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I.]NIVERSITY OF MAKASSAR \:salamu'alaikum warahmatullahi wabarakaluh I want to give  
our welcome to all the delcgates, spcakers, and participants coming :.ia\ Welcome to the  
State University of Makassar.It gives me great pleasure to extend to r..u all a very warm

welcome, especially to you.

keynote speakers who have accepted our invitation to convene the conference. To celebrate the 55th Commemoration of State University of Makassar, Faculty of Sport Sciences has the opportunity to conduct International conference on Education and Teacher Development 2016.

This conference took place on 20-26 August, 2016 with the theme "Revitalization of educational institutions and education stakeholders towards ASIAN Economic Community". Furthermore, I would like to take this opportunity to express my heartfelt gratitude to all organizing committee especially for people from Faculty of Sport Sciences that primarily holds this conference.

Finally, this is a great time for me to declare the official opening of the International Conference on Education and Teacher Development 2016. I wish everyone all the best for a stimulating and enjoyable conference. \assalamu'alaikum Warahmatullahi Wabarakatuh. Fector of State University of Makassar Prof. Dr. Eussil Syam, M.TP 3 Gi.

ff FOREWORDS THf, DEAN OF FACULTY OF SPORT SCIENCES, STATE UNIVERSITY OF MAKASSAR Assalamu'alaikum warahmatullahi wabarakatuh Alhamdulillah, All praise is due to Allah SWT Who has power over everything. May His blessing be upon the holy Prophet Muhammad, his family, his faithful companions who strived to see that the religion of Islam triumphed.

On behalf of the Organizing Committee, it is a great pleasure for me to welcome all of you to the International Conference on Education and Teacher Development in celebrating the 55th Commemoration (Dies Natalies) of State University of Makassar, one of the qualified education universities in Indonesia. A special welcome to the Governor of South Sulawesi, Mayor of Makassar City, Rector of State University of Makassar, Dean of all faculties, and all the special honoured guests of the conference. - Distinguished guests, ladies and gentlemen This conference proudly presents several keynote speakers from several different countries, including: Deputy Chief of Intsr-Parliamentary Cooperation Body (Indonesia), Mary White from Humber University (Canada), Prof M.

Salleh Bin Aman from University of Malaya (Malaysia), Prof. Ranbir S. Malik from Curtin University (Australia) and Prof Dr. Tandiyo Rahayu from Semarang State University (Indonesia). This conference is aimed to put together researchers, educators, policy makers, and practitioners to share their critical thinking and research outcomes.

Therefore, we are able to understand and examine the development of fundamental

principle, knowledge, and technology in education. Distinguished guest, ladies, and gentlemen This conference could not be happened without the support from various parties So let me extend my deepest gratitude and highest appreciation to all conference committee members.

My thanks also go to all those of you who have contributed to the scientific programme as speakers and presenters and bringing your expertise to our conference. Last but not least, my thanks go to all the participants who have come here to listen and to learn and to make new friends from different places and backgrounds. To conclude, I wish everyone all the best for a stimulating, fruitful, and enjoyable conference. Wa'alaikum salam wassalamatullahi wabarakatuh Drs. H.

Arifuddin Usman, M. Kes The Dean Of Faculty Of Social Sciences State University of Makassar  
FOREWORDS THE COMMITTEE  
..alamu'alaikum warahmarullahi wabarakatuh First of all, we would like to say Alhamdulillah, thanks to Allah SWT, the most merciful, therefore the proceeding of International Conference on Education and Teacher Development 2016 can be held successfully. The conference took place

on the Phinisi Building & State University of Makassar on 20 August, 2016 in celebrating the 55th anniversary of the university. The conference embracing the theme "revitalization of education institutions and education stakeholders towards ASIAN economic community". The objective of this conference is to provide a forum for researchers, lecturers, teachers, students, and people who are involved in education to share their research findings and new ideas in the fields.

Ladies and gentlemen On behalf of the committee of this conference, I would like to express highest appreciation and gratitude to all keynote speakers, including: Mary White from Canada, Deputy Chief of Inter-Parliamentary Cooperation Body from Indonesia, Prof M. Salleh Bin Iman from Malaysia, Prof Ranbir S. Malik from Australia and Prof Dr. Tandiyono Rahayu from Indonesia.

Alhamdulillah, there are 20 scientific papers related to education that have been presented on parallel session of this conference- All the talks were very impressive for the high level of professionalism, and in many cases original ideas and activities have been accomplished or proposed. Special thanks goes to all speakers and presenters as well as to the session chairpersons, who drove all the conference sessions on the right track, keeping them on time while permitting enriching discussions. We are also very grateful to all reviewers and editors who have played a crucial part in the editorial process to creation and completion of the Proceedings.

It has been our endeavour to make the Proceedings of International Conference on Education and Teacher Development 2016 won reading by the international community at . . . and the participants of this conference in particular. Makassar, August, 2016 Dr. Suarlin, S.Pd., M.Si. Committee 5 Intcm!, tono I Conrt re nce Table of Content ]R,{FTING TEAM :, )REWORDS Rector Of Stale Univenity of Makassar The Dean of Faculty of Sport Sciems State University of Makassar The Committee iBLE OF CONTENI :i LL PAPER I\1 Iqbal Parewangi Re\italization of Sporti Enriching Hard Skills and Ins€ning Soft Skill in The Curriculum Robust Teacher Training and Quality Techo,s: Building Express Highways for Better Student Outcomes ihe Challenge Faced by Physical Education in Indo[esia Revitalization of aducational Institution and Edwation Stake Holder Toward Asian Economic Community Gurdance Croup Through Symbolic Modeling Techniques Forward Educatiol i\thoul Corruption To Prepering Shrdcnb in Facing ASEAN Economic aommunity {nalysis of Conditions Athlete Pra PON SulseI Ihe Evaluatioo of Teacher Cenification Program .inplementation of Islamic Teachings Agains Education Physical and Health at :healthy Heart Club Mosque Al-Markaz Al-Islami Makassar Educatio[ Sector Growth Analysis of Achievements Average Length of School :n South Sulawesi Inrerdisciplinry Collaboration of Special Need Educalion Teachers and Regular Teachers Atinclusion School The Implementation of Public Sewice at Postgraduate Program of State Unllersity of Makassar implementation and Evaluation Strategies of Improvitlg The Quality of School Based Management Improved Learning Outcomes at Subjects Social Studies Class V SDN 14 3onegunu by Using Model Cooperative Learning Think Pair Share (TPS) r echnology and Pedagogy: Augmented Rcality in Ceometry I,esming P()I'ile of I,earning Games in Education Early Childhood in Makassar \ovelty And Gimmickry Innovaaiion in Atrnosphere Building Methodology in \rrmana Trimatn and Design Mcthodology teaming Design ofcours€ \t aWI Motion Card PJOK Learning Media Based on Basic Motion in !lementary School o\ tr 2 3 4 5 6 8 9 47 48 58 72 8l 88 t09 n7 t32 142 150 t56 162 183 I nlenoliodl C odference Laryuagp Skills (ILS) to English BtEation FrEshtEn Governrxnt Policies in The Field of &lwarion in Dealtrg ASEAN Economic Community Early Childhood Edtulion Tlmugh VdIE &llrstion i{erhods (Casc Sndy on Ece M&sagqra Nlrkassar City) Developnrcent of S€flior High School Chcrnistry Irsuc-tiorul Tool Bas€d on Investigation And The tnlfluence of Criticrl Thioking Skills' Mcreognition, ard Concapr Mastery ofShdents Inte.rElizirg Tho Spirit of BfrcprEneEship Thmugh Traditior.l

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Fakultas Ekonomi Universitas Negeri Makassar e-mail : azis teunm(Dyahoo.com Ai.tir.t  
The rapid development of world economy brought changes and shift in economic power,  
and it brings more pressure forcing economic actors entering the global market.

These changes are departing for many countries in Southeast Asia prompted by the  
formation of the ASEAN Economic Community (AEC), One objective of the MEA is to  
improve economic stability and economic strength of the ASEAN countries- Entering the  
MEA is an opportunity and challenge for Indonesia in this case, especially in terms of  
readiness of Human Resources (HR).

The quality of Indonesian human resources is relatively low compared to other  
countries in the ASEAN region (Singapore, Brunei Daruss Malaysia, and  
Thailand). The low quality of human resources forcing education reform and  
revitalizing encouraging more qualified graduates according to the needs in the era of  
globalization, and introduction World economic development progress rapidly followed  
by shifts and changes in economic power.

With changes it requires actors or institutions entering the global market economy that  
provides a huge competitive- Changes in economic structure followed by economic

pressure would be devastating for the countries of Central Asia, especially in Southeast Asia and this is the main reason for establishing the ASEAN Economic Community (AEC)- Purpose of establishing the ASEAN Economic Community (AEC), which is to improve the economic stability and economic strength of the countries in the ASEAN region.

The era of globalization and free trade forms a panoply of a society that is full of intense competition in every field of activity thus requiring the quality of human resources (HR) is better. The competitive principle of the world is open and free competition, to carry our societies better and continuously better. Moreover, the better is the motto of a competitive society, which demands that humans are constantly changing resilient and the entrepreneurial spirit because it is not satisfied with what has been achieved (Tilak, 2006).

The new economy is an economy based on science and technology/- This means that economic life will depend on the quality of human resources is controlled and able to implement the values of science and technology as well as productive and effective in our daily lives- The economic development that does not describe human resources not produce competitive products.

Similarly, the products produced without the innovation and development continually produce products that do not have high competitiveness (Tilak, 2006) The problem of human resources is the main problem of education as one of the main tasks of education prepare human resources who can live well in his day. With the rapid changing times, the world of education internet and information technology increasingly required to be able to prepare human resources who are able to follow the changes.

Now the era of ASEAN Economic Community (AEC) world of education is expected to create human resources ready to enter OCEAN. Challenges and issues most fundamental to the MEA is a lack of human resources, in this specialty the issue of quality of education- Quality of education institutions is still low even the last few show a decline. From some information for example from the World Education For All (EFA) Global Monitor published in Report (GTR, IR) in 2008 Indonesia was ranked 62nd which previously ranked 5th and for South East Indonesia was ranked 109th. Furthermore, based on the ranking of Human Development Index (HDI) in 2008 Indonesia was ranked 109 out of 179; Bnm.

Indonesia: 27; China: Malaysia 63; Philippines, 102; Singapore, and Thailand 281 (UNDP 2009). In 2014 UNDP report released HDI for 187 countries with an average HDI value of 0.702 (on a scale of 1). Most countries in the world are showing an increase in HDI, but the increase is not evenly distributed.

, that still show relatively low HDI is sub-Saharan Africa (0.502) and South Asia (0.588), while the highest America and the Caribbean (0.710), followed by Europe and Central Asia (0.738). Indonesia ranks 107th out of 187 countries in 2013, or unchanged from 2012. The positions are placed in the middle group - scores for HDI value of 0.64, or still below the world average of 0.702.

HDI rank and value of Indonesia is still below world average and below the top countries in the region (Singapore, Brunei, Malaysia and Thailand). From above data shows that the quality of human resources in Indonesia is still lagging behind compared to other countries. This is a major challenge for education in Human Resources Development of ASEAN Economic Community (AEC). The Indonesian government has declared its readiness to two areas, namely ASEAN Community in the field of politics-security and socio-cultural fields.

One of the basic questions that arises is whether Indonesia is ready to enter the ASEAN Economic Community in 2015?. Of the three areas of concern to the ASEAN Economic Community (AEC) are Political-Security, Socio-Cultural, and Economic. At this time the Indonesian government has declared its readiness to two areas, namely ASEAN Community in the field of politics-security and socio-cultural fields.

Many people who believe that Indonesia is currently in general are not ready to enter the ASEAN Economic Community, or they are hard to be optimistic that Indonesia is able to face the ASEAN Economic Community. The readiness of Indonesian human resources into the ASEAN Economic Community - The main problem is the problem of education. Until now, the problems of the world of education is still very much. It is conceivable Indonesia with a population of approximately 250 million people with inhabitants in all regions in Indonesia from Sabang to Merauke.

The readiness in terms of the quality of human resources is very varied course, this is due to the conditions and the quality of education from various regions. The general condition of the education sector in Indonesia is still low, this can be seen with the low quality of Human Resources (HR), approximately 58% of Indonesian workers only primary school education or less, and at the same time only 4% of the workforce is educated high according to the Minister of Education that currently about 6%.

Indonesian workers are graduates of junior high school down. Government efforts to boost the development of education, both aspects of equitable access to education improving the quality of education - As an example of this since a few years ago Educating Graduate Program implemented in Outermost Regions, and Disadvantaged (SM3T).

In some regions of Indonesia known as (outermost, left behind), these are the so-called

&celerarion ofequitlble development ofeducdion. 3T these is very much behind in terms of implenternalion of edrration Thc lag is rrainly in terms of facilities iniiastruchle (schools ard ingr€dients), the limilalions of educators / te.chers .rd also shderls learning motivatr sill very low.

To ovcrcoma thc shorlrge oftc&hcrs in thc arca 3T, t]lcn rhrugh a govemmcnt prograh scholars various study pmgrams / majors u ere selected ard sent to th€ regions thar pass 3T to teach for one year. Beside, in 2015 th€ govcm[rctf doirE hiriDg of t@hcrs with spccial fonnafoia It also implerrl.nlcd tIE Fovision ofsl quota on a wide range ofcourses in tlre admissiol ofnew sudenls for high school grsduates r,vlro cafile ftom tk IT.

In addition to the arca 3T course thcre are many mole arqas lhat at! stitl lagging bchird in terms of acc( education. for example, nrra! areas irrcllding the rEmote bonder rEgiorls arc less affordable to tllc developme educatioo- From th€ dcscription above JT ataa can ascertrin th. quality ofhunan resources in tlrcse ar€as would st very low, so it can not compete at lhc local, regiornl, and mtiorul, lct .looe comp€tc in the MEA- This conditio severe problem faced by Idonesia especially tIE nrnber of \$rorkers wlrc arc in this condition is quite large.

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the nation's ecoDomy- ry lrrtemdional C dlererre 2. F.,oroEy Er&n hcor..L ir MEA In tiE wi\$ ihe history of the IDdoiesi& rEtion sioc dE govcmDcrrt of the Rcflblic of Idonesia President Ir Sukann, Crerrr"al Suharto, Prof. Dr- BJ Habibic, Abdrrnhno w'hi4 l,lcgarlali So.krrno Putd, Susilo Bambang Yudhoyono, and Ir Joko Widodo, 6,ery governnEl|t is carrying out thc president's econ dcvelopment.

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and the development of other subsystems, meaning that economic development is not likely to rival the speed with others. as social development, political, cultural, legal and so on.

Especially for the development of human resources as measured by the Human Development Index (HDI) with the indicator includes economy, education and health. If on the HDI as noted earlier, then Indonesia is still very far behind other developed countries that in 2008 the rank 109 out of 179 countries, and in 2013 the order of 108 of the 179 countries. If HDI Indonesia with a score of 0.64 was brought the world average with a score of 0.702. For ASEAN Indonesia below Singapore, Brunei Darussalam, Malaysia and Thailand.

Indonesia's economic development, known as economic democracy, based on the 1945 Constitution. Article 13 of the constitution of paragraph (1) economy is structured as a joint effort based on the principle of joint production branches which are important for the state and who should be controlled by state (3) Natural resources contained therein controlled by the state and utilized for the welfare of the people, (4) the national economy shall be organized based on economic democracy with the principles of efficiency, sustainability, environmental friendliness, independence, and balancing economic progress and national unity.

unity, and further provisions on the implementation of this article are regulated by Law No. 33 of 1999, paragraph (1), (2), (3), (4) and (5) of the Act of 1945 which is the basic rule of government and the people over the life of the nation. The regulation of various things, from simple things to various matters relating to the lives of many people.

In Article 13 UUD 1945 economic democracy, production is done by all, for all and the leadership members of the public ownership. Prosperity of the people was the order that comes first, but the only order's prosperity. It is said that "earliest and last, national resources should be controlled by the state and used for the prosperity of the people".

Because it must be controlled by the state and used to the maximum for the prosperity of the people. In the national Constitution it can be concluded, is expressly Article 33 of UUD 1945 prohibits any control of natural resources in the hands of individuals or certain parties. In other words, monopoly, oligopoly or cartel practices in the field of natural resources is considered contrary to the principle of Article 33 of the 1945 Constitution. Article 33 UUD 1945 states that natural resources are controlled by the state and used for the general prosperity of the people. So that the monopoly and oligopoly organizing, inventory and classification of resources and regulation of legal relations in the state.

Article 33 explains that the Indonesian economy will be supported by three main actors, namely cooperatives, State-Owned Enterprises (SOEs), and Private Enterprises. This would bring economic democracy that characterizes the market mechanism and government intervention and the recognition of property rights for individuals.

The spirit of Article 33 UUD 1945 which is based on the social spirit, placing control of various resources (the public interest (such as natural resources) for the country. This arrangement is based on the assumption that the government is the main actor to implement the national life in Indonesia. To that end, the market holder should be legal, integrity and there are controls that allow honesty, is already running a government that is honest and trustworthy (accountable), and transparency (good governance). Along with the passage of time and economic progress, it is now (2021) we have entered the era of globalization with the market economy or the global economic system.

Market economic system frees any economic player throughout communities through the courtly to conduct economic resources most effectively to foster an atmosphere of competition in the global market. Because the characteristics of freedom to compete for all actors in the market economy is very strong, the era is also known as the era of liberal economics, and because there is a process towards the liberal economic climate, also known as economic liberalization. Listening will the present situation, if interpreted in terms of the development of economics, then in the present era is an era of development of the system of classical

economics (Adam Smith) is characterized by existing economic freedom and the absence of barriers in the market, the demands for efficiency, freedom of competition between individuals globally, the dominant role of the State as a feature of the market economy into decline, and there is the removal of country borders to the trade relations between communities increasingly.

Although economic freedom has very strong color the beginning of the 21st century, but it does not mean economic freedom is the only purpose of the social market economy system. According to Wahjoedi (2012) there are aspects as the social purpose of the market economy that should get attention by all individual economic actors, businessmen, as well as the government of a country.

Some aspects of the social purpose of the market economy are in the International Conference issues: economic democracy, economic justice, economic growth, economic security, economic stability. With the globalization of the economy and specifically MF-AFTA, it is inevitable like it or not the economic situation in Indonesia would shift of economic democracy, as outlined above which the system to a market economy.

M economy system with characteristics give it the freedom of various economic plans, across throughout communities and the country to conduct economic resources most efficiently to foster an atmosphere of competition in the market. This competition will illustrate the competitiveness of economic actors and it is possible that strong economic actors competing will get stronger and the weak economic actors will increasingly reduce effort even will die. Conditions such as these should have been anticipated by the MEA before this happens to economic actors do not occur unfair competition among countries MF-A, and should be mutually supportive to the advancement of countries that joined the MEA. The R. of the D6, cooperation and trade. One objective of the MEA is to improve economic stability and economic strength of countries in the ASEAN region. This will be achieved if supported by qualified human resources.

For the development of Indonesian human resources developed through formal education for the development of non-formal long-term and short development. Formal education (institutional schooling / education) as the main place where the course of the development of human resources starting from elementary education (SMP / MTs, SMA / MA and vocational higher education (University, Institute, College and High School). IIR development programs through the life education certainly requires a longer period of time.

Formal education will give birth to some degree / qualification level of human resources in accordance with the level of education completed. Referring to the National Qualifications Framework Indonesia (KXND) through formal education will bear the appropriate qualification that can be completed from level I to level 9. Completed SMP / MTs level 1, SMA / MA / SMK level 2, the Diploma 1, 2 Diploma level 4 level 3 Diploma Degree / Diploma 4 level 6, level 7 Professional, Master / Specialist level 8. and Doctor / Specialist II level 9.

Preparing human resources through formal education (elementary to university) to enter the MEA are things to consider, among others: (1) study the relevance of curriculum relevance. There are two must-have curriculum that is of relevance to the outside world relevance in the curriculum itself. Relevance to the outside world objectives, content, and learning that is included in the curriculum should be relevant to the demands, needs of the international community development of society. The curriculum prepares students to live and work in the community. The curriculum only prepares children for life now but also for the future.

Relevance in learning is conformity or consistency between the components of the curriculum with the objectives, content delivery process and assessment. (2) ability of educators - Learning agents must have four competencies, namely: pedagogical, professional competence, personal competence and social competence (Covenant Regulation No- 19 of 2005). Educators preparing their students enter the

MEA should really be able to develop the material by following the developments and supported by the ability to use information technology and develop foreign language skill adequate in learning.

Human resources development non-formal in reality also takes place within the institutions of economic social in the community. The realization of the non-formal education varies in accordance with the competencies skills required. Form of education in the form of trainings or courses which of course must be well planned, especially regarding: the purpose of training/ course long training/ courses, training materials/ courses, trainers (instructor/ learning materials/ of training/ course and evaluation of training/ courses. Thus to deal with it.

the ASEAN Economic Community in 2015 should be supported by all parties, namely the business community, educational institutions formal and non-formal as well as the whole society. According to Act of the President of the Republic of Indonesia No. 10 of 2015 on the ASEAN countries, in this case Indonesia as a member of the MEA is required to quickly prepare themselves, so that the people of Indonesia can play an active role, not as a spectator but alone as a burden/ victim of the MEA.

Viewing preparation for entering the MEA through the implementation of education in educational unit may be said not so seriously. One example all colleges in addition, strengthening the curriculum and learning content also be developed through unit student activities through entrepreneurship development activities.

Further preparation for entering the MEA of non-formal education at the community level should all be encouraged to establish or create many institutions of non-formal education to train the younger generation intensively. This training course is well designed, the curriculum, and learning materials appropriate to the needs to enter the MEA of the International Community of the ASEAN countries. MEA is an opportunity and challenge for ASEAN countries to face the careful preparation to prepare qualified human resources through education both formal (the Universities) and non-formal education through training for the younger generation - Education in life - \* governed must be supported by all parties, especially the business community, education institutions.

non-formal as the whole society. For educational institutions, both formal and non-formal advised to immediately implement the existing regulations and learning strategies to adjust and refer to the development of MEA. REFERENCE: Peraturan Pemerintah Nomor 19 Tahun 2005, Tentang Penyelenggaraan Pendidikan. Peraturan Pemerintah Republik Indonesia No.8

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