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Economic Transformation through Ecopreneurship: Analysing the Potential of Demographic Bonus and Human Resource Management Towards Golden Indonesia 2045

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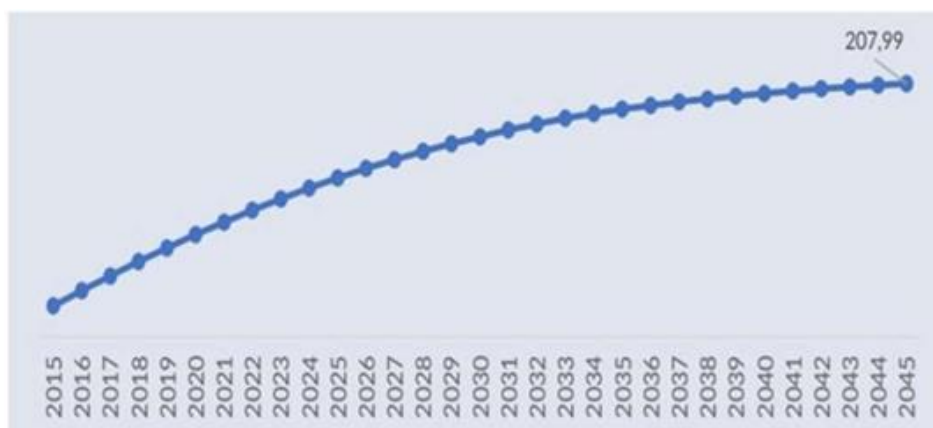
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Abstract: This study aims to determine the role of ecopreneurship in supporting Indonesia's economic transformation towards the Golden Indonesia 2045, with a focus on the potential of demographic bonuses and human resource management in students in Batam City. The research method is descriptive quantitative and qualitative. The results showed that students' interest in ecopreneurship is quite high, but there are barriers in terms of capital availability, technical skills, ecopreneurship literacy, and limited ecopreneurship communities among students. There are 9 strategies that can be applied to support ecopreneurship, with this strategy it is hoped that ecopreneurship can become the main driver of sustainable economic transformation towards Golden Indonesia 2045

Keywords: Demographic bonus; Ecopreneurship; Economic Transformation; Golden Indonesia 2045; Human Resource Management

INTRODUCTION

Indonesia is a developing country where the population is dominated by the younger generation. The year 2045 is a demographic year, which is a phase where the number of productive age population (15-64 years old) is greater than the number of unproductive population (under 14 years old or over 65 years old). In 2020-2045, it is estimated that the productive age population can reach 70%, while 30% of them are unproductive (Surahman, 2021). With the ongoing demographic dividend, Indonesia has the potential for significant economic growth. However, economic sustainability must be considered a top priority to avoid inevitable environmental damage. This is where the concept of ecopreneurship emerges as a promising solution. One of the major economic centers in Indonesia, Batam City, has great potential to capitalize on this demographic dividend through the development of ecopreneurship and effective human resource management. However, this potential has not yet been fully realized and there are still challenges to overcome.



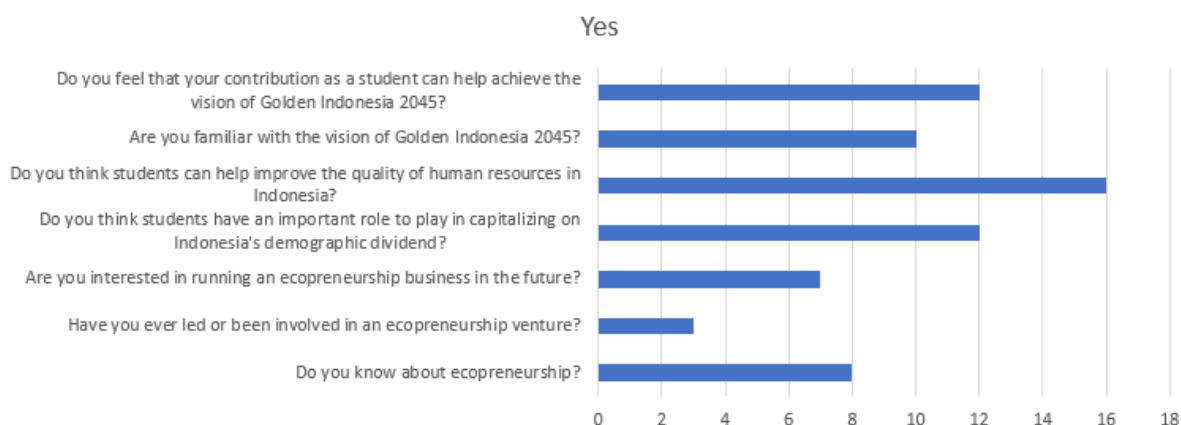
Source: (Muharam et al., 2023)

Figure 1. Indonesia's Working-Age Population Projections 2015-2045

From Figure 1, it can be seen that the working age population in Indonesia will continue to increase year by year and will peak in 2045. Therefore, human resources in the working age group need to be prepared as a priority. This dynamic is referred to as the demographic dividend, and if optimally harnessed, Indonesia can accelerate economic growth (Nasution, 2021). However, the demographic dividend will be Indonesia's biggest challenge, as it will need to balance the growth of the productive age population with human resources that are adequately skilled and trained (Ramadhan, 2024). Ecopreneurship is entrepreneurship based on business activities that pay special attention to environmental sustainability (Savitri Noor et al., 2023). In Indonesia, environmental problems are one of the most important issues that need to be solved immediately (Moch Yusuf Fathussalam et al., 2021). Ecopreneurship offers a new paradigm in the business world that puts the environment at the center while still taking into account economic and social aspects, so it is necessary to transform the economy through ecopreneurship. In order to do this, proper human resource management is needed because human resources are one of the most important intangible assets (Nuraeni et al., 2023). Green Human Resource Management initiatives, if practiced and implemented well, will provide benefits to individuals and organizations (Olateju et al., 2020). The development of a millennial generation ready to face problems and challenges, professionalism, competitiveness, functional competence, participatory excellence and cooperation, namely through skills or competencies (Ade Octaviany et al., 2022).

Students are an important resource for a country's progress (Silalahi & Sahara, 2023), so they are an important part of the human resources of the demographic dividend, with a strategic role as creators of innovation and drivers of economic growth. In Batam City, an understanding of ecopreneurship can be an important determinant of the success of sustainable economic transformation. However, there is no in-depth understanding of the role of university students as demographic bonus actors and their potential contribution to economic transformation through ecopreneurship. Therefore, this study aims to fill this knowledge gap by exploring their perceptions, attitudes and interests towards ecopreneurship, as well as the factors that influence their involvement in sustainable economic initiatives. With a better understanding of their role in ecopreneurship, it is possible to design more effective strategies to support the development of ecopreneurship, which in turn will have a positive impact on the transformation of an inclusive, competitive and sustainable economy in Batam City.

An initial survey of 20 students from the College of Economics in Batam City with the answer "Yes" yielded the following figure:



Source: Processed Data, 2024

Figure 2. Initial Survey

Figure 2 illustrates that there are problems associated with ecopreneurship. Based on these circumstances, the formulation of the problem in this study is; How can the contribution of students to economic transformation through ecopreneurship optimise the potential of demographic bonuses and manage human resources towards the vision of a Golden Indonesia 2045?

This research has high urgency given the strategic role of students as drivers of economic growth and innovation in the future, especially in the current demographic dividend period. By understanding the contribution of students, more effective policies can be designed to support the development of ecopreneurship among students. This will contribute to the sustainable and inclusive economic development of Batam City to achieve the Golden Indonesia 2045.

Previous studies have highlighted the importance of ecopreneurship. Research (Suryaningsih & Aripin, 2020) looks at ecopreneurship from the aspect of entrepreneurial interest and environmental literacy, (Sukoco & Muhyi, 2015) from the aspect of environmental insight, (Situmorang et al., 2023) from the aspect of environmental entrepreneurship learning, (Aryanto et al., 2019) from the aspect of creativity thinking, (Saludung, 2020) from the aspect of factory-based and (Octavini et al., 2023) from the aspect of entrepreneurial marketing. Therefore, as a differentiator, this research will look at several aspects for problem solving, namely demographic bonuses, HR management towards Indonesia Emas 2045 with an interdisciplinary approach. Previous research conducted ecopreneurship studies with research subjects (Situmorang et al., 2023), (Widodo & Rahayu, 2018), (Menon, 2017) and (Suryaningsih & Aripin, 2020) namely students, (Salam et al., 2023) teachers research subjects and (Sukoco & Muhyi, 2015) Sukaregang entrepreneurs research subjects. State of the art in the form of excellence in problem solving that specifically focuses on Batam City students as agents of change in sustainable economic transformation.

Research (Sukoco & Muhyi, 2015), (Situmorang et al., 2023) used qualitative research methods, (Suryaningsih & Aripin, 2020) descriptive and quantitative, so the advantages of this research combine qualitative and quantitative methods.

In terms of environmental sustainability, entrepreneurship education is needed to implement an ecopreneurship approach (Masjud, 2020). There is a need for students to understand the importance of economic sustainability (Saleem et al., 2018). Thus, ecopreneurship has a very important role.

Thus, the novelty of this study lies in its comprehensive approach with an important contribution in highlighting the role of university students as change agents to promote

ecopreneurship in Batam City, as well as providing valuable insights for policy makers and practitioners to support sustainable economic development in the future.

METHOD

The research used descriptive and exploratory methods with qualitative and quantitative approaches. Qualitative methods were used to explore and describe social situations in depth (Silalahi & Purba, 2020), while quantitative methods were used to explore students' understanding of ecopreneurship.

The target population in this study is all students in Batam City, while the target population is students of universities with the type of College of Economics in Batam City, which amounted to 2 universities with the number of students in the odd period 2023 as many as 374 students.

Quantitative approach with descriptive, where the sampling technique uses the Slovin formula with a level of 10% (Maulana in (Silalahi & Sahara, 2023)):

$$n = \frac{N}{1 + (Ne^2)} = \frac{374}{1 + (374 \times 0,1^2)} = 79$$

For data collection using a survey in the form of questionnaires distributed to 79 STIE students in Batam City, then tabulated, processed using SPSS software and continued with interpretation. Then continued the qualitative approach using non-probability sampling with purposive sampling, as for the criteria, namely students who have had a business (entrepreneurship) and have knowledge of ecopreneurship as many as 6 students as informants. For data collection through interviews and subsequent interpretation.

The data used in this study are secondary and primary data. The results of interviews and observations with students will play a role in ecopreneurship. As for data analysis techniques using data presentation and drawing conclusions.

RESULTS AND DISCUSSION

The first step is to describe the profile of the respondents in terms of gender, age and study programme.

Table 1. Responden profile

No	Characteristics	Total	Frequency (%)
1	Gender		
	Male	37	46,8
	Famele	42	53,2
2	Age		
	18-20 years old	15	19
	21-23 years old	31	39,2
	>23 years old	33	41,8
3	Study Programme		
	Accounting	14	17,7
	Management	65	82,3

Source: Processed, SPSS V20 (2024)

Table 1 shows that in terms of gender, the majority of respondents are male with a percentage of 46.8%. For characteristics based on age, the majority of respondents are >23 years old with a percentage of 41.8%. Based on study programme, the majority of respondents came from the management programme with a percentage of 82.3%.

Table 2 provides an overview of the descriptive results for 14 questions completed by 79 respondents.

Tabel 2. Question descriptive results

No	Question	Yes		No	
		F	(%)	F	(%)
1	Have you heard of ecopreneurship?	54	68,4	25	31,6
2	Have you ever run or been involved in an ecopreneurship venture?	23	29,1	56	70,9
3	Are you interested in running an ecopreneurship business in the future?	71	89,9	8	10,1
4	Do you feel ecopreneurship can have a positive impact on the environment?	74	93,7	5	6,3
5	Have you ever attended training or seminars on ecopreneurship?	20	25,3	59	74,7
6	Do you know about the concept of demographic bonus?	48	60,8	31	39,2
7	Do you think students have an important role to play in capitalising on Indonesia's demographic dividend?	74	93,7	5	6,3
8	Do you think higher education in Indonesia has prepared students well to take advantage of the demographic dividend?	61	77,2	18	22,8
9	Do you think the current management of human resources in Indonesia is optimal?	32	40,5	47	59,5
10	Do you feel that students can contribute to improving the quality of human resources in Indonesia?	76	96,2	3	3,8
11	Have you been involved in activities or programs that aim to improve the quality of human resources?	56	70,9	23	29,1
12	Do you know about the vision of a Golden Indonesia 2045?	52	65,8	27	34,2
13	Do you feel that your contribution as a student can support the achievement of the 2045 Golden Indonesia vision?	70	88,6	9	11,4
14	Do you feel the role of students will be very important in achieving the vision of a Golden Indonesia 2045?	73	92,4	6	7,6

Source; Data processed by SPSS (2024)

From Table 2. Information can be obtained that relates to statements about ecopreneurship, namely students who have run or been involved in ecopreneurship businesses with a percentage of 29.1%, while when looking at the interest of students to run ecopreneurship businesses 89.9%. Here there is a gap between interest and implementation, so it is hoped that there is a movement that makes this interest can be realised in the form of an implementation, this is because ecopreneurship plays a strategic role in the economic transformation towards Golden Indonesia 2045. The form of movement can be the implementation of training activities or seminars on ecopreneurship because students who have attended training or seminars on ecopreneurship are still very few with a percentage of 25.3%.

For statements related to the demographic dividend, information was obtained that students have an important role in exploiting the demographic dividend in Indonesia with a percentage of 93.7%, meaning that they know the potential within themselves to prepare for the current demographic dividend era. For statements related to human resource management, students have never been involved in activities or programmes to improve the quality of human resources with a percentage of 29.1%. As for the golden question of Indonesia 2045, students can understand it well.

Tabel 3. Interview Summary (Core Topics)

Informant	Interview Summary
Informant 1	Having a business in the culinary field but not yet applying the principles of ecopreneurship, the informants know about ecopreneurship but only in a limited way, not in depth. The informants know that they are students who feel and are part of the

	demographic bonus, this is done by preparing themselves as one of the human resources by increasing literacy about ecopreneurship so that later they can apply it in their business. For the obstacles to its implementation, namely limited literacy about ecopreneurship and not yet strong creativity to run a business related to ecopreneurship.
Informant 2	Informant 2 has a small culinary business that has been running for about 2 years. The informant already knows about ecopreneurship, although it is not too broad, and has implemented ecopreneurship in his business, although it is still simple, such as not using plastic bags for steaming food and replacing them with paper-like materials, and giving discounts to customers who bring their own containers. The informant is aware of the potential demographic bonus and is preparing to take advantage of this opportunity, as a human resource development informant to increase knowledge about ecopreneurship informants will attend training and seminars on ecopreneurship. The informants strongly support the government's vision of Golden Indonesia 2045 and want to be involved in its realisation. For the obstacles faced by the informants, namely that no one has guided or directed the implementation of ecopreneurship.
Informant 3	Informant 3 has a fashion business, in this case the informant sells his own work products. The informant has knowledge about ecopreneurship and has implemented it in his business, for example, using environmentally friendly materials in the production of his fashion products, using used fabrics but processed with creative designs, producing according to orders to reduce waste. The informants are aware of the potential demographic dividend and the vision of a golden Indonesia 2045 and are willing to support the achievement of this by preparing themselves as human resources by actively participating in environmental protection movements and acquiring knowledge by attending workshops related to ecopreneurship and participating in activities to educate the public about green entrepreneurship for the surrounding community. The obstacles faced by the informants are the availability of access to capital to develop their business and the difficulty of innovating environmentally friendly products.
Informant 4	Informant 4 owns a photography service business. Informants know about ecopreneurship and apply it easily, one example is the use of an online gallery for consumers, with an online gallery they can choose and view photos, this will reduce the use of paper while facilitating access for consumers. The informants do not know about the demographic bonus and the vision of a golden Indonesia in 2045. If it is for the betterment of Indonesia, informants are willing to support it. The obstacle is the lack of capital to participate in activities such as training on ecopreneurship and limited training on ecopreneurship.
Informant 5	The fifth informant has an online dropshipping business that has been running for about a year. The informants know about ecopreneurship and have applied ecopreneurship principles in their business. The methods used include focusing on selling environmentally friendly products and avoiding disposable products that generate a lot of waste, choosing suppliers who are committed to environmentally friendly principles. The informants are aware of the demographic bonus and the Golden Indonesia Vision 2045, and the informants are committed to participating and supporting this by enriching their knowledge of the Indonesian economy, actively participating in campus activities, especially those related to entrepreneurship, and raising awareness and knowledge about the environment. The obstacle faced by the informants is that no one has directly guided them, so the application of ecopreneurship has not been optimal.
Informant 6	The 6th informant has a coffee business that has been running for 2 years and has knowledge about ecopreneurship. The application of ecopreneurship in his business by using environmentally friendly materials and easy to recycle. Informants know about the demographic dividend and the vision of Indonesia Emas 2045. Informant as one of the HR involved in HR development, namely by creating educational content using social media to reduce environmental impact through smarter consumption, developing environmentally friendly business ideas. The obstacles he faces are limited ecopreneurship communities among students to exchange ideas.

Source: Data processed, 2024

All the businesses that the six students are running are very simple businesses and have not been run consistently, this is due to limited capital, limited time and limited knowledge, they need more knowledge about the business world as well as related to ecopreneurship in a broader sense. Because these students are the generation that will enjoy the demographic bonus, so their role needs to be promoted and developed from now on, so that when they graduate they can develop their entrepreneurship and be based on the environment and create jobs for others.

Qualitative data from interviews with 6 informants showed that students have positive attitudes towards ecopreneurship, but are constrained by lack of mentorship, limited access to finance, lack of ecopreneurship community and adequate technical knowledge. Batam City can use its rich human resources to strengthen eco-based innovation and entrepreneurship. Students, as one of the human resources, can be prepared as a means to create new green jobs and improve local economic welfare. Strengthening ecopreneurship is not only technical and managerial, but also emphasises the development of creativity, personality and independence in learning (Sunarti et al., 2020). Therefore, an activity is needed to enhance and develop students' creativity, personality and independence.

Based on the results of interviews for human resource management can be done through training, education, ecopreneurship guidance and policy support can be the key to encourage the growth of ecopreneurship. Although interest in ecopreneurship is high, there are barriers in the form of the availability of capital, which hinders the growth of ecopreneurship, and the difficulty of innovating environmentally friendly products. As with research (Christina et al., 2024), the challenge for product innovation is that production costs can be higher because environmentally friendly raw materials tend to be more expensive and difficult to find.

Students' interest in ecopreneurship is quite high, so it is necessary to prepare learning platforms and learning methods that support the development of students' skills and understanding of ecopreneurship. This can be overcome as research (Rokhmawati & Faizati, 2021) shows that the application of ecopreneurship in environmental literacy courses is very well suited to project-based learning, as this learning process allows students to understand and analyse the state of the environment around them and to create products that take into account environmental aspects.

Based on Table 1 and Table 2, the author designs a more effective strategy to support the development of ecopreneurship, which in turn will have a positive impact on sustainable, inclusive and competitive economic transformation in Batam City, namely:

1. There is a need for environmental business programmes to be established in universities to provide start-up support, entrepreneurship training and access to business networks.
2. Business colleges in Batam City should include ecopreneurship in the learning curriculum, it can be included in the entrepreneurship course or create a separate course on ecopreneurship.
3. Involve students in community service programmes that apply environmentally friendly concepts.
4. Involve students in research activities by collaborating with MSMEs and industry in the development of environmental entrepreneurship research.
5. For human resource development, universities can organise seminars or trainings related to ecopreneurship-based economy so that students can prepare themselves and understand more about ecopreneurship.
6. Encourage students to do internships in enterprises implementing ecopreneurship.
7. Create an ecopreneurship community on campus so that students can exchange ideas related to ecopreneurship.

8. Encourage students to start small businesses and apply the principles of eco-economy, even if it starts with simple movements such as using eco-friendly products.
9. There needs to be collaboration between universities, government and the private sector to create an ecopreneurship ecosystem. Through collaboration, programmes can be designed to accelerate the growth of student-led ecopreneurship.

Ecopreneurship among students has the potential to support a sustainable economy in Batam City. By implementing this strategy, it is hoped that students can be encouraged to become future leaders who can take advantage of the demographic dividend in the development of a sustainable economy and be able to create businesses that are not only economically profitable but also have an impact on the environment. The development of ecopreneurship will have a positive impact on the achievement of Indonesia Emas 2045 if there is collaboration between universities, government and the private sector to create an environment that supports students to develop their ideas.

CONCLUSION

The conclusion of this study shows that ecopreneurship has great potential to support Indonesia's economic transformation towards the Golden Indonesia Vision 2045, especially by harnessing the demographic dividend and optimising human resource management. Although there is a high level of interest in ecopreneurship among students, there are several challenges such as the availability of capital, technical skills, network access and limited literacy. To overcome these challenges, targeted policy support is needed, including the creation of an ecopreneurship training programme. There are 9 strategies that can be used to support ecopreneurship, as discussed above.

To maximise the potential of ecopreneurship in supporting economic transformation, policies are needed that encourage collaboration between universities, government and the private sector. Business programmes and ecopreneurship training should be prioritised to provide students with the support they need. In addition, better access to capital and markets must be facilitated to support economic transformation towards Indonesia Emas 2045.

The authors would like to thank the Direktorat Riset, Teknologi dan Pengabdian kepada Masyarakat Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi for funding this research through the PDP Affirmation Grant Scheme.

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