



ISBN 978-602-74135-3-5

BOOK
2

PROCEEDING

THE FIRST INTERNATIONAL
CONFERENCE ON EDUCATION

ICONLEE2016

 Bandar Lampung, November 12 - 13, 2016

<http://ic.ummetro.ac.id>
Lampung, Indonesia

Hosted-by:



Co-Hosted-by:



Supported by:





Preface

Praise and gratitude always we pray to the Lord of Universe, GOD Almighty (ALLAH SWT), who always gives a mercy and blessing for mankind. Thus, we can attend the international conference in healthy and halcyon conditions without any obstacles.

First of all, on behalf of Rector of Muhammadiyah University of Metro warmly welcomes for the presence of keynote speakers and the participants of international conference in various colleges, either domestic or overseas. Especially for a chairman of Indonesian's People Consultative Assembly or MPR-RI, Mr.Zulkifli Hasan; and a chairman of Higher Education Assembly of the Central Board of Muhammadiyah, Prof.Lincolyn Arsyad.

Secondly, we do apologize if in providing services to the keynote speakers and the participants of the international conference are below of your expectations, all of those are caused by our capability limitation.

Thirdly, through this international conference, intended as a reflection of our commitment consistently improve the quality of education and accommodate more opportunities in academic collaboration.

Therefore, I believe that this international conference will be able to present an interesting discussion on the topics, by prominent speakers from Malaysia, Indonesia, Brunei and Thailand, which contribute to the development of knowledge and hopefully will encourage more research on this region.

In this beautiful occasion, I would like to congratulate to the organizers of international conference who have organized this event, hence, the event can be held most efficiently. Perhaps, it will support Muhammadiyah University of Metro to actualize its mission to become one of *international standard universities* in the near future.

Finally, once again I would like to say, welcome to all the distinguished guests and participants of the international conference.

Muhammadiyah University of Metro will give the best to help you recognize this Lampung land. Please enjoy our hospitality and have a pleasant experience in the international conference. Thank you.

Metro, November 7th, 2016

Prof.Dr.H.Karwono,M.Pd.

Rector of Muhammadiyah University of Metro



International Advisory Board



Prof. Dato' Dr. Ab. Halim bin Tamuri,
National University of Malaysia,
Malaysia
E-Mail Address:
tamuri@kuis.edu.my



Prof. Nehaluddin Ahmad, Ph.D.,
Sultan Sharif Ali Islamic University,
Brunei Darussalam
E-Mail Address:
ahmadnehal@yahoo.com



Assoc.Prof.Dr. Iccha Basnyat, National
University of Singapore,
Singapore
E-Mail Address:
icchabasnyat@nus.edu.sg



Akhmad Akbar Susamto, Ph.D.,
Gadjah Mada University,
Indonesia
E-Mail Address:
akbarsusamto@yahoo.com



Prof. Dr. Ismail Lutfi Japakiya,
Fathoni University,
Thailand
E-Mail Address:
bukitpera@gmail.com



Organizing Committee

Streering Committee

Supervisor	:	Prof. Dr. H. Karwono, M. Pd (Rektor)
Advisory	:	Dr. Bambang Suhada, S.E., M. Si
Vice Advisory	:	Dr. Muhfahroyin, S. Pd., M.T.A
Member	:	1. Drs. Jazim Ahmad, M. Pd
		2. Drs. Sarbini, M. Ag
		3. Dr. Achyani, M. Si
		4. Dr. Nyoto Suseno, M. Si
		5. Dr. Agus Sujarwanta, M. Pd

Organizing Committee

Chairperson	Dr. M. Ihsan Dacholfany, M. Ed
Secretary	Kian Amboro, M. Pd
Vice Secretary	Suwarto, S.E., M.M
Tresurer	Nedi Hendri, S.E., M. Si., Akt., C.A
Vice Tresurer	Didik Wahyudi, S.E

1. Special Event

Coordinator	: Fenny Thresia, S.Pd., M.Pd.
Member	1. Dedi Subandowo, M. Pd
	2. Lilis Sholehah, M. Pd
	3. Swaditya Rizki, M. Pd
	4. Ardiansyah J, S.E., M. Ba., AWM
	5. Intan Pelangi, S.H., M.H
	6. Kartikasari, M. Bt S
	7. Eva Falianti, M. Pd
	8. Fitri Palupi K, M. Pd
	9. Hilda Manarul Huda
	10. Setia Rahayu

2. Sponsorship & Public

Coordinator	: Saifudin Latif Darmawan, M. Pd
Member	1. Oki Hajiansyah Wahab, M.A
	2. Bobi Hidayat, M. Pd
	3. Heri Cahyono, M. Pd. I
	4. M. Noor Islahudin, LLM
	5. Beni Saputra

3. Secretariat

Coordinator	: Dra. Suhartini
Member	1. Irfan Iqbal, S.E.
	2. Mahdaleni, A. Md
	3. Pediyah Murniati, S.E
	4. Bungsudi
	5. M. Fatku Arifin
	6. Fariadi, A. Md
	7. Ismail Puji Saputra, A. Md

4. Transportation and Accommodation

Coordinator	: Trio Suseno, S.Tp
Member	1. Nurjaman
	2. Bayu Pramana Putra
	3. Nuri Apriyanto
	4. Erwan
	5. Heri Kurniawan, S.E

5. Liaison Officer

1. Okta Mahendra	6. Fitri Nurul Hidayah
2. Nanda Habib Firdaus	7. Wulanda Purnami Yusanti
3. Riris Harwiyati	8. Farihatul Hasna
4. Jelita Nur Rohmah	9. Ruqoyah
5. Ella Rusmiana	10. Tika Fatmawati



Table of Contents

Preface	ii
International Advisory Board	iii
Organizing Committee	iv
Table of Content	v

KEYNOTE SPEAKERS

1. Law and Human Rights in ASEAN Countries: Challenges and Prospects ~ Nehaluddin Ahmad.....	1
2. Challenges and Solutions of Higher Education Institutions in Asia in the Face of the ASEAN Economic Community (AEC) ~ Ab. Halim bin Tamuri & Norfaizah binti Othman.....	8
توريث الوراثة النبوية أهم أعمال علماء الإسلام ~ Ismail Lutfi	14

PAPER PRESENTERS

1. Development Strategy of Petroleum Engineering Trisakti University in Globalization Era ~ Sugiatmo Kasmungin, Kartika Fajarwati & Pauhesti Rusdi.....	268
2. Curriculum Education for Chinese Muslim Indonesia in Masjid Lautze Jakarta ~ Ulil Amri Syafri & Asep Supandi Akhmadwijaya	272
3. Implementation of Quantum Learning Subjects on Speaking Mandarin ~ Tri Budianingsih	280
4. Islamic Based-Life Skill Education in State Vocational High Schools in Metro ~ Abdul Mujib & Ahmad Madkur	285
5. Overview Application Approach Student Centered Learning in Higher Education Based on the Principles Adragogy ~ Fatahillah.....	290
6. Philosophical Concept of Islamic Studies for Teens ~ M. Ihsan Dacholfany; Muhamad Dini Handoko ..	297
7. The Important of Entrepreneurship Education in Educational Institution Trough Apprentice Model ~ Badawi	303
8. Foster Entrepreneurship Intention through Entrepreneurship Education in Islam ~ Heri Cahyono, Arief Rifkiawan Hamzah & A. Noor Islahudin	309
9. Explicit and Implicit Strategy Training, Which One Is Better? ~ Gita Hilmi Prakoso	314
10. Exploring Beneficial of Teaching Varieties of Spoken English to English Education Students in Sofia University St. Kliment Ohridski, Bulgaria ~ Bobi Arisandi	320
11. Task-Based Language Teaching to Enhance Students' Writing Achievement at the Tertiary Level ~ Asep Hardiyanto.....	324
12. Using Think-Aloud Protocols to Improve Students' Narrative Writing at EFL Classroom ~ Amelia Agustiar	328
13. Developing Characteristics-Based Short Story Appreciation Learning Model with Contextual Approach Based on Kurtilas at SMA Negeri North Lampung ~ Sumarno & Sri Widayati.....	333
14. Brochure and Textbook Development as a Dissemination Media of Vegetable Cultivation Management Model for Consumer Protection against Heavy Metals Pollution ~ Hening Widowati, Kartika Sari & Widya Sartika Sulistiani.....	337

15. The Importance of Character Development on Young Generation for the Nation's Progress through Education ~ Handoko Santoso	342
16. The Importance of Open Ended Problems in Teaching Material of Algebra ~ Nurul Farida & Nurain Suryadinata.....	345
17. Design Research and Development 4D Model for Developing Mathematics Teaching Materials ~ Swaditya Rizki & Nego Linuhung.....	349
18. Efforts to Increase Activity and Results of Learning Using Math Cooperative Learning Model Type Co-Op Assisted Media Figure Tools Class VIII SMP PGRI 4 Sekampung Lesson Year 2015/2016 ~ Satrio Wicaksono Sudarman.....	353
19. Role of Education in Dealing ASEAN Economic Community (AEC) ~ Meyta Pritandhari	359
20. Reconstruction of Pesantren's Education on Producing Ulama Cadres (A Conception as an Effort to Answer Societies' and Pesantren Alumnae's Discomforts) ~ Imam Subhi	362
21. Experiment Role in Building Metacognition Ability of Prospective Teachers ~ Nyoto Suseno & Purwiro Harjati	369
22. Think of Deaf Students SLB N Pringsewu Viewed from Theory of Van Hiele ~ Ari Suningsih	373
23. Improved Communication Competence for Physics Students Teacher ~ Sarwanto	378
24. Regional Language as the Basic Reinforcement of Indonesian Nation's Character to Facing ASEAN Economic Community ~ Saptiana Sulastrri & Eka Kurniawan.....	381
25. Preparing Education Based on the Multiple Intelligences in Dealing with the ASEAN Economic Community (AEC) ~ Jamiluddin Yacub.....	385
26. Effectiveness of Learning in Elementary School in Remote Area Flores Island NTT ~ Rince Jalla Wabang & Ludgardis Sebo	389
27. The Influence of Education Health on Increased Knowledge Students, about Waste Management in SDN 017 Samarinda ~ Ratna Yuliawati & Deny Kurniawan	391
28. Spiritual and Emotional Quotient in Discussion Learning ~ Windo Dicky Irawan	394
29. Fertilizer Application of Pineapple Liquid Waste (PLW) Weight of Pineapple (Ananas Comosus, L. Merr) ~ Agus Sutanto, Suharno Zen, Rasuane Noor & Bagas Rasyid Siddiq.....	400
30. Moving Intellectual Collective: The Collaboration of Muhammadiyah and Citizen Journalism Portal Pojoksamber.Com in Advocating Child Sexual Violence in Metro City Lampung ~ Ida Umami, Dharma Setyawan & Ahmad Madkur.....	403
31. The Effect of Gender and Gender-Base Texts on Students' Reading Comprehension ~ Elis Susanti	411
32. An Analysis of Students' Error in Translating English ~ Rulik Setiani.....	417
33. Determinant Factors of Discipline Behavior among Student of Islamic Boarding School ~ Safiruddin Al Baqi, Abdul Latip A & Tyas Sarli Dwiyooga.....	420
34. Developing Reading and Writing Materials for Genre with Edialogue Journal Based Instruction For The Students of Economics of Utp ~ Rusman Roni.....	423
35. Question Types in Teacher Talk in English Language Teaching ~ Irmayani; Suharmanto	428
36. Quality Management "PPEPP" in the Quality Assurance Quality Based on the Quality Culture of STKIP Nurul Huda ~ Marlina & Dwi Andriani.....	433
37. School-Based Management Implementation at Muhammadiyah Elementary School of Metro ~ Juhri AM & Agus Riyanto.....	437
38. The Using of Hybrid and Blended Learning Model to Reinforce Language Learner Motivation and Learning Material Based on Learner Needs ~ Dewi Ratna Ningsih	442
39. Application of Contextual Learning with Hanoi tower Game to the Materials Relations and Functions ~ Rina Agustina.....	448
40. Education Model of Mohammad Natsir Preacher Cadre ~ Ujang Habibi	452

41. Professional Educator as Learning Architect in Systemic Education System to Build Human Character ~ Ratini.....	460
42. Analysis of Open-Ended Problems in Learning Mathematics in Primary ~ Ira Vahlia	464
43. Developing Interactive Multimedia, Material Text Recount Oral and Write about Simple Experiences, Activities, Events at EFL ~ Purwo Trapsilo.....	469
44. Development of Characters Themselves through Learning Indonesian Language and Literature ~ Sudirman AM.	473
45. The Development of Instructional Model of Reciprocal Teaching Real Analysis Subject I ~ Sutrisni Andayani	478
46. The Description of Micro Teaching Lecturing Program Implementation in History Education Major FKIP UM Metro ~ Bobi Hidayat & Kian Amboro	483
47. The Role of Islamic Organizations in the Development of Islamic Higher Education in Indonesia and the Relationship History of Islam in ASEAN ~ Zainal Abidin.....	487
48. The Application of Speed Reading to Increase Reading Comprehension for the First Grade Students of SMK Ganesa Lampung Timur ~ Budi Hartono	491
49. The Implementation of Constructivism-Based Mathematics Module to Increase the Students' Mathematics Understanding ~ Rahmad Bustanul Anwar, Jazim Ahmad & Dwi Rahmawati.....	494
50. Assessment Instruments of Microteaching Development to Diagnose Misconception ~ Dasrieny Pratiwi & Agil Lepiyanto	498
51. Analysis the Mathematical Communication Ability for the Student with the Special Needs (ABK) Autism (The Study Was Conducted in SD Citra Bangsa Pringsewu) ~ Ana Istiani	503
52. The Urgency of Integrating Environmental Concepts into Subject Matter of Logica as an Effort to Produce Early Childhood Education (ECD) Graduates with Environmental Knowledge ~ R. Sihadi Darmo Wihardjo	506
53. The Leadership and Teacher Performance and Significant Positive Effect on the Quality of Learning in SMK Negeri Tulang Bawang Regency ~ M. Ihsan Dacholfany & Asroh	511
54. Podcast to Finding English Politeness ~ Dedy Subandowo	517
55. Effect of the Learning Cycle 5E with Problem Posing on Polyhedron Viewed from the Learning Motivation of the Students in Grade VIII of State Junior Secondary Schools of Mesuji Regency ~ Agus Setiawan.....	525
56. The Problems in Teaching and Learning Speaking at Fourth Semester of Islamic Institute Ma'arif NU Metro Lampung in Academic Year 2015-2016 ~ Dian Anggraini & Mai Zuniati.....	528
57. Language Interference in EFL Students' Composition of IAIM Nu Metro ~ Suhono & Umar Alfaruq ...	532
58. Building of the Students Capability on the Problem Solving and Mathematical Communication through Realistic Mathematics Indonesia Approach (PMRI) ~ Wawan	537
59. The Religiously Humanistic Learning Approach to Develop Students' Character in Cross-Cultural Counseling Course ~ Karwono & Nurul Atika	542
60. An Analysis the Contribution of Scanning and Skimming Technique towards Students' Reading Comprehension ~ Syaifudin Latif D	546
61. The Effectes of School Environtment and Self Dicipline toward Student's English Speaking Skill ~ Pudjiono Sukoco	551
62. Implementation Learning Model of Group Investigation toward Learning Achievement in the Entrepreneurship Course ~ Siti Suprihatin.....	557
63. Education and Job Market: Should We Adjust Our Education to the Labor Market? (Paulo Freire and Redefining Education for Critical Consciousness) ~ Cahaya Khaeroni & Kuliayatun.....	561

64. Learning Resource Based Approach toward Reasoning Ability and Student Mathematical Disposition ~ Yunni Arnidha.....	567
65. The Effort of Kindergarten Teacher in Solving Student Problem (A Qualitative Study in Rasyidul Jannah Kindergarten Sukarame Bandar Lampung Province Lampung in 2015/2016) ~ Dharlinda Suri.....	571
66. Vocabulary Mastery through Word Chain Game and Guessing Word Game at Different Motivation in Learning English ~ Fitri Palupi Kusumawati.....	576
67. The Influence of Using Mind Mapping Technique toward Writing Recount Text Ability of the Students at Muhammadiyah University of Metro in Academic Year 2014/2015 ~ Eva Faliyanti.....	581
68. The Waste Bank in Caring the Environment (The Study of the Creative Economy of Cangkir Hijau Waste Bank Metro - Lampung) ~ Hifni Septina Carolina & Achyani	585



Law and Human Rights in ASEAN Countries: Challenges and Prospects

Nehaluddin Ahmad^{*1}

^{*}SULTAN SHARIF ALI ISLAMIC UNIVERSITY, BRUNEI DARUSSALAM

Abstract

Traditionally, the rule of law has not been viewed as a unifying concept amongst ASEAN countries. ASEAN was established principally as a political organisation. It did not set out to be an organisation focused on human rights. Its formative instrument- the 'Bangkok Declaration' 1967- did not mention the term 'human rights', and the term itself was viewed with many hesitation by various governments in the region. They viewed the idea incompatible with their principles for social unity and stability, effective economic development and sovereignty. However, the position has changed with the establishment of the ASEAN Inter-governmental Commission on Human Rights (AICHR). The paper aims to examine the relationship between law and human rights in ASEAN countries addressing the challenges and prospects in promoting and protecting human rights. This paper adopts a legal library research methodology focusing mainly on primary and secondary legal sources. The paper argues that unlike the European Union (EU), ASEAN is a strictly inter-governmental organisation. This means that the enforcement of citizen's rights and rule of law are entirely a prerogative of the member states. The paper also argues that the ASEAN Charter framed human rights as goals of the organisation but did not specify the concrete means by which those goals would be achieved or the sanctions that would follow non-compliance. The paper concludes that to secure human rights in ASEAN, consensus on human rights issues among member states is urgently needed.

Keywords: ASEAN, EU, Human Rights, Rule of Law

1. INTRODUCTION

The Association of South-East Asian Nations (ASEAN) was formed as a regional inter-governmental organisation in 1967 through the Bangkok Declaration. The ASEAN was established principally as a political organisation. Its formative instrument- the Bangkok Declaration 1967- did not mention the term 'human rights', and the term itself was viewed with hesitation by various governments in the region [1, 2]. Regardless of what has been said here, the idea for an ASEAN human rights body was not particularly new. It emerged in 1993, after the UN World Conference on Human Rights adopted the Vienna Declaration and Programme of Action and called on member states to establish regional human rights where they did not already exist [3]. ASEAN Foreign Ministers convened soon afterward and agreed that "ASEAN should also consider the establishment of an appropriate regional mechanism on human rights [4]". Hence, it is important to note that a regional human rights body took 16 years to come to fruition in Southeast Asia. On the other hand, looking at law per se in ASEAN, it is vital to note that the degree of application of the rule of law in individual ASEAN countries varies according to their specific contexts and capacities. These variations do not reflect 'competing conceptions' as much they are different notes on the same normative register for the rule of law in ASEAN [5]. Bearing all this in mind, developing an institution dedicated to human rights was challenging in an institution with a long-standing commitment to strong state sovereignty and a weak record of human rights enforcement.

The paper aims to examine the relationship between law and human rights in ASEAN countries focussing on the challenges and prospects in promoting and protecting human rights in the region. The paper is divided into four parts excluding the introduction. The first part addresses the relationship between law and human rights in ASEAN. This part of the discussion is important in order to understand the role that law can play in terms of promoting and protecting human rights. The second part deals with the challenges faced by ASEAN in the context of promoting and protecting human rights in the region. The third part addresses the future prospects in promoting and protecting human rights in ASEAN. Under this part, the discussion will revolve on the issue of future prospects despite the availability of the challenges faced by ASEAN in its quest to promote and protect human rights in the region. The fourth part shall focus on the conclusion. This part will embrace some recommendations bearing in mind that from the very beginning ASEAN developed a set of diplomatic norms and practices designed to discourage political interference.

2. RELATIONSHIP BETWEEN LAW AND HUMAN RIGHTS IN ASEAN

Unlike the European Union (EU), ASEAN is a strictly inter-governmental organisation. This means that the enforcement of citizen's rights and rule of law are entirely a prerogative of the member states. Given the great diversity of political systems in the region, rights granted to citizens and the enforcement of citizens' rights vary markedly. Limited space allows only for exemplary evidence as far as the rule of law in individual member

¹ Corresponding Author. Phone Number: +6737168603, E-Mail Address: ahmadnehal@yahoo.com

countries is concerned. Traditionally, the rule of law has not been viewed as a unifying concept amongst ASEAN countries, but as a “protean” one. As mentioned earlier, while the degree of the application of the rule of law in individual ASEAN countries varies according to their specific contexts and capacities, recent global and regional developments have helped to crystallise a growing but firm consensus about the basic elements of the rule of law [6]. These developments include broad global acceptance for a UN definition of the rule of law linking the concept to human rights and democracy; the incorporation of the rule of law (and this linkage) in the ASEAN Charter; and the entrenchment of the rule of law and human rights as part and parcel of ASEAN’s move toward becoming a rule-based and integrated community with shared values [7].

Regardless of the approach taken by the ASEAN countries in terms of the relationship between law and human rights, there is no doubt that there appears to be a growing consensus on the constitutive elements or central principles of the rule of law as a principle of good governance; and acceptance that the rule of law is compatible with strengthening democracy and promoting and protecting fundamental human rights. Thus, the advent of the ASEAN Charter opened the door to integrating human rights into ASEAN framework. For example, in the national context, certain ASEAN countries have made human rights a part of their national agendas by setting up human rights commissions. At the international level, individual ASEAN member states have displayed a greater openness to acceding to human rights conventions and have participated vigorously in human rights debates within United Nations fora [8]. This may be seen as an unequivocal acceptance that human rights are a matter of legitimate international concern; how this concern should be expressed, however, is still open to question. At the sub-regional level, ASEAN states have departed from previous practice by discussing the issue of human rights in formal meetings, albeit stressing that human rights are contingent upon distinct economic and cultural conditions of the region [9]. Though all these may sound to be good news in promoting and protecting human rights in the region, it is sad to note that Article 1(7) of the ASEAN Charter identifies human rights as an explicit goal of the Association but again places that objective in dynamic tension with the rights of sovereign member states. The espoused goal is: “to strengthen democracy, enhance good governance and the rule of law, and to promote and protect human rights and fundamental freedoms, with due regard to the rights and responsibilities of the Member States of ASEAN”. The provision treats human rights as norms to be reconciled with sometimes balanced against norms of sovereignty and non-interference [10].

From the foregoing discussion above, it is undeniable fact that although the legal systems in the region seem to be different and to a certain extent maybe a hindrance in promoting and protecting human rights, the ASEAN Charter marked a significant step in the establishment of a formal ASEAN human rights system, which may help to form a solid foundation for the development of those legal instruments and independent mechanisms required to strengthen human rights protection in the region.

3. CHALLENGES FACED BY ASEAN IN PROMOTING AND PROTECTING HUMAN RIGHTS

As stated earlier that ASEAN was established principally as a political organisation, there is no doubt that it did not set out to be an organisation focused on human rights. However, the advent of the ASEAN Charter in 2007 has raised hopes in the region for the promotion and protection of human rights. Regardless of the ASEAN Charter, the following are some of the challenges faced by ASEAN countries in promoting and protecting human rights in the region:

3.1 Non-Interference and Sovereignty in Southeast Asia

The non-interference principle seems to remain a permanent fixture of ASEAN as it made its way into the ASEAN Charter, and constrains the ASEAN Inter-governmental Commission on Human Rights (AICHR’s) mandate. Although used interchangeably, non-interference seems to suggest a wider application than non-intervention as described in the United Nations Charter’s Article 2(4). The Article stipulates that all UN member states shall refrain from the threat or use of force against the territorial integrity or political independence of any state. Hence, it would suffice to note that non-interference is a core component of sovereignty. Sovereignty is an institutionalised legal or juridical status, not a viable or sociological condition [11]. In the context of this paper, it is important to note that criticisms of traditional understandings of sovereignty commonly point to globalization as having eroded or fragmented state sovereignty practically and judicially [12]. In this paper, the author will use the term non-interference since this is the preferred term of ASEAN.

Having said all that, it is important to make reference to Article 2 of the ASEAN Charter. The Article provides that the Commission will promote and protect human rights in a manner consistent with the norm of non-interference, with deference to the primary responsibility of states and “avoidance of double standards and politicisation”. Instead ASEAN will pursue a “constructive and non-confrontational approach,” stress “cooperation,” and take an evolutionary approach [13]. Based on the principle of non-interference, we are bound to face some pertinent questions. How shall for example the AICHR “contribute to the realisation of the purposes of ASEAN as set out in the ASEAN Charter in order to promote stability and harmony in the region, friendship and cooperation among ASEAN [14]” when the purposes, on the one hand, is “to promote and protect human rights and fundamental freedoms of peoples of ASEAN [15]”, and on the other, “to respect the principles

of ASEAN as embodied in Article 2 of the ASEAN Charter, in particular: (a) respect for the independence, sovereignty, equality, territorial integrity and national identity of all ASEAN Member States”?

In addition to the above, it is important to note that the principle of non-interference is hardly something unique to ASEAN, but finds prominent places in other organisational structures as well, most notably other regional human rights regimes organisations such as the Organisation of American States by virtue of Article 3(e) and the African Union as a result of Article 4(g). Despite the principle of non-interference remains strong in other regional human rights regimes, they have been able to consolidate it, at least to some extent, with the abilities of human rights organs to scrutinise and render binding decisions [16]. So in principle at least there does not have to be a complete contradiction between accepting, by the political will of a state, the decisions of an international body and the principle of non-interference. However, when it comes to ASEAN, it is obvious that the principle is interpreted and applied quite rigidly, especially when it comes to human rights. This is one of the major reasons why pushing human rights under ASEAN has been a very difficult process [17].

Still on the principle of non-interference as one of the challenges faced by ASEAN countries in promoting and protecting human rights in the region, Eberhard Ronald pointed out that the ASEAN Human Rights Declaration would have run counter to the ASEAN Charter had it adopted the universality principle in accordance to the Vienna Declaration [18]. Furthermore, Lee Jones argued that the non-interference principle in ASEAN is not as static as it seems. ASEAN’s history of interference and intervention, and its current process of integration, point to a more dynamic and flexible approach to non-interference and sovereignty than what is commonly perceived [19]. Jones argued that ASEAN has undergone a diverse range of sovereignty regimes, and that when ASEAN states intervene militarily it was primarily to protect domestic order [20].

In discussing the principle of non-interference, reference must be made to Article 1(7) of the ASEAN Charter as well. This Article is also seen as a hindrance in promoting and protecting human rights in the region. The Article treats human rights as norms to be reconciled with and sometimes balanced against norms of sovereignty and non-interference. Thus, the ASEAN Charter appears to be inadequate to bring about any real changes in terms of promoting and protecting human rights in the region.

3.2 The Consensus Requirement

The principle of consensus-based decision making is hardly controversial in the operation of ASEAN. The officials who comprise the commission are government appointees (normally from foreign ministries) and accountable to their host governments [21]. They are called “Representatives” rather than “commissioners,” which puts emphasis on their loyalty to home capitals [22]. With this kind of atmosphere in place, it makes it difficult to reach a conclusive decision bearing in mind that the problem lies in the fact that within ASEAN, no lower standard exists- no two-thirds majority or simple majority is prescribed in cases where consensus cannot be reached [23]. In short, the Southeast Asian ‘culture’ of dealing with one another- the ASEAN WAY- will make it very difficult to move forward in sensitive issues such as human rights. The ASEAN Charter procedurally provides that decision-making in ASEAN shall be based on consultation and consensus without any real dispute settling mechanism. Perhaps, it is important here to make reference to Article 20 of the ASEAN Charter [24], which provides that the Commissions decisions shall be based on consultation and consensus. The problem with this provision is that, such an arrangement means that each state would be able to reject any criticism of its own human rights record by veto. Clearly, this could either lead to hampered progress or to adoption of weak positions based on the lowest common denominator [25].

3.3 The ASEAN Values Debate

This debate has been used in ASEAN as a blanket means not to codify core human rights norms (or the first-generation civil and political rights) in its constitutive instruments, the Treat of Amity and Cooperation (TAC) and the Bangkok Declaration. Its declarations, treaties, and protocols across its forty-year history have likewise denied express codification of these norms. Instead, ASEAN has focused much of its effort towards codification and enforcement of “second-generation” human rights norms on economic and social rights throughout the region [26]. This lack of codification of “first-generation” rights fuelled the “Asian values” debate in the 1990s, led by some Southeast Asian heads of state who decried “Western imperialism” through “Western imposition of rights” deemed antithetical to “Asian values” [27]. Because of this approach, accession of ASEAN countries to international human rights treaties is still unsatisfactory. Several ASEAN states, including Brunei Darussalam, Malaysia, Singapore and Thailand, have entered substantial reservations on certain provisions of the international human rights treaties. Singapore, for instance, has made all its international obligations subject to the city state’s law and constitution, while Malaysia and Brunei Darussalam have subjected obligations to Islamic and domestic law [28]. Spokesmen from some ASEAN states, particularly Singapore and Malaysia, buoyed atop a wave of impressive economic development and growth rates, have challenged the Universalist pretensions of human rights law. Under the relativistic banner of “Asian values,” they champion an alternative model of domestic governance and development [29]. It could be argued that the “right to culture” has been invoked as a competing right that qualifies, if not exempts, observance of core human rights norms on civil and

political rights as far as some ASEAN countries are concerned. This has indeed hampered the promotion and protection of human rights in the region.

3.4 Lack of Enforcement Mechanism

The AICHR does not possess any compliance or enforcement mechanism, which means that there is no mechanism for submitting complaints and receiving binding judgments and remedies. For example, ASEAN declarations putatively strengthening citizens' rights suffer from a key problem member states sought to remedy with the Charter. They are of a non-binding nature and without any legal mechanisms to enforce them. The call of ASEAN reformists to establish an ASEAN Court of Justice has not made it into the Charter. Neither have proposals to impose sanctions on member countries failing to comply with the obligations the Charter entails. As mentioned earlier, the AICHR does not install mechanisms for human rights victims to complain. Neither does the ASEAN Commission for Women and Children (ACWC). It is indeed sad to note that the Charter framed human rights as goals of the Association, but did not specify the concrete means by which those goals would be achieved or the sanctions that would follow non-compliance [30].

3.5 Weak Independent Authority

This point is closely related to the lack of enforcement mechanisms addressed above. There is no doubt that regional human rights bodies can serve as an independent adjudicators and enforcement agencies when they are given sufficient autonomy and backed by enough political muscle [31]. For example, they can serve as "norm incubators" that provide fertile institutional ground for the development and dissemination of human rights principles. Perhaps it is important to point out that the European Court of Human Rights and Inter-American Commission and Court of Human Rights are the best regional examples of courts that can indeed promote and protect human rights. Both courts can investigate cases brought by private citizens and issues judgments against states. Some have argued that Southeast Asia merits a similar regional court that could offer Southeast Asian citizens fairer hearings than many could get at home [32]. However, as mentioned earlier, the AICHR is far from that model, both in terms of political independence and institutional power.

4. PROSPECTS FOR ASEAN IN PROMOTING AND PROTECTING HUMAN RIGHTS

Regardless of the challenges discussed in this paper, it is pertinent to note that we cannot totally deny the fact that there are some positive prospects for the future in terms of promoting and protecting human rights in the region. Change will not happen overnight; regional institutions cannot soar too far above the plane of relevant political will without getting their wings clipped [33]. Those that have developed real teeth- such as the European Union (EU) earned its influence gradually. If ASEAN is to build influence, it will have to do the same. The following are some of the future prospects for ASEAN in promoting and protecting human rights in the region:

4.1 Impact of the Asian Charter in The Region

With the signing of the ASEAN Charter in 2008, the Charter added democracy, respect for human rights, rule of law and good governance to the sovereignty norms dominating the ASEAN Way, the grouping's established repository of cooperation norms. The subsequent formation of a human rights body and the enactment of an ASEAN Human Rights Declaration (AHRD) created new avenues for strengthening citizen's rights in the region. In other words, the adoption of the Declaration represents a significant milestone in the development of the ASEAN human rights system and underlines both its current significance and future possibilities [34]. Despite the criticisms levelled against the Charter, it is important to note that regional human rights systems are not fixed products, established at particular points in history, but rather are works-in-progress, evolving over time. The European Convention on Human Rights (ECHR), for instance, was adopted in 1950 and came into force in 1953, but it evolved slowly over the next sixty years with the cumulative addition of substantive protocols [35]. It reached an important milestone in 1998, for instance when Protocol 11 abolished the European Commission on Human Rights, eliminating its filtering of cases sent to the European Court of Human Rights and subjecting national parties to the compulsory jurisdiction of the Court by eliminating optional derogations [36]. What began as a political construct, therefore, evolved gradually to become a powerful judicial mechanism. It would suffice to note that the ASEAN human rights system is on a similar road, in many respects, starting out as a political project, but evolving along the path to becoming, potentially, an authoritative law-making and law-enforcing body.

4.2 Application of International Human Rights Conventions in the Region

All ASEAN states have ratified the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the Convention on the Rights of the Child (CRC), the provisions of which ASEAN states pledge to uphold in the Terms of Reference of the ASEAN Commission on Women and Children (ACWC). Among other rights, CEDAW guarantees equal rights for women [37], including rights to property and rights regarding marriage and family planning [38]. CEDAW also prohibits trafficking in women [39] and grants women equal rights to participate in government [40]. The CRC guarantees children the right to life, a broad range of rights relating to legal processes, freedom of association and assembly, freedom to practice

religion and culture, and rights to asylum, expression and information, health, education, and privacy. Both conventions guarantee the right to nationality [41]. Although the two conventions have been signed by all the ASEAN states and even making some reservations to certain provisions as mentioned earlier, this should not be used as a ground to deny the impact of these two conventions which can clearly be seen in several ASEAN State's national constitutions. For instance, the right to life can be seen in Article 5(1) of the Malaysian Federal Constitution, Articles 32 and 38 of the Cambodian Constitution, Article 353 of the Myanmar Constitution, and Article 9(1) of the Singapore Constitution etc.

4.3 Parliamentary Role

One of the longstanding features of the ASEAN is that it is basically an inter-governmental, inter-State organisation. Despite the many references to people's participation in its various instruments, there is still no people's organ in the structure of ASEAN itself [42]. There is no ASEAN Parliament or Assembly. This invites reflection on how to 'popularise' ASEAN in the more people-centred sense both structurally and substantively. The ASEAN Inter-Parliamentary Assembly (AIPA) now has representation from parliamentarians from all ten ASEAN countries, and it may, one day, sow the seeds and open the door to the much needed presence of a regional parliament in the ASEAN structure. On a forward-looking note, the dynamic which could be propelled as the next crucial step for ASEAN is to take the quantum leap to set up formally in the ASEAN structure a regional Parliament or Assembly, and the AIPA could be a platform for this. This would help to respond to the need for checks and balances at the ASEAN level in regard to human rights protection and be a possible voice of the peoples of the region in this regard [43].

4.4 Better Implementation of Existing Domestic Laws

The future looks bright in terms of narrowing the gap between legislation and implementation in the region. As the Association moves forward, we are likely to witness some positive developments in the area of promoting and protecting human rights. In order to promote and protect human rights in the region, apart from focusing mainly on the ASEAN Charter, the best protection for ordinary people will be better implementation of existing domestic laws, strengthening of legal bodies and improvements in legal education, which, in turn, will facilitate effective implementation of ASEAN mechanisms. In this regard, the region to a certain extent is moving towards that direction with the establishment of Human Rights Commissions at national level or into their domestic laws and they are tasked with promoting and protecting human rights. Interesting, four ASEAN countries (namely, Indonesia, Malaysia, Thailand and the Philippines) now have national human rights commissions which are accepted internationally as independent, and they act as promoters and protectors of human rights in the most direct sense [44]. Furthermore, every ASEAN member state has existing domestic laws if routinely and robustly implemented could be strong tools to promote and protect human rights, even if not couched in specific human rights language. In almost all ASEAN countries, the grounds and procedure for arrest, trial and detention are prescribed by law. Employing right-based language, their criminal procedure codes expressly provide for, at least in theory, the fair and equal enforcement of due process protections.

4.5 Presence of Civil Society Actors and Networks in the Region

The number of civil society actors, such as NGOs, working on the issue of ASEAN and human rights has grown considerably throughout the years [45]. While some take a low-key approach, others adopt a more assertive role. While some are linked with academic institutions, others are more grassroots-oriented. While some are more local in inputs and networking, others are more from the international field [46]. A key message concerning the role of civil society is that in their plurality, they act as an important check-and-balance for the promotion and protection of human rights in the region and they deserve to be well supported as part of the building of a comprehensive human rights system for the region. Generally, civil society groups are in a position of applying pressure on the government to succumb to the will of the citizens or members of the public. Hence, civil society groups and other citizens or collectives could change the cost-benefit calculation of their national leaders even if reshaping their leaders' normative beliefs proves too formidable a task.

5. CONCLUSION

The discussion in this paper shows that the challenges of promoting and protecting human rights in ASEAN do not end with the adoption of the ASEAN Human Rights Declaration. Ensuring the effective implementation of the Declaration and mainstreaming the values contained therein remains a crucial challenge, particularly for the AICHR and all relevant mechanisms in ASEAN. The commitment to promote and protect human rights in ASEAN is high. ASEAN and its member states have striven to bring their constitution and rights legislation in consonance with international standards and long term improvements of citizens' rights can be identified. Noteworthy in this respect are the more recent political reforms in Myanmar. Of recent, we have witnessed some positive developments in the area of human rights. In Malaysia, the Internal Security Act 1960 has been abolished as the law allows for detention without trial. In Singapore, a relaxation of security-related limitations of citizens' rights can be observed. It cannot be denied that loopholes and weak enforcement still account for

serious gaps between norm and reality even in more democratic countries. However, most constitutions of the region provide for essential citizens' rights. They guarantee a broad range of fundamental freedoms, political and civic rights as well as economic and social rights [47]. Most ASEAN countries grant rights of political participation, press freedom, freedoms of association, assembly, speech and information, freedoms of thought and conscience, the protection of privacy, habeas corpus rights, and protection from arbitrary treatment by state authorities, due process and equality before the law.

In addition to the above, at the international level, individual ASEAN member states have displayed a greater openness to acceding to human rights conventions and have participated vigorously in human rights debates within the United Nations. However, there is no doubt altogether that the process of the enhancement and protection of human rights has started slowly with the formation of the AICHR. The future looks bright, but concerted effort is needed from the regional body. Hence, to secure human rights in ASEAN, some initiatives have to be taken such as: a process of community building; awareness enhancement through various channels of communication, consensus on human rights issue among member states; adopting compliance and enforcement mechanisms; establishing ASEAN Parliament or Assembly; introduction of a review process for monitoring member states to see their performance in the promotion and protection of human rights; support from the international community in the development of civil society; focusing attention on establishing the groundwork for an institutionalised human rights culture at the grassroots level, line by line, precept by precept and government action must be called to account first through the internal check of an active civil society, and then through the external check of the international community.

As a concluding remark, it is inevitable to point out that the expectations facing ASEAN are thus high, especially as a consequence of the Charter and the birth of the various bodies mentioned in this paper. The challenge now is to progress beyond the legitimisation of human rights through those entry points to the actualisation of human rights in terms of genuine protection and implementation of human rights in the region.

REFERENCES

- [1] S. Sharon, and K. Sree (compilers), *The 2nd ASEAN Reader*, Institute of Southeast Asian Studies, Singapore, 2003.
- [2] M. Vitiit, *Legal Cooperation among ASEAN Countries*, Institute of Security and International Studies, Bangkok, 1997.
- [3] Vienna Declaration and Programme for Action, adopted by the World Conference on Human Rights on 25 June 1993, Article 37.
- [4] Joint Communique of the 26th ASEAN Ministerial Meeting, Singapore, July 23-24, 1993, para 18, available at http://asean.org/?static_post=joint-communique-of-the-twenty-sixth-asean-ministerial-meeting-singapore-23-24-july-1993 (accessed September 9, 2016).
- [5] M. Mohan, *Rule of Law for Human Rights in the ASEAN Region: A Base-line Study*, Human Resource Centre, Indonesia, 2011, pp. 5-20.
- [6] *Ibid.*, at p. 8.
- [7] *Ibid.*, at p. 9.
- [8] L.A. Thio, "Implementing Human Rights in ASEAN Countries: "Promises to keep and miles to go before I sleep"," *Yale Human Rights and Development Journal*, vol. 2, no. 1, pp. 1-86, February 2014.
- [9] *Ibid.*, at p. 4.
- [10] J.D. Ciorciari, "Institutionalizing Human Rights in Southeast Asia," (paper presented at the International Conference on Issues and Trends in Southeast Asia Centre for Southeast Asian Studies, University of Michigan, October 22, 2010).
- [11] K.J. Holsti, *Taming the Sovereigns- Institutional Change in International Politics*, Cambridge University Press, New York, 2004, pp. 1-349.
- [12] G. Kvanvig, "ASEAN, Sovereignty and Human Rights," unpublished.
- [13] Articles 2.4- 2.5 of the ASEAN Charter.
- [14] Article 1.3 of the ASEAN Charter.
- [15] Article 1.1 of the ASEAN Charter.
- [16] W. Beyer, *Assessing an ASEAN Human Rights Regime- A New Dawn for Human Rights in Southeast Asia?* Lund University, Faculty of Law, Master Thesis, 2011.
- [17] H.D. Phan, *The ASEAN Intergovernmental Commission on Human Rights and Beyond*, East-West Centre, Washington DC, 2009, pp.1-2.
- [18] E. Ronald, "The ASEAN Approach to Human Rights," *The Jakarta Post*, December 6, 2012, available at <http://www.thejakartapost.com/news/2012/12/06/the-asean-approach-human-rights.html> (accessed September 9, 2016).
- [19] J. Lee, *ASEAN, Sovereignty and Intervention in Southeast Asia*, Palgrave MacMillan, New York, 2012, pp. 1-262.
- [20] *Ibid.*
- [21] AICHR Terms of Reference, Article 5.2.

- [22] Cha-am Hua Hin Declaration on the Intergovernmental Commission on Human Rights, adopted in Cha-am Hua Hin, Thailand, October 23, 2009, Article 3.
- [23] W. Beyer, *supra*, note 16.
- [24] AICHR Terms of Reference, Article 6.1.
- [25] Y. Ginbar, "Human Rights in ASEAN- Setting Sail or Treading Water?," *Human Rights Law Review*, vol. 10, no. 3, pp. 504-518, August 2010.
- [26] D.A. Desierto, "Universalizing Core Human Rights in the "New" ASEAN: A Reassessment of Culture and Development Justifications against the Global Rejection of Impunity," *Gottingen Journal of International Law*, vol.1, no. 1, pp. 77-114, 2009.
- [27] *Ibid.*, at p. 93.
- [28] S. Linton, "ASEAN States, Their Reservations to Human Rights Treaties and the Proposed ASEAN Commission on Women and Children," *Human Rights Quarterly*, vol. 30, pp. 436-493, May 2008.
- [29] L.A. Thio, *supra*, note 8, at p. 2.
- [30] R. Sukma, *Political Development: A Democracy Agenda for ASEAN?*, in *Hard Choices*, ed. Donald K. Emmerson, ISEAS- Yusof Ishak Institute, Cambridge University Press, 2008, pp.135-150.
- [31] J.D. Ciorciari, *supra*, note 10.
- [32] H.D. Phan, *supra*, note 17, at p. 2.
- [33] J.D. Ciorciari, *supra*, note 10.
- [34] G. Clarke, "The Evolving ASEAN Human Rights System: The ASEAN Human Rights Declaration," *Northwestern Journal of International Human Rights*, vol. 11, no. 1, pp 1-27, 2012.
- [35] *Ibid.*, at p. 25.
- [36] *Ibid.*
- [37] CEDAW, Articles 2-4 and 15.
- [38] CEDAW, Article 6.
- [39] CEDAW, Article 6.
- [40] CEDAW, Article 7.
- [41] CEDAW, Article 9 & CRC, Article 7.
- [42] V. Muntarhbhorn, "Development of the ASEAN Human Rights Mechanism," (paper requested by the European Parliament's Subcommittee on Human Rights, Directorate-General for External Policies of the Union, Policy Department, Brussels, September 2012).
- [43] *Ibid.*
- [44] *Ibid.*
- [45] *Ibid.*
- [46] *Ibid.*
- [47] P. Stockmann, *Indonesia's Struggle for Rule of Law*, eds. M. Bunte and A. Ufen in *Post-Suharto Indonesia*, Routledge, London, 2009, pp. 53-80.



Challenges and Solutions of Higher Education Institutions in Asia in the Face of the ASEAN Economic Community (AEC)

Ab. Halim bin Tamuri^{*1}, Norfaizah binti Othman^{*2}

^{*}SELANGOR INTERNATIONAL ISLAMIC COLLEGE UNIVERSITY SELANGOR, MALAYSIA

Abstract

This paper identifies challenges and solutions of higher education in the ASEAN economic community. The discussion is divided into human index development followed by the development of higher education in ASEAN. The article then discusses the challenges faced by ASEAN countries concerning ASEAN economic community. The final part of the discussion focuses on several solutions for a higher education institution. The most important aspect is to develop a real framework of cooperation among ASEAN countries. This comprises four important aspects, namely the establishment of an ASEAN Research and Development (R&D) Centre; improvement of the quality of publication and university ranking; reformation of educators and researchers; and standardisation of academic programmes among ASEAN higher education institutions.

Keywords: Solutions of Higher Education Institutions, ASEAN Economic Community, Human Index Development

1. INTRODUCTION

The Association of Southeast Asian Nations (ASEAN) was established on August 8, 1967, in Bangkok. It consists of five original member countries, namely Indonesia, Malaysia, Philippines, Singapore and Thailand. The membership has expanded and currently includes five additional member countries, namely Brunei, Myanmar, Cambodia, Laos, and Vietnam. The total population in the ASEAN region is more than 600 million people with a cumulative gross domestic product (GDP) of US\$1.8 trillion and total trade valued at \$2 trillion [1]. The main emphasis of ASEAN has been regional cooperation for the benefit of all member countries. To obtain this regional cooperation, in January 2007, the ASEAN leaders affirmed their strong commitment to accelerate the establishment of an ASEAN Economic Community (AEC) by 2015. The main objective of AEC is to transform ASEAN into a region with free movement of goods, services, investment, skilled labour and the free flow of capital [2]. In addition, it is hoped that the close cooperation through the AEC will decrease economic and development gaps between ASEAN countries. Disparities exist in term of national income levels and access to technology, urban and rural inequalities, and gender gaps in some countries and regions within countries. Poverty in rural areas, where the majority of ASEAN members live, has been difficult to address and has a significant impact on the educational and economic opportunities available to the populations in these areas.

Even though ASEAN countries are diverse in size, the level of development, language and religion, they share the goal to be united as one. Regardless of their differences, these ten countries share a similar emphasis on human resource development. Human resource development is the important key in developing ASEAN to enter the knowledge-based economy and global environment. Education, as a fundamental human right, is considered critical and strategic for developing their human resources to increase integration and competitiveness [3]. Governments play a role by providing high-quality education and learning to all people. However, opening access to quality education and learning the opportunity to all people is not always easy as there are a number of challenges. Therefore, the main objective of this paper is to identify challenges and solutions for higher education in the ASEAN economic community.

2. HUMAN DEVELOPMENT INDEX

Human development is a development of expanding an individual's options. It places importance on three essentials; for individuals to lead a lengthy and good life, to obtain knowledge, and to have rights to use resources required for a respectable living standard. The Human Development Index (HDI) has become a standard for measuring human development. Its element indices assess life expectancy, literacy and education, as well as GDP per capita. The HDI is a statistical tool used to measure a country's overall achievement in its social and economic dimensions. The social and economic dimensions of a country are based on the health of people, their level of education and their standard of living. The 2015 Human Development Report (HDR) keeps the same cut-off points for the four categories of human development achievements that were introduced in the 2014 HDR: 1) very high human development (0.8 and above); 2) high human development (0.700–0.799); 3) medium human development (0.550–0.699) and 4) low human development (below 0.550). Table 1 shows

1 Corresponding Author. *E-Mail Address:* tamuri@kuis.edu.my

2 Corresponding Co-Author. *E-Mail Address:* norfaizah@kuis.edu.my.

the education index for ASEAN countries from 1990-2014. Column one revealed the HDI rank by country. Singapore is the highest ranking for HDI followed by Brunei. On average, both Singapore and Brunei are categorised under very high human development. Meanwhile, Malaysia and Thailand are categorised under high human development. Indonesia, Philippines and Vietnam are categorised under medium human development. Laos and Cambodia are under low human development. Overall, the indices showed an increasing pattern throughout the period.

Table 1 Education Index: ASEAN Countries

HDI Rank	Country	1990	1995	2000	2005	2010	2011	2012	2013	2014
31	Brunei Darussalam	0.78	0.80	0.82	0.84	0.84	0.85	0.85	0.85	0.856
143	Cambodia	0.36	0.38	0.42	0.49	0.54	0.54	0.55	0.55	0.555
110	Indonesia	0.53	0.56	0.60	0.64	0.67	0.67	0.68	0.68	0.684
141	Laos People's Democratic Republic	0.39	0.42	0.46	0.50	0.54	0.55	0.56	0.57	0.575
62	Malaysia	0.64	0.68	0.72	0.73	0.77	0.77	0.77	0.78	0.779
148	Myanmar	0.35	0.39	0.43	0.48	0.52	0.52	0.53	0.53	0.536
115	Philippines	0.58	0.59	0.62	0.64	0.65	0.65	0.66	0.66	0.668
11	Singapore	0.71	0.77	0.82	0.84	0.89	0.90	0.91	0.91	0.912
93	Thailand	0.57	0.61	0.65	0.68	0.72	0.72	0.72	0.72	0.726
116	Viet Nam	0.47	0.53	0.58	0.62	0.65	0.66	0.66	0.66	0.666

(Source: UNDP, International Human Development Indicators, 2015).

Download the data: <http://hdrstats.undp.org/en/indicators/default>.

3. DEVELOPMENT OF HIGHER EDUCATION IN ASEAN

Education plays a vital role in creating a knowledge-based society and contributing to the enhancement of ASEAN competitiveness [4]. The main objectives of education in the ASEAN community are to advance and prioritise education and focus on creating knowledge-based society; achieving access to primary education; promoting early child care development and enhancing awareness of ASEAN to youth through education [5]. The government of each member country has taken key steps in the development of their higher educational policies. Table 2 shows the policies and objectives of higher education for each country in ASEAN. Most of the ASEAN countries like Brunei, Cambodia, Indonesia, Laos, Myanmar, Vietnam and Philippines focus on improving the quality of higher education. Singapore plans to mould its human capital with cross-cultural skills, critical and inventive thinking and communication skill. Meanwhile, Malaysia and Thailand focus on becoming regional hubs for higher education in ASEAN. ASEAN countries face several challenges in achieving these objectives.

Table 2 Development of Higher Education Policies in ASEAN

Countries	Policies	Objectives
Brunei	The 21st Century National Education System (SPN 21) - 2012	1. Equip students with necessary skills and knowledge that is necessary for them to compete in both local and international job market. 2. Gear nation towards quality education and better economic performance.
Cambodia	Educational Strategic Plan (2006 -2010)	1. Increase opportunities for higher education among prioritised students (poor students, female students, students from remote areas). 2. Improve quality and efficiency of education service and institutional development and capacity building.
Indonesia	Higher Education Long Term Strategy (2003 – 2010)	1. Integrate internal and external quality assurance by developing the HEI database. 2. Implement new paradigm in education management and quality improvement.
Laos	Higher Education and Skills for Growth in Lao PDR -2012	1. Improve the quality of higher education. 2. Improve functional skills among students that are required to be employable in the future. 3. Prioritise underfunded fields such as science and engineering.
Malaysia	National Education Strategic Plan (NHESP - 2020)	1. Make Malaysia a hub of higher education excellence. 2. Develop human capital with first class mentality. 3. Reposition country's higher education to meet current and future challenges.
Myanmar	Long Term	1. Generate a learning society capable of facing the challenges of the

	Education Development Plan (2001 – 2030)	knowledge-based society. 2. Development of human resource, expansion of research, promotion of quality education, and preservation of national identity and values.
Philippines	Long Term Development Plan (2010 – 2020)	1. Broaden the access of disadvantaged groups to higher education. 2. Improve the quality of HEIs, programmes and graduates to match the demands of domestic and global markets. 3. Strengthen research activities in HEIs. 4. Expand alternative learning systems/modality in higher education.
Singapore	21st Century competencies in academic curriculum (2012 – 2014)	1. Prepare students to thrive in a fast-changing and highly connected world. 2. Develop civic literacy, global awareness, cross-cultural skills, critical and inventive thinking and communication skills. 3. Refine teaching approaches and assessment methods. 4. Develop tools for holistic feedback and assessment.
Thailand	Long Term Higher Education Plan – Phase 2 (2008 – 2022)	1. Focus on education ethics. 2. Focus on linking education with employability. 3. Development of Thailand as a regional hub for higher education. 4. Innovation to improve national competitiveness. 5. Liberalisation of trade in education services and the future employment in AEC. 6. Encourage educational institutions to produce graduates who are equipped with professional skills, language skills and inter – cultural skills
Vietnam	Education Development Strategy (2008 – 2020)	1. Develop high-quality human resource to match the socio-economic structure and modernisation of country. 2. Enhance national competitiveness in the regional economic integration. 3. Focus on linking educational training with job placement and demands of employability.

4. CHALLENGES IN HIGHER EDUCATION FOR ASEAN COMMUNITY

The following discussion will focus on challenges by ASEAN countries:

4.1 Brunei Darussalam

The Ministry of Education continues to work hard to develop and prepare the nation's youth for employment in realising its vision 2035. Every citizen and residence are given opportunities to equip themselves with knowledge and skills required by the industry. Various departments within the Ministry of Education have been coordinating and collaborating with relevant stakeholders in addressing the needs and implementation of inclusive education in Brunei. Ensuring support for the different at-risk groups poses a challenge in terms of manpower, resources, information, understanding and acceptance [6].

4.2 Cambodia

Higher education in Cambodia still faces significant challenges in term of access, equality, quality, relevance, funding and management and administration. A drastic increase in enrolment for higher education in Cambodia caused triple challenges to build a mature core system in order to assure the minimum levels of quality [7].

4.3 Indonesia

One of the key challenges faced by the Indonesian higher education institution is the inability to support the number of enrolments due to the small size of the institutions [8]. Besides, [9] Indonesia also faces challenges in term of financing, quality of teaching and research, difficulties of access and equity and limited accreditation. Comparing with neighbouring countries, the relatively low research outputs are correlated with the insufficient budgets allocated for research. The majority of institutions do not have the financial and academic basis to conduct research; thus, they should concentrate their efforts on developing high-quality, relevant teaching. Furthermore, Indonesia only allocated 0.08 % of its GDP for research in 2013. An accreditation system is necessary to access the progress and quality of Indonesian higher education. The biggest challenge is that approximately 20% of institutions or study programmes are unaccredited.

4.4 Laos PDR

In the case of Laos, the major challenges faced in higher education are to produce and provide good quality human resources to meet the needs of the country's socio-economic development. Currently, higher education in

Laos is described as lacking a clear vision, appropriate policy, strategy, and master plan to meet regional and international quality and competitiveness [10].

4.5 Malaysia

To become a regional hub of educational excellence, Malaysia must first and foremost address the challenges within Malaysian universities. The fall in the position of premier Malaysian universities like Universiti Malaya and Universiti Sains Malaysia in the Times Higher Education (THES) 2005 and later in THES 2007 signifies a crisis within Malaysian universities. If higher education in Malaysia is to reach its aspirations laid out in the National Higher Education Strategic Plan (NHESP), then these rankings must be viewed as an important wake-up call for the country to tackle the fundamental problems within institutions of higher education in Malaysia. It is hoped that with the rating system for Malaysian higher education institutions in place for all local universities, both public and private, it will work towards achieving a Band 6 (outstanding) on the ranking. HE in Malaysia needs to reposition the country's higher education to meet current and future challenges through the internalisation policies. The NHESP has outlined a number of strategies that will be adopted to transform Malaysia's higher education in order to provide a solid foundation for the future.

4.6 Myanmar

One of the key challenges of higher education in Myanmar is to create strong research activities by expanding activities of research to international collaborations [11].

4.7 Philippines

As for higher education in the Philippines, local, regional and international stakeholders collaborate toward improving the country's higher education sector by implementing reforms that enable the acquisition of knowledge, development of skills, values and attitudes which will enhance productivity, globalisation and competitiveness of graduates [12] and address the challenges arising from unanticipated environmental, social, and economic change [13].

4.8 Singapore

To become an educational hub for the ASEAN region, the government of Singapore has broadly promoted the internationalisation of national policy and recruited prestigious foreign universities to establish local campuses. This strategy is important to expand access for the local students to develop their potential.

4.9 Thailand

To become the regional education hub in South-East Asia, one of the key challenges of the Royal Thai Government is to upgrade the quality of Thai universities while upholding their academic freedom and social responsibility [14]. Ultimately, Thailand aims to attract more foreign students to continue their study in Thailand. In addition, to ensure their students stay competitive in the international market place, the Kingdom of Thailand aim to accelerate the development of university research activities nationwide to enhance national competitiveness.

4.10 Vietnam

The main concern in Vietnam's higher education is the lack of quality. Most university graduates do not have the adequate capacity to cope with rapid industrial and technological changes [15]. In order to improve the quality of higher education, Vietnam underwent structural adjustments including improvement of higher education programmes and teaching and learning methods, development of lecturing staff and higher education managers, increase in research, etc [16].

5. SOLUTIONS HIGHER EDUCATION FOR ASEAN COMMUNITY

Research education is central to any education system since it will provide significant data for the success of the process of teaching and learning. Today, there are a lot of issues regarding education which need to be explored or studied especially in higher education. Several important aspects of higher education should be reviewed together or reformed collectively by the educational experts and authorities. This issue can be seen from several perspectives such as research, publication, consultation, curriculum design, teaching and learning as well as evaluation and assessment. A significant number of books, journals, reports and documents should also be published.

There is a pressing need to promote a platform in which researchers in ASEAN countries should work together in terms of research. Given its shared community and interest, ASEAN members should work together to enhance the quality of education in their countries. All best education practices should be based on research, and this aspect could be distributed and conducted by universities and other higher education institutions across ASEAN. Cultivating research through various fields of research of education and developing international networking are some of the steps that can be promoted by all scholars, experts and academicians in higher education institutions.

Globalisation has created unprecedented challenges. In terms of higher education, [17] emphasised that most of the Southeast Asia countries lack qualified faculty staff, declining academic community, limited experience of quality assurance processes, lack equitable access for all students, lack infrastructures, geographic spread and diversity of universities, have poor use of English, and limited research expertise. AEC poses similar challenges to the higher educational institutions in ASEAN. The education system in ASEAN countries is diverse; therefore, students involved in the intra-regional movement may face many problems in terms of cultural diversity, language and communication barriers, instructional practices and curriculum incomparability.

A real framework of cooperation should be established by ASEAN countries, particularly among their higher educational institutions. In facing the ASEAN economic community, it is hoped that this framework will enable all higher educational institutions to work together to achieve these objectives:

- a. To encourage and carry out joint research and studies among ASEAN experts and academicians.
- b. To disseminate findings of research, knowledge, skill and experience.
- c. To publish journals, books and materials among academicians and researchers.
- d. To support the development of the educational system and policy of every ASEAN member especially the less developed countries.
- e. To promote cooperation and create greater networking and smart partnership among researchers in various fields of education.

Several aspects should be taken seriously into consideration by scholars, experts and academicians to develop the ASEAN regional framework of educational networking and collaboration. Firstly, it is very important to establish an ASEAN Research and Development (R&D) Centre to raise funds and coordinate research and publication for scholars, experts and academicians for ASEAN higher education institutions. This R&D centre will mainly organise research and publish material based on niche areas needed by ASEAN countries. Therefore, teachers, educators or lecturers will be involved in active debates, forums, discussions, seminars and workshops which are frequently organised. They could be able to freely give their ideas, opinions and suggestions to improve and strengthen their research, training, modules and courses based on the research conducted. A research-based institution at the ASEAN level should be jointly established by the governments, universities as well as non-governmental organisations. Every ASEAN country should actively play their roles and financially assist the development of this research institution. They should invite other researchers from ASEAN higher education institutions to participate in research. They could receive research funds from governments, private sectors and NGOs to do joint research regarding important aspects of ASEAN such as the economy, politics, society and education. It is imperative that the philosophy of research education is based on the ASEAN context to improve the quality of education. For example, religion and religious values should be considered seriously in the ASEAN educational system and to eliminate negativities that may influence ASEAN youth.

Secondly, improvement of the quality of publication and university ranking. Today, only a few numbers universities in ASEAN were included in the world's highly ranked universities. In the context of Malaysia, from nearly 500 higher education institutions in 2016, there were less than ten universities included in the top best universities such as UM, UPM, UTM, UKM and UTP. Several factors influence the rankings such as the lack of research funds, indexed journals and books, English language barriers as well as the number of academicians and researchers. Publishing in SCOPUS and ISI indexed journals requires a high level of English writing proficiency. There are thousands of higher education institutions in ASEAN producing a large number of academicians and graduates. This indicates that these higher educational institutions have their quality standards despite not having been included in the world top universities. Thus, there is a need to develop an ASEAN ranking system and criteria as well the ASEAN publications index to promote academic writing and ensure quality standards. Many academicians and researcher are trapped by the current trend of writing in ISI and SCOPUS journals or publications. This issue has become more serious since there are irresponsible people who have manipulated the academicians' eagerness to be published in ISI and SCOPUS publications. Unfortunately, the fee rates of some of the journals are exorbitant and fake journals have emerged. These journals have been blacklisted by the authorities. One solution is that all ASEAN higher education institutions should engage more actively in regional journals and book publications. There should be more MOUs and MOAs among these institutions to increase the number of quality journals and books. A series of discourses and seminars should be organised by ASEAN higher educational institutions to form and produce the ASEAN University Index and the ASEAN Index for Publication and Research.

Thirdly, reformation of educators and researchers. To improve abilities to face challenges as well to provide solutions to higher education institutions, all scholars, experts and academicians should actively carry out research regarding in planning and implementing the integration of knowledge. The development of technology and ICT provide new approaches to developing the education system. Cultivating research among academicians should be one of the main agenda in the higher education system. Research lends support to theories and provides data for interpretation. A correct understanding among educators is essential to ensure that they are able to fulfil their duties based on facts and not based on personal perception or assumption.

In educating the 21st century generation, academicians should use the latest pedagogy and approaches in the process of teaching and learning. Besides research and publication, every academician should become effective educators in and outside the classroom. In a borderless world, access to information is critical. *E-learning*, *blended learning*, *MOOC*, *mobile learning*, *modular*, *workplace*, etc. are some of the current approaches used in many higher educational institutions. Strong networking among higher educational institutions within ASEAN countries will provide wider educational opportunities to their students. Students will be able to share and obtain knowledge from other universities in ASEAN as well as from other countries via the internet and open sources information. As a result, it will enhance the students' knowledge and information. Students' mobility is another effective mechanism to improve students' knowledge, social skills, experience and international networking.

Fourth, standardisation of academic programmes among ASEAN higher education institutions. Thousands of higher educational institutions exist in ASEAN offering various levels and types of programmes. A standard quality assurance should be developed and recognised by every ASEAN country. This standard will give a new way for student exchange, joint awarding programmes, guidelines for transfer credits and degree recognition by all ASEAN countries. This standard will directly improve the quality of academic programmes offered in these higher educational institutions, and it becomes the benchmark academic standard of ASEAN. It will also be very helpful for the stakeholders, educational authorities and industries to evaluate and improve the quality of the programmes offered by these higher educational institutions.

6. CONCLUSION

In ASEAN countries, education is a critical and strategic approach to developing human resources. The government plays a role by providing high-quality education and learning to all people. However, providing access to quality education and learning the opportunity to all people is not always easy and every ASEAN country has different levels and quality of education. Each country has its challenges, and there is an urgent need to develop practical solutions. To achieve the goals of the ASEAN economic community, a real framework of cooperation should be established by ASEAN countries. It is hoped that the framework will encourage joint research among ASEAN experts and academicians. This will promote disseminating the research findings, knowledge, skill and experience as well as to publish journals, books and materials among academicians and researchers. This framework will also support the development of the educational system and policy of every country of ASEAN especially the less developed countries and to promote cooperation and create greater networking and smart partnership among researchers in various fields of education.

REFERENCES

- [1] Yaakub, N. (2015). *Special lecture on Challenges in education towards the realization of ASEAN community 2015*.
- [2] Aring, M. (2015). ASEAN Economic Community 2015: Enhancing competitiveness and employability through skill development. *ILO Asia-Pacific Working Paper Series*, ISSN: 2227-4405, 1–36.
- [3] Dulyadaweesid, N. (2013). Thailand's Educational Strategic Plan in Preparation for the ASEAN Community. *Paper Presented at the Asian Conference on Education 2013, Osaka, Japan*. Retrieved at http://www.iafor.org/offprints/ace2013-offprints/ACE2013_offprint_0273.pdf, 1–10.
- [4] Pyakurel, S. (2014). *Asean economic community and its effects on university education: a case study of skill verification by the means of professional certification examination*.
- [5] *Op.cit.*,
- [6] Ministry of Education. (2008). *The development of Education Brunei Darussalam*.
- [7] Williams, J. H., Kitamura, Y., & Keng, C. S. (2014). Higher Education in Cambodia : Expansion and quality improvement. *Higher Education Forum*, 11, 67–89.
- [8] *Op.cit.*,
- [9] Logli, C. (n.d.). *Higher education in Indonesia: Contemporary challenges in governance, access, and quality Chiara*. New York: Handbook of Asian Higher Education.
- [10] Siharath, B. (2007). The Higher Education in Lao PDR and Roles of International Cooperation for Its University Development - National University of Laos I. Introduction, 1–14.
- [11] *Op.cit.*,
- [12] *Ibid*,
- [13] Galang, A. P., & Galang, A. P. (2010). Environmental education for sustainability in higher education institutions in the Philippines. *International Journal of Sustainability in Higher Education*, 11(2), 173–183. <http://doi.org/10.1108/14676371011031892>
- [14] *Op.cit.*,
- [15] Oliver, D. E. (2004). Higher Education Challenges in Developing Countries: The Case of Vietnam. *International Journal of Educational Policy, Research, & Practice*, 5(2), 3–18.
- [16] *Op.cit.*,
- [17] *Op.cit.*,



ISBN 978-602-74135-3-5

توريث الوراثة النبوية أهم أعمال علماء الإسلام

¹Ismail Lutfi*

*FATHONI UNIVERSITY, THAILAND

Abstract

This paper is to study the bequeathing inheritance of the Prophet, which is considered the most important mission of all the Muslim scholars. The Lordship of Almighty Allah on His servants is sending down His Messengers to mankind and the most prestigious status is the status of the message and the prophet hood that He hath chosen the messengers and the prophets from among His creations to preach Islam as the way of life, the best of them is the Prophet Muhammad Peace Be Upon Him. This paper discuss the status of the Muslim scholars in the Islamic point of view to whom Almighty Allah has made them honors upon others who follows the ways of the prophets of those who have sacrificed in bringing the followers to the right path, helping them from injustice, encouraging them to do good deeds and forbidding wrong and calling them to Allah in most peaceful ways and wisdom. These constitute the solicitation of the prophet hood inherited by the followers of the Messengers in the past until the present day and will be continuing to the Day of Judgment. The findings of the study are as the following; the blessing and the Lordship of Allah on His servants is that He has given them the life and other living factors and He has honored his servants with the Quran sent down to them as the guidance of life to Islam, the true religion of Almighty Allah. Almighty Allah has honored the servants with the true religion and the revelation of the holy scriptures and the holy scripture of Al Qur'an is considered the final revelation and the most sublime law and Almighty Allah has sent down the messengers and the prophets from the first prophet, Adam Alaihis salam to the last prophet Muhammad Peace Be Upon Him where the last prophet, Muhammad Peace Be Upon Him is considered the most sublime among them. Inheritance from the prophet and religious heritage are the two laws of almighty Allah where we need to pay full attention in the persistence of religion in human life. The most importance of inheriting the messengers is bequeathing inheritance of the Prophet through Al-Quran and the Tradition of the prophet.

Keywords: the bequeathing inheritance of the Prophet, the status of the Muslim scholars

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

١٤

الْحَمْدُ لِلَّهِ نَحْمَدُهُ وَنَسْتَعِينُهُ وَنَسْتَغْفِرُهُ وَنَسْتَهْدِيهِ وَنَتُوبُ إِلَيْهِ، وَنَعُوذُ بِاللَّهِ مِنْ شُرُورِ أَنْفُسِنَا وَمِنْ سَيِّئَاتِ أَعْمَالِنَا، مَنْ يَهْدِهِ اللَّهُ فَلَا مُضِلَّ لَهُ، وَمَنْ يَضِلْهُ فَلَا هَادِيَ لَهُ. أَشْهَدُ
وَسَلَّمَ وَبَارَكَ عَلَى نَبِيِّنَا وَحَبِيبِنَا الْمُصْطَفَى مُحَمَّدٍ، وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ لَا إِلَهَ إِلَّا اللَّهُ وَحْدَهُ لَا شَرِيكَ لَهُ، وَأَشْهَدُ أَنَّ مُحَمَّدًا عَبْدُهُ وَرَسُولُهُ. اللَّهُمَّ صَلِّ

بَعْدُ:

ثُمَّ جَاءَ الَّذِينَ آمَنُوا مِنْ بَنِي إِسْرَءِيلَ أَنَّهُ مَنعُكُمْ اللَّهُ أَنْ تَعْلَمُوا السَّاعَةَ لَئِنْ لَمْ يَنْزِلْ بِكُمْ آيَاتٌ مِنْ رَبِّكُمْ لَسْتُمْ إِذْ تَقُولُونَ هَذِهِ السَّاعَةُ الْوَعْدِ لَكُمْ فِي أَيَّامٍ مَقْدُورَةٍ أَلَمْ يَنْزِلْ بِكُمْ هَذِهِ الْآيَاتُ الْمُبِينَةُ وَإِنْ أَفْضَلُ لَكُمْ مِنْ ذَلِكَ لَكُمْ فِي أَيْمَانِكُمْ أَتَقُولُونَ لَنْ نَرِيَ اللَّهَ أَبَدَ النَّاسِ وَلَسْنَا نَرَاهُ فِي السَّمَوَاتِ إِذْ تُصْعَقُونَ يَوْمَ لَا يُغْنِي عَنْكُمْ كِبَافُكُمْ وَسَاءَ لَكُمْ فِي أَنْفُسِكُمُ الْمَوَاقِفُ أَلَمْ يَنْزِلْ بِكُمْ هَذِهِ الْآيَاتُ الْمُبِينَةُ وَإِنْ أَفْضَلُ لَكُمْ مِنْ ذَلِكَ لَكُمْ فِي أَيْمَانِكُمْ أَتَقُولُونَ لَنْ نَرِيَ اللَّهَ أَبَدَ النَّاسِ وَلَسْنَا نَرَاهُ فِي السَّمَوَاتِ إِذْ تُصْعَقُونَ يَوْمَ لَا يُغْنِي عَنْكُمْ كِبَافُكُمْ وَسَاءَ لَكُمْ فِي أَنْفُسِكُمُ الْمَوَاقِفُ أَلَمْ يَنْزِلْ بِكُمْ هَذِهِ الْآيَاتُ الْمُبِينَةُ

1 - مكانة العلماء عند الإسلام

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

المتردد بالإلهية لجميع الخلائق وأن الجميع عبيده وخلقه والفقراء إليه وإله الغني تماماً يشهد الله وكفى به شهيداً وهو أصدق الشاهدين وأعلمهم وأصدق القائلين: وهذه خصوصية عظيمة للعلماء في هذا المقام [عَدَّ لِلَّهِ ث ث ث ف فسوف نثمّن قرن شهادة ملائكته وأولي العلم بشهادته إنه تعالى جعل أشرف مراتب الناس بعدهم مرتبة خلافتهم ونوابتهم في أمهم فإنهم يخلفونهم على مناهجهم وطريقتهم من توضيحاتهم اللازمة وإرشادهم الضال وتعليمهم الجاهل ونصرهم المظلوم وأخذهم على يد الظالم وأمرهم بالمعروف ونهيهم عن المنكر والدعوة إلى الله بالحكمة للمستجيبين والموعظة الحسنة للمعرضين والغافلين، والجدل بالتي هي أحسن للمعاندين المعارضين. فهذه أحوال اتباع المرسلين وورثة النبيين

2۔ چچ چ ی ت تڈ تڈ ژ ژ ر ک ی ک گچ

أن هذه سبيله أي طريقته ومسلكه [جـ] عن هذه الآية يقول ابن كثير رحمه الله: يقول تعالى لرسول الله صلى الله عليه وسلم أن هذا هو الحق الذي لا يخرجه من الدين، وهو ما أخبر به نبي الله صلى الله عليه وسلم من قبله، وأمر الله أن يخبر الناس وسنته وهي الدعوة إلى شهادة أن لا إله إلا الله وحده لا شريك له، يدعو إلى الله بها على بصيرة من ذلك ويقين وبرهان، هو وكل من تبعه وأمن به يدعو إلى ما ثم أمر أن ينزّهه تنزيهاً عن الشرك (وأعلن ذلك للعلماء) تَدَّ ذُذْ رَزَا إليه رسول الله صلى الله عليه وسلم بصيرة ويقين وبرهان عقلي وشرعي

[٦]. ك ك ك قانلا:

* بحث يقدم إلى المؤتمر العالمي الذي عقد، بمشيئة الله، بجامعة المحمدية ميتر، لمفونج، 12 نوفمبر 1438 هـ الموافق 11/12/2016م 77777

1 هو رئيس جامعة فطاني جنوب تايلاند، ورئيس مشترك لمجلس التعاون بين الأديان للسلام IRAC، والمجلس الأعلى لرابطة العالم الإسلامي بمكة المكرمة

2 القرآن الكريم سورة الحج 22: 75

3 القرآن الكريم سورة الحج 22: 75

4 انظر: ابن القيم، فضل العلم والعلماء ص 63

5 القرآن الكريم سورة يوسف 108: 12

6 تفسير القرآن العظيم لابن كثير 4/422

تلك هي دعوة من ورثة النبوة التي يرثها أتباع الرسول الذين آمن به وعلم من علمه منذ أيام الصحابة رضي الله عنهم إلى يومنا هذا ثم إلى يوم القيامة بإذن الله.
فهؤلاء أتباع الرسول صلوات الله عليهم أجمعين هم ورثة النبوة دون الناس وهم أولوا العلم الذين اتبعوه فقاموا بما جاء في كتابهم من عمل ودعوة وهداية وجهاد وصبرا
وناشروا رحمة دينه للعالمين، وعلى رأسهم إمامهم الأكبر أبو بكر الصديق ÷ ثم من بعده ذلك ترتيب رب العالمين لعباده المتقين في كتابه الحكيم قائلا:
﴿يَا أَيُّهَا الَّذِينَ آمَنُوا إِنَّا جَعَلْنَا لَكُمُ الْإِسْلَامَ دِينًا مِمَّا كَانَتْ لَكُمْ دِينًا قَبْلُ وَاللَّذِينَ كَفَرُوا إِنَّ دِينَهُمْ كُفْرًا تَوَلَّوْا عَنْهُ وَيَكْنُسُونَ﴾

2 - وريثة النبوة: القرآن والسنة

[illegible]

ومن ذلك تبين أنه الكل اصطفاؤه الله لوراثته هذا القرآن العظيم وإن تفاوتت مراتبهم وتميّزت أحوالهم، فلكل منهم قسط من وراثته حتى الظالم لنفسه، فإن ما معه من أصل الإيمان وعلوم الإيمان وأعمال الإيمان من وراثته الكتاب. لأن المراد بوراثته الكتاب وراثته علمه وعمله ودراسة ألفاظه وفهم معانيه والعمل بمقتضاه والدعوة إليه. تلك أمة محمد عليه السلام الإجابة، أمة واحدة، أمة وسطا فكانوا خير أمة أخرجت للناس.“

وفي تفسير ابن كثير لهذه الآية قال: فالعلماء أغبط الناس بهذه النعمة وأولى الناس بهذه الرحمة وأكثر حظا من هذه الورثة. فإني كما روي عن قيس بن كثير قال: "قدم رجل من المدينة على أبي الدرداء وهو بدمشق فقال: ما أقدمك يا أخي؟ فقال: حديث بلغني أنك تحدثه علي بن أبي طالب أنا جئت لحاجة؟ قال: لا .

قال : أما قدمت لتجارة؟ قال : لا . قال : ما جئت إلا في طلب هذا الحديث؟ قال : نعم . قال رضي الله عنه : فإني سمعته من رسول الله (صلى الله عليه وسلم) سَأَلَكَ

طَرِيقًا يَبْتَغِي فِيهِ عِلْمًا سَلَكَ اللَّهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ، وَإِنَّ الْمَلَائِكَةَ لَتَضَعُ أَجْنَحَتَهَا رِضَاءً لَطَالِبِ الْعِلْمِ، وَإِنَّ الْعَالَمَ لَيَسْتَغْفِرُهُ مَنْ فِي السَّمَوَاتِ وَمَنْ فِي الْأَرْضِ حَتَّى الْخَيْثَانِ فِي الْمَاءِ. وَفَضْلُ الْعَالَمِ عَلَى الْعَابِدِ كَفَضْلِ الْقَمَرِ عَلَى سَائِرِ الْكَوَاكِبِ، وَإِنَّ الْعُلَمَاءَ هُمْ وَرَثَةُ الْأَنْبِيَاءِ، وَإِنَّ الْأَنْبِيَاءَ لَمْ يُوْرَثُوا دِينَارًا وَلَا دِرْهَمًا، وَإِنَّمَا وَرَثُوا الْعِلْمَ فَمَنْ أَخَذَ بِهِ أَخَذَ بِحَقِّ الْوَارِثِ

وَعَنْ أَبِي الدَّرْدَاءِ - أَيْضًا قَالَ: سَمِعْتُ رَسُولَ اللَّهِ ﷺ يَقُولُ: ... وَالْعُلَمَاءُ وَرِثَةُ الْأَنْبِيَاءِ لَمْ يُورَثُوا دِينَارًا وَلَا دِرْهَمًا إِنَّمَا وَرَثُوا الْعِلْمَ فَمَنْ أَخَذَ بِالْعِلْمِ أَخَذَ بِحِطِّ وَافِرٍ

وزاد في رواية آخره موت العالم مصيبة لا تجبر وتلمة لا تسد ونجم طمس، وموت قبيلة أيسر من موت عالم

وقد روي عن الحسن البصري بإسناد صحيح قالوا يقولون: مَوْتُ الْعَالَمِ ثُلْمَةٌ فِي الْإِسْلَامِ لَا يَسُدُّهَا شَيْءٌ مَا اخْتَلَفَ اللَّيْلُ وَالنَّهَارُ

المراد بالعلم هو علم الوحي من الله سواء كان القرآن أو السنة لأن بهذا العلم عَيَّدَ اللهُ وحده وأثبَّتَ عليه ومُجَّدَّ، وبه عُرِفَ الحلال من الحرام وبه عُرِفَ فضل الإسلام على غيره، كما عُرِفَ به حقيقة الحياة والممات وحقيقة الدنيا والآخرة وحقيقة الجنة والنار.

هذا العلم الذي يحتاج إليه الناس ذلك هو الدين كما قال الإمام أحمد : الناس أحوج إلى الطعام والشراب، لأن الطعام والشراب يحتاج إليه في اليوم مرة أو مرتين، والعلم يحتاج إليه في كل وقت

وهذا العلم الذي خص الله به الإنسان من بين المخلوقات لما أودعه من عجائبه وآياته الدالة على ربوبيته وقدرته وعلمه وحكمته وكمال رحمته وأنه لا إله غيره ولا رب سواه.

عَنْ أَبِي هُرَيْرَةَ، أَنَّهُ مَرَّ بِالسُّوقِ فَوَجَدَهُمْ فِي تِجَارَتِهِمْ وَيُبُوعَاتِهِمْ، فَقَالَ: «أَنْتُمْ ههناَ فِيمَا أَنْتُمْ فِيهِ وَمِيزَاتُ رَسُولِ اللَّهِ ﷺ فِي مَسْجِدِهِ ... فَهَاجُوا سِرَاعًا إِلَى الْمَسْجِدِ فَلَمْ يَجِدُوا فِيهِ إِلَّا الْقُرْآنَ وَالذِّكْرَ وَمَجَالِسَ الْعِلْمِ، فَقَالُوا: أَيْنَ مَا قُلْتَ يَا أَبَا هُرَيْرَةَ؟ فَقَالَ: هَذَا مِنْ لِقَائِ الْمَحْمُومِينَ وَرِثَتِهِ وَلَيْسَ بِمَوَارِيثِهِمْ وَدُنْيَانِهِمْ».

3 - توريث الوراثة (التعليم والتزكية)

ط ط

10

ابنه وورث النبي زكريا ابنه النبي سليمانك سنة الله في وراثته دينه الحنيف إلى أن يرث الأرض ومن عليها وذلك من نبي أو رسول إلى آخر كما كان النبي داود ثم أخيرا ورث المصطفى النبي الأمي الذي لا نبي بعد، محمد بن عبد الله المصطفى الربانيين؛ بدءاً من الخلفاء الراشدين المهديين **ثم الأنبياء عيسى**

المؤمنين والعلماء والفقهاء، فكانوا ورثة النبوة والأنبياء. أعانهم الله

2

وذلك لما أحس من نفسه الضعف وخاف أن يموت، ولم يكن أحد ينوب منابه في دعوة الخلق إلى ربه، **ففتح** رب نبوته لابنه **يحيى** تلك قصة زكريا **ذ** [يعنى ضعف العظم الذي هو عماد الدين **الف** **ذ** **ث** **ث** **ث** اللهم شكا إلى ربه ضعفه الظاهر والباطن فنادى ربه نداء خفيا لكمال الإخلاص قائلا:

لأن الشيب دليل الضعف والكبر ورسول الموت ونذيره فتوسل إلى الله تعالى بضعفه وعجزه. وهذا من أحب الوسائل إلى الله، لأنه **يُحِبُّ** عِطْيَ

وهذا من الوسائل التي يتوسل إلى الله، بإنعامه عليه وإجابته دعواته السَّاطِفةُ ف **فَإِلتَمِسِي** من الحول والقوة، وتعلق القلب كلياً بحول الله وقوته

والظاهر أنه ذكر يالم بر فيهم أحدا فيه لياقة للإمامة والنبوة يقوم بواجب إقامة الدين **قَمْعُهُ** [فَسَالُ الَّذِي أَحْسَنَ إِلَيْهِ سَابِقًا أَنْ يَتِمَّ إِحْسَانُهُ لَاحِقًا]

موته. وهذا تبين نصح النبي زكريا وشدة اهتمامه في أمر التوريث لأُمته فدعا ربه أن يرزقه ولدا وليا يرث نبوته من بعده راجيا كل الرجاء من قدر

[illegible]

1 القرآن الكريم سورة النساء 12 : 69-70

2 القرآن الكريم سورة فاطر 31:32-35

3 تفسير جامع البيان للطبري 465/2

4 تفسير القرآن العظيم لابن كثير 487

5 حديث حسن: حديث أخرجه الإمام أحمد رقم 21715، أبو داود رقم 3641، الترمذي رقم 2682، ابن ماجه رقم 223

6 حديث ضعيف: أخرجه ابن شاهين في الترغيب في فضائل الأعمال رقم 215، والبيهقي في شعب الإيمان رقم 1576، وابن عبد البر في جامع بيان العلم وفضله رقم 179

7 أخرجه الدارمي رقم 333، وابن عبد البر في جامع بيان العلم وفضله رقم 1021

8 فضل العلم والعلماء لابن القيم 36

9 حديث أخرجه الطبراني في الأوسط رقم 1429، وصحيح الترغيب والترهيب رقم 70، سنه حسن

10 القرآن الكريم سورة النمل 27:16

11 القرآن الكريم سورة مريم 2: 12-16

ذ ذ ذ ر ر ر ك [عند الله وعند خلقه بعده. وهذه الولاية ولاية الدين وميراث النبوة والعلم والعمل. فرحمه ربه واستجاب دعاءه فقال:

 $\mathcal{L}[\cdot]^1$

3۔ چٹ ٹٹ ٹٹ ٹٹ

۱۔ ط ط ط

1 -

- ط ف ف

$\frac{1}{2} \cdot \frac{1}{2} = \frac{1}{4}$

هذه المنة التي امتن الله بها على عباده أعظم المنن وأكبر النعم بل أصلها وهي الامتنان عليهم بهذا الرسول الكريم الذين أنفذهم الله به من الضلالة والهلكة إذ كانوا في ضلال ومن أهم مهمات الرسول هو توريث ورثتهم إلى أمته من خلال ثلاث طرق:

سواء كانت تلاوته في الصلاة أم في خارجها **ط** [أولاً:

يعني تصفية أفكارهم ونفوسهم وخلقتهم من الشرك والذنس والخبث وسائر مساوئ الأخلاق والحياة التي كانوا متلبسين بها في **حَالِ** انقيادهم وجاهليتهم.

يعني تعليم الناس معاني القرآن وحقيقة السنة التي هي ترجمان لفقران **فِي الثَّلَاثِينَ** لمعانيه.

تلك عملية نبوية لتوريث الكتاب والحكمة وهما ورثة الأنبياء وذلك بالوسائل والطرق والأساسية التالية:

1 - التلاوة على الأمة

2 - والتزكية أو التربية

3 - والتعليم لمعاني القرآن والسنة المشتملة على جميع احتياجات الناس على مستويات الفرد والأسرة والمجتمع والدولة والدنيا كلها.

وبذلك يتمكن الناس من الوصول إلى الطريق المؤدي إلى السعادة في الدنيا والآخرة والخروج من الظلمات إلى النور ومن الضلال إلى الهدى.

فبذلوه وغيروه وقلبوه واستبدلوا بالتوحيد شركا واليقين شكاً وابتدعوا أشياء لم يأذن بها **للكبواك** وللغرب كانوا قديماً متمسكين بدين إبراهيم الخليل أهل الكتاب قد بدلوا كتبهم وحرّفوها وألّوها محرّفين الكلم عن مواضعه فبعث الله محمد صلوات الله وسلامه عليه بشرع عظيم كامل شامل لجميع الخلق فيه هدايتهم لجميع ما يحتاجون إليه من أمر معاشهم ومعادهم والدعوة لهم إلى رضوان الله وجنته والنهي عن سخط الله وناره.

4 - ختاماً

من خلال هذا البحث العاجل توصلت إلى عدد من الحقائق التالية:

أولاً: إن من رحمة الله وربوبيته لخلقه أن خلق لهم الحياة وأنزل لهم الرزق وأكرمهم بالقرآن كمنهج حياة طيبة الذي هو دين الله الحق وهو الإسلام.

ثانياً: إن إكرام الله لعباده بالدين القويم بإنزال الكتب، وآخر كتبه وأفضل شرائعه هو القرآن الكريم. وإرسال الأنبياء والمرسلين من أولهم آدم ونوح إلى آخرهم وأفضلهم النبي الخاتم محمد بن عبد الله ﷺ.

أن نعتني بهما في أمر إقامة

ثالثاً: الورثة والتوريث في الدين سنتان من سنن الله يجب أن نعنتي بهما في أمر إقامة الدين في حياة البشر.

رابعاً: أهم أعمال ورثة الأنبياء هو توريث وراثته النبوة وهي القرآن والسنة لمن بعدهم بالطريقة النبوية الصحيحة، وهي التلاوة والتزكية والهدى إلى الله على نبيينا محمد وعلى آله وصحبه أجمعين. وسبحان ربك رب العزة عما يصفون، وسلام على المرسلين، والحمد لله رب العالمين

1 القرآن الكريم سورة مريم 7:12 انظر: السعدي في تفسيره

2 القرآن الكريم سورة الجمعة 2:62



The Important of Entrepreneurship Education in Educational Institution Trough Aprentice Model

Badawi^{*1}

STKIP MUHAMMADIYAH KOTABUMI, LAMPUNG, INDONESIA

Abstract

Entrepreneurships education in Educational Institution or also known as *Lembaga Pendidikan Tenaga Kependidikan* (LPTK) is important to create LPTK's graduations which have skill and the spirit of entrepreneurship through the intern model. There are some important things that have to be noticed that is LPTK's graduation is cannot directly be a teacher before they got the certificate Educational Teacher's Profession (PPG). It must be found the solution in order to anticipate the amount of unemployment. Therefore, entrepreneurship education in LPTK must be prepared well related with some aspects, namely syllabus and curriculum, learning material, instructor, facility and infrastructure, strategy and learning method, the competence that want to be achieved. To realize the LPTK's graduation which is capable and have the entrepreneurial spirit need a full support from LPTK's organizers.

Keywords: Entrepreneurship Education, Educational Institution, Aprentice Model

1. INTRODUCTION

Educational Institution (LPTK) is an institution that produce teachers candidate at school from education for learners in the early childhood to the high school. LPTK in doing its role and its function has produced the candidate of teacher which fills up the lack of teacher's formation in the nation's corner. Presently, the lack of teacher's problem has been solved and the available formation has been filled. So, the new formation will only change the position of pension's teachers and teacher's formation in the new school, another side LPTK produced teachers candidate continuously and it cannot be accommodated in the job opening because the minimum of teacher needs, a graduate which is not relevant with the available formation, so the teacher formation which is not balance with the increase of LPTK's graduate. Even to fill the teacher's formation assigned for the teacher's candidate who has teachers certificate generated by the Educational Teacher's Profession (PPG) organized by the LPTK. To follow the Educational Teacher's Profession must not be LPTK's graduation, even the non LPTK's graduation can follow the Educational Teacher's Profession if wants to be a teacher, so LPTK's opportunity constricted and having a potential in creating the unemployment.

According to Anyon in Jimmy Ph. Paat in Tilaar (2012: 104) university's graduation is not guarantee in getting the appropriate job. Many of LPTK's graduations is not work as a teacher and many of its graduation also work as honorary teachers or even work as voluntary teachers. It will produce many unemployment and increase amount of deprivations. Deprivation relates with Anyon opinion is not about the workers' in-proficient or because of the low score got from the school's test, but the workers is not hired advisably. Besides, there were an issue about most of university's graduation was not work or unemployment. It caused by the job opening which is not appropriate with the graduation competence. Data from the statistic office centre or BPS 2008 in Wiratno (2012:454) the available unemployment in Indonesia reached 7.87%. The quantity or amount of the population which is work based on their high level of educational background reached 4.66 billion (4.44%). From year to year, amount of the unemployment which comes from a scholar graduation is increased. It indicates that approximately 2% of a scholar graduation was unemployment.

Directorate of course development and institution of director general PNFI (2008: 1-2 in Badawi and Trisnamansyah, 2011:107) BPS August 2008 showed amount of the work generation in Indonesia is 111.4 million peoples. From those amount noted 9.42 million (8.48%) peoples are the available unemployment consisted of 7.4 million peoples (78.38%) are productive youth domiciled in rural area 4.186.703 peoples (44,4%) and in the urban 5.240.887 (55,6%).

Frequency of the unemployment and amount of the poor society is a burden for the government. Gaffar (2004: 518-519). It is not about the growth of the income and amount of the society which is not balance but also because source of the income is scarceness with the high competency. According to Nugroho in Tilaar (2012: 123)

Ciputra has premised that Indonesia is not develop or progress because it has not the entrepreneur. He

1 Corresponding Author. No Telp: -, E-Mail Address: bdwi2008@yahoo.co.id

used David Mc Clelland theory's that the nation will be productive if the nation has at least 2% of entrepreneur from amount of the society. Based on data from BPS Indonesia only have 400.000 peoples noted as independent entrepreneur or about 0.18% of the population (Moko Astamoen, Indonesia Business, 4 April 2005) Indonesia needs entrepreneur 12 more than the present. It because of the nation's generation which is afraid to run on the business, most of the businessman is the China ethnic because easy in controlling and even extorting. In addition Mc. Clelland (in Heri Kuswara, 2012 in Kasih, 2013: 164) that at least needs 2% of entrepreneur from the population in order to make the develop nation. Presently, Indonesia only have 0.2% entrepreneur from total of the population which reaches 237 million peoples (Elfindri, et al, 2010).

This kinds of condition cannot be allowed that is business only done by a certain ethnic in other side finding a job is a hard thing because the limitation of job opening or job opportunity. For the higher education especially LPTK must prepare their graduate to be an entrepreneur which has ability and capability in business. In order LPTK's graduation could get a job and appropriate income, university students must be supplied a skillfulness, so when they graduate from the college, they will not only expect to be a public servant but they can live independently by their own skill. Entrepreneurships education in LPTK can be done well even they are expected to be able to work well and create a new job opportunity so they will not hang their luck on the employee and become others burden. LPTK's graduations are expected to have independent and entrepreneur soul which will be able to compete in globalization era. Considering how hard is life competition in the future, to be independent and capable in competing they need sufficient supplies, namely skill education or entrepreneur education. The supply which has been given in the university will help them in overcoming every problems and challenges in their live.

Moreover when LPTK's graduation become a teacher definitely can be an asset in doing their duty and can supplies their students with their knowledge and skill they have. A skill is needed by university students is entrepreneurship skill. LPTK's graduation besides has ability in becoming a teacher also has skill in working. The limitation of job opportunity in order to accommodate LPTK's graduation, needs a penetration alternative so they will be able to compete at work and industry as well as they not only expect to be a public servant. The question will be, "what is the appropriate entrepreneurship education for the LPTK's students?"

2. LITERARY REVIEW

2.1 The Important of Entrepreneur- ships Education in LPTK

Entrepreneurships education in LPTK's have an important role because LPTK as an institution which is produce a teacher candidate which is not always become a teacher but can be worked in every kinds of work that accept them as their workers. Presently, LPTK's graduation is cannot directly become a teacher but they have to follow the Teacher's Profession (PPG) for 2 semesters, so they will get certificate of professional teacher. It is also done with non LPTK's graduation, but they have to take 3 semesters before getting the certificate of professional teacher. Therefore, it is necessary to give entrepreneur skill to the students of LPTK, so its graduation will be like 2 sides of knife blade. There are two sides, one side is having the ability in teaching and another side is having the ability in entrepreneur.

Increasingly the limitation of job opportunity for LPTK's graduation but the business opportunity is increasingly opened. To be a good entrepreneur need sufficient knowledge and skill so they could use the available opportunity or the chance. A small opportunity if it is used appropriately will obtain an advantage, work hardly and work smart are the key of success. Successfulness which was achieved in stages will be able to resist compared with the successfulness which was directly achieved. Indonesia faced by the continuous crisis which is caused a job loss (PHK) and deprivation. Deprivation and unemployment are two things which cannot be separated, because both of them are having a cause – impact relation.

Usman et al (2012:55) deprivation and unemployment problems in Indonesia is an unfinished problem. Based on Statistic Office Centre the amount of Indonesian society in 2010 are 230 million peoples. Total of poor populations in city is 17.1% and in the rural area is 17,8% (Carunia Mulia Firdaus Firdaus, 2010:6 in Usman et al (2012:55). One way in overcoming deprivation and unemployment problems is by being an entrepreneur. Therefore, in order not to increase amount of the deprivation and unemployment population LPTK's graduation need to be given an entrepreneurship skill while they are still a university student because they will have a chance in creating and imagining. Munthe (2009: 76-77) basically human are having a curiosity and high imagination. Curiosity is a big asset to increase critical and creative behavior. University students can learn well in a good or pleasant atmosphere, because the tendency of their hearts who always want to be a cheerful and happy. University student also can learn well in active participation atmosphere and high contribution. Besides, they will learn with high motivation if they always get appropriate appreciation.

Effort and hard work will get results proper with the expectation when it is done consistently and responsibility. Working smarter is necessary in order to achieve a good future. Jati and Priyambodo (2015:1) someone's future for a better life will be a reality if the person has an entrepreneurial spirit. The essence of entrepreneur is use or takes the advantage of the opportunity so it will get a profit, whereas entrepreneurship is

an independent.

Entrepreneurship education for LPTK will supply their graduation so they will be able to see the available opportunities in the community, so the LPTK's graduation will be able to compete not only become a teacher but also become a success businessman. Entrepreneurship education will supply them a knowledge, a skill and entrepreneur behavior. Because in the entrepreneurship education there will be a learning process contained of knowledge, skill, score, and entrepreneur behavior. By learning they will get some experiences which can be implemented at their daily life in the community. Through learning someone will realized the competence. Rae (2005:56) to develop a skill and begin to practice, remember all the techniques and approaches that must be used. Learning requires various techniques in order not to create a boring atmosphere. According to research conducted by Skovholt (2003) in Agustin (2009: 14) at several universities in the United States shows that most of the factors triggering the saturation of student learning in academic activities is due to a routine that has not changed much and tend to be monotonous. Learning is a process that is personal and natural, nobody can learn for us. Learning happens to us. Learning is a process that is performed at each step during the course of human life (Ferguson 1980: 288 in Basleman and Mappa, 2011: 14).

Before starting the learning process, students in LPTK primary introduced on the profile of entrepreneurs, as Zimmerer and Scarborough (2008:7—9) present: (1) the desire for responsibility; (2) preferred medium risk; (3) believe in his ability to succeed; (4) the desire to get immediate feedback nature; (5) a high energy level; (6) the future orientation; (7) organizational skills; (8) assess the performance is higher than the money.

Courses and Institutional Development Directorate, Directorate General of Non Formal and Informal Education, Ministry of National Education (2010: 2) The word entrepreneurship that was formerly often translate into entrepreneurship lately translate into entrepreneurship. Entrepreneur derived from the French language, which means that *entreprendre* initiate or implement. Self-employed / entrepreneurs comes from the words: Wira: primary, brave, noble; swa: himself; sta: standing; business: productive activities.

From the origin of the word, entrepreneur originally aimed at people that can stand alone. In Indonesia, the word entrepreneur is often defined as people who do not work in the government sector, namely; traders, businessmen, and people who work for private companies, while entrepreneurs are people who have their own businesses. Entrepreneurs are people who dared to open an independent productive activity.

Hisrich, Peters, and Shepherd (2008: 10) defines: "Entrepreneurship is the process of creating something new on the value of using the time and effort necessary, to bear the financial risk, physical and social risks that accompany, receive a monetary reward generated, and satisfaction as well as personal freedom ". To implement entrepreneurship education are stages that must be passed as proposed by Bygrave (2003: 4) present the concept of entrepreneurship education which consists of four stages, namely: (1) the stage of innovation, (2) the stage of a trigger, (3) the implementation phase, and (4) the growth stage.

Teak and Priyambodo (2015: 81) someone who is working wherever possible has created a new job as an innovation. This is shown by the more rapid is created goals and work goals. To be the creator of the work wherever the work should have an introduction to the rules and working his notes that guarantee the cornerstone of innovative activities.

In the innovation stages an individual intended to have an innovation to entrepreneurship with the concept of self-reliance, so they do not expect to be public servants only. Innovation will be raised if there are factors that can trigger into entrepreneurship. One of the very important characters of an entrepreneur is the ability to innovate.

A company without the innovation will not survive. This is due to the needs, desires, and customer demand which always changed. Customers are not always going to consume the same product. Customers will find other products from other companies which can satisfy them. To that required their continuous innovation if the company will take further and stood with his effort (the Directorate of Development and Institutional Classes, the Directorate General of Non Formal and Informal Education, Ministry of National Education, 2010: 11).

LPTK Entrepreneurship education is indispensable necessary to provide a guarantee in order to obtain welfare for graduates in the future with regard to economic issues. Gaffar (2004: 151) says that the economic problem is not a national problem, but lead to a global problem that needs to be solved. To solve the economic problems require a long process and the involvement of various elements, especially in the educational process. Furthermore, in Gaffar Delores J. (2004: 178) in the world of education must cling on four pillars: learning to know, learning to do, learning to be, and learning to live together. It was realized through the means of education to learn to understand, learn to do what you have to understand, learn to develop the whole potential fully and optimally, and learn to live together in a world full of peace and harmony.

2.2 Entrepreneurship Education through Internship Program

Variety of approaches that can be used in teaching entrepreneurship education, including the internship program. Internship is a learning model that reaches the students need with the corporate world in internships. The business world with internships should be in accordance with the learners' interests, so it has an interest in the business world. While many people perceive the higher level of education will be the greater income.

Education is strongly associated with economic problems or a person's income, but higher education is not a guarantee that the economy will be good. Therefore, education is one of the important factors in determining one's success in the economy.

When someone has a good education means that he or she has opened up the opportunities for success, so it is so important for a person's education. However somebody's success in their economic but failed in their education, life becomes less meaningful. To strengthen the learning process for students LPTK can be done through an apprenticeship in a specific business so that students fully understand the shape and type of entrepreneurs in internships. Djudju Sudjana in Kamil (2007: 82-83) the basic component of management school, encompassing the functions of planning, organizing, mobilization, assessment, and development.

According to Kamil (2010: 83-84) picture above shows the apprenticeship program learning (learning by doing) starting from the determination of planning related to the purpose which is based on full information so that planning is able to anticipate the needs of a broad for long-term use of resources available to achieve the goal. Furthermore, the organization is identify, sources provided in the form of human equipment needed to achieve the goals set. Mobilization of the man tapped as a source of principal and equipment required for the development, assessment, and development and high participation of any implementation of activities to achieve the goal. Coaching is one of the elements in managing or organizing an apprenticeship, which is to maintain the stability of the activities that have been rated as good and working to improve it. Coaching in good internship learning activities include monitoring (controlling) the quality of the implementation and supervision to ensure that the activities have been running or not and is successful or not.

The next management function assessment (evaluating) assessment was conducted of all or most of an internship component. The assessment can be performed continuously, periodically, and at any time in the moments before, while, or after the internship program implemented. Assessment was conducted to determine the efficiency and effectiveness assessment activities. In general, the assessment intended to refer to the collection, processing, and analysis of data as input in making a decision. On learning management there are three basic components, namely learners, tutors, and course materials.

2.2.1 Internship Learning Program

Learning internship is a blend of education and training, focused on learning by doing that leads to the education and skills. Learning apprenticeship training that focuses on the knowledge to do a job, the merger between knowledge and experience so that students who follow an internship will obtain knowledge as well as experience that can be implemented in the life of society. Entrepreneurship education is carried out with an apprenticeship would be more quickly accepted to acquire the knowledge and experience compared with face to face lectures without practice. LPTK student interns will have the ability and skills and entrepreneurial spirit that are willing to take risks on the work done.

Sudjana (1993: 9-10 in Kamil 2010: 72) suggests that the apprenticeship is a way of spreading information which is done organized. The term organized apprenticeship have certain rules, the purpose, the material is delivered, experienced people, people who have not experienced, furniture or utensils used, time, and environment. In the context of another internship (learning by doing) as a process of learning by engaging in a job, so he gained knowledge and experience as well as skillful in doing the job. Through the internship program LPTK students will have the knowledge and skills for entrepreneurship steady and increasingly confident it can even become entrepreneurs because it has provided the ability, skills and entrepreneurial spirit were adequate.

2.2.2 Purpose of the internship

Learning in the internship program is to help equip apprentices in order to master the knowledge, skill and attitude, can do the job properly and correctly. Because in an apprenticeship program aims to make the learners are learning by doing, to get used to work in accordance with the rules because it will see how people work, hear and practice it unconsciously that he has gained knowledge and experience. The internship program will accelerate the process of entrepreneurship mastery of knowledge and skills sought with confidence on the basis of knowledge and skills that he had.

PLSPO Director General of Ministry of Education (1990: 4 in Kamil 2010: 72-73) internship program of activities aimed at the following:

- a. To define the knowledge and skills to be desired and occupied livelihood,
- b. To expand and accelerate procurement in order to reach the workers' skill who could afford to participate in development.

For students learning LPTK as participants of the internship program aims to prepare skilled manpower, have the knowledge, skills, attitudes, and an entrepreneurial spirit are full of confidence and responsibility to realize the hopes of independent living through self-employment and is expected to be one of the alternatives to overcome unemployment.

2.3.3 The characteristics of apprentice- ship learning process

Based on the purpose of the internship above, there are characteristics stated by Director General Diklusepora (1990: 5 in Kamil 2010: 73) as follows.

- a. The process of apprenticeship is an apprenticeship, the apprentice and intern resources or people who appreciated be where interns work. Interns look and try to use the tools used to know, could be, and the usual how to use, how to fix it if it breaks, how to take care of him, in which he kept, and where he bought and made.
- b. The process of apprenticeship is the apprenticeship is in a position to work-study and study-work in accordance with the order of the works of interns. Interns can begin learning to work and work to learn from anywhere, from the beginning, in the middle, or end of the work process.
- c. That the interns and work-study are not preceded by theory but practice immediately, and went to work.
- d. Judging from the point source of the internship, it is not necessary to know the theory. Source internship is the ordinary people who are smart and do a job that appreciated.
- e. In terms of interns not only acquire knowledge, skills, skills, and attitudes but also the mental and skilled can do the job.

2.2.4 Learning internship curriculum

Among education practitioner's perceptions about understanding the different curriculum, according Soedijarto in Siregar and Nara (2011: 62) curriculum is an experience and learning activities which are planned to be addressed by the students in order to achieve educational goals that have been set in an institution. Then Siregar and Nara (2011: 62) curriculum as a system has the essential components, such as the objectives, the content, organization and strategy or the teaching and learning activities, and evaluation.

The curriculum is designed to involve organizing internships, executor, and students as apprentices. Advance by the facilitator along with interns. Then submitted to the agency asking interns to get approval from the agency or otherwise curriculum prepared by professionals from institutions that submitted internships and agreed upon by the facilitators and apprentices related to (1) the purpose of learning, namely general purpose and special purpose learning and learning outcomes targeted ; (2) the demands of practice, professional picture that will be performed in the learning process needs to be selected in advance the content of the curriculum.

Prihantoro (1999: 58-59 in Kamil 2010: 77) for selecting curriculum learning programs while working through six stages, namely: (a) truth, (b) linkage, (c) the usefulness, (d) requirements, (e) the balance , (f) the breadth or depth.

Curriculum is arranged based on the consideration of apprentices need and concer the facilitator and forwarder institutions, the processed of curriculum in order to achieve program objectives apprentices, in this case the interns are LPTK's students, of course with curriculum designed and the materials provided by using the appropriate method and strategy, so they can have knowledge, skills, attitude and entrepreneurial spirit.

2.2.5 Components of apprenticeship learning

Apprenticeship is a system consists of components, as stated by Sudjana (1991: 32 in Kamil 2010: 78) components are complementary and influencing. The components include: instrumental input consist of resources and facilities that will be done the learning, this component will affect the planned program can run well when supported with resources and adequate facilities and infrastructures; raw input, namely the component learners are humans either individually or in groups that will sustain the success of the program to achieve the objectives; environmental, which is an environment that supports the passage of educational programs conducted; the processes related to the input means and the raw input, if the program is supported by facilities and good infrastructures as well as the organization can be controlled and run properly then it will obtain results in accordance with the objectives set; output the quantity and quality of graduates that is characterized by behavioral changes obtained through teaching and learning; influence (impact) is the results that have been achieved; and other inputs is carrying capacity that would enable learners in using their ability to progress.

3. CONCLUSION

Entrepreneurship education in LPTK is to supply the knowledge, skill, behavior, and entrepreneurship spirit is needed so graduates can create jobs or business. Entrepreneurship education in LPTK can work well if the support of the various parties concerned. Entrepreneurship educational learning through internships for students is appropriate, for students to see and experience directly how the business or entrepreneurship is running. Internships in entrepreneurship education for LPTK's university students would be very significant if proven graduates able to conduct business independently and develop in line with the expectations. Entrepreneurship education through an apprenticeship program in LPTK is a learning model that deserves to be researched and developed so that the appropriate model applied in the college.

4. REFERENCE

- [1] Agustin, Mubiar. Jurnal Imu Pendidikan, Pedagogia, *Model Konseling Kognitif Perilaku Untuk menangani Kejenuhan Belajar Mahasiswa*, Volume 7, Nomor 3, Desember 2009, ISSN 1693-5276, Bandung: FIP UPI.
- [2] Badawi dan Trisnamansyah. (2011). *Pengembangan Model Wirausaha Desa Pembibitan Karet Unggul Untuk Meningkatkan Kompetensi Berwirausaha Warga Belajar*, Jurnal Ilmiah, VISI P2TK PAUD NI Vol. 6, No.2 Desember 2011 Pembinaan Pendidik dan Tenaga Kependidikan, Pendidikan Anak Usia Dini, Nonformal dan Informal, Jakarta: FIP UNJ.
- [3] Basleman, Anisah dan Mappa Syamsu. 2011. *Teori Belajar Orang Dewasa*, Bandung: Remaja Rosdakarya.
- [4] Bygrave, William D. (2003). *The Entrepreneurial Process*. Diakses pada tanggal 5 Oktober 2016 dari http://media.wiley.com/product_data/excerpt/43/04712715/0471271543.pdf.
- [5] Direktorat Pembinaan Kursus dan Kelembagaan, Direktorat Jenderal Pendidikan Non Formal dan Informal, Kementrian Pendidikan Nasional, 2010. *Modul 2 Konsep Dasar Kewirausahaan. Buku 3 Untuk Calon Wirausaha*, Jakarta: Depdiknas.
- [6] Gaffar, Mohammad, Fakri. 2004. *Membangun Pendidikan Nasional Untuk Meningkatkan Kualitas dan Martabat Bangsa Indonesia*, Bandung: UPI Press.
- [7] Hisrich, Robert D, Peters, Michael P, dan Sheperd, Dean A (2008), *Kewirausahaan*, New York: McGraw-Hill, Penerbit Salemba Empat.
- [8] Jati, Bambang Murdaka Eka dan Priyambodo, Tri Kuntoro. 2015. *Kewirausahaan Techno-preneurship untuk Mahasiswa Ilmu-Ilmu Eksakta*, Yogyakarta: Andi
- [9] Kamil, Mustofa. (2010). *Model Pendidikan dan Pelatihan (Konsep dan Aplikasi)*. Bandung: Alfabeta
- [10] Kasih, Yulizar, Jurnal Ilmiah Vol 2 No.2 Maret 2013 STIE MDP. *Mewujudkan Pendidikan Kewirausahaan di Perguruan Tinggi Melalui Proses Pembelajaran yang Berkelanjutan*.
- [11] Nugroho, Riyan dalam Tilaar H.A.R. 2012. *10 Windu Pendidikan Nasional Arah Ke mana?*, Jakarta: Kompas.
- [12] Rae, Leslie. 2005. *The Art Of Training Development, Using People Skills In Hu and Development*, Jakarta: Gramedia.
- [13] Raharjo, Nuryadin, Eko UNY. *Pendidikan Kewirausahaan Bagi Mahasiswa Lptk Ptk Melalui Kultur Kampus* 3rd UPI International Conference on Technical and Vocational Education and Training 7th National Convention of the Indonesian Association of Technical and Vocational Education.
- [14] Siregar, Eveline dan Nara Hartini. 2011. *Teori Belajar dan pembelajaran*, Jakarta: Ghalia Indonesia.
- [15] Sudjana, H.D. (2000). *Manajemen Program Pendidikan untuk Pendidikan Luar Sekolah dan Pengembangan SDM*. Bandung : Falah Production
- [16] Tilaar H.A.R. 2012. *10 Windu Pendidikan Nasional Arah Ke mana?*, Jakarta: Kompas.
- [17] Usman, Husaini dkk. 2012. *Model Diklat Kewirausahaan Bagi Remaja Putus Sekolah*, *Cakrawala Pendidikan*, Jurnal Ilmiah Pendidikan, Februari 2012, Th.XXXI. No.1 Nomor ISSN: 2016:1370, Yogyakarta: Ikatan Sarjana Pendidikan Indonesia DIY bekerja sama dengan LPPMP Universitas Negeri Yogyakarta.
- [18] Wiratno, Siswo 2012. Jurnal terakriditasi, *pelaksanaan pendidikan kewirausahaan di pendidikan tinggi* (the implemtation of enterpreneurship education in the higher education).
- [19] Zimmerer, Thomas, W. dan Scarborough, Norman, M. 2008. *Essentials of Interpreneurship and Small Business Management Kewirausahaan dan Manajemen Usaha Kecil*, Jakarta: Salemba Empat.