



INTERNATIONAL CONFERENCE ADRI - 5

“Scientific Publications toward Global Competitive Higher Education”

THE CHALLENGES OF HIGHER EDUCATION IN ASEAN ECONOMIC COMMUNITY (AEC)

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ABSTRACT

ASEAN leaders agreed in the Asean Economic Community (AEC) in the High Level Conference (HLC) on December 1997 at Kuala Lumpur, Malaysia, the starting point for the establishment of AEC. AEC is the cooperation among the member countries of Asean consists of Brunei, the Philippines, Indonesia, Cambodia, Laos, Myanmar, Singapore, Thailand, and Vietnam. Through such cooperation will be implemented free trade between ASEAN countries. AEC is prepared and is designed to realize the ASEAN insights 2020. AEC is a form of realization of the ultimate goal of economic integration in Southeast Asia. This agreement not only have an impact on the economic sector. No exception to the education sector as the capital build competitive human resources. Demands for increased quality of Human Resources (HR) an absolute requirement that must be prioritized. The most important of university graduates are encouraged to produce quality international graduates who are equipped with professional skills, language skills and cross-cultural skills. Universities must improve the quality of faculty, curriculum and facilities to meet international standards. In addition, the College is also required to develop good skills in cooperation with other agencies or other parties and the development of student activity unit is expected to create an educated and skilled human resources trained, are able to compete in the era of the Asean Economic Community (AEC) today.

Keyword: AEC, college Indonesia, human resources

INTRODUCTION

The Indonesian economy at ASEAN based on the data presented by the World Economic Forum (WEF) in 2011, Indonesia's competitiveness in the world are in a position to 46. Indonesia is far behind compared to other ASEAN countries Singapore was second, 21 to the sequences Malaysia and Thailand at order to 39. Indonesia itself at the level of ASEAN in fourth. Economically Indonesia itself was ranked 4th coupled with unemployment rates still high and the welfare of workers is still relatively low, the quality of Human Resources (HR) workers are minimal, and the competitiveness of domestic products are still unequal in the ASEAN region , It is the most essential challenge / fundamental for the Government, therefore, necessary readiness of all elements of the nation, to anticipate the excesses of this cooperation.

With the AEC, it is obvious that the current employment of other ASEAN countries in trade and other sectors will continue to grow at Indonesia. Governments must have the firmness and ensure guarantees for workers in various sectors (industrial, domestic, migrant and small and medium businesses) so that the Indonesian workers can compete with reliable quality and professional. The most important are the policies and regulations that are inconsistent with the interests of the State, as the Constitution in 1945, and human rights and undermining workers should be revised and evaluated corrective. Companies both local, national and international should be confirmed subject to the Indonesian Constitution.

Facts presented associated with Indonesia's cooperation in the AEC was in fact a proof of the existence of competition is increasingly open to position themselves to be at the forefront in producing works featured and seize every opportunity as

well as the opportunities that are open in the job market, market for different types of products, services and technologies. Competition is no longer limited to the world of business investment, industry and economics, but also at the fields of education, arts and culture. For this reason, in order to maintain the existence in order to survive in the midst of life's competitive, it is absolutely necessary human resources in large quantities with a competitive advantage. As presented by Philip Katter, that to entering and "won" the competition was necessary human resources in large quantities which have excellent ability in using the "intangible assets", ie the knowledge, competence learning, and networking. This is a problem and a challenge that must be answered by the world of education. Especially in the era of free market of ASEAN.

In the Indonesian context, the Constitution of 1945, the fourth paragraph stated that "... Later than that, to form a government of Indonesia that protect the entire Indonesian nation and the entire homeland of Indonesia and to promote the general welfare, educating the nation, ...".

Referring to the opening of the section of the 1945 Constitution, it is clear that one of the objectives of national development is in the context of the intellectual life of the nation. Operational strategy to achieve this goal is through the efforts of the development of the education sector. Therefore, education is a strategic pillar that can not be replaced by any sector and has become a national commitment because this country was founded, so the problem of education is always interesting to review and developed.

The era of Economic Community of the ASEAN (AEC) is now the attention and study of the actors education, especially higher education. In the middle of the gap problem sharp quality of

education at Indonesia, certainly some doubt on the readiness of the country's college graduates to successfully take part in the open market in skilled labor among ASEAN countries. Associated with the competitiveness of college graduates Indonesia, Edy Suandi Hamid, Chairman of the Association of Indonesian Private University, said that every year there are only 6 million college graduates are unemployed. Traffic coupled with skilled manpower which opens next year, the threat of educated unemployment can be a serious problem for Indonesia.

In fact, based on data from the Central Bureau of Statistics in 2014 at Indonesia shows that the population over 15 years work by education level in order are: Elementary is 46.8%, junior high school is 17.82%, high school is 25.23% and higher education is 10.14 %. If seen from the data, basic education graduates to be greater, therefore, the critical question is, Can education Indonesia prepare human resources to meet the competitive and able to compete ASEAN free market / better known as the ASEAN Economic Community?

For countries that have a workforce with educational qualifications and high competence, AEC will be an opportunity to expand its workforce to other ASEAN countries. Therefore, the Indonesian Institute of Higher Education, is expected to produce graduates who are competitive at the international arena, at least for the ASEAN region.

AEC challenges in education that will faced include others, the proliferation of foreign educational institutions, standards and orientation, the early pension tance increasingly pro-market, as well as the labor market is flooded with foreign workers. For the ASEAN free trade era, to be greeted by the world of education quickly, so that Indonesian human resources ready to face the tight competition with other countries.

Referring to the progress of a country deciding factor, namely; mastery of innovation (45%), the control network / networking (25%), mastery of technology (20%), and a wealth of natural resources only (10%), the education in Indonesia should be more emphasis on the ability of the above three. In this case increase the government's role in solving the problems of education, one of them by allocating adequate education along with overseeing implementation of the budget, as much as possible in order to be used to improve education at Indonesia. The role of government is also expected to bring Indonesia to the gates of success towards the ASEAN Economic Community (AEC) in 2015.

RESULTS AND DISCUSSION

ASEAN Economic Community (AEC)

ASEAN Economic Community (AEC) is a new form of cooperation between the countries at ASEAN region which aims to improve the economy and political stability and security. AEC will be attended by 10 countries, namely Indonesia, Myanmar, Thailand, Malaysia, Singapore, Brunei Darussalam, the Philippines, Laos, Cambodia and Vietnam. According to Anga (2014) AEC is a combination of countries in Southeast Asia who have agreed to conduct economic integration in the form of design and implementation of a set of rules / policies specifically aimed at improving the exchange of goods and factors of production between countries.

In a legal perspective, the Indonesian policy that binds to the AEC is an international agreement under the authority of the President as Law No. 24 of 2000 on International Treaties. However, any agreements and treaties made together with other States in the form of bilateral and regional (ASEAN) should not override the Constitution in 1945 and human rights. Indonesia committed themselves to the

AEC under the Presidential Regulation No. 10 of 2014 on Ratification of the Protocol to Amend Certain ASEAN Economic Agreements Related to Trade in Goods (Protocol for Changing Economic Agreement related Certain ASEAN Trade in Goods). In this regulation, there are two chapters legally binding (Binding legally) and a liability of Indonesia as the ASEAN member countries, as follows; "Member States are obligated to conduct negotiations aimed at speeding up the commitments of the Member States relating to ICT products, ICT services and investments based on the Agreement on Trade in Goods of ASEAN, the ASEAN Framework Agreement in Services and Agreement Planting ASEAN Comprehensive capital."(article 2) and" 1. Each Member State shall abolish the import duty on products Priority Integration Sectors in accordance with Article 19 (2) (a) (i) and Article 19 (2) (c) in accordance with the ASEAN Trade in Goods Agreement."(Article 3)

Two chapters in this rule is certainly required to be run by the Government of Indonesia and other ASEAN countries that have committed themselves to the AEC. The arrangement of the acceleration, the investment and the elimination of import duties on products that are of priority integration sector. Besides, the government also had to transform the whole spirit of the AEC which has visionary ideas with equity and justice boils down to the economy and to reduce poverty in the ASEAN region. Moreover, the poverty rate at Indonesia is relatively high as the unemployment rate continues to grow. The government should seriously consider the input from his predecessor, President B.J. Habibie, who provide input to the current government to provide employment opportunities as possible for young people.

In principle, the form of cooperation that was built in the AEC can be used as a

good momentum for Indonesia, in which the countries at the Southeast Asia region will be used as a unified region market and production base. With the creation of the unity of the market and production base will make the flow of goods, services, investments, large amounts of capital, and skilled labor becomes no barrier from one country to another country in Southeast Asia.

Based on the ASEAN Economic Blueprint, AEC is required to minimize the gap between ASEAN countries in terms of economic growth by increasing dependence members in it. This fact clearly gave birth to the little pessimism if there is no readiness of the Indonesian people, especially the educated workforce that has the required competence and the demands as a member of the AEC. In particular the readiness of education, especially universities in creating human resources that are reliable and have competitiveness in the international world.

Challenges of Higher Education at the AEC

In Indonesia, a strategy to improve the quality of education has been stipulated in the 1945 Constitution, Law No. 20 of 2003 on National Education System, Government Regulation No. 19 of 2005 on National Education Standards and Regulation of the Minister of National Education. All that should be realized on practical level in the field because the regulations without action will not mean anything. This is in accordance with the adage by Herbert Spencer that the great aim of education is not knowledge, but action, the great goal of education is not only at the level of mere knowledge, but at the level of action. Not at the level of the program per se, but how the action on the ground that the effect is a major influence on the quality of results. Therefore, education policies in favor of efforts to establish a superior human resources need

to be a positive response and support from various parties through alliances and synergistic processes in efforts to achieve education goals.

Higher education is an educational institution that has a vision and mission in implementing the learning process and an absolute must apply the Tri Dharma college that consists of education, research and community service to deliver human resources intellect, critical, caring and noble.

Education and teaching has an important role in the learning process. Higher education as an institution of formal education should equip students who were in it with the skills needed work today. According to Pearson (in Salomon; 2014) education today requires not only 3Rs (Reading, Writing and Arithmetic) but also must involve skills (soft skills) that takes the world of work such as leadership, digital literacy, communication, emotion, intelligence, entrepreneurship, global citizenship, problem solving and team working.

In facing the challenges of AEC, higher education needed to improve the quality of education, starting from the quality of the curriculum that will be given to students and quality in terms of facilities, equipment and infrastructure in supporting education to meet the standards of international education that is the standard of education in the face of AEC. Curriculum development and entrepreneurship as well as soft skills to incorporate education into the curriculum the student's education, as the capital of the character formation of students in the face of global competition at the current era of AEC. According to Dina (2015) to promote education not only by changing the curriculum and complementary facilities and infrastructure, but also to pay attention to the development of human resources that will carry out such education is the improvement of human

resources through quality education and evenly throughout society as well as to raise awareness for all elements of society and government in membenah ourselves to improving the quality of education.

In the AEC blue print, the discussion concerning the workforce has been formulated is confined to the special arrangements for skilled labor (skilled labor) (Image, 2014). As known to skilled labor (skilled labor) is a workforce that has the skills and expertise as well as knowledge and skills at specific areas. Consequently, this required competencies to innovate to do with an increase in a variety of skills that exist. This skill can be pursued quickly because the students will be taught how to work in creative and innovative.

Generally, Higher education should be able to prepare human resources or alumni who have scientific competence, professional and reliable skills as needed. Communication skills is one absolute requirement at the era of AEC's, so that higher education graduates are required optimally in the acquisition of an international language, English as a communication tool in facing the ASEAN free market, although it is taught starting from elementary schools to universities, and even there the course, but the interest and ability of generations still less to try to master the English language. Higher Education requires that students and alumni have language skills adequate to provide services in the form of infrastructure, regulation, inadequate teaching materials, particularly in enhancing the ability to speak English as an international language. Higher education should prepare a human resources (HR) which qualify as workers with educational qualifications and high competence. With the enactment of this AEC would be an opportunity to expand its workforce to other ASEAN countries, the role of Human Resources (HR) is very

important in producing a quality product. Experts and skilled workers will get free access to search and entering world of work in the ASEAN countries. Therefore, it is absolutely necessary systematic efforts undertaken by higher education to improve the quality of human resources in the form of hard skills and soft skills. Improvement of human resources that are reliable and competent is a shared responsibility between the government and the people, termasuklah parents must pay attention to the educational development of their children as the next generation.

To support all this, serious involvement of the government in resolving the problems of education, namely by allocating adequate education along with overseeing implementation of the budget, in order to really be used to improve education at Indonesia. Such as infrastructure development program of school uniform, develop curricula more representative in order to explore the potential of students (not just hard skills but also soft skills). The government also needs to give great attention to the welfare of teachers and lecturers as educators who became one of the spearheads the success of education in Indonesia.

RESEARCH METHOD

This study used a qualitative approach with descriptive methods analytic case variations. Descriptive analytic method is a research method that emphasizes efforts to obtain information about the status or symptoms at the time of the study, provides an overview of the phenomenon, as well as further explained the relationship, as well as attracting significant problem. Sukmadinata revealed that descriptive research is a form of primary research and is intended to describe or depict the phenomenon exists, either natural phenomena or human engineering.



Based on the above can be explained that descriptive research is a method used to describe, interpret things phenomenon. Thus, the authors assume that the descriptive method according to research conducted by the author. Which in this case, the author tried to describe a problem in education, in particular the challenges facing universities at the era of free market AEC.

CONCLUSION

Cooperation of Indonesian in the AEC, it should be a momentum for the nation to further demonstrate its existence as a State that has the capability of competitiveness is not inferior to other nations. In this context, the education sector, especially the world of higher education, the true address this opportunity by getting enterprising and motivated to improve and further enhance the quality of human resources educated, to have the competence and global competitiveness or Global Competitive.

Higher education should prepare students who have integrity, nationalism and unite so that the Indonesian state is not a market or lading for other ASEAN countries. Universities should be **able** to give birth to the students as a spearhead of the Indonesian nation, as an agent of change that has high morale, has innovation and creativity to be able to perform its role in an academic role, the role of moral and social role in the face of AEC.

Therefore, all parties such as students, the community and government must work together and collaborate to face the AEC to build a better Indonesia and valuable in the eyes of foreigners. According to Solomon (2014) universities must be able to produce Indonesian students who are competent, critical and solution-in the face of AEC that universities must be able to apply the principles, transparency and

accountability by involving all academicians in universities. With the student is expected to be assisted by professional lecturers in their field and is supported by the completeness of facilities and infrastructure in the process of study will make the AEC as an opportunity not a threat.

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