generation, which at that time had a fairly large population in their early years, makes it very valuable and has a high value; therefore, it needs to be handled and utilized properly so that the quality develops to become superior human resources. "demographic dividend" refers to qualities such as character, intelligence, and competitiveness. On the other hand, if the government and all components of the nation do not collaborate in educating the next generation as the golden generation. So far, from being a demographic benefit for Indonesia, it has become a demographic disaster (Darman, 2017). In this context, the author believes that the current young generation's low awareness regarding Golden Indonesia in 2045 must be overcome by utilizing advances in digital technology. Indonesia will be inhabited by a new generation in 2045 who will think differently from their predecessors. A highly educated generation proficient in communications technology, active on social media, and exposed to universal values is starting to dominate Indonesian society. They belonged to a different generation than the generation before them but came from ordinary families. This group believes that rather than historical integration, the basis for upholding the unity of the Unitary State of the Republic of Indonesia must be the principle of functional integration. This generation will play essential roles in industry, government, academia, and mass groups (Ananta, 2020).

When Indonesia celebrates 100 years of independence in 2045, this momentum will align with Indonesia's independence day. The rise of this golden generation is the background for the country's seriousness in all its preparations to welcome the 2045 megatrend while simultaneously fulfilling the promise of independence. Therefore, education should contribute to the development of Indonesia's golden generation (Novrizaldi, 2020). Now is the time for those involved in education to organize and possibly higher quality learning designs to welcome Indonesia's golden generation in 2045. Next, lecturers as teaching staff in tertiary institutions must be more imaginative, inspiring, and creative in developing quality learning activities. Of course, to prepare for the 2045 generation, which will mark 100 years of Indonesian independence, we must make significant investments in human resource development between 2010 and 2035 (Novrizaldi, 2020).

The country has the best opportunity to enter the world of education, from early childhood education to universities. We must prepare for as wide access as possible. We all agree that education is the best social engineering tool to improve the welfare and dignity of a country, but expanding access must come after improving the quality of education. The current generation will become Indonesia's golden generation in 2045 if the education system continues to improve its quality for the country's future. Indonesia will be free from the shackles of colonialism for 100 years in 2045 (Ananta, 2020). So, to achieve the promise of independence, Indonesia aims to have a "golden generation" that can create a better country that year. Islamic Universities are the center of civilization in producing intellectuals. People are competing to enroll in their respective dream colleges. Meanwhile, higher education

institutions must be able to compete as much as possible and be as attractive as possible with other universities to obtain large numbers of quality students (Arifudin & Rosyad, 2021). In the next stage, if at the higher education level, including State Islamic Universities, they continue to improve the quality of their education. Students as objects and subjects of education play an essential part in the success of these programs.

Even though it is based on research, currently, there are still several cases of students, such as cases of students who are depressed due to academic pressure (Rakhmawati, 2021), academic stress (Livana et al., 2020), and suicide (Kirom, 2022). These cases are certainly a concern in the world of education, especially Islamic State University, which needs to pay more attention to students by continuing to improve programs and improve quality to be better. So that students can learn and carry out their roles optimally. Remember that students are prospective golden generations who will be able to advance the nation in the 2045 era.

There have been several related studies regarding the 2045 megatrend. However, the studies are still limited to the concept of the 2045 golden generation (Darman, 2017; Triyono, 2018), and reviewing the readiness of Islamic boarding school educational institutions to face the 2045 megatrend (Syarifudin, 2022), also about demographics in the megatrend era of 2045 (Ananta, 2020) Although the research carried out within the scope of the 2045 megatrend study still needs to be made more prominent. Furthermore, studies in previous research have yet to reach the higher education level, especially regarding Islamic State University students.

Therefore, this research aims to examine the role of Islamic State University students in facing the 2045 megatrend. The implication of this research is to highlight the theoretical contribution to fill the literature gap regarding Islamic university students' role in confronting the 2045 megatrend, emphasize practical implications for Islamic universities in developing student programs that address current challenges and future needs, and point out policy implications for decision-makers in formulating human resource development strategies.

2. METHODOLOGY

This research is a type of qualitative library research that uses library sources as research data (Sugiyono, 2016). This research uses the documentation study method, where data collection is carried out through searching primary sources, which include research journals (accredited national journals and reputable international journals in the 2017-2024 time span) that focus on the theme of the role and development of Islamic State University students, megatrend 2045, Indonesia's golden generation, and Islamic higher education in the digital era. Sourcebooks including references on Islamic higher education, literature on the development and transformation of higher education, studies of global megatrends and their impact on education, as well as official publications from the Ministry of Religious Affairs and the Ministry of Education related to Vision 2045, and national and international conference proceedings covering the themes of student development in the digital era, Islamic higher education innovation, challenges and opportunities for Islamic State University, and human development strategies towards 2045.

Data analysis using content analysis techniques is carried out through four systematic stages: (1) the preparation stage includes determining the unit of analysis, preparing categories, and making a coding scheme; (2) the implementation stage includes in-depth reading, identifying and coding data, and recording findings; (3) the analysis stage includes organizing data, finding patterns of relationships, and interpreting data; and (4) the verification stage through source triangulation, cross-checking interpretations, and validating findings. To ensure the quality and credibility of the analysis results, this research

applies the criteria of credibility (use of trusted sources, cross-checking, discussion with experts), transferability (in-depth description, comprehensive data presentation), dependability (systematic documentation, consistency of methods), and confirmability (clear audit trail, reflexivity in analysis). This method was chosen because it allows researchers to conduct an in-depth study of Islamic State University students' roles, identify student development trends, analyze the interrelationships between factors that affect student readiness, and formulate evidence-based recommendations for program and policy development in facing the 2045 megatrend.

3 RESULTS AND DISCUSSION
3.1 Interpreting the 2045 Megatrend Phenomenon
The world megatrend in 2045 is characterized by several factors, including world demography, international trade, global urbanization, global finance, middle-income class, technological progress, climate change, geopolitical change, and competition for natural resources. The 2045 megatrend phenomenon is predicted to occur by analyzing the conditions and developments that occurred in previous years (Vena et al., 2020). So, the 2045 megatrend is, of course, a phenomenon that cannot be avoided.

Megatrend 2045 is a term for the generation that will be of productive age in 2045 and is considered to be able to bring positive changes to the progress and growth of the Indonesian nation. This is motivated by the issue of the demographic bonus. The Ministry of Education and Culture has prepared a roadmap to prepare the golden generation for 2045. The golden generation of 2045 are those who are currently in the teenage phase (Saripudin et al., 2022).

Indonesia has the opportunity to be nominated for the top 5 countries in the world with the largest economy in 2045. The Golden Generation 2045 has several targets and agendas, among others: Indonesia's population is targeted to reach 309 million people with a Gross Domestic Product of 29 thousand US dollars per year. With this target, Indonesia has the opportunity to accelerate economic growth due to changes in the age structure of the population, which is characterized by a decrease in the dependency ratio of the unemployed population (Elihami, 2022).

Indonesia has a vision in 2045 of "Sovereign, Advanced, Just and Prosperous." This is characterized by the enactment of the world megatrend 2045, including education development. Therefore, several pillars of Indonesia's 2045 development are needed: First, Indonesian people who are superior, cultured, and have mastered science and technology. Second, an advanced and sustainable economy. Third, equitable and inclusive development. Fourth, a democratic, strong, and clean country. (Solihin, 2020). The presence of megatrends is marked by the industrial revolution 4.0 era which presents a new form of social relations in modern society (Syarifudin, 2022).

3.2 Challenges and Opportunities for Islamic State Universities
As an institution responsible for educating the nation, Islamic State Universities' challenges in the more advanced and developing times are also increasing. The challenge of Islamic state universities refers to the hope of having world-class universities and surviving and developing from the changes in science and technology in society (Harto, 2018). Among the challenges of Islamic universities are:

First, Islamic education in Islamic universities is seen as a benchmark of backwardness and decline. This is caused by several factors, including delays in responding to advances in science and technology, only moving in the field of socio-culture and humanities, being oriented to the past, and unprofessional management. *Second,* Islamic State University graduates cannot adapt to the industry's needs. (Wanto, 2018). *Third,* There needs to be a link between higher education and the world of work. As a

result, many university graduates, including PTKI, are unemployed and find it difficult to get a job because they need abilities relevant to the world of work. This is a challenge for Islamic State University so that the missing link does not happen again in this era, especially in facing the 2045 megatrend.

Fourth, The effects of the Industrial Revolution 4.0 in Indonesia will result in the loss of 23 million jobs replaced by automation by 2030. However, 27-46 million new jobs will also be created (UNY, 2021). Islamic State University is challenged to respond more adaptively to change. For example, the independent learning program that the government launched to improve the quality of education to be ready for the 2045 megatrend. (Hasanah, 2022). *Fifth*, Universities, including Islamic State University, are challenged to accelerate collaboration with business, community, finance, government, and media to bring professional workplace competencies to students.

Given the various challenges that Islamic State University will continue to face, the direction of Islamic State University development has been formulated as follows: First, to become the center of the Religious Moderation movement in the world. Second, to become the center of comprehensive Islamic studies. Third, to become a center for developing a combination of Islamic and general sciences.

Furthermore, the targets of Islamic State University in 2045 are as follows: To become a superior and competitive Islamic State University in responding to the challenges and needs of society, both regionally, nationally, and globally. The development of potential Islamic State University in accordance with national needs and the increasing quality and competitiveness of Islamic State University after transformation, ensuring the strengthening of the Human Development Index where Islamic State University is located, strengthening the integration of sciences (sciences integration), strengthening the role of Islamic State University in answering the concerns of the Indonesian nation against moral decadence which is increasingly alarming, the community feels the presence of Islamic State University by expanding access and capacity (capacity building), the condition of the ideal ratio of teaching staff with scientific qualifications (Fahmi & Aswirna, 2022)

Furthermore, in preparation for the 2045 megatrend, the government has prepared a Milestone Roadmap and Stages of Islamic State University Development, namely: **First**, 2015-2019: Strengthening Islamic State University's internal institutional equipment, developing international networks. Increasing the capacity of lecturers and education staff using international languages, pioneering summer programs and student exchanges. Fulfillment of Islamic State University's basic infrastructure. **Second**, 2020-2024. Institutional transformation of STAIN to IAIN. Islamic Religious Universities occupy the top 10 leading universities in Indonesia. Islamic University has received university accreditation with an A grade. It meets the criteria for superior, independent, and accountable universities. Islamic universities' entire apparatus and institutions have responded to national competitiveness by being able to compete with other non-religious Islamic universities. Islamic University is a center for the study of Islamic civilization based on the development of archipelago traditions(Fahmi & Aswirna, 2022).

Third, 2025-2029: Islamic University has implemented quality assurance in all aspects, both academic and non-academic, with the freedom and autonomy of universities. Islamic University has become a Research University marked by the majority of Islamic universities being ranked in the top 100 universities in Asia. Collaborating on research with foreign universities, exchanging lecturers, organizing joint international conferences, and collaborating on scientific publications.

Fourth, 2030-2045 Excellence in research that is recognized by the international academic community through international publications. Excellent teaching staff

(professors) who are highly qualified and the best in their fields. Excellence in academic freedom and intellectual excitement. Excellent in management and governance, adequate facilities for academic work. Excel in international collaboration in educational and research programs. Excels as a center for world Islamic studies based on archipelago values. As a role mode for the center for developing religious harmony. Institutional transformation of all Islamic State University (Fahmi & Aswirna, 2022).

The roadmap prepared is an effort to realize the four pillars of Indonesia's Vision in 2045, namely as follows: Human resource development and mastery of knowledge and technology, Sustainable economic development, Equitable development, and national resilience and governance (Kementrian PPN/Bappenas, 2017). Meanwhile, the vision of a golden Indonesia 2045 in the field of education can be realized by accelerating the increase in the education level of the Indonesian people by: 1) Increasing the average length of schooling to 12 years (2026-2035). 2) The higher education participation for higher education reaches 60% in 2045. 3) The share of the workforce with graduates from secondary and above education reaches 90% in 2045. 4) Increase the proportion of professional graduates in the field of engineering. 5) Improving demand-driven oriented vocational education.

In addition to increasing the level of education, collaboration between universities, industry and government can also be carried out, there is a need for institutional cooperation between universities, industry and government, research produced can be carried out for nation building, universities are responsive to industry needs, incentives for universities and industry to encourage R&D activities, the development of Triple Helix into N-Helix involves N-Stakeholders (Kementrian PPN/Bappenas, 2017).

One of the targets for the 2045 megatrend is an increase in the economic sector. In various studies, universities have a role in improving the economy, which is one of the targets of the 2045 megatrend, including Islamic universities. This can be done with various steps, including; Changing the Mindset of Islamic Higher Education from paradigm to actor. Producing graduates who have an entrepreneurial spirit. International Standard Academic Diplomacy. Sending Islamic university lecturers abroad. Create international-based policies. Increasing foreign language competency for Islamic higher education students. International standard communication and administration services. Standardization of academic standards. Increasing research activities and adding research data. Increasing international cooperation based on equality and equality (Safriadi, 2016)

Ideally, the development of Islamic higher education must refer to the context of changes and developments occurring in various fields. This is because universities, including Islamic universities, have an important role in the progress of the Indonesian nation. One way is to improve the abilities and skills possessed by students through various activities. By maximizing the role of universities, especially Islamic universities, the 2045 megatrend target can be achieved optimally (Muhammad, n.d.).

3.3 The Roles of The Islamic State University Students in Facing 2045 Megatrend

Students are people who are studying at tertiary institutions, whether public or private or other institutions related to higher education. Society considers students to be people whose education is higher than others, so society believes that students can express their aspirations as a form of conscience (Ramadhan, 2018). Students are also required to bring change wherever they are, not just to criticize but also to make fundamental contributions for better change (Assa, 2022). So, students can be said to be agents of change because students have thoughts and ideas and are creative to channel these thoughts and ideas to join organizations outside or on campus.

The role of students is very important because students are a very idealistic group who are independent of any influence. The idealism possessed by students makes them enthusiastic about fighting for the truth they believe in. Broadly speaking, there are four important roles that must be assumed by students, especially in facing the 2045 megatrend, including (Elizagoyen & Pons, 2008) :

Agent Of Change. Students play a role in making changes to the condition of the nation. Currently, the nation is facing the onslaught of the industrial revolution and digitalization era. For this reason, students as Agents of Change are expected to be able to make changes to this nation (Muhlisa, 2018).

Iron Stock is a role of students that is no less important with their idealism, they make students strong enough to replace previous generations. Students are an important asset in carrying out movement and change. Of course, in carrying out this role, students must have skills gained from organizational experience on campus and students must have noble morals so that knowledge can be used to do good things (Assa, 2022). This is important to remember because students are the next generation of the nation who, in 2045, will be very productive and valuable, so they must be nurtured and develop their potential well so that they become qualified people with character, intelligent people, and competitive people as well as becoming a demographic bonus.

Social Control, Students act as social controls, that is, when they see wrong signs or conditions in society, they have a role in exercising control. Students who want to regulate government actions are breaking the law and are bad for society. Control carried out by students can take the form of demonstrations. Students can practice social control in addition to demonstrations by holding deliberations and conducting research. However, each student must decide for themselves what form of social control is most effective. **Moral Force**, Students are required to have good morals because students act as role models in society. Therefore, students must be clever at placing themselves side by side in society (Marselino dan Saerang, 2017).

If students have these four roles or can fulfill them, then students can create a golden Indonesia in 2045. Because students play a very important role in the progress of the Indonesian nation, students must be responsible so that these roles can be owned by students. In the scientific field, a student must deepen and develop himself in science so that he has the ability to assume intellectual responsibility. Indonesia needs change because with change this nation can reach a golden age in 2045 (Darman, 2017).

Golden Indonesia 2045 in the new future, will happen in the next 22 years because in that time period, Indonesia will be very productive, and very valuable with human resources who are characterful, creative, and have good skills, as well as being a demographic bonus. If a student is active and enthusiastic about pursuing college education wholeheartedly in an effort to educate the nation's young generation who will later become Iran's stock for leadership in this country. The educational aspect became the basis for the idea of the Golden Indonesia 2045 program which played a role in celebrating 100 years of Indonesian independence (Triyono, 2018).

In order to achieve the promise of independence, students play an important role in realizing a golden Indonesia 2045 while facing world megatrends to become a developed country, with intelligent human resources, modern prosperity and character. Therefore, a student should deepen and develop themselves in their scientific field to assume their intellectual responsibilities. Considering that students are dynamists of change in society towards better development and control of ongoing social changes (Jamil, 2018).

4 CONCLUSION

Megatrend 2045 is a global trend that is predicted to occur in 2045. Indonesia, of course, must prepare to face this era by preparing strategic provisions and improving quality in various sectors, including education, in which students are one of the actors who can play a role in preparing human resources in the megatrend era of 2045. Students can make a contribution and have a vision of the future Indonesian civilization, where there are dreams which are then offered to the Indonesian people. In accordance with the promises of independence, namely delivering intelligence and relying on prosperity, Indonesia will have a role in the global world. If there is a collective effort by Islamic University students as agents of Indonesian youth with a clear vision and good planning, we will set the year 2045 to coincide with the 100th anniversary of Indonesia's independence, all promises of Indonesian independence must have been fulfilled.

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