

Reconstruction of the Islamic Educational Development in Indonesia in Dealing with ASEAN Economic Community (AEC)

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Abstract

Quality education is the most important thing to realize, for the creation of human qualities and the quality of Indonesian society that is progressive and self can be realized only if public education successfully upgraded, then the role of educational institutions in Indonesia, including ASEAN countries, which includes one aspect of a very large where the system education should be integrated in accordance with the needs and wants of today in order to create a knowledgeable and skilled people. In this paper presenter will submit opinions or suggestions in order to reconstruct the Islamic education in Indonesia especially in welcoming ASEAN Economic Community (AEC) is in progress, in this case education in Indonesia that the majority of Muslims trying to reconstruct in the development of Islamic Education in an effort to promote and develop education in Indonesia in order to meet the needs and desires in order to be competitive with other countries, among them building Orientation Islamic education in determining the pattern, direction, and the achievement of certain desired, creating a human resources (HR) Islamic credible and professional, their access to education and the cost of education affordable, lack of synergy between educational institutions and institutions of vocational training as well as the fulfilment of the national standard education in hopes of institutions of Islam should be optimistic and can be used as momentum and golden opportunity to generate and promote a wide range of sectors have a role most strategic in determining development and the nation's progress by immediately activating synergies in unity, vision, mission and goals together in the face of competition in the face of the ASEAN Economic Community (AEC).

Keywords: education, reconstruction

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1. Introduction

Quality education in the development of a nation is a necessity and necessity. With quality education will be found of human resources is expected and able to competitiveness as one of the one of the input row nation-building process. Without a quality education is not the possible purpose of development of a nation can be achieved with good.

For that quality education and quality, development is like two sides of a coin that cannot be separated from one another. Indonesia isolated and still lagging compared with the ASEAN countries, especially when compared with developed countries and developing. However, with the acceleration of globalization and the increasing openness of the ASEAN Economic Community (AEC) would Indonesia be faced with competition and the challenges of an increasingly complex and extensive, especially in the effort to build Islamic education which is expected to become the foundation of the value and direction of life in demanding science all areas and technology guided by the al-Quran and al-Hadith.

AEC (ASEAN Economic Community) in 2015 is a form of the ASEAN Economic Integration which is planned to be achieved by 2015 and should ASEAN countries including Indonesia are ready to face this ASEAN Economic Community. And the implementation of AFTA a few months away, with the implementation of AFTA, is the ASEAN countries would have a single market that is dynamic and competitive. This condition can be a challenge and a threat, could also be a golden opportunity [1].

ASEAN Economic Community (AEC) is a new form of colonialism economic phase, which resulted in the dehumanization that human value, mental, character and religion may not be important in that phase, even just for the sake of the company alone. Nevertheless, it still re-actualization of Islamic education became a necessity because it is the action of Islamic education, knowledge production not only reproduces, becoming *ulil albab* which produces something or social justice.

Undeniably, the low of Indonesia in improving the competitiveness of national human resources through quality education, resulting in even decline Indonesia's position in global competition. According to the UNDP

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2006 Human Development Index (HDI), Indonesia has only ranks 69th out of 104 countries. It is also happen in 2007, putting Indonesia ranks 108th out of 177 countries. An assessment conducted by the world population / UNDP put Indonesia in a position much lower than Malaysia, the Philippines, Vietnam, Cambodia, Laos even. While based on the Global Competitiveness Index in 2008 according to World Bank sources in 2009, Indonesia was ranked 54 of 134 countries. This position is still below the five ASEAN countries mentioned above. For Asia, the Asian tiger Taiwan and Singapore ranks 5 and 6, while Japan ranks 12th. While China and India, are in the ranking of 49 and 50. In the same period, the quality of the Indonesian education system also was ranked 23 [2]. If the Islamic Education linked to the issue of the ASEAN Economic Community, described the challenges of economic competition affect the educational system, especially Islamic education. In the era of the ASEAN Economic Community is, should the Indonesian people began to develop an education system that is able to educate and foster human being creative and that have superior competitiveness excel in national, international, even global level, therefore, the Islamic education system must respond to the changing times, and ready to face the MEA with the business and strategic steps to actualize the appropriate Islamic identity at all times, so that the entry of the flow of goods or services, even foreign professional workers will not affect the system of Islamic education.

Islamic education when linked with the issue of the ASEAN Economic Community (AEC), explains that the competitive challenge of economic influence on the education system, especially Islamic education. In the era of MEA's, should the Indonesian people began to develop an education system that can give birth to a human being who is superior, means a human being who has the competitiveness of the superior level, national and international, and therefore, the Islamic education system must respond to the changing times, and should be ready to face the MEA with how and strategic steps to actualize the relevant Islamic identity and demands of the times, so that with the inclusion of MEA so that the flow of goods or services, even foreign professional workers will not affect the Islamic education system better skills, professionalism and character.

To create quality human resources of Islamic and national competitiveness is closely related to the quality of national education development, so as to improve the condition must be answered by increasing the quality of education that is guided by the values of Islamic and professionalism in managing education (educational personnel, particularly teachers and lecturers and staff education).

In the face of the ASEAN economic community, have given another bid for Indonesia but have to deal with the preparation, planning and execution in the development of education, even though conditions are ready or not ready. This issue received attention and demanding evaluation of all sectors, especially the education sector that will occupy the forefront in the effort human resource development

Islamic in Indonesia that the majority of Muslims, then by Enforcement ASEAN economic community that is ongoing now be the right moment to do changes and improvements in the education sector Indonesia that are expected to produce human resources that have Islamic competitiveness and quality.

In this case, the Government is already preparing to face the era of Islamic education ASEAN Economic Community (AEC). Preparations had been made on the level of kindergarten through college. Director of the College of the State Islamic Religious Affairs (MORA) Amsal Bahetiar [3] said it is preparing to socialize KKNI (Indonesian National Qualifications Framework). The qualifications framework standards set by the state, ranging from one to nine standards. Standard one to three for kindergarten through elementary, standard four secondary school level, the standard five for the high school, the standard six for the undergraduate level (S-1), seven standards for Post Graduate (S2), the standard eight for specialist or master's philosophy, and nine standards for a doctorate. This meant that the standard placement of Indonesian education quality can compete with schools outside Indonesia. There are seven standards for postgraduate, eight standards for specialist or master's philosophy, and nine standards for a doctorate.

This meant that the standard placement of Indonesian education quality can compete with schools outside of Indonesia, while others in the face of MEA is working to increase school enrolment rates in the hope, graduate high school and get access to comprehensive schools to continue their education to pursue higher education, The challenge is the budget provided by the government still cannot meet the university. For examples, for a university requires IDR 300 billion, while the budget of the government is only about IDR 170 billion [3].

2. Problem Research

In this paper, the author will discuss the following issues:

1. What are the challenges and expectations in the development of Islamic education in the face of the 2015 ASEAN Economic Community (MEA)?
2. What is the role of government and society and education managers Islam in the face of the 2015 ASEAN Economic Community (MEA)?

3. Theoretical Review

1. Reconstruction, reconstruction is the return something to the original place, preparation or depictions back from existing materials and reconstituted it as is or original incident [4].
2. Development, development is a process of achieving new knowledge and skills, the expansion of human knowledge, the growth of a new awareness, increasing the human spirit and a shot of confidence [5].

3. Islamic education, Islamic education leads the man on the behaviour and human actions are guided by the law of God [6]. Islamic education is not just "transfer of knowledge" or "transfer of training" but rather a system that is laid on a foundation of faith and piety; a system that is linked directly with God [7].

3.1. The ASEAN Economic Community (AEC)

The ASEAN Economic Community (AEC) or also known as the ASEAN Economic Community (AEC) is a form of the ASEAN Economic Integration which is planned to be achieved by 2015. As a reference by all member states in implementing commitments AEC / AEC, which has been agreed on Blueprint which was signed by ASEAN leaders in November 2007 in Singapore? [8].

4. Research Method

Methods of this paper are to use a qualitative approach, descriptive and analytical methods with a variety of case studies. The descriptive-analytic method is a method of study that emphasizes the effort to obtain information about the status or symptoms at the time of the study, provides a description of phenomena, also further explain the relationship, as well as attracting the significance of a problem is desired. Sukmadinata in Syaodih [9] revealed that descriptive research is a form of the most fundamental research and is intended to describe or depict phenomena that exist, both phenomena that are natural or human engineering

The method or methods used in this study is to answer questions literacy study. So this paper can be classified into types of theoretical papers or theoretical paper. Study literacy or literature is a way to find information by reviewing some of the literature / literacy appropriate to answer the research question / study [9]

5. Discussion

5.1. Conclusion on the challenges and hopes in the development of Islamic education in the face of the 2015 ASEAN Economic Community (MEA):

- i. The orientation of Islamic education in Indonesia still have differences of opinion, especially in determining the pattern, direction, and the achievement of certain desired, so that Islamic education has not received international recognition in this global era, the hopes orientation of Islamic education not only with models of education and learning as existing today, which should continuously reform (reform) and innovation and hard work to improve the weaknesses and shortcomings towards a new step towards progress and development in accordance with the demands of the times so as equity, quality, relevance, and effective and efficiency of education can be resolved properly and correctly, it is because of the demands of globalization is no longer just up to the level of education but the need for skills that could be a selling point for self, society and

country. It also needs reviewing businesses on aspects of the educational system oriented to the formulation of new objectives [10]. Islamic educational institutions are now more on the orientation of which is the transfer of knowledge and skill in developing the process of intellectualization and less attention in coaching "qalibun Salim" by striving to realize a generation that has "bastatan fil-ilmi wal Jism" covered by spiritualisation and moral discipline islami, Ultimately insight religious education be split [11].

- ii. Lack of human resources (HR) Islamic credible and professional.
- iii. Indonesia is still experiencing a shortage of human resources Islam a capable and professional, hope the alumni resulting from Islamic institutions have educational qualifications capable and professional in the form of hard skills and soft skills well in order to be accepted the job market quickly, otherwise it has provision of faith and confidence as the main capital. As the data from the opportunities of young people educated in Muslim-majority Indonesia, many who have been unemployed than those who are less educated. Nevertheless, young people with a background in higher education tend to seek work actively, and this may be associated with the greater likelihood that they will meet the criteria set out employers' job openings in the future.
- iv. For comparison, in February 2015 about 17.9 percent of unemployed youth stated that they were desperately looking for a job, so that they are considered as a job seeker who has been desperate. Most of the open unemployed who are desperate to have the educational background of the First-level School (JSS) or lower, and this shows the importance of education among the population unemployed. In general, this situation confirms the importance of trying to delay the entry of young people into the labour market and support their participation in the education and training that is responsive to labour market needs, then with the enactment of the ASEAN Economic Community (AEC), this will be an opportunity to expanding the workforce to other ASEAN countries, the role of human resources (HR) is critical in producing a quality product.
- v. Human resources into the service sector, which became the object of the ASEAN single market. Skilled manpower capable and professional staff will gain free access to search for and enter the workforce within the ASEAN countries therefore, needs to be a systematic effort made by educational institutions to improve the quality of human resources in a way their alignment activities of the vision, mission and goals of education institutions Islam in accordance with the needs of users: public and industry or stakeholders. Islamic organizations including Islamic educational institutions should be filled in two things, namely, in addition to fostering faith and piety also require close attention filling the increasing skills, productivity, communications related to the economic progress and

development of science and technology, as well as social problems, legal culture, politics and others. To produce quality human resources, each individual must have the foundation and capabilities covering behaviour, hard work, discipline, responsibility can be trusted and the like based on the teachings of the Quran and Hadit's [12]

vi. At least Islamic educational institutions are qualified and ready to compete with the ASEAN economic community, then his hopes of Islamic educational institutions to build the paradigm of strong networks and good at National and International level with trying to build a centre of Islamic studies in the fields of economic, humanitarian, cultural civilization, socio-culture and Islamic colleges with international level so that Indonesia became market, labour, and become Islamic economic qualifications. With the training and educational institution that is recognized and accredited and recognized certificates or diplomas, so have the hope that the ASEAN Economic Community challenges into opportunities Islamic education system forward and have a thriving civilization.

a. Access to education is still limited and the cost of education [13].

Indonesian people that the majority of Muslims in an attempt to access education is still very limited, plus the extra cost of education is still expensive, it is expected the Government to guarantee education for the people of Indonesia, and it is very reasonable when there are proposals Assurance Education "Jamdiknas", who proposed to the government of Indonesia to provide assurance organization of free and quality education up to undergraduate (S1) to all Indonesian children. and the argument that if the national education budget allocation amounting to IDR 371 trillion-plus budget and control of fuel subsidies, the budget allocation is considered sufficient to hold "Jamdiknas" [14].

Which is the company as a sense of corporate responsibility towards the social and the environment do an activity that can improve the welfare of the surrounding community and keep environment, providing scholarships for children of needy in the area, the funds for the maintenance of public facilities, donations to build a village / community facilities that are social and useful to society at large, most institutions have a charitable efforts alone itself as the Mall, Super Market, gas station, hospitals and others.

b. The lack of synergy between educational institutions and vocational training institutions. Among Islamic educational institutions and training institutions vocational less synergy with both the hopes of Islamic educational institutions need to establish cooperation in synergy so that what is produced by the Islamic educational institutions completely as required by the labour market so as to reduce the unemployment rate of graduates from Islamic educational institutions and can be directly

absorbed by the market or companies that need to comply with qualification expected.

- c. Mastery of Foreign Languages is Weak. Lack of mastery of foreign languages, including English as a language of communication International, although Indonesian has become the language of ASEAN. English as a communication tool in the face of ASEAN Economic Community course, the Indonesian People have started to be taught to speak starting from primary education to higher education even no activity of non-formal courses, training and others, but the interest and ability of generations of Indonesia is still less to try to control Foreign language, it is not intended to "kill" the existence of Indonesian, but today English is very instrumental to improving the quality of education [15]. Then the expectation of Islamic education institutions are required to the student or students and alumni of Islamic educational institutions have proficiency by providing services in the form of motivation, infrastructure, regulation, inadequate teaching materials, especially in improving.
- d. Lack of networking of Higher Education with the business community and the government and the ASEAN countries, then the solution Islamic educational institutions should cooperate in various matters related to teaching materials or curricula can develop models for effective learning, innovative, and relevant so that it matches what is obtained in institutions education can be beneficial to the business world [16]
- e. Another challenge is the budget provided by the government still cannot meet the university. For example, for a university requires IDR 300 billion, while the budget of the government is only about IDR 170 billion.

5.2. The role of Government and Society and Education managers Islam in the face of the 2015 ASEAN Economic Community (AEC)?

The role of the Government of Indonesia and the Islamic education managers should prepare everything in the face of the ASEAN Economic Community (AEC), among others:

5.2.1. Keep improving the quality of human resources (HR) is highly competitive by having a certified and professional competence.

- i. Trying still providing an opportunity for the generation of this nation in improving knowledge, skills and technology so as to give birth to a reliable workforce in the face of free trade, accompanied by mental aptitude at an early stage entrepreneurship. Where competition will be intense and high. The company will look for employees or workforce true not only experienced but also will be looking for workers who have the complete capability in addition to educational background according to his work.

- ii. It is expected to prepare a formidable global business both quantity and quality with useful education curriculum and changing the structure of education into a more professional direction following access other support, such as basic infrastructure as well as strategic infrastructure and to establish the benefits of local market behaviour.
- iii. Support innovation and productivity are more demanding to develop than just boast natural resources but does not process it wisely it needs managers who are professional and have good governance and true.
- iv. Continue the scholarship program on sending students abroad to have a target achievement of increasing the number of master's and doctoral degrees nationally and internationally in improving the quality of human resources, in this case, the Ministry of Religious Affairs and the Ministry of Research and Technology and Higher Education has been implementing the program.
- v. Providing facilities and infrastructure as well as the laboratory to the maximum, along with the development of science and technology, such as testing, laboratories are also required to provide quality assurance testing to customers [17], in addition to the method should be validated, accredited to ISO 17025: 2005, using the latest technology and laboratories as well required to follow proficiency testing regularly to the competence of laboratories quality can be maintained so that the laboratory should be able to provide the value of proper testing and can be accepted or recognized by the international market and industry players can control the quality of their products by looking at the results of the test value.
- vi. Permanent upgrading service system that will provide information on free trade in the region on a regular basis and also provides the online and integrated system that can facilitate all matters relating to the business, jobs, businesses and others more. This integrated system is online and who is not maximized owned by the Indonesian state that the information relating to the business in the country will always be available and can be accessed globally by local residents and entrepreneurs as well as investors who will open a business in the country [17].
- vii. The government provides the opportunity for Islamic educational institutions to cultivate education curriculum or course of study oriented to the world of work, but that does not mean the curriculum is very important because education problem lies not in the curriculum of the most important, but lies in human resources. Even many times is often the curriculum changed, but if it is not followed by an increase in human resources, the curriculum changes will not achieve good results and changes [18].
- viii. Learning developed and level of each program should be well integrated with the world of work related to

Islamic education institutions can develop collaborations with many of the industry with many models.

6. Conclusion

Based on the above presentation, it can be concluded that the welcome or meet ASEAN Economic Community, the Institute of Islamic Education should be optimistic and can be used as momentum and golden opportunity to generate and promote a wide range of sectors have a role most strategic in determining the development and progress of the nation by immediately activating synergies in unity, vision, mission and goals together in the face of competition to face ASEAN Economic Community so hopefully in build Islamic Education with the competing demands of human resources, the steps are not just socializing, but more are expected to map out the problems that cause low competitiveness and overcome anticipatory measures so that the human resources of the Islamic Educational institution seeks to fulfil the need for ASEAN countries and is ready to face all the problems that exist.

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