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Analisis Relevansi Pendidikan Kewirausahaan dan Lingkungan Kampus Terhadap Minat Berwirausaha Mahasiswa Perguruan Tinggi di Jawa Barat, Indonesia

Anggaraeni Permatasari, Rendika Nugraha, Ihsan Hadiansah, 1 - 9

Analisis Pengembangan E-Commerce oleh Toko Ritel Terhadap Sikap dan Niat Beli Konsumen (Studi Kasus pada PT. XYZ di Kota Bandung)

Amira Lalitya Ekhaputri, Ratih Hendayani, 10 - 20

Pengaruh Konservatisme dan Profitabilitas Terhadap Earning Response Coefficient

Lena Sherli Marlina, Yane Devi Anna, 21 - 31

Local Heritage Values to Cope with Asia Future Shock In 2020

Mulyaningsih, 32 - 41

Asean Integration In Improving Indonesian Women Education: A Literature Review

Rostiena Pasciana, Ieke Sartika Iriany, 42 - 45

<http://jurnal.fisip.uniga.ac.id/index.php/JISORA/>

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DAFTAR ISI

Analisis Relevansi Pendidikan Kewirausahaan dan Lingkungan Kampus Terhadap Minat Berwirausaha Mahasiswa Perguruan Tinggi di Jawa Barat, Indonesia

Anggaraeni Permatasari, Rendika Nugraha, Ihsan Hadiansah

1-9

[PDF](#)

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21-31

[PDF](#)

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Mulyaningsih Mulyaningsih

32 - 41

[PDF](#)

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Rostiena Pasciana, Ieke Sartika Iriany

42 - 45

[PDF](#)

ASEAN INTEGRATION IN IMPROVING INDONESIAN WOMEN EDUCATION: A LITERATURE REVIEW

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Abstract

The Association of Southeast Asian Nations (ASEAN) is an organization of countries in Southeast Asia established in Bangkok, Thailand, on August 8, 1967 under the Bangkok Declaration by Indonesia, Malaysia, Philippines, Singapore, and Thailand. For more than five decades ASEAN has experienced many positive and significant developments towards a more integrative and forward-looking stage with the establishment of an ASEAN Community by 2015.

The ASEAN Community not only affects the economic sector, but also other sectors, including "education" as an effort to build competitive human resources. The ASEAN Economic Community (AEC) challenges in education that will be faced are the proliferation of foreign educational institutions, standardization of orientation in education, which is pro-market, and markets labor that will be flooded by foreign workers. Therefore, the era of ASEAN free trade should be welcomed by the world of education quickly, so that the human resources (HR) of Indonesia, especially by women who still have low resource. They should be prepared for facing an intense competition with other countries.

ASEAN countries have considered synchronizing the certification standards, strengthening, and improving the skills and knowledge of ASEAN youth and women in the regional integration process. Therefore, ASEAN countries have always been active in encouraging cooperative relations in various levels of education and training, at the same time encouraging all organizations and schools in each country to seek cooperation partners in other countries of the ASEAN region.

Keywords: ASEAN, Education, Indonesian Women

1. INTRODUCTION

The ASEAN Economic Community (AEC) has been established for two years. ASEAN is the third largest economic power after Japan and China, with members from 10 countries namely Indonesia, Malaysia, Philippines, Singapore, Thailand, Brunei Darussalam, Vietnam, Laos, Myanmar, and Cambodia. The establishment of the ASEAN Economic Community (AEC) originated from the agreement of ASEAN leaders at the Summit in December 1997 in Kuala Lumpur, Malaysia. At the next summit, which took place in Bali in October 2003, the ASEAN officials declared the establishment of the AEC in 2015. This agreement not only affects the economic sector, but also other sectors, including the "education" sector.

Education plays an important role in building human resources that are competitive and able to compete with other countries. Therefore, to face the challenges of AEC, education must be able to prepare skilled, sensitive, and critical human resources (HR) in facing challenges and changes that will occur in the upcoming education world. The ASEAN Economic Community (AEC) challenges in education that will be faced are the proliferation of foreign educational institutions, standardization of orientation in education, which is pro-market, and markets labor that will be flooded by foreign workers. Preparing competitive human resources is not an easy task that can be done instantly. However, if education in Indonesia is able to equip the students with sufficient knowledge and skills, Indonesian

education graduates will have confidence and have high motivation to develop themselves optimally to compete globally. In fact, the world of education in Indonesia still has many obstacles, which are related to the quality, such as limited access to education, the quantity of teachers that are not evenly distributed and the teachers quality that are considered still not optimally developed.

Limited education access in Indonesia, especially for young women, leads to the increase of school-aged children dropout cases; On the other hand, there is urbanization flows to gain better knowledge in urban areas. School dropout cases of school-age children in Indonesia are still high. Based on the data of Kemendikbud 2015, more than 1.8 million children each year are not able to continue their education in Indonesia. This subject is caused by three factors; economic aspects; children are forced to work to support the family economy and marriage at an early age. Indonesia ranks 121 out of 185 countries in the Human Development Index (HDI) with the number 0.629. Based on that figure, Indonesia lags behind the two neighboring countries of ASEAN such as Malaysia (ranked 64) and Singapore (18), while the HDI in the Asia Pacific region is 0, 683.

The condition of education in Indonesia is far from the substance of the educational objectives listed in the Preamble to the 1945 Constitution namely, "to educate the life of the nation". This is evident from all aspects related to education, such as the commercialization of education, education as a provider of labor, education is handed to the free market mechanism, and education as industrialization sector. Related to this matter, it cannot be separated from Government policies in regulating the national education system that is not oriented to the public interest. Therefore, the government should be able to improve the education system in Indonesia in order to create competent and competitive resources in facing the ASEAN Economic Community (AEC).

Based on the background above, it can be formulated problems as follows:

1. What is the description of women's education in Indonesia today?
2. What is the impact of ASEAN integration on women's education in Indonesia?

2. DISCUSSION

2.1 The ASEAN Economic Community (AEC)

The ASEAN Economic Community (AEC) has been established for two years. ASEAN is the third largest economic power after Japan and China, with members from 10 countries namely Indonesia, Malaysia, Philippines, Singapore, Thailand, Brunei Darussalam, Vietnam, Laos, Myanmar, and Cambodia. The establishment of the ASEAN Economic Community (AEC) originated from the agreement of ASEAN leaders at the Summit in December 1997 in Kuala Lumpur, Malaysia. At the next summit, which took place in Bali in October 2003, the ASEAN officials declared the establishment of the AEC in 2015. This agreement not only affects the economic sector, but also other sectors, including the "education" sector.

AEC is a form of realization of the ultimate goal of economic integration in Southeast Asia. Four things will be the focus of The ASEAN Economic Community (AEC) that began in 2015, and this can be a good momentum for Indonesia.

- a. Countries in Southeast Asia will be a unit of market and production base. With the creation of a unified market and production base it will create a large flow of goods, services, investments, capital, and skilled labor with no obstacles from one country to another in Southeast Asia.
- b. AECs are established as economic zones with high levels of competition, requiring a policy that includes competition policy, consumer protection, Intellectual Property Rights (IPR), taxation, and E-Commerce. Thus, a fair competition climate can be created; there is protection in the form of a network system of consumer protection agents; prevent copyright infringement; creating an efficient, secure, and integrated transport network; eliminating Double Taxation system, and; increase trade with online-based electronic media.
- c. AEC will serve as an area that has an equitable economic development, prioritizing on Small and Medium Enterprises (SMEs). The competitiveness and dynamic capabilities of SMEs will be enhanced by facilitating their access to up-to-date information, market conditions, and human resource development in capacity building, finance, and technology.
- d. AECs will be fully integrated into the global economy by building a system to improve coordination of member countries. Furthermore, it will increase the participation of countries

in the Southeast Asia region in the global supply network through the development of a package of technical assistance to the less developed ASEAN Member States. This is done to improve industry capability and productivity so that not only increase their participation on a regional scale but also create initiatives to integrate globally.

Based on the ASEAN Economic Blueprint, the AEC is urgently needed to minimize the gap between ASEAN countries in terms of economic growth by increasing the dependency of the members in it. Even though AEC is getting closer, there are still many people who do not understand it and this will most likely become a big problem for the Indonesian nation. Because it can lead to "mass stuttering", especially for the uneducated and untrained workforce.

The data obtained from the Central Bureau of Statistics (BPS) in 2015 shows that the population above 15 years are working based on education level in Indonesia. They are: elementary school 46,8%, junior high 17,82%, senior high school 25,23% and higher education 10.14 %. as we can see, the graduates of primary education are more dominating, therefore it is necessary to improve the quality of education of Indonesia to prepare competitive human resources and able to compete to welcome the free market of ASEAN / better known as the ASEAN Economic Community.

2.2 Education in Indonesia

Education is an obligation for all Indonesian citizens. Therefore, the government has declared 9 Year Compulsory Education, this is in line with the Law Number 20 Year 2003 on National Education System Article 3, which states that National Education function to develop the ability and shape the character and civilization of the nation and dignity. in order to educate the nation for the development of the potential of learners to be citizens who believe and faithful to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, democratic and responsible.

The 9-year compulsory education program in line with Law No.20 of 2003 is very good, if it can be truly implemented evenly by all levels of society in Indonesia. But in the field, the program has not run optimally. Based on data from the United Nations Educational, Scientific and Cultural Organization (UNESCO), the number of Indonesian children who dropped out of school in 2010 reached 160,000 children, and increased in 2011 up to 260,000 children.

Education is one of the most important things to prepare competitive human resources in achieving success in the era of globalization. Education is the main pillar for the progress of a nation. So education should be a priority for development, without ruling out other sectors. To promote education by not only changing the curriculum and equipping the facilities and infrastructure, but also paying attention to the development of human resources who will carry the education. Therefore, to achieve a better education in the future, the main priority for this matter is the improvement of human resources (HR) through quality education evenly to all levels of society, and the main thing is to raise awareness for every element of society as well government and parties concerned to improve themselves.

2.3 Indonesian Education Participation in ASEAN

In 2015 the ASEAN Economic Community (AEC) Agreement or ASEAN Economic Markets shall come into force. This agreement not only affects the economic sector, but also other sectors. No exception for "education" as a capital to build competitive human resources. The era of ASEAN free trade, should be welcomed by the world of education quickly, so that Indonesia's human resources are ready to face a fierce competition with other countries.

During the five decades of ASEAN, Indonesia has included its representatives in education and training organized by ASEAN; one of them are the establishment of the ASEAN Study Center at 16 Universities with various education, research and community service programs for the poor, especially women;

Particularly, Indonesia has hosted a Youth Discussion Forum on Increasing Youth Roles in ASEAN Cooperation. The forum was attended by alumni of ASEAN youth exchange programs from various cities in Indonesia. A sense of mutual love among the people of ASEAN also continuously grow through various cultural recognition programs

Referring to the progress determinants of a country that is, the mastery of innovation (45%), network control (25%), technological mastery (20%), and natural resource wealth only (10%), then education in Indonesia should be more emphasis on these three capabilities to improve progress in Indonesia. In this regard, the government should prepare special schools in accordance with the needs in employment, such as agricultural schools, farm schools, fisheries schools, mechanical engineering

schools, construction engineering schools, and so on. These schools must be truly able to equip the competence to innovate and to build the network / networking. Innovation competence can be done with the improvement of various existing skills. These skills can be sought quickly because students will be taught how to work creatively and innovatively. Meanwhile, the competence to build a network is done by developing attitude and managing human resources such as leadership, cooperation and communication.

Increasing the role of government in solving education problems can be done by allocating adequate education budget accompanied by supervision of budget execution should be utilized optimally to improve education in Indonesia. These steps can be in the form school infrastructure development program, formulating a more representative curriculum in order to explore the potential of students (not just hard skill, but also soft skill).

The government should also pay more attention to the quality, distribution and welfare of teachers in Indonesia, as teachers are one of the pillars to support the course of education, and play an important role in creating students who are smart, skilled, righteous and knowledgeable. So the government should be able to make regulations to achieve quality education, and can be reached by all levels of Indonesian society.

Thus, if education in Indonesia is able to equip students with sufficient knowledge and skills, Indonesian education graduates will have high self-confidence and motivation to develop themselves optimally, so that Indonesia is able to compete globally and be able to face AEC.

3. CONCLUSION

Education has an important role in preparing competitive and superior human resources (HR). Facing AEC 2015, the role of education greatly helps the progress of human resources (HR) in Indonesia to achieve success in the era of ASEAN free market. Therefore, to improve education in Indonesia not only by changing the curriculum and equipping the facilities and infrastructure, but also paying attention to the development of human resources who will carry the education?.

To make it happen, the government must prepare special schools that suit the needs in the field of work. These schools should be able to equip competencies to innovate and build networks / communications. In addition, the enhancement of the government role in solving educational problems can be done by allocating adequate education budget along with the supervision of budget execution that should be truly utilized to improve education in Indonesia.

Not only the government alone but the role of Indonesian society itself is also very helpful to realize the goal of education Indonesia that can compete globally. Thus Indonesia is capable and ready to face every obstacles in facing the ASEAN Economic Community that has been going on since 2015.

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