

**EDUCATED UNEMPLOYMENT AND READINESS OF INDONESIA IN ENTERING THE SINGLE MARKET OF ASEAN ECONOMIC COMMUNITY****Mudzakir <sup>✉</sup> Maman, Samsudi**

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**Abstract**

The unemployment in Indonesia is high and it continues to threaten the world. Several factors which cause the educated unemployment are: (1) curriculum plan cannot be fully implemented as an actual curriculum; (2) curriculum focuses more on the hard skills and less on soft skills development. From the preliminary research stage (method R & D), the factual implementation of curriculum management was obtained. The subjects were chairman of the Program, lecturers, and students from the purposively selected object. Data collection techniques were observation and interview guidelines. The validity of the data used triangulation instruments and resources. The data were analyzed using interactive analysis techniques through data collection, data reduction, data presentation, and conclusion. The results obtain: (1) management curriculum has been implemented using the four functions of management, and the result is not optimal yet, (2) it has not been fully based on CBC and KKNI, (3) there is limited time to evaluate the implementation and action in the curriculum management, (4) it has not been fully oriented to the development of soft skills and SCL, (5) there is balance between hard skills and soft skills and it has some programmed extracurricular activities, (6) there is no learning implementation and the designed SKL is in accordance with SKK. In conclusion, the educated unemployment and the readiness of Indonesia to enter the single market of MEA 2015 can be done through: (1) curriculum management development and soft skills of students, (2) creating appropriate interrelation between SKL with SKK. In order to achieve both goals, conducting concrete steps are necessary.

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## INTRODUCTION

The number of Indonesian unemployment which reaches 7.9% has demonstrated that the country encounters a high unemployment rate, and even the highest among neighboring countries (World Bank, 2009). Among that number, the educated unemployment dominates the portion with very high number, i.e. undergraduate and diploma = 626,600 people and diploma (vocational) = 486,400 people (BPS, 2009). Ironically, there are 30% unfilled vacancies which are offered in the job market (Kompas.com, 11-02-2011). The unemployment can lead to: (1) social issues, (2) slow development, (3) stagnation of economic growth, and (4) burden on families, communities, and governments. Even the educated unemployed can: (1) reduce public confidence on higher education, and (2) interfere with the readiness of Indonesia to enter the single market of AEC enacted later this year.

High number of unemployment continues to haunt the world, even in developed countries (Archer, 2012). Unemployment is predicted to keep on rising to 210 million in 2016. The United Nations (UN) argues that the world economy will be difficult to grow in the next two years. In fact, there are 80 million new people who will enter the labor market. The situation will be compounded by the austerity policies in Europe and the United States. Almost all European countries are vying to encourage labor market flexibility. This action will have an impact for the employers to fire their workers. The situation will also create uncertainty within job market. As a result, the number of unemployed people will increase. An estimated 40% of people between 25-49 years old in developed countries are chronically unemployed and not working for a year. The world of free market policies will encourage job seekers in various countries to seek employment in other countries such as the implementation of ASEAN single market policy at the end of 2015 (ASEAN, 2008). Competitiveness of working age in Indonesia not only deals with job seekers

among countrymen, but also with job seekers from foreign nations.

There are many factors which cause the educated unemployment, among them are: (1) curriculum plan cannot be fully implemented as an actual curriculum, (2) curriculum focuses on the hard skills and provides less opportunities for the development of students' soft skills, (3) the amount of the labor workers are much greater than the available vacancies, (4) the development of science and technology which requires the changing recruitment of qualified workforce and vacancies, and (5) an increasingly specialized job.

Griffin, R (2006) states that unemployment is a condition caused by inability of someone to organize and develop their potentials. The predicate "unemployed" is not supposed to attach higher education graduates. Because education as a planned effort through a learning process with a conducive environment will help someone to: (1) be capable to change attitudes and behavior, (2) develop skills and character development, (3) actively develop its potential. Education is chosen by some members of the public as an effort to make vertical, social mobility. Education process is expected to create a better a better life.

Notoatmodjo (2003: 16) and Law No. 20 of 2003 Article 1 and 2 define education as: (1) a planned effort, (2) having a specific purpose, (3) done through the efforts of teaching and training, (4) having a conducive learning atmosphere and learning process, and (5) students can actively develop their potential. Education based on economic principles generates: (1) output as indicated by academic and non-academic achievement, repetition rate, and dropout rates, and (2) outcome as indicated by opportunities for education, employment, and self-development (Slamet, 2011 : 24). The outputs of higher education are in the form of numbers of graduates with the title and academic degree, particular Grade Point Average (GPA), research result, and the work of science and technology. And the outcomes of higher education according to the Dit. Akademik Ditjen Dikti Kemendikbud

(2008: 3) are in the form of acceptance and recognition among the public on the university outcome, continuity, and improved quality of life and the environment.

The educated unemployment problems are identified, that: (1) soft skills as an important factor for working age in entering job market, (2) soft skills give significant contribution to the level of ability in creating their own work, (3) lack of soft skills of graduates is indicated by the curriculum plan in CBC concept (Competency-Based Curriculum) has not been fully realized as the actual curriculum, (4) curriculum plan has not been fully realized as an actual curriculum indicated by less-optimal implementation of curriculum management, and (5) high rate of educated unemployment can reduce the level of society confidence towards higher education.

Based on the previous identification, the scope of the problems in this study are: (1) the ability of implementing CBC curriculum management in the realization of concept plan into actual curriculum, (2) the ability of soft skills to be an important element that must be possessed by higher education graduates in order to have the ability in entering job market. The formulation of problem is how factual balance between hard skills and soft skills of students in the implementation of the curriculum management based on the concept of CBC?

Curriculum management is system in a comparative, comprehensive, systemic and systematic curriculum management composed in order to realize the achievement of the curriculum objectives, and in its implementation should be developed in accordance with the Competency-Based Curriculum (Hakim, 2012). Mary Parker Follett in Daft (2006: 6) states that the management curriculum as management activities are: (1) the art to accomplish everything through people, (2) a comprehensive activity by using all the resources of organization to achieve goals in a way that is effective and efficient through planning, organizing, directing, and controlling the organizational resources. While Terry (2003: 11) states that the management of the curriculum is a typical process consisting of action planning,

organizing, and controlling the performance to determine and achieve the targets that have been determined through human resources and other resources. According to Stoner in Sabardi (2001: 4), the curriculum management is the process of planning, organizing, leadership, and oversight efforts of organization members and uses all the resources of organization to achieve the goal. While Paul Hersey and Kenneth H. Blanchard in Siswanto (2010: 2) state that something is done with and alongside individuals/groups for organizational purposes.

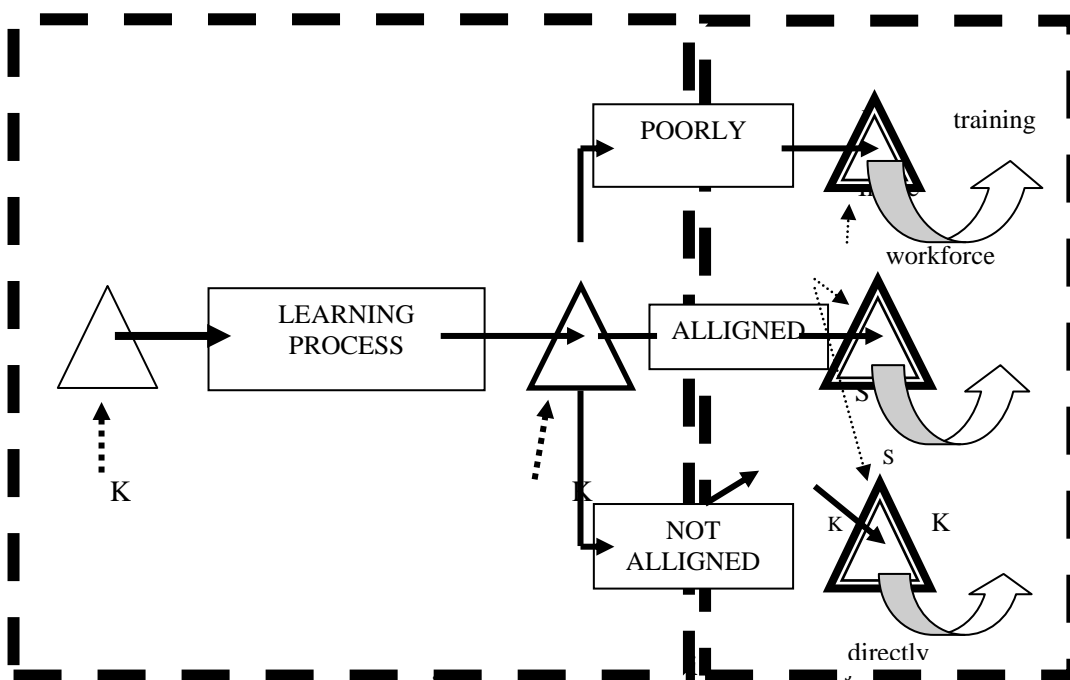
Based on some points of the above discussion, in order to implement and realize the management curriculum to curriculum plan according to the CBC concept, the curriculum management should: (1) have a clear objective in writing, (2) be carried out through four activity management functions, i.e: planning, directing, organizing, and controlling of organizational resources, (3) be able to overcome several limiting factors, and (4) be carried out effectively and efficiently.

The curriculum implementation is based on the concept of CBC management. According to Dewasastra (2012) and Latif (2007), in CBC learning, there are seven main components that underlie learning implementation. Learning functions to develop all aspects of private learners as a whole and all of its capabilities both in a form of potential and skill. The development process concerns with the knowledge and skills. Knowledge can be facts, concepts, theories, procedures or meta-cognitive skills both soft skills and hard skills (Sukmadinata and Syaodih, 2012: 183). Sutanto (2012: 6) states that in order to be able to conquer the challenges in the job market, a person must have two main requirements, namely: (1) hard work and tirelessness, and (2) having hard skills and soft skills. In the CBC, it is emphasized that learning has a balance of hard skills and soft skills, so that learning outcomes are aligned with the Competency Standards (SKL) and Standard performance Competence (SKK). With such balance, it is expected that graduates can easily enter the working market.

Related to SKK, the competence of graduates as the result of learning can be in the form of three circumstances, namely: (1) aligned, (2) poorly aligned, and (3) not aligned, so we get three states of graduates in entering the workforce. If the learning outcomes are aligned, the graduates can directly enter the job market.

However, if they are poorly aligned, then in the workplace, they need to be trained in order to meet the standards and requirements. Whereas, if they are not aligned, then graduates must attend training or courses that meet specified competencies. The third situation is presented graphically in the Figure 1 below.

### Work Education in Universities Competence



Source :Sailah (2012: 25), edited.

**Figure 1.** Correlation of University graduates Competence Standard and the Competence standard at the workforce

Permendikbud No. 49 2014 Article 10 states that learning process has standards that are used as a minimum process on the implementation of learning to acquire the learning outcomes of graduates that include: (1) characteristics, (2) planning, (3) implementation, and (4) the learning responsibility of student. Therefore, in the learning process, management standards of learning, namely the minimum criteria on planning, implementing, controlling, monitoring, evaluation, and reporting the activities at the level of the study program are required. Learning management standards should refer to Permendikbud, No. 49 Th. 2014 Article 37, namely standards which concern: (1) the competence of graduates (SKL), (2) learning

content, (3) learning, (4) faculty and staff, (5) learning infrastructure. If those five standards in learning management have been adequately available and properly implemented, the graduate will have a competitive edge in seeking employment and have the ability to create jobs so that graduates do not become educated unemployment.

The existence of educated unemployment indicates the inability or failure of graduates in entering the workforce, both as a job seeker as well as job creator. The inability or failure of the graduates indicates: (1) failure to achieve the goal of learning in education (Notoatmodjo, 2003: 16), (2) learning is only oriented to output, less attention to the outcome (Slamet, 2011: 24),

and (3) the standard of competence graduates are not or poorly aligned with the labor competency standards (Sailah, 2012: 25). Learning failure indicates that the curriculum plan is not successfully implemented as an actual curriculum (Kemendikbud, 2008: 5). The failure is caused by: (1) limited resources (financial, human resources, infrastructure and facilities), and (2) poor managerial skills of curriculum management (Kaprodi), resulting in the inability to implement the CBC concept effectively.

When learning is only oriented to the output, the educational process will merely chase after graduation and the index number of achievements which belong to the hard skill category. The outcome as a tribute, recognition, and acceptance of the community as a result of the implementation and development of soft skills of graduates becomes neglected. The failure of implementation of CBC concept (Depdiknas, 2002) which essentially contains: (1) the competence of graduates, (2) the learning is not only the transfer of knowledge, but also the process of debriefing form of method of inquiry, (3) learning uses SCL method, and (4) emphasis on the balance of hard skills and soft skills (Kemendikbud, 2008: 9-10). The balance of hard skills and soft skills requires readiness of lecturer in planning and implementing learning. Lecturer readiness before teaching should have devised: (1) Syllabus or Learning Design (Rapem), and (2) Learning Class Unit (SAP) or Programs and Activities Learning Plan of each semester (RPKPS) or in Permendikbud No. 49/2014 referred to article 12 Semester Lesson Plan (RPS). The learning process should take into account: (1) workloads of Lecturers  $\leq 16$  credits (Kemendikbud, 2010: 3), (2) Inexperienced Junior Lecturer should get guidance from Senior Lecturer, (3) learners do not exceed 40 students/class (Higher Education and BSNP, SNPT draft, article 21, paragraph 3, 2013), so the SCL method can be implemented properly.

## METHODOLOGY

From the preliminary research phase of the 10 stages of the research procedures using

the approach of R & D by Borg and Gall (1983), the data which indicated the level of readiness of higher education graduates in entering the workforce was obtained. Therefore, an overview of the possible existence of educated unemployment and the readiness of Indonesia in entering the single market at the end of the Asean Economic Community 2015 was received. Research subjects in the preliminary study were Chairman of the Program, lecturers and students on the object who were purposively selected, i.e. choice of study program S1 Management in Central Java province which had ratings accreditation of A. The option was based on the consideration that the accreditation shows a form of accountability to the public and accreditation ratings indicated by the results of the assessment of the external institution's toward the internal quality assurance systems that have been implemented (Kemendiknas, 2011: 1). Data collection techniques used the techniques: (1) observation, and (2) interviews. Both techniques of data collection were completed by the data collection instruments such as: (1) guidelines for observation, and (2) guidelines for the interview. Validity of the data used triangulation tools and resources. Data was analyzed using an interactive analysis technique with the steps: (1) data collection, (2) data reduction, (3) data presentation, and (4) conclusion.

## RESULTS

The preliminary study subjects which were determined purposively resulted in three S1 Management programs in Central Java with "A" accreditation: (1) SWCU - Salatiga, (2) Unissula - Semarang, and (3) UnikaSoegijapranata - Semarang (KopertisWil. VI, 2012: 2-124). Based on the lecturers and students number of the object of research, it is determined that the subject of research: (1) SWCU Kaprodi subjects, 3 lecturers, 4 students, (2) Unissula with subjects Kaprodi, 7 lecturers, and 3 students, (3) UnikaSoegijapranata by subject Kaprodi, 3 lecturers, and 6 students.

The results of observation and interview are as follows.

1. Curriculum management has been implemented in three research objects. Four management functions are used in the implementation of curriculum management, in terms of the graduates competence =, learning materials, learning process, as well as evaluation of learning outcomes. However, the result of the implementation of curriculum management is not optimal yet.
2. The curriculum is not entirely based on the concept of the CBC and KKNI.
3. The causes of the non-optimum results of the curriculum management implementation are as follows.
  - a. The burden of task implementers is very complex. Beside implementing learning process according to therequired curriculum and run four functions of management to curriculum plan can be implemented as an actual curriculum, the executor must always be oriented on: (1) the curriculum is always relevant to the needs of the workforce, (2) the quality of education can be improved and controlled (quality control), and (3) obtained increased accreditation or re-accreditation ratings.
  - b. Implemented by a Kaprodiand assisted by a secretary (except in S1 Management UnikaSoegijopranoto plus one administrative staff).
  - c. Kaprodi and Secretary Prodi teach subjects> 16 credits (Kemendikbud, 2010).
4. The time interval between the end of even semester to the beginning of odd semester of next year is used for short term or remedial, and only a little time is used to evaluate the implementation and management actions in the curriculum.
5. Availability of time and the number of students per class so that the implementation of learning has not fully oriented to the development of soft skills (concept and KKNI CBC).
6. The method of learning by Student Centered Learning (SCL) has not been fully implemented and over 10 models of learning

in SCL methods show that it can be carried out in accordance with the needs of each subject.

7. The aspects of the students' hard skills with soft skills balance: (1) standard and no programmed extracurricular is made (S1 Management Unissula), (2) the balance is carried out in each course and the improvement is made through extracurricular activities, has transcripts and scores (S1 Management UnikaSoegijopranoto), and (3) the balance is carried out in each course and is increased through programmed scenario, assessment guidelines, and scoring (Management SWCU S1).
8. Additional activities oriented to the promotion and development of soft skills is done by Prodi S1 Management UnikaSoegijopranoto and UKSW. Each activity is given a score and has a student activeness credit Guidelines.
9. The Implementation of the study was no difference: (1) having clarity about SKL, and (2) SKL is designed in accordance with SKK.

## DISCUSSION

The curriculum management with four management functions has been implemented, but has not obtained the optimal results yet. The executors have implemented the curriculum management with full responsibility although they have not been able to provide optimal results. From the observation and interview data, the contributing factors were obtained.

According to expert opinion, curriculum management is: (1) a comparative, comprehensive, systematic, and systemic curriculum management system, in order to realize the achievement of the objectives of curriculum implemented through four functions of management (Daft, 2006: 6 and Terry, 2003: 11), and (2) activity management as an art to resolve everything through people who use all the resources of the organization to achieve the goal effectively and efficiently by planning, organizing, directing, and controlling the organizational resources (Mary Parker Follett in

Daft, 2006: 6) . Curriculum management as a curriculum management system in order to realize the achievement of curriculum objectives and curriculum plan that can be implemented as an actual curriculum according to the concept of CBC, therefore it becomes the responsibility of the Chairman of the Program (Kaprodi). The accomplishment in achieving organizational goals can be obtained through the implementation of management curriculum that is guided by the four functions of management (Terry, 2003: 11).

The duties and responsibilities of a Kaprodi are very large and complex. There are five principles that must be considered in the implementation of curriculum management (Rusman, 2009: 4), namely: (1) productivity, that learning outcomes must be in accordance with the curriculum objectives, (2) co-operative, that in obtaining the expected results, positive cooperation and various parties involvement are needed, (3) democratization, that the implementation should be based on democracy that puts the manager (Kaprodi), executive (Lecturer), and subject learners (students) in a position that is supposed to achieve the objectives of the curriculum, (4) effectiveness and efficiency, that activity can give useful results with the costs, effort and time are relatively low, and (5) directing and strengthening the vision, mission and goals of organization.

Managing curriculum is not an easy task (Lai, et. Al., 2012). One of the tools that can provide assistance to the management of the curriculum is curriculum mapping, which is an effective instrument for improving teaching and learning (Jacobs, 2004 in Lai, et. Al., 2012), and it also helps teaching faculty in identifying alignments, gaps and strengths within curriculum curriculum (Liu, Wrobbel, & Blankson 2010 in Lai, et. al., 2012). The other resources support in the form of an information system can realize the desire for curriculum mapping. Wilkes, et. al. (2002) in a paper "*Is a Curriculum Management System in Your Future?*", state that: (1) Curriculum Management System (CMS) becomes one of the instruments

that can be used, (2) CMS as an automated system that supports the entire process from curriculum planning, implementation, and assessment. At least, there are three important areas of CMS, namely: (1) what is taught (actual curriculum), (2) what we want (curriculum plan), and (3) what has been learned (assessment). CMS is easily accessible to assist in the development of the syllabus and curriculum management.

UU PT No. 12 of 2012, article 13 states that student as member of academic community is positioned as an adult human being who has self-awareness in developing potential in Higher Education to be intellectuals, scientists, practitioners, and/or professional. Therefore, their learning process gives the possibility to be actively involved in the whole process (Komara, 2003), therefore the extra-curricular activities as a student soft skills development should be integrated with curricular activities, co-curricular, and became the academic culture. Soft skill development can be done in three alternative approaches (Osman, et. Al., 2012), namely through: (1) formal learning activities with the development models that are integrated within courses or stand-alone, (2) curricular program and co-curricular support, and (3) experience of college life in the form of residential schools and on campus.

The effectiveness of curriculum management can be achieved if the graduates have the competence that is consistent with the competencies required in the workplace. PP No. 19 Year 2005 on National Education Standards states that Graduates Competency Standards (SKL) are graduate qualification capabilities that include attitudes, knowledge, and skills. CBC is associated with the concept of SKL, the curriculum prepared with the objective focus on mastering the ability or specific competencies with regard to the task or role in employment (Sukmadinata and Syaodih, 2012: 39). Graduates competences as a result of learning process related to the SKK have three circumstances, namely: (1) aligned, that graduates can immediately enter the world of work, (2) poorly aligned, that in the workplace,

graduates need to be trained in order to meet the needs of the workforce, and (3) not aligned, that graduates must follow training courses so that they have the competence specified in the world of work (Sailah, 2012).

## CONCLUSION

The development of curriculum management for the achievement of curriculum objectives with optimal results can be done through: (1) four management functions, (2) using the available organization resources optimally in a favorable climate, (3) being effective and efficient (4) providing adequate quantity and quality to implement appropriate workloads and responsibilities which are complex, (5) the availability of sufficient time for the evaluation and improvement of curriculum management in order to strengthen the activities of the process and directing the vision, mission and objectives of the curriculum, (6) having the support of curriculum mapping instruments and instruments of CMS.

The development of soft skills can be done by: (1) fully implementing CBC learning and KKNI, (2) the SCL learning which is directed to the method of inquiry and discovery, (3) development of soft skills as an integrated extracurricular activity with curricular and co-curricular, (4) soft skills materials are given theoretically and distributed in the span of the study period, programmed, and implemented in various forms of activity during the study period both inside and outside of campus, and the implementation is individual, (5) extracurricular activities for the development of students' soft skills as well as its implementation is given a certificate and have a score, and (6) the specified minimum score for extracurricular activities and implementation of soft skills as the requirements to take thesis or final study.

Alignment between SKL and SKK can be obtained in order to reach the effectiveness of curriculum management, then: (1) competency SKL periodically must be reviewed in order to stay in accordance with SKK and evaluation and

curriculum review of, (2) paying attention to the principles and concepts of CBC and KKNI.

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