

Indonesian Cultural Diplomacy and Education in the Philippines in 2011-2019

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Abstract

Education Diplomacy and Cultural Diplomacy has a strategic role in the public diplomacy of the Indonesian state. In the interaction of international relations, the formation of phenomena such as the partnership between various components of society has made the situation of the current global relations system increasingly colorful. It can also see that the role of diplomacy in this section is not inferior to the practice of public diplomacy adopted by the state. For example, in the field of education, the participation of scholars in the development of public diplomacy will accelerate the improvement of the quality of human resources in Indonesia and Filipina. This method of diplomacy can also be carried out through student exchange to the Philippines, art performances and cultural performances of the Indonesian state, discussions with lecturers & teachers, and much more. There is also uniqueness in implementing this diplomacy, such as cooperation, which leads to mutual benefit, respect, and appreciation. In addition, educational & cultural diplomacy can also provide new ideas. This unique idea leads to solving problems within the scope of international relations. Therefore, Indonesia must improve its cultural & educational Diplomacy in Filipina country.

Keywords: Educational diplomacy; cultural diplomacy; Indonesia; Philippines.

Diplomasi Pendidikan dan diplomasi kebudayaan mempunyai peran strategis didalam diplomasi public negara Indonesia. Dalam interaksi hubungan internasional, terjalannya fenomena seperti adanya kemitraan antara berbagai komponen masyarakat menjadi situasi sistem hubungan internasional saat ini semakin berwarna. Terlihat pula bahwa peran diplomasi bagian ini tidak kalah dengan praktik diplomasi public yang dianut oleh negara. Seperti di bidang pendidikan, partisipasi sarjana untuk pembangunan diplomasi public akan mempercepat peningkatan kualitas SDM di negara Indonesia dan di negara Filipina. Cara diplomasi ini juga dapat dilakukan melalui student exchange ke negara Filipina, pentas seni dan pagelaran kebudayaan negara Indonesia, pertukaran dengan dosen & guru, dan masih banyak lagi. Terdapat juga keunikan di dalam pelaksanaan diplomasi ini, seperti terdapat kerjasama mengarah pada saling menguntungkan, saling menghormati serta menghargai. Selain itu, diplomasi pendidikan & kebudayaan juga dapat memberikan ide-ide baru. Ide baru ini mengarah pada penyelesaian masalah dalam lingkup hubungan internasional. Karena itu, Indonesia harus meningkatkan diplomasi kebudayaan & pendidikan di negara Filipina.

Kata Kunci: Diplomasi pendidikan; diplomasi kebudayaan; Indonesia; Negara Filipina



Introduction

Diplomacy is a way to realize national interests in conducting international relations. One way to conduct diplomacy is with by using education and promotion of culture, also known as utilizing soft power. One of the national interest of the Republic of Indonesia is to improve the reputation of the Republic of Indonesia and increase the quality of human resources. The National Long-Term Development Plan for 2005-2025 has mentioned the goal of improving human resources. More precisely, the RPJM (medium-term development plan for 2015-2019) explained to “improve development as a whole by focusing on developing competitive advantages based on available natural resources, useful human resources, and science and technology capabilities”. In this framework, educational diplomacy is an effective strategy to create opportunities to achieve these goals. The Indonesian government has conducted cooperation activities through the Ministry of Education and Culture in recent years. Cooperation involve activities such as exchanging students abroad, adding scholarships for international students, implementing concluding MoUs (memorandum of understanding), participating in international forums to meet with foreign political parties, increasing cooperation in various fields, establishing schools for Indonesian citizens, and much more (Soesilowati 2017).

To introduce and strengthen Indonesia’s influence abroad, the Ministry of Education and Culture created several House of Indonesian Culture in several countries or regions in 2013 (Akhmad 2012). The purpose of this activity is to improve Indonesia’s soft power diplomacy. The Indonesian Education Commissioner has become a coordinator and companion of activities carried out abroad in implementing this policy. The Indonesian government has also added 16 educational institutions to support diplomacy in recent years. In 2013 representatives of the Education Commissioners in Singapore and India began work in anticipation of this development. The government is also trying to open education specialists in countries that want closer cooperation, such as South Korea. The expansion and strengthening of the function of the Indonesian Education Commissioner signify the people’s efforts to strengthen diplomacy among the community. This study believes that the way of foreign cooperation can be interpreted as soft power diplomacy activities to achieve national goals. However, there are obstacles to its implementation. To support the argument in detail, explanation is given through the case study of the Commissioner of Education and Culture of the Indonesian Embassy located in Manila and the Philippines.

Research Methods

This research method uses qualitative research methods. According to John W. Cresswell, qualitative research is an approach to exploring and understanding the meaning that many individuals or groups consider derived from social and humanitarian problems (Bakry 2016). The analysis unit of this study is Indonesian Cultural Diplomacy and Education in the Philippines in 2011-2019. While the author's observation unit was documents related to Indonesian Cultural Diplomacy and Education in the Philippines from 2011 to 2019. The study used secondary data. In this study, researchers used secondary data from media such as internet sites such as the official pages of the Philippine government and the Indonesian government, electronic newspapers, and journals related to Indonesian Cultural Diplomacy and Education in the Philippines. While the data collection technique in this study is qualitative. Qualitative research is a continuous research process.

Theoretical Framework

Diplomacy

This study uses diplomacy theory. Diplomacy itself can be divided into hard diplomacy and Soft diplomacy. Hard Diplomacy is the activity of diplomacy through the use of force. In this case, the use of force in question includes activities such as threat of war, intervention, and military force. As for soft diplomacy, it is a diplomatic activity that uses the path of peaceful negotiation without using violence. Actors who play a role in diplomatic activities are also no longer limited to the state only. There are other actors, such as non-governmental organizations (NGOs) and civil society, and even can be done by individuals. The actors involved in this soft diplomacy have their own advantages, namely being able to reach a layer that the state cannot acquire, namely civil society (Roy 1991). From the above understanding, it can be concluded that diplomacy is a negotiation conducted by a country or international actor to solve global problems by implementing a country's foreign policy.

In the specific scope, diplomacy itself is divided into two forms: first track diplomacy and second track diplomacy. First track diplomacy is an official, confidential communication in solving the problems of a country carried out by the government. In other words, this first track diplomacy is carried out by professionals such as diplomats in a country and conducting diplomatic activities with representatives of that country. Then there is second track diplomacy, an effort to resolve conflicts carried out by non-governmental actors such as Non-Governmental Organizations/NGOs or

between people to people (Berridge & James 2003).

In this writing, the author uses the concept of second track diplomacy, diplomacy carried out by institutions that are directly shaded by the government and independent by having the main goal of influencing civil society in the targeted country. The primary practical purpose of diplomacy is to guarantee profits in one's own country to maintain their national interests. In addition, diplomacy can improve and advance a country's economy in commerce, trade, and protection for its citizens in other countries. Diplomacy can also be used to develop culture and ideology as well as other national achievements. The most important thing is maintaining bilateral relations with other countries to always be good. Political objectives in diplomacy have a basis for achieving their goals peacefully (Roy 1991).

Public Diplomacy

Public diplomacy is one form of soft power carried out by the state. Joseph Nye, in his book entitled *The Future of Power, Public Affairs*, stated that public diplomacy is an ability of a party to be able to influence the other party through persuasion or an attraction that can give rise to an appeal to achieve the desired result (Nye 2011). Public diplomacy is carried out to attract the public's attention and build a general interest in the country toward other countries. Public diplomacy is also carried out to improve the existence and pleasing image, with the goal being the people in the intended region (Djelantik 2016). The main target of this public diplomacy is the public in the country itself, with various program designs prepared by the government and funded by the government (Rivera 2015).

In this case, the community's opinion on the value is more effective and can affect the government's actions. In other words, public opinion can be a virtual object for public diplomacy. A country's general view of a particular country can be constructed through the opinions of its people. Some public diplomacy goals are to increase people's knowledge of a country and change their opinion of the country. Improving people's appreciation of a country, in this case, increases their positive perception and equates their opinion with that of the country on an issue. In this case, the scope of education, improving relations with a country encourages people to come to a country, both for vacation and study, and encourage them to consume the belongings of a nation. Influence people in a country to invest in their country, or show our position or a country and invite political actors to adapt our ideas to them based on cooperation (Hennida 2008).

Soft Power and Cultural Diplomacy

Nye (2004) Describes the concept of power as the ability to influence to get the desired result, even if it is necessary to change the behavior of others for the realization of the desired result. There are two concepts of power in power politics: hard and soft power. According to Copeland, hard power is about how to convince your enemy to kill, capture or defeat the enemy. While soft power, according to Nye, is the ability to influence others to do what they want. Soft power on the ability of a party varies. In making decisions, we must make friendly and engaging rules so that people are willing to help achieve common goals. Soft power works by generating traction in shared values and fairness and the obligation to contribute to realizing those values. In international politics, quiet power comes from the values espoused then shown by the organization and the state in its culture, practice and policy, and relations with other countries.

Cultural Diplomacy can be interpreted as a form of state effort to fight for the interests of its country in the cultural space, both in micro-fields, such as education, culture, science, sports, and various arts. This cultural diplomacy activity is carried out by the government and many institutions such as NGOs (Non-Governmental Organizations). Cultural Diplomacy can also be carried out by groups, communities, and individuals, including the citizens themselves. In its application, cultural diplomacy is divided into micro and macro. In a sense, Cultural Diplomacy in the macro sphere generally is all the results and efforts of human cultivation towards the environment that can be interpreted by culture. As a whole system of ideas, actions, and works of society in people's lives, they have an outcome that can be learned and used to achieve its national interest in the cultural dimension. While microculture diplomacy is the result of the application of macro cultural diplomacy, namely education, science, sports, and arts (Warsito & Kartikasari 2007).

Cultural Diplomacy can be carried out by various circles, for example, by all official and unofficial communities, governments, or non-government towards the intended country (Warsito & Kartikasari 2007). To achieve the country's national interest, the role of actors in this diplomacy is used as a tool. To achieve these goals can be very diverse, for example, through the part of effective programs or media that are expected to make it easier for actors to lead the opinion of the world community to the excellent image and nationality. One way to get people's attention is to introduce and provide information about the arts, science, technology, education sciences, and social values to the intended country or target. Cultural Diplomacy can also be done through education, for example, through student exchange between countries. This exchange results from

from negotiations that include the issue of scholarship cooperation between countries. This illustrates a mutual relationship carried out by the two countries concerned through cultural aspects, especially in education.

Results and Discussions

Opportunities and Goals of Indonesian Cultural Diplomacy and Educational Diplomacy

Some types of activities related to foreign affairs carried out by the Ministry of Education and Culture can be interpreted as diplomacy to achieve national policy goals. The main focus is on education, as 'education is a major aspect of cultural diplomacy' (Soesilowati 2017). The desired result of cultural Diplomacy and educational Diplomacy is to internationalize education directly, namely by following delays in research and education and allowing the Indonesian nation to carry out activities equivalent to mature foreign educational institutions in education research.

The direction of educational diplomacy is now also concerned with considering our country's national priority, namely the development of Human Resources across education related to the Indonesian nation's national challenges. Since 2015, the ASEAN community has been in shape, which means that competition in the labor market is increasingly competitive. Indonesia is very interested in competing and using the facilities created by the ASEAN community. In addition, the Indonesian state can feel the so-called demographic bonus in 2020-2030 (Indonesia Coordinating Ministry of Human Development and Culture 2020). There are more productive-age workers than non-productive-age workers, which means there are opportunities to enjoy benefits. But if Indonesia's Human Resources lose to compete with other countries in managing wealth in their own country and taking advantage of opportunities abroad, those opportunities will not be available. Therefore, the improvement of competitive Human Resources on a regional & global scale is the most crucial factor. Education, training, and transfer of science & technology are effective ways to accelerate the improvement of the quality of Human Resources in Indonesia.

Education is essential for developing human capabilities, and the development of human capabilities is critical to enhancing human security to participate in global competition (Sen, 2002). Because crossing the path of education will open opportunities to improve the country's global capabilities, win the match, and prosper the community. In addition, this kind of cultural diplomacy is needed to strengthen relations between countries. Cultural Diplomacy and educational Diplomacy are believed

to increase “common interests, mutual trust, mutual understanding” between the two parties (Soesilowati 2017). Diplomacy is an effective strategy designed to increase mutual attention & interests. This is because educational Diplomacy & Cultural Diplomacy will positively impact embracing a country’s ‘mind and heart’ (Nye 2004).

National Interests of the Republic of Indonesia Over the State of the Philippines

There are many practical strategies & considerations to improve bilateral relations in education with the Philippines. The first is related to the goal of expanding bilateral ties. Although Indonesia’s ties with the Philippines are already in the form of the ‘Treaty of Friendship’ of 1951- 2011, which lasted more than a century, they have established bilateral relations in ASEAN since 1967. But until 2011, these two countries did not have an MoU in education. It means ‘the cooperation of these two countries has no umbrella between the two governments of that country’ (Soesilowati 2017). This means that it can be explained that the education diplomacy of two countries at the first level needs to be developed so that the people of the two countries can more easily cooperate and take advantage of this cooperation.

The second is related to Indonesia’s interest in using the education system in the Philippines. The country’s education method is considered a good reputation globally and regionally. The Philippines has become a reference for education in various countries. The Indonesian Education Commissioner or Manila Education Attache revealed several fields of study in the Philippines as the leading choice of foreign students, especially Indonesian students, such as doctors, accounting, pilots, business schools, etc. Learning in the Philippines is usually done using English, and Indonesian students who need to improve their English can use it.

The third related to the importance of sending students to develop cooperation in education in Indonesia is the recognition of the reputation of Filipino graduates. For example, it is well known that nursing graduates from the Philippines have a global reputation for being able to work throughout the country. This is because nursing & pharmacy teaching in the Philippines has a sound system. Based on this fact, Indonesia can use the benefits of understanding to increase the capacity of Human Resources, especially in the field of nursing, which is currently needed at the international and national levels. Furthermore, the Indonesian state is still lagging behind in processing fishery products. Therefore, the Indonesian state is interested in learning from the Philippines because the Philippines is a country with a global reputation. Ironically,

the government of Indonesia has a massive area of ocean and fishing resources that are endless.

Until now, the Indonesian state has not been able to manage fishery commodities to the maximum. In the background of national goals that currently prioritize national marine policy. Therefore, the government strives to improve human resources in Indonesia (such as improving skills in fisheries processing) to be very important. It can be said that many other departments show that Human Resources in Indonesia are still far behind compared to Human Resources in the Philippines. Filipino workers dominate foreign employment in Indonesia. There are many more Filipinos working in Indonesia. Indonesia still has a lot of unemployment, while unfamiliar people such as Filipinos are looking for work in Indonesia. But the question is, why can't Indonesians compete for jobs in their own country? These issues have prompted the formulation of policies & actions to increase the level of educational diplomacy to learn from the professional experience of the Philippine state.

Implementation of Soft Power Diplomacy

The role of the Education and Culture Attaché in the Philippines in carrying out foreign relations in culture & education is an example of soft power diplomacy. The obligations carried by the government are to promote national policies and, at the same time to improve good relations with local elites (James 1980). In conducting two-way diplomacy, the important thing is not only based on a rational attitude but also on focusing on common interests. The national interest is the most important, but the cooperation will not last long if the host does not get enough benefits. It is hoped that through soft power diplomacy, more precisely in the field of culture & education, Indonesia will benefit by exchanging opportunities with the outside world and obtaining and expanding educational cooperation. Through this work, Indonesia hopes to get help to raise the level of education. This can strengthen the ability of the Indonesian state to compete globally for resources.

The Indonesian culture & education commissioner located in Manila organizes joint cultural & education cooperation with the Philippines, the Republic of Palau, and Marshal Island. Among its responsibilities, its application & benefits are for the embodiment of the capture of 3 national missions such as diplomacy & cooperation functions, academic functions, & administrative functions. In general, the work achievements of the Commissioner of Education & Culture in Manila from 2010 to 2013 are, namely, the occurrence of student exchanges, promotion of traditional dance and introduction of Indonesian culture, Indonesian language and

arts training, discussion of learning programs, and many more (Soesilowati 2017).

In implementing this task, the Commissioner of Education & Culture in the Philippines will carry out the diplomacy mission in various ways, including “neo-diplomacy” & “classical diplomacy” simultaneously or in multiple ways. In fact, the Commissioner’s entourage negotiates directly with the community, especially students and education circles in the Philippines, by high-ranking officials and diplomatic missions. The above duties also approve the responsibility of the Commissioner of Education and Culture to carry out inward diplomacy and exit diplomacy. Inward diplomacy means Diplomacy by the Commissioner of Education and Culture can invite colleagues and leaders of the Ministry of Education & Culture. And the Ministry of Foreign Affairs in the environment, especially the Indonesian Embassy in Manila & Indonesian education stakeholders, to implement bilateral relations & education programs abroad become essential. For external parties or outsiders, the mission of the Commissioner of Education and Culture is to carry out diplomacy with parties located abroad that have been determined. This task includes encouraging cooperation with related parties in the Commissioner of Education and Culture certification.

Strategically, the policy objective of the Commissioner is to improve relations between the Indonesian state and the Philippines, more precisely, the influence of the Philippine state on the Indonesian state. Commissioner of Education & Culture introduced the attractiveness of the Indonesian state and its culture to the people of the Philippines. Examples are Indonesian cultural festivals & dance performances, Indonesian cultural arts stylists (ranging from 42 students in the Philippines), and Indonesian language learning. In addition, a forum has been established, ‘Indonesian friendship.’ The inauguration of cultural arts venues can be interpreted as an effort to strengthen the ASEAN socio-cultural community. Therefore, the pillars of the ASEAN community are in a solid cooperative relationship. Indonesia shows evidence and maintains its soft power diplomacy plan by prioritizing its attractions in the international arena.

The Indonesian state’s plan to familiarize the Indonesian state with Filipinos also has solid political relevance. For example, the Indonesian government created a junior high school in Lanser & Tuppi, Mindanao, through the Commissioner of Education & Culture in 2012 and distributed student funds to 500 underprivileged children in the Philippines. Distributing student funds to teachers and Islamic school developers in Mindanao is also a critical relevance. 25 student funds were distributed in 2011-2012, as many as 40 graduate student funds were distributed in 2013, 10 Darmasiswa student funds were distributed during 2011-2012,

and 7 student funds were distributed in 2013. Mindanao is a vast region bordered by the Indonesian state. Mindanao has the worst economic situation in the Philippines. Half of the population in Mindanao is in poverty. The average population of Mindanao is Muslim (Permono, 2019). This student funding assistance is not only a tactic to improve teacher performance in the Mindanao region but also an effort by the Indonesian state to make peace in the area.

Diplomacy Challenges

There are some disturbances in the implementation of soft power diplomacy of the Republic of Indonesia, more precisely, diplomacy carried out by the Commissioner of Education & Culture, among others: the nature of cooperation, administrative management, and financial problems. It is tricky to have bilateral relations that unite 2 countries because there must be divergences in the national interests and mainstreaming. Not being in line with the national departure to the two countries or the absence of perceived benefits will result in the failure of optimal cooperation. There are technical obstacles, as the main person in charge of education in the Philippines, unlike Indonesia, the person in charge of education in the land of Indonesia, is held by the Ministry of Education & Culture. At the same time, the person in charge of education in the Philippines is controlled by institutions such as the Ministry of Education, the Higher Education Commission, and the Education and Skills Development Agency.

The monitoring function carried out by the Commissioner of Education & Culture is quite tricky. The Commissioner of Education & Culture often has difficulty making lists of recipients of student funds for Indonesians, especially students who are not directly funded by the Indonesian state. The Indonesian government will never know how many Indonesians and Filipinos/students are studying or participating in educational activities. Financial problems also reduce the ability of the Education & Culture Commissioner and hinder work plans. Budget & foreign economic activity makes instability of the Indonesian rupiah and the weak exchange rate of the rupiah to the U.S. dollar. The late distribution of student funds is also widespread and hinders learning. The Commissioner of Education & Culture also has obstacles, such as those directly related to the desired character. The Commissioner of Education & Culture is expected to be coordinated and linked directly to each level. It takes someone who has expertise related to public relations or good public relations. The capabilities & capabilities that must be possessed by the Commissioner must be based on the conditions of the work area.

Conclusion

Diplomacy is not only carried out by the Ministry of Foreign Affairs / Ministry of Education and Culture. Diplomacy must involve the public or stakeholders if it is said to be successful diplomacy. Therefore, diplomacy must be changed to deal with non-state actors, and the development of Human Resources becomes a significant issue in relations between countries. In soft power diplomacy, 'mutual benefit' must be realized between actors, not 'out of coercion' but rather interests and appreciation for shared ideas and values. The role of the Commissioner of Education & Culture in conducting soft power diplomacy is significant. The ability of the Commissioner of Education & Culture, such as communication and adaptability, needs to be improved so that the program can run optimally by paying attention to the nature of soft power diplomacy, which is difficult to control & predict. Prioritizing the element of 'attractiveness' in ideology, culture, science, and educational values is more meaningful in inviting foreign people to understand Indonesia and achieve national goals, especially in improving human resources.

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