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CHALLENGES OF HIGHER EDUCATION IN INDONESIA TO DEALING AFTA 2015

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Abstract

AFTA 2015 or we know as Asean Free Trade Area has been sight so it needs a special attention, especially for university as a producer of college graduates. With AFTA in 2015 the demand for graduates who are able to maintain global competitiveness increasingly apparent. This is a challenge and an opportunity for universities to demonstrate their existence, especially in facing AFTA, 2015. There are a few things that you can do to improve the quality of human resources, especially college graduates, such as increasing the competence of verbal communication, collaboration, professional, able to write well, as well as the ability to solve problems. Then stabilization program, profession through research, teaching and community service. and quality improvement through quality assurance, good teaching, research, academic services atmospheres that will be able to maintain global competitiveness, especially in the ASEAN area.

Preface Review

One of challenges that's faced by Indonesian nation is AFTA (ASEAN Free Trade Area) and AEC (ASEAN Economic Community) which will come into force in 2015. AFTA itself is a cooperation agreement that's made by ASEAN member countries to create a regional free trade in Southeast Asia. So that, the products of ASEAN countries can easily fit between each Asean countries. While AEC is an agreement between ASEAN countries in the field of labor, where all the people in ASEAN countries can work across ASEAN countries easily without requiring a permit or work visa.

We will face AFTA (ASEAN Free Trade Area) in 2015. In that era we will see how the easy access to a variety of fields among ASEAN countries, especially in economy sight, trade, education and so on.

This is a challenge Especially for education and college exactly. Education in the global era is increasingly becoming complex challenges. Rapid technological developments have an impact on the social and economic changes in the structure of society as well as in the education sector. This is reflected in people's lifestyles are increasingly modern, industrial development, fashion apparel, to change the system of government.

Human resources have always been an important topic and to study the economic development of a country or region that is expected to solve the present problems facing the nation, especially in the face of AFTA. In this position, the college are very central and strategic human in Indonesia are able to prepare competitive and able to create a climate that is knowledgeable society in the midst of an increasingly complex challenges of globalization.

In the broader context of globalization spawned a changes. Era of globalization is happening fast-paced interaction patterns that past the limits of spatial and time. The relationship between individuals and groups in this globalization spawned a pattern of competitive relationships. Individuals and groups in the pattern of this relationship will occur relationship of mutual influence. System of values are held by each individual and each group that will be influential in this kind of relationship. Things to avoid in the pattern of these relationships is the exploitative relations and hegemonic groups which are contrary with

principles of humanity and justice. In addition, it should also avoid any deprivation values that are held by society which results in the loss of identity or the identity of the community.

With the existence of AFTA 2015, it will certainly there are many labors from ASEAN member countries will go to Indonesia. While Indonesia itself during this more often send workers abroad not as an expert, but as unskilled workers such as maids, drivers, and workers in factories and plantations. It is inversely proportional to the other countries that send workers to Indonesia are educated and trained to be able to work on the position of manager or experts in Indonesia.

Under these conditions, then what are the challenges of higher education in facing AFTA in 2015?

Current Reality of Indonesian

Based on data from Unesco, educational development index for all or education for all in Indonesia has been decreased. If Indonesia is ranked 65 in 2010, but in 2011 was slipped in to 69. Based on the data in the Education For All (EFA) Global Monitoring Report 2011: The Hidden Crisis, Armed Conflict and Education issued by the Organization of Education, Science, and Culture of the United Nations (UNESCO), which was launched in New York, the index of educational development or education development index (EDI) based on data in 2008 was 0.934. Value was placed Indonesia in the 69th position of the 127 countries in the world, so that in 2011 Indonesia lags of Brunei Darussalam, that is ranked 34th, while Malaysia is ranked 65.

Referring to the UNESCO data, our education in the global era faces two charges as well. First, is the people's demands on the quality of our education is low and not relevant to the demands of development and the needs of society. Correspondingly, the national education face problems entering the era of globalization the world is open (open world) which is reflected by the AFTA (ASEAN Free Trade Area). In this case the ability of our nation still has not been adequately addressed in the framework of cooperation and competition with other nations. The second major problem that must be solved at the same time to improve the quality of Indonesian human.

In addition with the demands for quality and relevance, there are other problems that are facing our nation is the amount of unemployment. There are many existing unemployment of educated also contribute substantially to the increase in unemployment. This raises concerns for many undergraduate and diploma graduates who are unemployed. That is because in addition to the limited jobs available as well due to the non-fulfillment of the qualifications and competence of graduates with the needs of the existing workforce.

As open unemployment data released by CBS, The number of unemployed in August 2013 reached 7.4 million people with the Unemployment Rate (TPT) tends to increase, which about 6.25 percent, up from TPT February 2013 was about 5.92 percent and TPT in August 2012 was 6.14 percent. The following table released by the BPS on the open unemployment rate 2012-2013.

Unemployment Rate Table (TPT) Population Age 15 Years and Over by Highest education attained, 2012-2013 (percent)

Higher Education Completed	2012		2013	
	February	August	February	August
Primary School	3,69	3,64	3,61	3,51
Junior High School	7,80	7,76	8,24	7,60
Senior High School	10,34	9,60	9,39	9,74

Vocational High School	9,51	9,87	7,68	11,19
Diploma I/II/III	7,50	6,21	5,65	6,01
University	6,95	5,91	5,04	5,50
Total	6,32	6,14	5,92	6,25

From the table above, it can be explained that from 7.4 million unemployed in a row starting from Diploma I / II / III to the university graduates from February and August in a row from 2012 to 2014 was 7:50% and 6:21% for the diploma in February and August 2012, while scholars 6.95% and 5.91% in February and August 2012. for the year of 2013 in a row for as much as 5.65% diploma and 6:01% in February and August 2013, while the university level as much as 5:04% in February 2013 and increased to 5:50% in the same year.

Based on these data it can be seen that the number of unemployment of graduates of diploma and university in Indonesia is quite high. In 2012, diploma and university unemployed reached 13.71%, while the university reaches 12.86% of the total 7.4 million unemployed there. Despite the general decline in the years to 2013 to be 11.66% diploma and university 10:54% it remains a serious problem that should be immediately sought a solution and a way out, especially for the higher education institution which is a manufacturer of a diploma or degree.

Directions for Higher Education Curriculum as Answer AFTA

With the increasingly narrow time, there are many things that can make Indonesia able to take advantage of AFTA in 2015 for the betterment of the nation. Surely it must be aligned with the expectations of the government to understand the priority issues to be resolved and shortcomings that need to be improved. The government's priority now is to focus on improvement of human resources through the improvement of education in Indonesia, which should support the competitiveness and efficiency that produced graduates capable of competitiveness on the global community, especially ASEAN member countries.

Will answer the demands of AFTA is already enshrined in the Indonesian national educational objective which generally refers to the development efforts and the establishment of the ideal man. Ideal figure that is expected to not only required to be able to adapt with the times, but the appearance of the human figure as duty bearers in the face of this earth who are expected to develop the seeds of renewal for the betterment of society and could be a solution for the people in solving national problems such as the problem of unemployment that many faced by the countries in the world. This means that college graduates are not only demanded to live the values and the dynamics of the growth in the community, but are also required to be able to anticipate aspects of the advantages and disadvantages so as allow their improvement efforts.

College as a granary science is expected to print and produce innovative knowledge leads to professional competency and produce products (application of theory) competent graduates. As an educational institution, the college has a role in building the knowledge society so vital role in the development of superior human resources should follow the development and dynamics of growing so fast. Because of this institution largely reformer actors, agents of change and agents of value generated. Once the urgency of the role of higher education is the necessary condition of harmony in the academic environment so that later the college was able to create human personal goals, personal is capable of being a bridge harmonization of the social dynamics of the community and bring to a better direction.

To support development of qualified human resources and superior competence and global competitiveness, it is absolutely necessary curriculum for curriculum development is a cornerstone of the implementation of learning activities in educational institutions. There is

some foundation in curriculum development, among others; (1) philosophical aspects, (2) Juridical aspects, and (3) conceptual aspects.

Own philosophical aspect refers to the philosophy of education based on noble values, academic values, the needs of learners and society as well as on the development of competence-oriented curriculum. While the juridical aspect refers to the need for change in teaching methodology, curriculum arrangement contained in RPJMN (Medium Term Development Plan 2010-2014) education sector and Instruction No. 1 of 2010 on the accelerated implementation of the National Development Priorities: Completion of curriculum and active learning methods based value -value national culture to shape and character of the nation's competitiveness. and refers to the relevance of the conceptual aspects, models of competency-based curriculum, learning and assessment of student learning outcomes.

Set in the social life of the people who are constantly changing especially in 2015 will face the AFTA and AEC, then those changes should be captured by the educational institutions, especially institutions of higher education as a foundation which then becomes a source of learning materials that can be put in the form of curriculum.

Repairing and making improvements as part of the curriculum is the curriculum development to be done, especially in universities in addressing the existing results and impact on society, adverse impact will be grievances to be addressed and a solution found right by the college in order to improve curriculum. besides that, the demands and needs of the birth of the impact it had to be considered and acted upon immediately within the framework of curriculum development, repair and improvement of the curriculum is an important part in the development of the curriculum.

Theoretically Sukmadinata revealed that curriculum development should pay attention to some important principles, namely: (1) the principle of relevance, (2) the principle of flexibility, (3) the principle of continuity, (4) the principle of practical and (5) the principle of effectiveness. Furthermore Sukmadinata explains:

To the principles of relevance it must be linked to the relevance of internal and external relevance. Relevance internal demonstrate the integrity of a curriculum that is the establishment of relevance between components - components of the curriculum in which the harmony between the goals to be achieved, content, materials or learning experience students need to have, strategies or methods used as well as an assessment tool to see the achievement of the objectives. External relevance related to the compatibility objectives, content, teaching and learning processes covered in the curriculum relevant to the learners environment, relevant to the development of today and the future, relevant to the demands of the world of work so that students are able to prepare their students to be ready to face life in the future.

Furthermore, the Director General of Higher Education identifies curriculum development in Higher Education directed at least four paradigmatic objectives are:

First develop the quality and relevance of the implementation of the program of study. Second, the college's self empowerment - a society in the implementation of the choice of study program is polite and responsible. Third, realize higher education accountability process that is open to the public. Fourth, develop a culture of mutual trustworthy in the community college through the process of self-evaluation systemized as the need to maintain its existence.

While the strategic objectives to be achieved in curriculum development at the college are: first, is able to access the labor requirements are available in the community in accordance with the requirements imposed by international competence. Second, it can serve as intellectual capital (intellectual capital), which is characterized by its ability as: (1) human capital, (2) structural capital, (3) relational or customer capital. and third, have high mobility

vertical and horizontal direction to be able to access the jobs that are volatile, competitive and uncertain existence.

It is aligned to support national objectives of education at the government as stipulated in the Act No.20 of 2003. Where previously confirmed by the issuing PP. No. 60 of 1999 on higher education and in Chapter II, Article 2, paragraph 1 clearly stated goals of higher education as a form of a concrete step in the achievement of national objectives, namely:

1. Preparing students to become members of the community who have the academic ability and / or professionals who can apply.
2. Develop and / or enrich the science of technology and / or art.
3. Develop and disseminate science, technology and / or art and seeking its use to improve people's lives and strengthen national culture.

Especially with the issuance of the President of the Republic of Indonesia Regulation No. 8 in 2012 on the Indonesian national qualifications framework in which graduates from every level of educational qualification must be qualified KKNI, ranging from the basic level to the higher education. Where the expected general qualifications include: a) Devoted to God Almighty, b) Have a moral, ethical and good personality to accomplish tasks, c) Acting as a citizen who is proud and love of the homeland and to support world peace, d) Able to work together and have a social sensitivity and concern for the community and the environment, e) Respect for cultural diversity, views, beliefs, and religious as well as opinions / original findings of others, f) Uphold the rule of law and have the passion to put the interests of the nation as well as the wider community.

This is reinforced by the regulation of education and culture minister of the republic of Indonesia number 73 of 2013 on the Indonesian national qualifications framework for higher education which Article 2, paragraph 1 stated that the Indonesian National Qualifications Framework (KKNI) higher education is a framework that can reconcile the qualification hierarchy, equalizes, and integrating the learning outcomes of the path of non-formal education, informal education, and / or work experience in the types and levels of higher education.

As a milestone in education, curriculum development in higher education should be done in accordance with the times and the needs of society. For pre-existing curriculum is not necessarily still relevant to the current situation and needs of people who are likely to experience the rapidly changing dynamics. Moreover, the times are growing rapidly and increasingly complex problems demand that the curriculum development to be done.

Therefore, to face the AFTA in 2015 towards the development of Higher Education curriculum should lead to skills, among others:

1. Increased competence in communicating verbally, collaboration, and professional in his field, is able to write well, and the ability to solve problems. Thus Universities in Indonesia must have appropriate learning model in entering the era of AFTA-free by 2015, which directed learning to encourage learners to find out, is not notified, learning is directed to formulate the problem, not just answer the question, which is directed learning to train analytical thinking and not thinking mechanistic, and learning that emphasizes the importance of cooperation and collaboration in solving problems through social entrepreneurship seta readiness of business that must be applied to college.
2. Universities in Indonesia also need to strengthen the program profession through research, teaching and community service. This is consistent with the tri dharma college to not only be a discourse or a mere concept, but to be implemented among the academic community college.
3. Universities in Indonesia are also required to maximize the functions and duties of quality assurance agencies as a forum to get an idea of improving the quality of academic

management, learning, research and community service through the development of quality standards, as well as pro-actively perform periodic monitoring and evaluation that will be a benchmark for leadership both at the department, faculty or university to adopt policies related to quality standards also to expand the network of quality assurance agencies to establish the level of quality assurance agencies so that faculty can occur internal monitoring and evaluation of the faculty and also should encourage the entire academic community to work in a professional manner in accordance with their respective areas of work, so it does not overlap the duties of each unit.

4. In addition, it should also apply shuttle service (service excellence) in the academic services to students as the subject of learning, in the form of improving the quality of teaching faculty based on their respective fields of science and improve human resources both lecturers and employees.

Finally, with AFTA increasingly apparent to the eye, it should be necessary synergy and cooperation between educational institutions and the government so that the Indonesian people will be able to face and take advantage of AFTA well for the progress of the Indonesian nation and able to lift the economy atmospheres existing education Indonesia.

Conclusion

AFTA in 2015 that the closer should be of particular concern, especially college graduates as a producer. With AFTA in 2015 the demand for graduates who are able to maintain global competitiveness increasingly apparent. This is a challenge and an opportunity for universities to demonstrate their existence, especially in the face of AFTA, 2015. There are a few things you can do to improve the quality of human resources, especially college graduates, among others, by improving the quality of learning, the procurement of foreign language as a means of global communication, quality improvement, HR competence, excellent service, evaluation and professional programs that will be able to maintain global competitiveness, especially in the ASEAN region.

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