



CHALLENGES OF INDONESIAN TEACHER COMPETENCE IN DEALING WITH ASEAN ECONOMIC COMMUNITY (AEC)

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ABSTRACT

This article examines the professional competence of teachers in the face of the MEA. The method in this paper describes a problem that there is in the competence of teachers in Indonesia in the face of the MEA. MEA is a form of realization of the ultimate goal of economic integration in Southeast Asia. In 2015 an agreement ASEAN Economic Community (AEC) or the ASEAN Economic Market comes into force. This agreement not only have an impact on the economic sector, but also in other sectors. No exception "education" as the capital to build competitive human resources. MEA challenges in education that will face, among others, the proliferation of foreign educational institutions, educational standards and orientation of the 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. Competence of teachers and the quality of educational institutions, thus becoming an absolute necessity as well as a password or key words to give birth to sons and daughters of the civilized, productive, creative, innovative and effective. Joy and hope of civilized human birth mentioned above should have been born of an educational institution that a national standard (IPNS) and even internationally

Keywords: competence, teachers, ASEAN Economic Community

Introduction

Indonesia is geographically located in ASEAN (Southeast Asia) is by itself will be included in the ASEAN Economic Community (AEC). The formation of the ASEAN Economic Community (AEC) began with the agreement of the leaders of the ASEAN Summit (KTT) in December 1997 in Kuala Lumpur, Malaysia. At the

next summit which took place in Bali in October 2003, ASEAN leaders declared the establishment of the AEC by 2015.

In the context of economic globalization, the de facto region AEC has a strategic value in promoting economic growth of Asia as Asia has the largest area of the world, namely 30% of the world's land area (approximately 44 million km²), and the largest number of inhabitants, which is 4 billion (role and Strategy of Higher Education in the Face of AEC 2015.html).

ASEAN Economic Community (AEC) is a realization of the ultimate goal of economic integration embodied in the vision 2020, and is based on a convergence of interests of the ASEAN countries to expand economic integration through existing initiatives. This community will establish ASEAN as a global market and a single production base to make ASEAN a more dynamic mechanism and efforts to strengthen the implementation of existing and new economic initiatives, facilitating business activity, accelerating regional integration in priority sectors, a skilled workforce and talent strengthen institutional mechanisms of ASEAN.

All ASEAN countries have agreed this agreement. AEC is designed to realize the ASEAN insights 2020. In the face of fierce competition for this AEC, the ASEAN countries must prepare for human resources (HR) skilled, intelligent, and competitive. AEC is liberalisasi in all aspects of life. Without the ability to adequately deal with this then we are just going to be spectators and not actors in AEC era. This agreement not only have an impact on the economic sector, but also in other sectors. No exception "education"

Education assumed an important role in building human resource competitive and able to compete with other countries. Therefore, to welcome AEC 2015, education should be able to prepare the human resources (HR) is a skilled, sensitive and critical in facing the challenges and changes that will occur in the education world. AEC challenges in education that will face, among others, the proliferation of foreign educational institutions, educational standards and orientation of the increasingly pro-market, as well as the labor market is flooded with foreign workers. ([Http://humancapitaljournal.com/tingkatkan-kompetensi-sdm-dalam-menghadapi-AEC-2015/](http://humancapitaljournal.com/tingkatkan-kompetensi-sdm-dalam-menghadapi-AEC-2015/))

Setting up a competitive human resources is not an easy job that can be done instantly. However, if education in Indonesia is able to provide students with adequate knowledge and skills, the Indonesian education graduates will have the confidence and motivation to develop themselves optimally, so as to compete globally. However, the world of education in Indonesia still has many hurdles associated with the quality of education among others, limited access to education, the number of teachers who have not been evenly distributed, as well as teacher quality itself is insufficient. In addition it is a pedagogic ability of teachers as the frontline in improving human resources. Therefore competences pedagogic teachers must be improved.

Based on the exposure of the background of the above problems can be formulated as follows: (1) How prepared Indonesia in facing the AEC. (2) What is the condition of teacher competence Indonesia (3) How Indonesian teacher competence in the face of AEC 2015?

Research Methods

Based on the formulation of the above problems, the researchers chose to use descriptive method. Descriptive research method is one of the research methods that are widely used in research that aims to explain an event. As stated by Sugiyono (2011) "descriptive research is a study that aims to provide or describe a situation or phenomenon that occurs at this time by using scientific procedures to address the actual problems". The method in this paper describes a problem that is contained in the teachers' ability profesionalisme Indonesia in the face of AEC

Findings and Discussion

AEC is a form of realization of the ultimate goal of economic integration in Southeast Asia. There are four things that will be the focus of the AEC in 2015 which can be used as a good momentum for Indonesia.

The government has issued Presidential Instruction (Instruction) No. 11 of 2011 on the implementation of the AEC Blueprint commitments in an effort to prepare for the ASEAN free market. In the AEC Blueprint, there are 12 priority sectors that will be integrated by the government. The sector consists of seven sectors namely agro industrial goods, automotive, electronics, fisheries, rubber-based industry, wood-based industries, and textiles. Then the rest come from the five sectors, namely air transportation services, health, tourism, logistics, and information technology. These sectors in the era of AEC will be implemented in the form of exemption flow of goods, services, investment, and labor.

So far, the steps taken by Indonesia by the government's strategic plan to face the AEC / AEC, among others: (1) Strengthening Economic Competitiveness. (2) Program ACI (Aku Cinta Indonesia). (3) Strengthening the SME sector. (4) Improvement of Infrastructure. (5) Improving the Quality of Human Resources (HR). (6) Reforms and Governance ([http://Preparation of Indonesia in Facing AEC \(AEC\) .html](http://Preparation of Indonesia in Facing AEC (AEC) .html)) Viewed from the Central Bureau of Statistics (BPS) in 2014 in Indonesia shows that the population over 15 years of work by education level in order are: SD 46.8%, 17.82% junior high school, high school and higher education 25.23% 10 , 14%. If seen from the data, basic education graduates to be greater, therefore, can the Indonesian education to prepare human resources competitive and able to compete. ([Http:// Unia Indonesia Education Facing Ekonodmi ASEAN Community \(AEC\) in 2015 _ Dina Nur Hayati.html](http://Unia Indonesia Education Facing Ekonodmi ASEAN Community (AEC) in 2015 _ Dina Nur Hayati.html)). If you look at neighboring countries such as Singapore and Malaysia. PISA survey conducted to determine the ability of writing, reading and science secondary school children, the children of Indonesia has always been at the bottom when compared to the two neighboring countries. They have a clear long-term curriculum. What is to be achieved, what to do, effective and AECsurable. Another advantage of the two countries in addition to the curriculum is not easily changed is the skills needed to face the globalization era contained vivid in their curriculum. So graduates or graduate schools in both countries are better able to face global competition. (Images Indonesia Education AEC and Challenges Facing the Demographic Bonus - KendariNews _ Kendari Pos Online.html)

Based on the facts in Indonesia's competitiveness 2012-2013 period is positioned 50 out of 144 countries, was still below the second place Singapore, Malaysia positioned to twenty-five, twenty-eight positioned Brunei, and Thailand positioned three-eight. Looking at this condition, there are some things that factor low competitiveness of Indonesia according to the study of the Ministry of Industry is the performance of the logistics, tax rates, interest rates, and labor productivity. From these conditions, the next process is required awareness and accurate management so that it can produce a high degree of precision, the profile of teachers as the front man is crucial to note. Teacher long as it's been treated as a profession but the treatment given to the teachers do not reflect that job as a teacher is a profession. It can be seen from the various sufferings experienced teachers in their duties. It must be realized that the profile of teachers is an objective as well as a tool to achieve educational goals, both national education goals, institutional, curricular and learning process. Professional competence of teachers and the quality of educational institutions, thus becoming an absolute necessity as well as well as a password or key words to give birth to sons and daughters of the civilized, productive, creative, innovative and effective. Joy and hope of civilized human birth mentioned above should have been born of an educational institution that a national standard (IPNS) and even internationally, as well as the Indonesian national curriculum framework (KKNI). (Improving Teacher Professionalism and Quality Education Facing the Asean Economic Community (AEC) ~ Ahyar-fadly.html).

Professional competence (Professional comes from the adjective which AECns the search and as a noun AECning a person who has expertise, such as doctors, judges. The work that is professional is a job that can only be done by those who are specifically prepared for that and not the work done by them that being unable to obtain another job. (Sudjana, 2002: 14).

The teaching profession has its own characteristics compared with other professions, although the task of the teacher as a profession is to educate, teach and train students, but in behavior that reflects professionalism, a teacher has the task of lebig widely, not only of professional duty but also a humanitarian mission and civic duties. Therefore, the task and position of teachers in terms of greater professionalism and respectable compared with the duties and position of teachers in terms of profession. That, in accordance with the motto coined by prominent educators us "Kihajar Dewantara" namely Ing ngarso sung tulodo, ing madyo Mangun Karso, tut wuri Handayani (before giving a role model, in the middle of the building, behind giving encouragement and motivation) , Thus the word profession contains two elements, namely the element of skill and an element of the call, so that a professional person should be combined in himself the technical skills and maturity required to conduct the work. (Anoraga, 1998: 69-70)

Teachers as a profession is a job that requires expertise. That is, a job as a teacher can not be done by people who are not trained and not prepared. Education and learning activities in schools to students can not be done just anyone, because to do the required expertise or competence as a teacher. As a profession, teachers must be able to seize the public's trust through improving the quality of teachers

and education and learning services. Trust becomes a key factor in affirming the identity of the teacher.

There are some fundamental characteristics of employment to professionals include: 1) The work was prepared through a process of education and training in formal, 2) The work received recognition from the community, 3) The existence of a professional organization, and 4) have a code of ethics as a foundation in carrying out its duties and responsibilities job responsibilities of the profession. Sudjana, 2002: 14)

In Act Sisdiknas No. 20 of 2003, the teaching profession is a field of specialized work carried out by certain principles, namely: (1) Have Talent, interest, call the soul, and idealism (2) Having the commitment to improve the quality of education, faith, piety and noble character (3) Have academic qualifications and educational background according to field duty. (4) Have the necessary competence in accordance with the task. (5) Having responsibility for the execution of tasks professionalism. (6) Earned income determined in accordance with work performance. (7) Have the opportunity to develop in a sustainable manner with the professionalism of lifelong learning. (8) It has legal protection in carrying out the duties of professionalism. (9) Have a professional organization that has the authority to regulate matters relating to the duties of professionalism of teachers. According to the PP RI No. 19/2005 on National Education Standards Article 28, educators are learning agent who must have four types of competence, namely pedagogical, personal, professional, and social. In that context, the teacher's competence can be defined as the roundness of knowledge, skills and attitudes manifested in the form of intelligent action and full responsibility that one has to assume the post of teacher of teachers as a profession. The fourth type of teacher competencies required are as follows: 1). Competence Personality 2). Pedagogic Competence 3).Professional Competence. 4). Social competence

Personal competence is a personal capacity reflects the personality of a solid, stable, mature, wise and dignified, become role models for students, and noble. In detail each element of the personality can be translated into subkompetensi and essential indicators as follows: (1) Having a steady and stable personality. Subkompetensi this essential indicators: act in accordance with the norms of the law, act in accordance with social norms, proud as an educator, and have consistency in acting in accordance with the norms; (2) Have an adult personality. Subkompetensi this essential indicator: displays independence in acting as an educator and has a work ethic as an educator; (3) personality wise. Subkompetensi this essential indicator: displays the actions that are based on the benefit of learners, school, community and demonstrates openness in thought and action; (4) It has a commanding personality. Subkompetensi this essential indicator: has a positive effect on the behavior of learners and respected; (5) Having good moral values and be an example. Subkompetensi this essential indicators: act according to religious norms (IMTAQ, honest, sincere, helpful), and have exemplary behavior of learners. Pedagogical competence is the ability with regard to the understanding of learners and managers of learning to educate and dialogue. Substantively competencies include understanding the ability of the learner, the design and implementation of learning, evaluation of learning outcomes, and the development of learners to

actualize various potentials. In detail each element of pedagogical competence can be translated into subkompetensi and essential indicators as follows: (1) Understand the learners. (2) Designing learning, (3) Conduct learning. (4) Designing and implementing evaluation. (5) Developing learners to actualize various potentials.

The learning process is essentially intercommunication between human beings, between teacher and students and between students and students. Based on that factor that plays an important role in teaching and learning climate is a factor of human relationship. It is important in this context is the quality of the relationship between teachers and students. This quality is demonstrated if the relationship is able to provide the opportunity for individuals to develop themselves with all the possibilities it has. Thus, climate and conducive teaching and learning interactions saying if makes it easy for students to develop themselves optimally.

As a leader in the classroom, teachers encouraging their students to learn enough to not only learn in school, but also they will always repeat it at home or seek from other sources such as the non-formal education. As a facilitator, the teacher should already expert and master the whole field of study that teaches, because teachers are required to give examples of the many ways for learners to overcome difficulties, especially on learners who strive to explore the subjects they teach. As counselors, teachers are required to give attention to learners who have difficulties in learning, earnestly and responsibly. As a manager of teaching and learning activities, in this case teachers need to mobilize all resources, utilize all potentials and facilities associated with teaching and learning in the classroom. As an agent of renewal, in this case the teachers are required to actively take the initiative and creative in order to make education reform according to the development of science and technology and trends that will occur in the community. For that teachers should not be separated from information that occur daily, particularly information relating to the subject area as ajarnya field.

Teaching is a challenging and complex task because the human face is that each has different characteristics but still must be guaranteed success. Therefore, a teacher has a SuperMulti role, namely as an educator, teacher, protector, etc. in detail saying that the teaching profession should have the following capabilities: Master teaching materials. Class is an organization that should be managed properly, referring to the administrative functions that exist, then apply the planning, organization, division of tasks, staffing, directing, coordinating, communicating and assessment. What the teacher refers to the organization's goals, such as the objectives of the school in elaboration of the national education goals. A deep understanding of learners served. Teachers are expected not as a transmitter of sheer material, but as someone who is lacking the details of her students recognize either normal or side of disorder, mastered theories of child development, structure and dynamics. Mengusai theory and skills teacher. Students are human beings who have the potential to grow and constantly changing, so teachers are required to master the theories related to the field of teacher as understanding relating to philosophy and science education, teacher tenure principles and procedures relating to the material which is fostered. Having the ability to demonstrate performance. Teachers teaching agent demanded to be able to manage teaching and learning activities effectively and efficiently, both individually and

collectively so that educational goals can be achieved with optimal. Have the attitudes, values and personality tendencies that support the performance of duties as a teacher and educator. Having the ability to perform the duties of professionals and routine administrative tasks in connection with the operation of the school in addition to the ability to take part in the life of *kesejawatan* in the school environment. (Supriadi, 2003: 821-822)

Now as a result of synergies from the development of information and communication technology and the change to a more democratic and open to produce a pressure and demands on teachers' competence in utilizing technology such communication and accountability. Therefore, teachers are required ready to compete in teaching students begin to analyze, plan, develop, implement and assess learning based on the application of educational technology. Besides, the ability of the teachers in planning lessons, manage the activities of individuals, using multiple methods and the use of media, interactive communication with students, (Purwanto, 2001: 1)

Related to the above, according to Arifin that for teachers in Indonesia are required to have: 1. Basic strong science as a manifestation of the technological society and a knowledge society, 2. Mastery tips profession based on research and educational praxis that science education as a science praxis not just a mere concepts. Education is a process that occurs in the field and scientific nature, 3. Development of continuous professional ability, the teaching profession is a profession that is constantly evolving and continuous. (Ani M. Hasan, 2003: 5)

The role of the teacher in the learning process is broader than simply as a faculty using instructional approaches. In the new concept of teaching and learning, the teacher has the task to stimulate, guide, and provide facilities for students to achieve a AECningful goal. Thus, the duties and responsibilities of a teacher than as planners, managers, evaluators also as a motivator, mentor and facilitator. Furthermore, it was stated that modern teachers have a responsibility to see everything that happens in the classroom as beneficial to child development *meningkatkan*.

By focusing the view that teachers are implementing the learning process, teachers are required to organize and set up such that the classroom environment learning occurs. Teachers who organized and set up the environment so that the process of learning to students, according to Darmodihardjo has a role as a motivator, facilitator, supervisor, evaluator, developer of the subject matter, the manager of the learning process, and agents of renewal. (Darmodihardjo, 1990: 11-13).

As a motivator, teacher inspiring their students to learn enough to not only learn in school, but also they will always repeat it at home or seek from other sources such as the non-formal education. As a facilitator, the teacher should already expert and master the whole field of study that teaches, because teachers are required to give examples of the many ways for learners to overcome difficulties, especially on learners who strive to explore the subjects they teach. As counselors, teachers are required to give attention to learners who have difficulties in learning, earnestly and responsibly. As a manager of teaching and learning activities, in this case teachers need to mobilize all resources, utilize all potentials

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To be able to carry out this role, the teacher should have certain basic capabilities. The basic ability of teachers includes all knowledge, skills and attitude of teachers should and can be done in the implementation of the learning process. Basic skills acquired during their education in LPTK is the main capital to be able to teach. Such capabilities should continue to be developed in order to produce the quality of teaching is good. The basic capabilities include ten basic capabilities of teachers in terms of: (1) Mastery of the material; (2) Management PBM; (3) The use of media and resources; (4) Management of the class; (5) Master foundations of education; (6) Managing the teaching and learning interactions; (7) Assessing student achievement for the sake of teaching; (8) Know the functions and programs, guidance and counseling; (9) Identify and maintain the administration; (10) Understanding prinsip principles and be able to interpret the results of educational research for teaching purposes.

The role of the teacher in the learning process is more comprehensive than just faculty using instructional approaches. Thus, the duties and responsibilities of teachers besides planner, organizer, motivator and mentor plus evaluator and facilitator. Furthermore, it was stated that modern teachers have a responsibility to see everything that happens in the classroom as something useful to improve child development. In connection with the duties and responsibilities of the teacher, the approach used in the learning process not only through the instructional approach but with a personal approach. Through this personal approach is expected teachers can better understand the students so as to help smooth the learning process.

Teachers have a duty and responsibility to develop the whole person student. When teaching only use the instructional approach, then that goal will not be achieved due to the instructional approach is more likely to develop the intellectual aspect. According Darmodihardjo there are three basic tasks of teachers in education. The third task is as follows:

First, the task of professions, such as tasks related to the profession. This task includes the task of educating (personal development of students), teaching (to develop students 'intellectual), train (to develop students' skills) and maintain school order as supporting the resilience of schools.

Second, the human task (human responsibility), namely the duty as a human being. In this case, the teacher in charge of manifesting itself, in the sense to realize all its potential through auto identification and understanding to be able to put itself in a whole human being with human dignity.

Third, civic duties (civil mission), the task of the teacher as a member of society and citizens in this regard in charge of guiding students into good citizens in accordance with the rules contained in Pancasila, the 1945 Constitution, and the Guidelines. (Natawidjaja, 1984: 61)

Teacher education as a key to have their tasks, roles and responsibilities are great. Success in carrying out the role, duties and responsibilities are not only determined by his skill in teaching, but more important is the personality of the teacher. That is because the teachers and students of communication is verbal and not verbal. verbal communication in the form of personification is much more important, because the teacher as an object of identification and imitation students.

According to Loree there are three components involved in the learning process, namely the stimulus components, organisms, and response. Stimulus components are factors that stimulate learning behavior. This stimulus components consist of: (1) bariabel learning experience, which includes the method (motivation, guidance teachers, the practice of reinforcement); variable duty (breadth, difficulty, and AECningfulness); and the environmental context, such condition where learning took place. Components of organisms consists of factors that exist within the students, namely: (1) the students' characteristics, such as intelligence, age, gender, socio-economic status; and (2) the mediation process, such as memory, thinking, receiving, experience, anxiety, frustration or stress. While the response component is the educational goals to be achieved, consist of cognitive, affective and psychomotor.

The learning process is essentially intercommunication between human beings, between teacher and students and between students and students. Based on that factor that plays an important role in teaching and learning climate is a factor of human relationship. AECnwhile, according to an interaction Chaplin said if the quality is able to provide the opportunity for individuals to develop themselves with all the possibilities it has. (JP, Chaplin, 1993: 436) Thus, the teaching and learning climate conducive say if makes it easy for students to develop themselves optimally. The teacher's personality is more important than the knowledge and skills he has, because of the teacher's personality is the basis for behavior. The tendency of teachers in using the model of teaching, leadership and his attitude towards the student will be colored by his personality. This was revealed by Bernard revealed that classroom climate is influenced by various factors, including the curriculum, methods, buildings, teaching materials, community and students. But the important thing is the teacher, who in this case is his personality.

By looking at the matter, there are a few things you should diperhtikan Educators in the face of the AEC, First, Potential Teachers Need Developed Face AEC. In the face of Assean Economic Community (AEC) they should be prepared Human Resources (HR) is good, especially for students who are either preparing quality teachers the potential to be developed. In the face of AEC later certainly a lot of challenges that will be faced by the world of education, so that from the beginning has to be prepared, especially the teachers must have quality and have capabilities that can be implemented regionally, but not limited to the national level.

When faced with AEC certainly much to be prepared, because when dealing with people from abroad it is for HR to be better and ready to face these challenges. Therefore, from the Ministry of Education is not just simply sit still but must prepare a reliable source of human resources, especially for most schools. For that, he hopes to be able to prepare human resources and qualified it also will promote the school, as the Ministry of Education only issued regulations or rules but

proportionately it was carried out by the school, information that is already known to the heads of schools, so that the schools also would have to take steps in the face of AEC later.

Thus, in order formation of HR students are good then it should start from the teacher due to the improvement in the school teachers and principals while for supervisors only supervise and Diknas only downregulated hereinafter proportionally is spearheading just the school itself in this case, also the teacher as a major role in improving the quality of students. So that teachers are expected not just sit back, but to think that in the future because the competition is getting tougher by the potential that exists for teachers should be developed to never be satisfied with his knowledge but continue to learn and continue to develop competencies for the sake of the future of students at the school.

CONCLUSION

From the description or the description above can be taken a couple of conclusions:

1. Improving the quality of education personnel or the professionalism and quality of educational institutions should continue to do and not to the road in a place to be able to compete with foreign educational institutions quality of existing ones.
2. Competence professionalism of teachers and the quality of educational institutions, thus becoming an absolute necessity as well as well as a password or key words to give birth to sons and daughters of the civilized, productive, creative, innovative and effective.
3. In the face of Assean Economic Community (AEC) they should be prepared Human Resources (HR) is good, especially for students who are either preparing quality teachers the potential to be developed.
4. In the face of AEC later certainly a lot of challenges that will be faced by the world of education, so that from the beginning has to be prepared, especially the teachers must have quality and have capabilities that can be implemented regionally, but not limited to the national level.

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