

English Massive Program:

A breakthrough to face the ASEAN economic community

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Abstract—The ASEAN Economic Community (AEC) has demanded the Indonesian government to prepare all resources to contribute with government it. Kediri City as the local has made an innovation program in preparing the resources of the Kediri City community in order to face the AEC especially for human resources. The English Massive (EMAS) is a free English learning program provided by the Government of Kediri City. The research objective was to explain how the EMAS program was implemented and analyze the constraint in the EMAS program implementation. The study was conducted using a qualitative method with case study analysis. Data collection techniques are carried out through interviews, observation and documentation. The research explained that the implementation of the EMAS program is quite good. The variables for support the implementation such as: human resources, facilities, funding and stakeholder's commitment on trying to better in order to perfect the EMAS program. Even though, the EMAS program could not be separated from the constraints such as: the participant for teenager and adult still low, the increasing number of community requests is not accompanied by the adequate number of tutors so the Department of Education of Kediri City must organize the new open recruitment for new tutors in 2018. The collaboration among stakeholder needed to support the EMAS program can still run.

Keywords—*ASEAN economic community; government of Kediri city; english massive program; policy implementation*

I. INTRODUCTION

The globalization era has demanded various changes in every part of life in every country in the world. No country is able to cover itself from the developments that occurred, inevitably every country must be able to face the swift flow of globalization, even though the flow of globalization has had various impacts on life. This condition ultimately demands that the countries that are members of ASEAN collaborate in the ASEAN Economic Community (AEC). It was established in late 2015 by ASEAN, the AEC has been seen as a way to promote economic, political, social and cultural cooperation across the region. The idea was to move South-East Asia towards a globally competitive single market and production base, with a free flow of goods, services, labor, investments and capital across the ASEAN member. Commitments of the implementation of AEC Blueprint by ASEAN member countries will be a crucial role to achieve the objective of the

ASEAN Vision, Mission, and Targets [1]. Itakura had made the simulation results that revealed that reducing trade barriers has a significantly positive impact on economic welfare [2]. Although, there are differences in the magnitude of positive contributions to welfare, all of the free trade agreements in which the ASEAN Member States participate tend to raise welfare. Among the free trade agreements examined in this study, the Regional Comprehensive Economic Partnership (RCEP) leads to the largest positive effects on real GDP for most of the ASEAN Member States. It means that the contribution of AEC will prosperous the welfare society.

The AEC will increase competition in economic competition between countries and more equitable economic growth in countries in the South-East Asia region. The AEC has a positive and negative impact on each ASEAN country. Therefore, anticipation is needed so that the political economy of each ASEAN country experiences stability and does not experience further setbacks. When economic globalization occurs, the boundaries of a country will no longer have an effect and the link between the national economy and the international economy will be even tighter. The positive impact of the AEC will encourage the growth in investment from within and outside the country. The AEC will open up opportunities for the market of products from domestic to international markets competitively, whereas globalization of the economy also opens opportunities for the entry of global products into the domestic market. The domestic investment can potentially increase and will increase the number of domestic jobs. The citizens can find work abroad with easier rules. The negative impact of AEC that there is a free market for goods and services, especially in the field of labor, so that labor competition is getting tougher. It can add to the complexity of labor problems in a country that does not yet have a qualified workforce capacity.

Indonesia as part of the ASEAN community, cannot avoid the enactment of the AEC. The presence of AEC is a global challenge that has been faced by domestic industry players. Increasing the competitiveness of domestic companies is a necessity in order to compete with multi-national companies. The AEC is a response to the increasing pressure of globalization in the era of rapid information disclosure and technological progress. Indonesia, which is a country with a population in ASEAN, is very necessary to prepare the best

human resources in the face of AEC. The human resources is one of the issues that surfaced in the implementation of the AEC.

Central Bureau of Statistic Republic of Indonesia explained that approximately 131 million workforces in Indonesia, almost 60% of them are dominated by the workforce with elementary and junior high school education. The number of 131 million workforces consists of 59.6% elementary and junior high school education, 16.78% high school education, 11.34% vocational education, 3% diploma education, and 9% having bachelor degree, master degree, and doctoral degree [3]. This data showed that the education level of the educated graduates is still minimal. The low quality of education in Indonesia will weaken Indonesia's competitiveness in the face of the AEC. The government must be observant about what opportunities can be obtained through the existence of the AEC and how to have a breakthrough in dealing with the AEC related to preparing the quality of human resources. One of the efforts that can be made by the government is through the implementation of community empowerment. The magnitude of the potential of the Elementary School and Junior High School workforce is supposed to be Indonesia's capital in utilizing labor to encourage the national economy. The empowerment of workforces are very important factor that encourage them to be more productive. World Bank explained that empowerment is the expansion of assets and capabilities of poor people to participate in, negotiate with, influence, control, and hold accountable institutions that affect their lives [4]. Furthermore, Mardikanto & Soebianto, empowerment is enabling and empowering the community through creating the potential of the community by developing and strengthening those [5]. In the framework of this empowerment, the most important efforts are to increase the level of education, and the degree of health, as well as access to sources of economic progress such as capital, technology, information, employment, and markets. The implementation of community empowerment is basically the responsibility of the government in order to build a better quality community.

Kediri City is one of the cities in the East Java province that has strategic potential because there are various companies in manufacturing, trading, and services. Kediri city is divided into three sub-districts those are Mojoroto, Pesantren and Kota. Kediri Municipality in Figure 2017 stated that Kediri City have the population number for male is 140.503 and female is 141.475 so the total number of population are 281.978. Population Distribution and Density by Sub district in Kediri for age 7-40 years old is 160.710. According to the data the Statistic of Kediri Municipality explained that the numbers of unemployment are 12.064 [6]. The percentage of population aged 7-24 years for school participation in Kediri Municipality approximately 78.02 % attending school and not attending school anymore 21,98%. The condition encouraged the Local Government to have the innovation how to improve the quality of community at Kediri City.

The Government of Kediri City is trigger to prepare the community for the AEC implementation by focusing on as improving the quality of human resources. Based on Undang-Undang Sistem Pendidikan Nasional Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional on article 54 explained

that community participation in education includes the participation of individuals, groups, families, professional organizations, entrepreneurs, and community organizations in the implementation and quality control of education services. Thus, the community can participate as sources, implementers and users of results education. The English Massive (EMAS) Program is a breakthrough that organized by the Department of Education of Kediri City for the English learning to the community from children till adult. The implementation of EMAS program was a community empowerment program (Program Pemberdayaan Masyarakat (PRODAMAS)) carried out by the Mayor. Based on Peraturan Walikota Kediri Nomor 19 Tahun 2015 Tentang Perubahan Kedua Atas Peraturan Walikota Kediri Nomor 40 Tahun 2014 Tentang Pedoman Pelaksanaan Program Fasilitas Pemberdayaan Masyarakat. The legal letter from the Government of Kediri City could be pointed that EMAS was a program that described the activities to improve the quality of human resources for support the education and community knowledge achievements. The program is to improve the quality of human resources is realized by community-based English language training carried out free of charge by the Kediri City Local Government. The community will get free English language training at the household level with the assistance of selected tutors who have been specifically trained under the control of the Department of Education Office. In the modern era, skills are central to achieving sustainable, innovation-driven economic growth and social inclusion [6]. The EMAS program has the jargon "Global with English". Furthermore, Kediri City Local Government launched the EMAS Program with the hope that all community can learn about English.

II. LITERATURE REVIEW

A. Education Policy

Education policy is a part of public policy, namely public policy in the field of education. OECD explained that education policy can be formally understood as the actions taken by governments in relation with educational practices, and how governments address the production and delivery of education in a given system [7]. Public policy is decision made by the state, especially the government, as a strategy to realize the objectives of the country concerned [8]. Education policy is understood as a policy in the field of education, in order to achieve the objectives of the development of the nation in the field of education, as one part of the nation's overall development goals. Education policy is the whole process and the results of the formulation of strategic education steps outlined from the vision and mission of education in order to realize the achievement of educational goals in a community for a certain period of time. The meaning of education policy as public policy is characterized by the stronger hand of the government in education policy.

Many developing countries have embarked on large education reforms aimed at rapidly expanding the supply of education, achieving equity in the provision of education, and significantly improving the quality of education. These reforms concern policy changes to the expenditure structure, the financing scheme, and management.

- Expenditure reform explained about how the government may choose to restructure its expenditures to reallocate spending from higher education to lower levels of education. Reforms aimed at increasing the supply of schooling may focus on targeted spending or the expansion of coverage in specific geographic areas through a mix of public and private sector support, including public support for private education in low-income areas.
- Financing reform explained that the government may choose to reform the financing of education by introducing user fees (cost recovery) or, as seen in a number of developing countries in recent years, by eliminating them
- Management and institutional reforms explained that the country in which there is centralized management over the education system may choose to implement management reforms by decentralizing the administration of education. The change made the shift in responsibility from the central government to local governments, communities, or schools. It delegates the complete transfer authority and decision making power. It may be viewed not simply as administrative adjustments, but as reforms that fundamentally alter relationships of accountability and the way in which services are provided [9].

Education reform is very important for a country because it will make the quality of human resources. If a country has quality resources it will automatically make the country to be a developed country as well.

B. Education Policy Implementation

Implementation is considered successful when the goals established in the policy statutes are achieved [10]. Implementation is a complex activity with so many factors that influence the success of a policy implementation. Education policy implementation is a complex, evolving process that involves many stakeholders and can result in failure if not well targeted. To implement the education policy needed the collaboration among stakeholder to make it success. Education policy implementation is a purposeful and multidirectional change process aiming to put a specific policy into practice and which may affect an education system on several levels [11].

If implementation is impossible or difficult, it is not because we lack an adequate concept of implementation but because the relationship between policy and action is such that processes of implementation have a number of properties that are not conducive to the occurrence of successful implementation. There are four dimensions are crucial to take into account when approaching education policy implementation [7]:

- The policy design: the way a policy is debated and framed, the logic it suggests between the policy problem and the solution it offers and the feasibility of the latter determine to a great extent whether a policy can be implemented and how. A policy may respond to a need in a community, or to the perception of a need

which must be outlined clearly to facilitate the formulation, legitimacy and implementation of a solution. At any level of an education system, the number of issues actors must tackle forces them to priorities, in which case the policy needs that seem the most urgent. It may get implemented first. An education policy is usually directed towards specific target groups of users and beneficiaries

- The stakeholders and their engagement: education policies are implemented by stakeholders. It will make them central to the implementation process both because of their own characteristics and thanks to their interactions with other determinants.
- The institutional, policy and societal context: the institutional setting comprises the formal and informal social constraints that regulate the implementation process in a given education system. Many factor influences the education policy implementation. The other policies in place in education and other sectors also need to be taken into account because they may facilitate or hinder the implementation process.
- The implementation strategy: the implementation strategy refers to the operational plan that guides the process to make the policy happen in effect. The inputs necessary for education policy implementation consist mainly of the funding, technology and knowledge available to the actors, as well as their capacity to use them. The facilities must be a priority that must be provided by the government to support the implementation. The amount, quality and distribution of these resources allocated to make it success.

Elmore in Paudel had identified four main ingredients for effective implementation:

- Clearly specified tasks and objectives that accurately reflect the intent of policy.
- A management plan that allocates task tasks and performance standards to sub unit.
- An objective means of measuring sub unit performance.
- A system of management controls and social sanctions sufficient to hold sub ordinate accountable for their performance [12].

Failures of implementation could be influenced by many factors from planning, specification and control among actors.

III. RESEARCH METHODS

The research uses the qualitative research. According to Creswell, the qualitative approach is the best suited to address research problem in which you do not know the variables and need to explore. Further, Creswell explained that in qualitative research, knowledge is constructed through interpretation against the various perspectives of the multifunction input all participants involved in the study [13].

The writer chose case study as the method. Suryabrata explains that the purpose of the case study is to study

intensively about the background of the current state and interaction environment, individuals, groups, institutions and community [14]. Case study research methods departing from certain cases or phenomena that are considered to provide knowledge which is beneficial to the community. Research questions as the first component. In advance the type has been explained the right questions for Case Study research, namely "how" and "why", besides "what". All of these questions lead to the case to be appointed. The writer described the information about the case in order to make the clear explanation about it. The case that meant in this research was about the implementation of EMAS program and what the constraint to implement the EMAS program.

The source data are diverse, such as observation records, records of interviews, individual experience, and history. In this study, data collected consisted of primary data and secondary data. Primary data in the form of data obtained or collected through interview about implementation of EMAS program with the official of the Department of Education of Kediri City and officials of Urban Village at Ngronggo and Tosaren. The writers also chose the two spots, those are "Tambah Pinter" and "BEC 42". While, spot "Tambah Pinter" is one the excellent spot among others. The spot "Tambah Pinter" was chosen because it won in "English Contest for English Massive" on July 31st, 2016 that held by KNPI (Komite Nasional Pemuda Indonesia), Department of Education of Kediri and also Government of Kediri City at Selomangleng Cave Recreational Park, Kediri in some categories for children, teenagers and adult. The Spot "BEC 42" was chosen because it is located at Tosaren urban village. First, the Tosaren is one of urban village that have many participants for EMAS program. Second, the reason for close range by the researcher. Interview technique is a technique that can explain the implementation of development policy EMAS program. Meanwhile the secondary data in the form of relate journals, articles, documents and regulation that support EMAS program.

IV. DISCUSSION

A. Implementation Process of the EMAS Program

The implementation is multidirectional because it can be influenced by actors at various points of the education system. Implementation is purposeful to the extent that the program is supposed to change the certain condition to better life. For determining how the implementation process, it will divided some of research focus are:

1) *Human resources*: Human resources include the participants and tutors as the key factor for implementing the EMAS program. The EMAS tutors were recruited by the Education Office. The tutors are obliged to carry out their duties as instructors in the EMAS program in various households that have been set by the Department of Education of Kediri City as spot for implementing the EMAS program. The existence of the number of tutors in 2016 is 41 persons. Until 2017 the number tutors are 52 persons spread into three sub-districts in Kediri city. Spot "Tambah Pinter" provide the complete class for all age include: children, teenager and

adult. Spot "BEC 42" only provide one class for children. From the two spot could be shown that the children class having many members. From the interview to the chairman for both spot can be explained that the children class were easier to attract. By socialization through the meeting in household to their parent or invited by their friends will make them to attend the class. The data for three sub district also showed that the number of children participant is amount.

TABLE I. DATA FOR EMAS PROGRAM

No	Description	January 2017	August 2018
1	Spot Amount	119	164
2	Class Number	198	296
3	Children	2231	2471
4	Teenager	462	472
5	Adult	225	165

Source : <http://pendidikan.kedirikota.go.id/>

OECD explained that an education policy is usually directed towards specific target groups of users and beneficiaries [7]. The EMAS program implementation opened to all participant to join in this program. This program has defines the target group and have good impact to beneficiaries.

2) *Facilities*: Firstly, the facilities for learning at spot given by the Department of Education of Kediri City such as: black board, marker, eraser and other stationeries. But, the important thing is the place for learning english that did not provided by Department of Education of Kediri City. The community must work together to provide the comfortable place for learning english. The spot "Tambah Pinter" was hold at Play Group "Insan Madani". The place was so large that can support the learning well. Firstly, the spot "BEC 42" hold at one resident but the household 42 that got the fund from (Program Pemberdayaan Masyarakat (PRODAMAS)) so could finance to build a small meeting hall. By building the meeting hall, finally the children and tutors could learn comfortable.

The EMAS program meeting was held twice a week. Sometimes, Department of Education of Kediri City got difficulty to monitor the activities of tutors. In 2017, the Education Office have a join with PENS of the November 10 Institute of Technology (ITS) to make a new EMAS application. It will improve the performance of the management team in monitoring and evaluation the teaching of each Tutor on the Spot spread in household. The EMAS application will be based on android and could be accessed by tutors every time when they start and end teaching as real-time reporting mode. With this application, tutors will be monitored for their position on the spot, start and finish time, photo report, and topics and a brief description of the teaching. The entire data of each tutor will lead to the website admin as the party that monitors the reporting. Every tutor is on the spot, they must check-in to the EMAS application. Automatically, the admin receives data that the tutor has been actively teaching at GPS coordinates that can be seen where exactly the location of the tutor. Furthermore, the tutor must capture the class situation and the participants are spot as proof of the fact that they are in spot. Before the teaching ends, the tutor will send a description of the topic of teaching, the number of participants coming, and

information if needed. All of the data will be recorded directly on the admin's working computer monitoring the performance of the tutor. Finally, the tutor can check out after completing teaching activities. With the new application has make it easy both the tutors and Department of Education of Kediri City. Elmore at Paudel explained that a system of management controls and social sanctions sufficient to hold sub ordinate accountable for their performance [12]. In this program, the Local Government through the Department of Education of Kediri City focus on how the system of management control is very important to support the EMAS program implementation better.

3) *Funding*: The undeniable fund is one of the determining factors in any community service program. In regulative programs, funds are also needed to pay or hire labor and to enable the technical analysis needed to make these regulations. In general, the availability of funds is very necessary to open opportunities to achieve formal goals. OECD [6] stated that the amount, quality and distribution of these resources allocated to make it success. All budgets for managing the EMAS program including: learning equipment and tutors' salaries are taken from Regional Government Budget of Kediri City. Elmore in Paudel had explained that if a policy will be effective implementation determined by clear specified tasks and objectives that accurately reflect the intent of policy [12]. The funding is very important thing to support the implemetation of EMAS program will be effective and right on target.

4) *Stakeholder commitment*: Education policies are implemented by people, making them central to the implementation process. It is widely acknowledged that stakeholders to ccontributes in shaping the process and the outcomes of policy implementation. The factor that can influence the implementation of policies is the extent to which opportunities for participation are open to actors outside the implementing agencies affecting the supporting objectives. The actors outside the implementing agency who are willing and able to participate in supporting the program can influence the achievement of goals. The actors involved in the preparation of the EMAS program include the program preparation section of the Department of Education of Kediri City and the teachers' team in Musyawarah Guru Mata Pelajaran (MGMP) Kediri City. Based on Keputusan Kepala Dinas Pendidikan Kota Kediri Nomor : 421.7/293 /419.42/2016 Tentang Panitia Pelaksana Kegiatan Program English Massive Tahun 2016 include the members are the Head of Department of Education of Kediri City, Secretary, Head of Progamming and staff appointed by the Head of Department of Education of Kediri City. The existence of the MGMP team to act as a Master Tutor for eight people are tasked with overseeing the course of EMAS program implementation. The socialization conducted by Department of Education of Kediri City via online and offline to the community. The head of urban village give the socialization to the community in every household.

The integration of activities among instituion also showed when the Department of Education of Kediri City made the cooperation with the Child Education Institution and the Social Service Institution related to handling the street children. They were rented out a place then they will be given skills training in developing the productive economic business as well as by the Social Service so that they are expected to become advanced people. The Department of Education of Kediri City also got the voluntary for teaching as tutors from Peace Corps at Surabaya. They contribute to encourage the participants to attract for learning english with native speaker. The contributions from the stakeholders are very important to develop the EMAS program.

B. The Constraints to Implement the EMAS Program

This English massive program is indeed good, but it turns out in the field that there are still constraint including:

- The number of community demands for additional classes is still not supported by the availability of sufficient tutors. The number of spot targets in 2016 of 46 spots which could be 100 spots for the end year. The number has been raising till now. How to fulfill the demand from the community about learning of English, furthermore the Department of Education of Kediri City open the recruitment for some in new tutors in 2018 [15].
- There is still a lack of program participants from teenagers and adults. These group are the productive group which is the target group of this EMAS program. In order to welcome the AEC, those who are targeted are those who are productive and ready to enter the workforce.
- There is still a lack of community support for joining the program. From the latest data August 2018 gained the total participant for all level are 3108 members. From the data Kediri in Figure 2017 described that the ppopulation distribution and density by subdistrict in Kediri City for age 7-40 years old is 160.710. Furthermore, It could be stated that the participant for EMAS program in rage those age only one percent from total the population distribution. The constraint can be a reference for the Departement of Education of Kediri City to enhance the cooperation among stakeholders to invite the community join to EMAS program.

V. CONCLUSION

The implementation of the EMAS Program in general is quite good. For the first year of implementation, the target spot set by the education office has exceeded the limit. It means that the community support and commitment is increasing. The support for human resources, facilities, funding and stakeholder commitment keep on trying to better in order to perfect the EMAS program. The barriers faced by the Departmen of Education of Kediri City need to be carried out by always collaborating intensively with stakeholders to Support the EMAS program better in future.

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