

# THE WORKFORCE QUALITY OF ASEAN ECONOMIC COMMUNITY: CASE IN INDONESIA

Dewi Nusraningrum\*, Ardiansyah Dores \*\*  
Faculty of Economic and Business\*, Faculty of Computer Science  
Universitas Mercu Buana  
[dewi.nusraningrum@mercubuana.ac.id](mailto:dewi.nusraningrum@mercubuana.ac.id)\*, [ardian@mercubuana.ac.id](mailto:ardian@mercubuana.ac.id) \*\*

## Abstract

*The composition of the Indonesia's workforce is still dominated by Elementary and secondary school graduate. This study aimed at mapping the Quality of Workforce Education toward Asean Economic Community is a case study in the research area of West Jakarta. Long-term Objectives: To identify the progression of the quality of workforce education in West Jakarta, forecasting inventory and employment needs of West Jakarta, and formulate policies and programs necessary workforce advancement. The results of the study with a descriptive method of analysis indicate the need for: improving the quality of workforce education to conform to the Mutual Recognition Arrangements (MRAs) for major professional services of the Asean Economic Community, identifying the level of inventory and employment needs of West Jakarta, encourage absorption of the workforce, the Government of West Jakarta, to formulate policies and programs of workforce according to Mutual Recognition Arrangements (MRAs) for major professional services in Asean Economic community.*

Keywords: AEC; workforce; quality of education

## Introduction

Asean Economic Community (AEC) is the result of an agreement made by the ASEAN leaders in high-level conference held in Kuala Lumpur, Malaysia, in December 1997. (Asean.org. 2015) This agreement aims to improve the competitiveness of ASEAN countries which are the third largest giant's economic power after China and Japan. ASEAN consists of ten countries, namely Indonesia, Malaysia, Singapore, Philippines, Thailand, Brunei Darussalam, Vietnam, Cambodia, Myanmar and Laos. (nextupasia. 2015). Aside to being able to create thousands of new jobs, of course, it also can improve the welfare of 620 million people living in Southeast Asia, in ratio of every 100 residents of ASEAN, 38 of which are the population of Indonesia. Other countries such as Singapore and Thailand do not have the advantage of is called demographic bonus. With larger number of productive population there will be expectation of more workforce capable of sustaining economic growth and increase in per capita income of the Indonesian population. By 2019, Indonesia could be a middle-middle income country, in which presently Indonesia is still a middle-lower. (pujarahayu, 2015)

Yue (2010) stated that skilled workforce mobility is essential for effective implementation of services liberalization for deeper economic integration in the Asean Economic Community. Currently Singapore is the main recipient, while the Philippines and Malaysia are the main suppliers. However, as ASEAN countries move up the technology ladder, demand for skills will increase.

## Literature Review

### 2.1 Quality of Education

Act No. 20 of 2003 on national education system states that: "education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners actively develop his potential to acquire religious spiritual strength, self-control, personality, intelligence, character and skills he requires, society, State and nation. (Munib et al., 2010)

**Table1. Number Of Companies and Labour by Sector in West Jakarta**

NO	Sector	Number of Companies	Workforce			
			Citizens		Foreigner	
			Male	Female	Male	Female
1	Agriculture	35	757	382	-	-
2	Mining	11	246	78	6	-
3	Processing Industry	2.201	118.366	110.828	227	-
4	Electricity, Gas and Water Supply	3	450	1.034	5	-
5	Construction	358	8.061	8.711	17	-
6	Trade, Hotels and Restorants	4.381	129.074	35.261	333	19
7	Transportation and Communication	337	12.590	3.922	19	10
8	Finance, Rent and Corporate services	754	21.858	8.157	68	2
9	Services	897	35.847	22.107	279	94
Total		8.977	327.249	190.480	954	125

Source: <http://jakbarkota.bps.go.id/linkTabelStatistis/view/id/25>. viewed 30 December 2015

The phenomenon of rising unemployment is a problem faced by many undergraduate Human Resources (HR) graduates, which led to lack of development process in the productivity of the workforce with managerial capabilities and high-levelled skills. The success of development with an average growth rate of 7%, only comes from intensive use of natural resources (e.g. forest and mining). The flow of foreign capital in the form of loans and direct investment prolongs national economic downturn attests to the failure of development due to the low quality of human resources in the face of global economic competition. Unemployment is also caused by some constraints, namely; cultural barriers, low work ethic, the lack of capability/resources to enroll to a school with decent curriculum standards that able to create and develop independent workforce according to the needs of working world, and the workforce market with low quality of human resources.

The research objective is to map the quality of workforce education to meet the Asean Economic Community for the Local Government manpower unit of West Jakarta. Among the benefits from the research are: to check any quality problems in workforce education in West Jakarta; construct alternative policies and programs that can be exercised to overcome such problems; and improve the the quantity, quality, and utilization of the workforce in recognition of the potential of existing work in West Jakarta; and identify potential needs for workforce in various sectors of the economy.

This study uses the logic of the link between mapping of workforce education qualities to the effect it has for Asean Economic Community.

## Literature Review

### Quality of Education

Quality is an indispensable part of education. Workforce competition is largely contributed by the quality of education in its field before entering the working world. Indonesia has come to recognize the gap between two standards set by the different provisions of education in urban and rural areas. For example, we can observe the gap between the islands of Java and other islands, as well as in a more remote areas such as in Papua.

Sustainable development goals (SDG) consists of 17 goals, which is goal 4 is to ensure inclusive and quality education for all and promote lifelong learning. It means that quality education and to improving learning outcomes, which requires strengthening inputs, processes and evaluation of outcomes and mechanisms to measure progress. Ensure that teachers and educators are empowered, adequately recruited, welltrained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems. Quality education fosters creativity and knowledge, and ensures the acquisition of the foundational skills of literacy and numeracy as well as analytical, problemsolving and other high-level cognitive, interpersonal and social skills. It also develops the skills, values and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges through education for sustainable development (ESD) and global citizenship education (GCED). (Unesco.org. 2016)

Act No. 20 of 2003 on national education system states that: "education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners actively develop his potential to acquire religious spiritual strength, self-control, personality, intelligence, character and skills he requires, society, State and nation. (Munib et al., 2010)

Three components of adequate educational standards are: (1) Curriculum standards - the curriculum must be able to direct the orientations of subjects to align to the needs of children, curriculum must be oriented to the needs of real life, and the curriculum must be based on the philosophy of man. (2) Performance Standards - educational process is a collection of complex factors. Performance of a student is not only determined by their capabilities in the classroom or school environment, but can also be determined by other factors. For example, one external factor can be the socio-economic level of students, the students' background culture, and/or the political situation in a country or region. Internal factors include the quality of teachers, school culture, and leadership factor in the school, which also determines the performance of the learning process in the school. (3) Learning opportunities - including facilities provided to carry out routine tasks and innovative tasks within the school environment. Physical facilities including decent building structure, and regular funds for activities. (Tilaar, 2006)

Standardization of national education are the demands of progress, meaning that every country certainly do not want to fall behind from other countries. This pushes a country to not fall behind the required qualities of Human Resources (HR) that are high, which not only can be a consumer of a product but can also participate in improving the quality of human life. (Tilaar, 2006)

One of the results of research that can be used as a reference to find high school level skills that is principally schools already have implemented as management model, can be found by developing a quality assurance system based on ISO 9001: 2008. However, the system is new only in terms of procedures and prerequisites for the benefit of accreditation and to draw attention to the users of educational services, which has not yet become the foundation or basis in running the educational process that can produce graduates according to the needs of business and industry. (Herawan, et al, 2014) Indonesia ranks 108th out of 187 countries in 2013, a rather stagnant position from 2012. The position of Indonesia is placed in the middle group, which is determined by HDI value of 0.684, or still below the world average of 0,702. The said value ranks below the four countries in the nearby region (e.g. Singapore, Brunei, Malaysia, and Thailand). China, which in 1990 was still below Indonesia, began to overtake Indonesia in 2005. (gunadarma, 2015)

**Table 2. Human Development Index (HDI): Rank & Value**

Rank	Country	1980	1990	2000	2005	2010	2011	2012	2013	2014	2015
2014											
(2015)											

1 (1)	Norway	0.793	0.841	0.910	0.935	0.939	0.941	0.943	0.944	0.944	0.949
4 (5)	Singapore	-	0.744	0.800	0.840	0.894	0.896	0.899	0.901	0.912	0.925
11 (10)	USA	0.825	0.858	0.883	0.897	0.908	0.911	0.912	0.914	0.920	0.920
12 (12)	Hongkong, China (SAR)	0.698	0.775	0.810	0.839	0.882	0.886	0.889	0.891	0.910	0.917
17 (17)	Japan	0.772	0.817	0.858	0.873	0.884	0.887	0.888	0.890	0.891	0.903
18 (18)	Korea	0.628	0.731	0.819	0.856	0.844	0.882	0.886	0.888	0.890	0.901
30 (30)	Brunei Darussalam	0.740	0.786	0.822	0.838	0.844	0.846	0.852	0.852	0.856	0.865
48 (49)	Russian Federation	-	0.729	0.717	0.750	0.773	0.775	0.777	0.778	0.804	0.804
59 (59)	Malaysia	0.577	0.641	0.717	0.747	0.766	0.768	0.770	0.773	0.779	0.789
79 (79)	Brazil	0.545	0.612	0.682	0.705	0.739	0.740	0.742	0.744	0.754	0.754
88 (87)	Thailand	0.503	0.572	0.649	0.685	0.715	0.716	0.720	0.722	0.740	0.740
91 (90)	China	423	502	591	645	0.701	0.710	0.715	0.719	0.727	0.738
<b>113 (113)</b>	<b>Indonesia</b>	<b>0.471</b>	<b>0.528</b>	<b>0.609</b>	<b>0.640</b>	<b>0.671</b>	<b>0.678</b>	<b>0.681</b>	<b>0.684</b>	<b>0.684</b>	<b>0.689</b>
114 (116)	Philippines	0.566	0.591	0.619	0.638	0.651	0.652	0.656	0.660	0.660	0.682
119 (119)	South Africa	0.569	0.619	0.628	0.608	0.638	0.646	0.654	0.658	0.658	0.666
115 (115)	Vietnam	0.463	0.476	0.563	0.598	0.629	0.632	0.635	0.638	0.666	0.683
134 (134)	Timor Leste	-	-	0.465	0.505	0.606	0.606	0.616	0.620	0.595	0.605
131 (131)	India	0.639	0.431	0.483	0.527	0.570	0.581	0.583	0.586	0.624	0.624
143 (143)	Cambodia	0.251	0.403	0.466	0.536	0.571	0.575	0.579	0.584	0.555	0.563
137 (138)	Lao, PDR	0.340	0.395	0.473	0.511	0.549	0.560	0.565	0.569	0.575	0.586
146 (145)	Myanmar	0.328	0.347	0.421	0.472	0.514	0.517	0.520	0.524	0.536	0.556
187 (187)	Niger	0.191	0.218	0.262	0.293	0.323	0.328	0.335	0.337	0.353	0.353
188 (188)	Central African Republic	-	-	-	-	-	-	-	-	0.352	0.352

Source: United nations Development Programme (UNDP), Human Development Index Report 2016

### Workforce

Economic activity in the community requires workforce can also be referred to as employment opportunities. Where employment is a condition that describes the occurrence of employment (occupation) to be filled out job seekers and guaranteed by the 1945 Constitution in article 27 paragraph 2 which reads "Every citizen is entitled to decent work and livelihood".

According to act No. 13 of 2003 under Chapter I Article 1(2) states that the workforce is the right of every person who is able to work in order to produce goods and services to meet the needs of both themselves and for the society. Simanjuntak (2011) stated workers are people who have or are working, looking for work, and carry out other activities such as going to school and taking care of the household so that the notion of workforce and work labor are not only distinguished by age limit.

Ritonga and Paradise (2007) also stated that the workforce is the population of working age who are ready to do job, among other people who are working, people who are looking for work, people who go to school, and people who take care of the household. Meanwhile (Djojohadikusomo. 2001) said workers are all people who are willing and able to work, including those who are unemployed though willing and able to work and those who are forcefully unemployed due to no employment opportunities.

A workforce is a person who has jobs, both who are working well and not working for some reason, such as farmers who were waiting for the harvest/rain, an employee who is on leave or ill, and so forth. Unemployed is a person who do not have jobs but are seeking employment/expects to work optimally or not. Non-workforce are people who are going to school, taking care of the household without remuneration, elderly, handicapped, and does not perform an activity which can be put into the category of work while not working or looking for work.

In terms of employment, the working age population are those aged 10 to 65 years old. But the working age adults have been converted into those of 15 to 65 years. The working age population is composed of: workforce groups; and groups other than the workforce. The workforce is everyone who are ready to work in one country or the productive age group. While the workforce who did not get a chance to work and do not work are called unemployed. Unemployed is the workforce or a productive age group member that does not work. (YB Kadarusman, 2004)

According to Alamsyah (2010) the development of knowledge of the workforce market is a target that has to be achieved by each workforce, because the opportunity to develop the knowledge of all workers will provide greater chances to the skilled workforce for employment. Meaning it will allow them to obtain results and a form of income that will be utilized in meeting their needs.

Type of quality of workforce is as follows:

- a. An educated workforce is a labour that has a skill or expertise in a particular field by way of school or formal and non-formal education, such as; Lawyers, doctors, teachers, and others.
- b. Trained workforce is a labour skilled in a particular field through work experience. This skilled workforce needs repetitive training to master the job, such as; Pharmacists, surgeons, mechanics, and others.
- c. Uneducated and untrained workforce are rough labour who rely solely on energy, such as; Porters, transport workforce, domestic helpers, and so forth. (Dwiyanto, 2006)

The overall quality and capability of the Indonesian workforce is still relatively low in terms of low productivity, both in terms of rate and growth. Indonesia as a member of the Asean Economic Community is required to adjust the quality standard of workforce education in the framework of fulfilling the workforce that has the competitiveness especially with the work force in the Asean region.

Yue (2010) stated the developing countries generally have a scarcity of skills and a sizeable brain drain would adversely affect the development potential of sending countries. At the least, the brain drain represents losses to past educational investments. In most cases these human resources would have been trained at great public expense and emigration often leads to the loss of a country's "best and brightest". Some of the negative effects of skills depletion are seen in the Philippines, where success in sending nurses abroad has depleted its healthcare services of experienced nurses. Some developing countries have restrictive emigration policies that make it difficult for their nationals to take jobs abroad. Many governments in developing countries have bonded scholars on government scholarships that ensure their return to serve their country. A proposal to impose a brain drain tax on receiving countries to compensate the sending country for the brain drain has failed to take off, as it present problems of estimating the appropriate amount of such a tax, who should pay the tax (the receiving country, the employer or the migrant professional himself), who should benefit from the tax (sending country government and how should the tax revenue be used. Many developed countries have tried to mitigate the developing countries problem with temporary entry programs that require workers or students to return to their source country after a period of time.

Policies range from "laissez faire" in which out-migration is regarded as a matter of individual choice, to specific policies to promote labour export, such as in Vietnam and Indonesia, so as to ease domestic unemployment and earn foreign exchange. Advances in modern transportation and Information Communication Technology have greatly weakened the disadvantage of distance in choice of destination, while

social and cultural links continue to bias migration in favour of certain locations. Measures to prevent brain drain by some countries include bonding of scholars on government scholarships practiced in Cambodia, Indonesia, Laos, Malaysia, Myanmar, Singapore, Vietnam. For example, in Indonesia, government scholarships are only given to civil servants and are regulated by each ministry's regulation–minister's decree. It is not a "national policy" since it is not stipulated on Law Perpres (government regulation) or Keppres (presidential decree). The Philippines and Malaysia are experiencing net brain drain.

Laws and regulations concerning foreign workers in Indonesia are: (a) Law No. 13/2003 about Employment, Chapter 8: The Use of Foreign Labour, (b) Decision of Minister Manpower and Transmigration, Republic of Indonesia, Number Kep.228/Men/2003: About legislation procedures of "Plan of Using Foreign Manpower" (RPTKA), (c) Decision of Minister of Manpower and Transmigration, Republic of Indonesia, Number Kep-20/Men/III/2004: About procedure to obtain Employing Foreign Workers Permit (IMTA), (d) Regulation of the Minister of Manpower and Transmigration, Republic of Indonesia, Number Per-07/Men/III/2006: About Simplification of Procedure to Obtain Employing Foreign Workers Permit (IMTA), (d) Regulation of the Minister of Manpower and Transmigration, Republic of Indonesia, Number Per-07/Men/IV/2006: About Changes in the Regulation of the Minister of Manpower and Transmigration Number Per-07/Men/III/2006 about Simplification of Procedure to Obtain Employing Foreign Workers Permit (IMTA), (e) Some regulations and practices: Law no.13/2004 on Labour, chapter VIII article 42-29 regulates the use of foreign workers with implementing regulation such as Presidential and Ministry Decree.

### Methodology/Materials

The unit of analysis is the study of the workforce in the workforce unit in West Jakarta. The population in this research object is the entire strata of workforce in West Jakarta area work unit of 517.729 people. While the sample is purposive sampling in the workforce area in West Jakarta, education quality mapping method is based on the workforce educational strata held in Indonesia as well as the balance between supply and manpower demands over the period 2015.

This research model uses the thought line between the mapping of the quality of workforce education with the implementation of the ASEAN Economic Community.

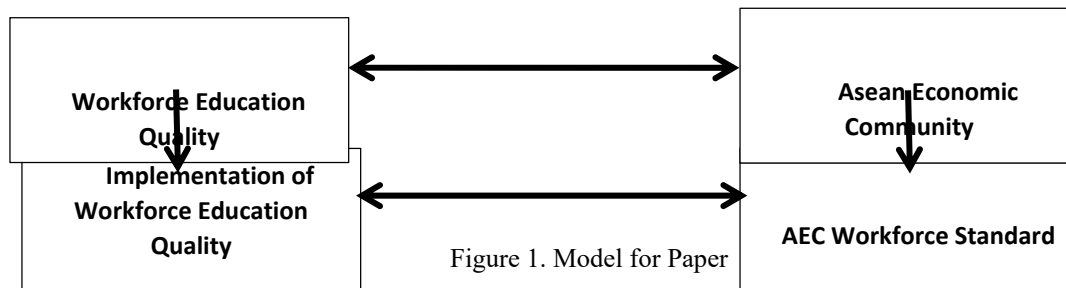


Figure 1. Model for Paper

### Results and Findings

The workforce in this study are classified according to age, namely: 15-19 years; 20-24 years; 25-29 years; 30-34 years; 35-39 years; 40-44 years; 45-49 years; 50-54 years; 55-59 years; and 60 years and above. Classification will also be done on level of education the workforce starts: Unschool; Not Graduate from Elementary; Elementary School; Junior High School; Vocational Junior High Schools; Public High School; High School Vocational; Diploma I and II; Academy/Diploma III; and/or University.

Table 3. Population by Age And Education

Age	Unschool	Not graduate from	Elementary School	Junior High	Vocational Junior High	High School I	High School Vocational	Diploma I & II	Diploma III	University

	Elementary									
15-19	0	0	4.247	10.219	0	5.261	15.941	0	0	0
20-24	0	0	11.456	18.365	0	32.676	50.986	4.896	1.895	17.019
25-29	0	1.356	10.840	22.510	0	48.005	51.622	1.338	2.510	56.207
30-34	684	2.646	23.995	32.658	0	50.077	31.080	1.572	5.100	39.745
35-39	0	3.715	20.783	32.900	4.027	40.418	27.377	2.911	3.324	36.646
40-44	1.257	4.683	32.559	27.689	2.346	38.160	17.697	0	1.433	19.806
45-49	1.578	8.594	18.649	23.163	0	2.311	12.152	0	4.702	23.226
50-54	0	11.705	12.842	16.339	0	21.174	7.965	1.338	2.342	10.498
55-59	2.832	8.791	12.800	11.618	0	5.163	3.220	3.840	1.492	2.324
60+	3.479	14.146	14.459	8.321	528	7.998	2.804	0	1.466	6.765
Total	9.830	55.636	162.630	203.782	6.901	271.943	220.844	15.895	24.264	212.236

Source: Central Bureau of Statistic, 2015

From the table 3 above can be seen that workforce age 15-19, 20-24, 25-29 are mostly graduated From High School Vocational School, workforce age 30-34, 35-39, 40-44 mostly graduated from High School, workforce age 45-49 mostly graduated from Junior High School and High School, workforce 50-54 graduated from High School, and workforce age 55-59 mostly graduated from Elementary and Junior High School, age 60 and over graduated from Elementary School.

**Table 4. Population by Age And Occupation**

Age	1*	2*	3*	4*	5*	6*	7*	8*	9*	Total
15-19	0	0	4.109	0	850	11.752	1.950	1.448	15.559	35.668
20-24	0	0	19.175	0	2.152	66.166	8.388	13.631	27.781	137.293
25-29	0	0	32.022	0	4.749	66.309	22.401	32.381	36.526	194.388
30-34	0	0	40.851	0	15.135	51.334	15.911	21.568	42.758	187.557
35-39	0	1.143	45.148	0	17.650	51.912	13.666	16.148	26.434	172.101

40-44	849	0	29.798	1.257	8.089	57.953	4.471	7.574	35.639	145.630
45-49	2.211	0	17.352	0	5.459	39.730	10.533	13.922	25.868	115.075
50-54	0	0	20.266	0	1.299	34.356	5.802	5.357	17.123	84.203
55-59	0	0	9.157	0	848	24.350	3.450	6.442	7.833	52.080
60+	2.825	1.607	6.552	0	5.335	21.605	1.550	7.360	13.132	59.966
Total	5.885	2.750	224.430	1.257	61.566	425.467	88.122	125.831	248.653	1.183.961

\*) 1. Agriculture, Forestry, Hunting And Fishery 2. Mining 3. Industrial Processing 4. Electricity, Gas And Water 5. Building 6. Large Trade, Retail, restaurant And Hotel 7. Transport, Warehouse And Communication 8. Finance, Insurance, Business Rental Business, Land And Services Company 9. Services.

Source: Central Bureau of Statistic, 2015

From the table 4 above can be seen workforce 15-59 and 60 over with occupation mostly in large trade, retail, restaurant and hotel.

**Table 5. Workforce Occupation and Education**

Occupation	Unschool	Not graduate from Elementary	Elementary School	Junior High	Vocational Junior High	High School	High School Vocational	Diploma I & II	Diploma III	University
1*	809	670	1.346	927	0	1.387	746	0	0	0
2*	0	0	0	0	0	0	0	0	0	2.750
3*	1.750	9.681	23.938	56.493	3.049	48.865	49.148	4.483	2.573	24.450
4*	0	0	1.257	0	0	0	0	0	0	0
5*	0	6.061	11.736	22.336	810	5.335	5.156	0	0	10.132
6*	1.960	20.821	62.844	55.454	2.514	112.195	100.991	6.944	10.818	50.926
7*	764	2.282	6.630	11.189	0	26.785	24.424	1.280	1.381	13.387
8*	1.801	3.627	8.372	9.196	0	24.971	10.771	3.188	3.022	60.883
9*	2.746	12.494	46.507	48.187	528	52.405	29.608	0	6.470	49.708
Total	9.830	55.636	162.630	203.782	6.901	271.943	220.844	15.895	24.264	212.236



\*) 1. Agriculture, Forestry, Hunting And Fishery 2. Mining 3. Industrial Processing 4. Electricity, Gas And Water 5. Building 6. Large Trade, Retail, restaurant And Hotel 7. Transport, Warehouse And Communication 8. Finance, Insurance, Business Rental Business, Land And Services Company 9. Services.

Source: Central Bureau of Statistic, 2015

Table above 5 shows workforce with their education spreads out nine fields of occupation which is number 8 (Finance, Insurance, Business Rental Business, Land And Services Company) most in demand. The workforces are mostly graduated from High School.

**Table 6. Main Job Status and Education**

Main Job Status*	Unschool	Not graduate from Elementary	Elementary School	Junior High	Vocational Junior High	High School 1	High School Vocational	Diplo ma I & II	Diplo ma III	University
1*	5.802	15.000	31.330	28.366	0	33.256	22.469	0	1.558	1.378
2*	0	6.067	10.600	18.108	896	11.522	3.975	0	1.317	2.285
3*	0	1.536	10.208	6.621	528	23.547	9.933	3.840	4.501	38.023
4*	2.937	25.531	90.448	136.012	4.499	184.577	170.189	9.009	14.989	158.334
5*	0	0	0	0	0	0	0	0	0	0
6*	0	3.003	6.918	3.524	0	2.930	746	0	0	0
7*	1.091	4.499	13.126	11.151	978	16.111	13.532	3.046	1.899	12.216
Total	9.830	55.636	162.630	203.782	6.901	271.943	220.844	15.895	24.264	212.236

\*) 1. Entrepreneur 2. Need help, unfixed workforce, unpaid workforce 3. Need help, fixed workforce, paid workforce 4. Employee. 5. Farm free workforce. 6. Free workforce in other than farm. 7. Unpaid employee.

Source: Central Bureau of Statistic, 2015

From the table 6 shows that most of the population in west Jakarta has an employment, and yet still 38.023 people are having jobs but need help and also 2.285 people don't have a fix job and unpaid.

**Table 7. Main Job and Education**

Main Job*	Unschool	Not graduate Elementary	Elementary School	Junior High	Vocational Junior High	High School 1	High School Vocational	Diplo ma I & II	Diplo ma III	University
0/1	0	0	0	0	0	17.883	7.328	0	2.147	72.126
2	0	907	1.021	0	0	1.420	752	4.539	1.021	18.926
3	0	0	2.321	3.946	0	38.328	47.876	4.760	10.394	75.353
4	1.091	11.260	42.233	33.599	640	83.220	63.312	1.708	5.799	32.054
5	5.086	20.165	56.582	62.393	2.623	54.214	25.761	3.956	4.903	10.774

6	809	670	1.346	927	0	538	746	0	0	0
7/8/9	2.844	22.634	59.127	102.917	3.638	74.604	75.069	932	0	1.950
X/00	0	0	0	0	0	1.736	0	0	0	1.053
Total	9.830	55.636	162.630	203.782	6.901	271.943	220.844	15.895	24.264	212.236

\*) 0/1. Professional, Technician. 2. Management. 3. Administration. 4. Sales Person. 5. Business Services. 6. Farming, Forestry, Hunt, fishing. 7/8/9. Production, Transport Operator and Workforce. X/00. Others.

The table 7 shows the main job occupied along with their education. It shows that most of the respondents graduated from Junior High School and work as production, transport operator and being a labour. The main job as a professional/technician/administration mostly occupied by University graduation.

The results of this study indicate that the workforce with the quality of education obtained in West Jakarta as follows:

Population aged 15 years to the work by age group and the highest education attainment, the results of the workforce aged 15-59 years or even 60 years and over have the highest high school level education. The population aged 15 years to the work according main industry and the highest education attainment, the result of high school graduates dominate and distribution of graduates has reached the level of the University. The population aged 15 years to the work according to age group and main industry, the results of the workforce aged 15-59 years and 60 years and over more work in the field of Wholesale, Retail, Restaurants and Hotels. population aged 15 years up that works by main employment status and the highest education attainment, the result Public High School and High School Vocational. Population aged 15 years up by type of main job and the highest education attainment, the result is No / Not Graduate from Elementary School, Elementary, Public Junior High School, Public High School, High School Vocational, And University.

The results showed that the quality of workforce education West Jakarta in year 2015 shows an increase of quality of education. The workforce aged 15-19 are graduates of Junior and Public/Vocational High School, workforce aged 20-24 years area graduates of High School Vocational and General High School, workforce aged 25-29 years are graduates of Public High School and High School Vocational, workforce age 30-34 years are graduates of High School Vocational and Public Junior High, workforce aged 35-39 year are graduates Public High School and High School Vocational, workforce aged 40-44 years are graduates Junior High School and, workforce aged 45-49 years are graduates of Junior High School, workforce aged 50-54 years are graduates of Elementary School and Senior High School, the workforce aged 55-59 years are graduates of Elementary School while those aged 60 years and over graduated from Elementary School, Senior High School and never graduated from Elementary School.

## Conclusion

The government is obliged to improve the quality of workforce education to conform with the Mutual Recognition Arrangements (MRAs) for major professional services of the Asean Economic Community by formulating policies and programs of workforce according to MRAs. According to Yue (2010) receiving countries of skilled workforce are generally regarded as enjoying "brain gain", as inflows augmented and supplemented domestic supplies, removing domestic shortages, improving economic competitiveness and productivity and facilitating structural transformation and industrial upgrading. Yet not all countries, whether developed or developing, are unreservedly open to skilled labour inflows. Indonesia have put in place policies and measures to attract "foreign talent", most countries have introduced measures to manage and even restrict such inflows. Motivations include the political, economic and social pressures to "reserve" jobs for nationals, the "closed shop" licensing practices of professional bodies, and the security dimensions when critical and sensitive jobs are held by foreigners.

There are a several limitations in this study. The first is that out of the 517.729 people samples taken, the samples were only specifically in West Jakarta. However, the workforce population in Indonesia are 128.300.000 workforces. Therefore, studies mapping of the Indonesia workforce should not take sample only from West Jakarta. However, the

further research may include all the area in Indonesia. Therefore, mapping the quality of education workforce toward Asean Economic Community will give more perspective.

### References

- Alamsyah, Firman. (2010). *Pengaruh Insentif Terhadap Kinerja Karyawan Di Coal Mining Departmen PT Kaltim Prima Coal Sangatta - Kutai Timur. Jurnal Ekonomi SDM & Ketenagakerjaan*. Pp.389.
- Aldialbani, A. (2013). *Teori Kualitas Mutu*. Retrieved from *Teori Kualitas Mutu* online website: <http://aldialbani.blogspot.com/2013/01/teori-kualitasmutu.html>
- Anonymous. (2011). *Pengertian Kualitas Pendidikan*. Retrieved from *Pengertian Kualitas Pendidikan* online website: <http://pengertianpengertian.blogspot.com/2011/12/pengertian-kualitas-pendidikan.html>
- Asean.org. (2017). *Asean Economic Community*. Retrieved from *Asean Economic Community* online website: <http://asean.org/asean-economic-community/>
- Azharmind. (2012). *Kualitas Pendidikan Indonesia Rangkings*. Retrieved from *Kualitas Pendidikan Indonesia Rangkings* online website: <http://azharmind.blogspot.com/2012/02/kualitas-pendidikan-indonesia-ranking.html>
- Bnisecurities. (2015). *Lipi Kualitas Tenaga Kerja Indonesia Masih Sangat Kurang*. Retrieved from *Lipi Kualitas Tenaga Kerja Indonesia Masih Sangat Kurang* online website: <http://bnisecurities.co.id/2013/12/lipi-kualitas-tenaga-kerja-indonesia-masih-sangat-kurang/>
- Djoyohadikusumo, Sumitro. (2001). *Perkembangan Pemikiran Ekonomi: Dasar Teori Ekonomi Pertumbuhan Dan Ekonomi Pembangunan*. Jakarta.
- Dwiyanto, Agus et al. (2006). *Reformasi Birokrasi Publik di Indonesia*. Yogyakarta: Gadjah Mada University Press.
- Unesco. (2016). *Education for the 21st Century*. Retrieved from *Education for the 21st Century* online website: <http://en.unesco.org/themes/education-21st-century>
- Faisalbasri. (2015). *Jangan Malu Belajar Dari Timor Leste*. Retrieved from *Jangan Malu Belajar Dari Timor Leste* online website: <https://faisalbasri01.wordpress.com/2015/07/12/jangan-malu-belajar-dari-timor-leste/>
- Gunadarma. (2015). *Human Development Index*. Retrieved from *gunadarma* online website: <http://fe.gunadarma.ac.id/majalah/2014/12/30/human-development-index-2014/>
- Herawan, Endang et al. 2014. *Pengembangan Model Manajemen Mutu Pendidikan Pada SMK Di Kota Bandung*. *Jurnal Penelitian Pendidikan*. Vol 2 (2).
- Kadariusman, YB. (2004). *Makro Ekonomi Indonesia*. PT. Raja Grafindo Persada, Jakarta.
- Kasim, M. (2009). *Makalah Masalah Pendidikan di Indonesia*. Retrieved from *Makalah Masalah Pendidikan di Indonesia* online website: <http://meilanikasim.wordpress.com/2009/03/08/makalah-masalah-pendidikan-di-indonesia/>
- Law of the Republic of Indonesia No.13 of 2003 on Workforce*.
- Munib, A. dkk. 2012. *Pengantar Ilmu Pendidikan*. Semarang: Pusat Pengembangan MKU/MKDK-LP3 Universitas Negeri Semarang.
- Nationalgeographic. (2015). *Pahami Masyarakat Ekonomi Asean MEA*. Retrieved from *Pahami Masyarakat Ekonomi Asean MEA* online website: <http://nationalgeographic.co.id/berita/2014/12/pahami-masyarakat-ekonomi-asean-mea-2015>.
- Nextupasia. (2015). *Malaysia Company* Retrieved from *Malaysia Company* online website: <http://www.nextupasia.com/malaysia-company/>

- Okabe, Shujiro Urata Misa. (2010). *Toward A Competitive Asean Single Market: Sectoral Analysis*. ERIA Research Project Report 2010, No. 3.
- Pujarahayu. (2015). *MEA Masyarakat Ekonomi Asean Berlaku 31 Desember 2015*. Retrieved from MEA Masyarakat Ekonomi Asean Berlaku 31 Desember 2015 online website: <https://pujarahayu.wordpress.com/2015/07/11/mea-masyarakat-ekonomi-asean-berlaku-31-desember-2015/>
- Purnamasari, I. S. (2012). *Faktor-Faktor Penyebab Rendahnya Kualitas Pendidikan di Indonesia*. Retrieved from Faktor-Faktor Penyebab Rendahnya Kualitas Pendidikan di Indonesia online website: <http://ikasp.wordpress.com/2012/12/28/faktor-faktor-penyebab-rendahnya-kualitas-pendidikan-di-indonesia/>
- Ritonga, MT & Firdaus, Yoga. (2007). *Pengertian Tenaga Kerja, Angkatan Kerja dan Kesempatan Kerja*. Retrieved from Pengertian Tenaga Kerja, Angkatan Kerja dan Kesempatan Kerja online website: <http://muawanahcius.blogspot.com/2013/04/>
- Simanjuntak, Payaman J. (2011), *Manajemen dan Evaluasi kinerja*, Jakarta: Fakultas Ekonomi UI.
- The Constitution of the Republic of Indonesia Year 1945*.
- Tilaar, H. A. R. (2006). *Standarisasi Pendidikan Nasional*. Jakarta: Rhineka Cipta.
- UNDP. (2017). *Human Development Index*. Retrieved from Human Development Index online website: <http://hdr.undp.org/en/composite/HDI> 24 april 2017
- Wibawa, W. A. (2013). *Rendahnya Kualitas Pendidikan di Negara*. Retrieved from Rendahnya Kualitas Pendidikan di Negara online website: <http://wiare.blogspot.com/2013/02/rendahnya-kualitas-pendidikan-di-negara.html>
- Yue, Chia Siow. (2010). *Free Flow of Skilled Labour in the ASEAN Economic Community*. Retrieved from Free Flow of Skilled Labour in the ASEAN Economic Community online website: <https://books.google.co.id/books?id=yyVrDQAAQBAJ&pg=PA313&lpg=PA313&dq=asean+economic+community+workforce+standard>