

CHAPTER I

INTRODUCTION

A. Background

One of the success factors of a nation in educating its human resources is by advancing and developing education. Indonesia is a developing country that is still looking for ways and means to become a developed country, especially in the sector of education. Education in Indonesia refers to the National Education System which is based on the Pancasila and the 1945 Constitution of the Republic of Indonesia. The National Education System is an entire educational component that is interrelated to achieve national education goals. Based on Law no. 20 of 2003 concerning the National Education System, national education in Indonesia aims to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, and independent (Sisdiknas, 2003).

Indonesia has a relatively low quality of human resources (Rasjid, 2022). One of the obstacles in increasing the productivity of human resources is the lack of skills in overcoming the challenges of industrialization, especially in the sectors of technology and digitalization. This current era calls for highly advanced technological development and industrialization. Therefore, the human resources needed are those that can develop, think forward, be able to adapt, and be able to compete in order for Indonesia to be treated equally and be respected by other countries (Larasati, 2022). A developed nation is a nation that is willing to invest heavily in education to improve the quality of its human resources. To realize this goal, one of Indonesia's actions is to conduct educational cooperation with other countries. One of them is Poland. The Indonesian government is carrying out this educational cooperation to advance education in Indonesia, especially since Poland has had advantages in the sector of technology (Kencana, 2018). In addition, Poland also has several advantages in the sectors of study such as social sciences, physical sciences, life sciences, as well as arts and humanities (University123, 2022).

Poland is a country located in Central Europe, eastern Germany. This country has the same flag colors as Indonesia, namely red and white, but the white color is above, and the red is below. Just like other European countries, this country has four seasons in one year, such as summer, autumn, winter, and spring. After World War II, there was significant change and resettlement of Germans, Ukrainians, Belarusians, Lithuanians and Poles. This makes Poland

a relatively homogeneous country in terms of culture and ethnicity. Poland is experiencing a situation known as an immigration crisis when many unknown foreigners from non-European countries decide to live in Poland. The language used in Poland is Polish or Polish which has become the official language in the European Union. However, many Polish residents are also fluent in English, Russian, German, French, Italian and Spanish (Smogorzewski, 2022).

The history of diplomatic relations between Indonesia and Poland began in 1955, precisely on September 19. After establishing bilateral relations with Poland, President Soekarno visited Poland for the first time in 1959. The two countries have collaborated in various sectors including economic cooperation, cultural cooperation, educational cooperation and development cooperation. In order to increase cooperation in the sector of education Ministry of Education and Culture of the Republic of both Indonesia and Poland signed the letter of Intent for cooperation in the sector of higher education in 2013. In the sector of education, Poland has an education system that follows the objectives of the Bologna process and offers public and private institutions and offers the same three types of degrees as Indonesia, namely Bachelor, Master, and PhD degrees. The Bologna process is a political process within Europe to create a common higher education area. It established the European Higher Education Area (EHEA) to increase student mobility through point schemes European Credit Transfer System (ECTS) and make higher education more attractive and competitive worldwide. The Bologna Process also provides a forum for dialogue with neighboring countries on higher education reform and questions related to shared academic principles such as university independence and student participation in civil society activities. Being an active country member of the Bologna Process, Poland makes it easy for students to transfer their college credit to other European Union countries and is recognized for its legitimacy throughout the world. The academic year runs from October to June divided into winter and spring semesters. The Education assessment system in Poland is based on a scale of 5 with the following description:

- 5: Very Good (bardzo dobry)
- 4+: Better than good (dobry)
- 4: Good (dobry)
- 3+: Better than satisfactory (dostateczny)
- 3: Satisfy (dostateczny)
- 2: Unsatisfactory/failed (niedostateczny)

As for enhancing Polish and Indonesian Educational Cooperation, the Polish Ministry of Science and Higher Education formulated an agreement with the Indonesian Ministry of Research and Technology and Higher Education. Poland has a high quality of education at competitive prices. Pursuing study in Poland has become increasingly popular in Indonesia, marked by the increasing growth in the number of students studying in Poland. Based on the Performance Report of the Indonesian Embassy in Warsaw, data on the development of the number of Indonesian students pursuing higher education in Poland from 2017 to 2021 in the following (Warsawa, n.d.).

| year | Number of Indonesian Students |
|-------------|--------------------------------------|
| 2017 | 88 students |
| 2018 | 112 students |
| 2019 | 110 students |
| 2020 | 154 students |
| 2021 | 500 students |

Based on these data, from year to year there has been an increase in the number of Indonesian students continuing their studies in Poland. The biggest growth occurred in 2021 which increased to 500 people in one year (Putra, 2021).

Education in Poland applies learning that develops social and practice by ensuring a well-organized ongoing system. As for the teachers involved, they will hold traditional lessons that focus on the transfer of knowledge that they consider to be very necessary to achieve good results (Zahorska, 2020). For a developing country like Indonesia, education is important for economic growth and plays a role in fostering social and political development. The role of education in economic growth and social and political development emerges as a method for modernizing society which makes people believe that a better education will create a better world. Therefore, the existence of diplomatic relations between Indonesia and Poland, especially in the sector of education, will be one way to achieve national interests in strengthening Indonesia's credibility abroad and increasing human resources can be achieved.

Indonesia establishes educational cooperation with various other countries to continue to improve the quality of its human resources and to be able to compete globally. Indonesia conducts educational cooperation with the Netherlands. At the Week of Indonesia Netherlands Education and Research (WINNER) conference, the panelists put forward ideas for collaboration with the private sector and thematic scholarship programs to link with the Sustainable Development Goals (SDG's) (ANP, 2021). Indonesia also cooperates in education with France in three education sectors, namely vocational education, early childhood education

(PAUD), and increasing the use of Indonesian and French (Kemendikbud, 2019). In addition, Indonesia also cooperates with Australia through the Australian Consortium for In-Country Indonesian Studies organization (Ismiyatun & Ariyanti, 2019). Of the many educational collaborations carried out by Indonesia and other countries, the collaboration between Indonesia and Poland has attracted attention because this collaboration has great potential as seen from the increasing number of Indonesian students continuing their studies in Poland in 2021. Quoted from Ceratiti.com, Poland is also included in the World Top 20 Education Poll (Cermati.com, 2023). In addition, Poland also has a form of Paradiplomacy Cooperation and sister city in the sector of education such as the West Nusa Tenggara (NTB) government and Kujawsko Pomorskie. This is a great opportunity for Indonesia to continue to improve and maintain the educational cooperation that has been established (Indonesian Media, 2018).

There are many choices of destinations institutions that are bound by cooperation agreements between Indonesia and Poland, including Jagieollanian University, University of Warsaw, University of Opole, Collegioun Civitas, Vistula University, Warsaw University of Life Sciences, Gdynia, Adam Mickiewicz University, and Szczecin Maritime Universities. For Polish citizens, Indonesia also offers scholarship programs that they can take advantage of every year, such as Darmasiswa and Cultural Arts (Poland, 2023). Based on this background, the establishment of Polish and Indonesian Educational Cooperation and the increasing of educational cooperation from the government and the memorandum of understanding between Indonesian Universities and Polish Universities is evidenced by the increased number of students studying in Poland. It was recorded in 2021, as stated by Michal Weglarz, Political, Economic and Consular Attache at the Polish Embassy in Jakarta, that there were 500 Indonesian students studying in Poland (Kurmala, 2021). This indicates an opportunity for Indonesia to continue implementing a strategy to strengthen the cooperation between Indonesia and Poland through Educational Cooperation.

B. Research Questions

According to the background above, this research will answer “How does Indonesia's strategy to strengthen the cooperation with Poland in education sector?”

C. Purpose of Research

The purpose of this research is to find out Indonesia's strategy to strengthen the cooperation between Indonesia and Poland in education sector.

D. Theoretical Framework

1. International Cooperation

This study uses the theory of international cooperation. The establishment of cooperation between Indonesia and Poland is suitable to this theory. All countries in this world cannot stand alone to meet the needs and achieve the interests of their country. To increase the development and progress of the country requires cooperation with other countries in order for the development of this situation to be marked by the existence of international cooperation in various aspects.

Cooperation can be defined as a situation where several parties agree to work together to generate new benefits or certain goals (Touval, 2010). Cooperation sometimes also refers to state strategies to resolve certain issues, such as solving problems from conflict countries. However, it all depends on the interests or goals of the countries that are cooperating. Meanwhile, according to Dougherty and Pfaltzgraff, international cooperation is a set of relations which are not based on coercion or pressure and are authorized by mutual agreements by which member countries are allowed to develop cooperative relations as a result of their membership in international organizations and within which they are governed by rules, norms, and decision-making procedures (Robert L. Pfaltzgraff, Jr., 1971).

Meanwhile, according to KJ Holsti, the process of cooperation was formed due to a combination of various national, regional, or global problems that emerged and required the attention of more than one country. He defines international cooperation as an agreement on certain issues between two countries or more in order to take advantage of common interests or conflicts of interest (Holsti & Azhari, 1988). In cooperating with two or more countries, it is hoped that they will be able to provide benefits or add value to their cooperation partners or can be said to provide a win-win solution. These benefits do not have to be material but can also take the form of increasing the capacity of services (education, health, provision of manpower) and increasing ease of access such as cooperation between cooperating countries and such. Broadly speaking, cooperation between countries consists of 3 forms, namely bilateral, regional, and multilateral cooperation.

The existence of a cooperative relationship between Indonesia and Poland is a form of bilateral cooperation. Indonesia and Poland signed a Memorandum of Understanding (MoU) to improve both countries' relations. The MoU was signed by Marty M. Natalegawa as Minister of Foreign Affairs of Indonesia and Radoslaw Sikorski as Minister of Foreign

Affairs of Poland during the Foreign Ministers Meeting of the Asia-Europe Meeting (ASEM) in India in 2011 (Dhyatmika, 2018). This MoU is also the basis for holding bilateral consultation meetings between the two countries to discuss bilateral cooperation in various sectors such as politics, economics, and socio-culture. This formal meeting also discussed several issues of cooperation to follow up on the state visit of the President of the Republic of Indonesia to Poland on 3-5 September 2013. During this visit, Indonesia and Poland signed agreements in various sectors such as fisheries, agriculture, education, and consular affairs (Nugraha, 2013).

2. Cultural Diplomacy

Cultural diplomacy is a form of public diplomacy. Cultural diplomacy according to Milton C. Cummings is the exchange of ideas, information, art, and other aspects of culture to maintain an attitude of mutual understanding between one country and another and its people (Cummings, 2003). Culture has a certain attraction because there are differences and characteristics that are owned by each country or the people of that country. This is a special interest for people who see and study this culture. Cultural diplomacy used to be carried out in limited activities that occurred between diplomats and on behalf of the government, but in the course of time, cultural diplomacy does not only involve the government or diplomats, but can involve non-state actors, non-governmental organizations, artists and art organizations that can practice cultural diplomacy (Isar & Triandafyllidou, 2010). According to Frankel (1965) cultural and educational exchange is a product of ongoing cooperation between countries that have the aim of advancing scientific, educational, and cultural goals (Frankel, 1965). Therefore, cultural diplomacy can be an opportunity to establish relations and cooperation in the economic, political, educational, and socio-cultural sectors.

Culture is a tool of diplomacy to promote the country and provide a sense of mutual understanding between nations. The aim of developing this cultural diplomacy is to create a basis of trust with other people so that the country can achieve its political, economic, education, and military goals (Papaioannou, 2017). Cultural elements such as ideas, language and knowledge can influence public opinion which will indirectly affect government policies of a country (Sutantri, 2018). The cultural diplomacy instruments according to Tulus Warsito and Wahyuni Kartikasari include exhibitions, competitions, negotiations, expert exchanges and conferences (Warsito & Kartikasari, 2007). Then there is another definition of cultural diplomacy explained by John Lenczowski. He defines

cultural diplomacy as an effort to influence public opinion by using various cultural elements thereby it has a positive impact on national interests such as the arts, expert exchange, education, literature, language teaching, broadcasting, gifts, mutual understanding, promotion of ideas, social politics, history, and religious diplomacy (Lenczowski, 2011).

Based on these definitions, the conceptual definition of cultural diplomacy is a diplomatic tool to promote cultural aspects of a country by holding several activities such as exhibitions, social media promotions, workshop, art, and culture performances with the aim of making other people interested in the culture of a country that can be done by non-governmental organizations, art organizations, government, or non-state actors. Students can play the role of people to people and become cultural ambassadors to improve cultural communication and build relationships between individuals. As for the government's role, besides being able to hold various activities that display the culture of a country, they can facilitate students to study abroad so that cultural exchange can occur between people to people (Akli, 2012). This research is suitable for using the concept of cultural diplomacy because education is an element of cultural diplomacy. Therefore, the instrument of cultural diplomacy is very appropriate for achieving the national interests of a country as in this study is to strengthen the educational cooperation between Indonesia and Poland.

E. Hypothesis

Indonesia's strategy to strengthen the cooperation between Indonesia and Poland in the education sector are:

1. By developing cultural diplomacy to strengthen Indonesia's influence in Poland with holding cultural exhibitions and collaborating with universities or museums in Poland to promote Indonesian culture.
2. By developing a scholarship program for Indonesian students from the Indonesian government and the Polish government. For now, there are a Stefan Banach scholarship from the Polish government and a Darmasiswa scholarship and Indonesian International Students Mobility Awards (IISMA) from the Indonesian government
3. By developing cooperation between Indonesian private and state universities with universities in Poland in the education sector, such as the MoU between Yogyakarta Muhammadiyah University in Indonesia and Adam Mickiewicz University in Poland.

F. Research Method

The method that will be used in this research is the qualitative method. The qualitative method in this research will collect data through primary and secondary data. The primary data technique is the main source obtained directly from the results of interviews related to the topic of this research, such as the institutions related to this research. In addition, this study also uses secondary data obtained from indirect sources such as library research by seeking information from reports, journals, mass media, website, including the internet and other supporting data that is in accordance with this research.

G. Systematic Writing

This writing will be systematically divided into 4 chapters:

1. **Chapter I** will contain the introductions that are: Background, Research Question, Theoretical Framework, Hypothesis, Purpose of Research, Research Method and Systematic Writing.
2. **Chapter II** of this research will contain education in Poland and education in Indonesia
3. **Chapter III** will discuss Indonesia's strategy in strengthening the cooperation between Indonesia and Poland in the sector of education
4. **Chapter VI** will contain the conclusion of the entire research in the previous chapters as well as the closing of this research.