THESIS

**ATTITUDES OF CIVIL ENGINEERING STUDENTS
BUILDING ENGINEERING VOCATIONAL EDUCATION STUDY PROGRAM
TO THE ASEAN ECONOMIC COMMUNITY**

*Submitted To Meet One Of The Requirements To Get A Bachelor Degree
Education in the Engineering Education Study Program Chapter design
Faculty of Engineering, Universitas Negeri Padang*

**<u>SYAIFUL HAQ</u>
NIM / BP: 1201860/2012**

BUILDING ENGINEERING VOCATIONAL EDUCATION STUDY PROGRAM

DEPARTMENT OF CIVIL ENGINEERING

FACULTY OF ENGINEERING STATE UNIVERSITY OF PADANG

2016

THESIS APPROVAL PAGE

ATTITUDES OF CIVIL ENGINEERING STUDENTS
BUILDING ENGINEERING VOCATIONAL EDUCATION STUDY PROGRAM
TO THE ASEAN ECONOMIC COMMUNITY

Name   : Syaiful Haq
NIM   : 1201860/2012
Study Program : Building Engineering Vocational Education
Major   : Civil Engineering
Faculty   : Engineering

Padang, August 2016

Approved by:

Supervisor I,   Supervisor II,

Dr. Nurhasan Syah, M.Pd   **Drs. An Arizal, M.Pd**
NIP. 19601105 198602 1 001   **NIP. 19521110 197703 1 002**

Head of Civil Engineering Department

Dr. Rijal Abdullah, MT
NIP. 19610 328 198609 1 001

OFFERING PAGE

All praise is only to Allah SWT, the all-gracious and most merciful Lord of the universe.

Salawat along with greetings to Prophet Muhammad SAW who has brought us all from darkness to a bright world full of knowledge like today.

It is actually inappropriate for me to make this paper as an offering for the good I got. However, after trying and praying, God allowed me to be at this point. Where this point is the beginning of real life, namely as a complement to the nation's intellectuals who are ready to participate in helping society, religion, the nation and the State. So through this article, let me perpetuate a sense of happiness and emotion to all people who have taught me life lessons, which have helped me morally, materially, time and energy.

MOTTO

"Be Continuous to improve, always be enthusiastic, and be istiqomah in the path of Allah SWT"

Curriculum Vitae of Student

A. Personal Data

Name   : Syaiful Haq

Place and birth   : Bukittinggi, June 22th 1992

Religion   : Islam

Gender   : Male

E-mail   : Syaifulhaq9206@gmail.com

B. Educational History

SD N 12 PPK Bukittinggi, West Sumatra (1998-2004)

SLTP N 4 Bukittinggi, West Sumatra (2004-2007)

SMK N 1 Bukittinggi, West Sumatra (2007-2010)

Universitas Negeri Padang (2012-2016)

C. Essay

Title   : Attitudes of Civil Engineering Students

Building Engineering Vocational Education Study Program

To ASEAN Economic Community

Date of exam   : August 8th 2016

ABSTRACT

Syaiful Haq. 2016. Attitudes of Civil Engineering Students of Building Engineering Vocational Education Study Program To the ASEAN Economic Community. Thesis, Padang: Faculty of Engineering, Universitas Negeri Padang.

This research begins with the problem that there are some students who do not know the AEC, there are concerns about the AEC, and the attitude of students towards the AEC has not been revealed. This was found based on interviews conducted with Civil Engineering students at Universitas Negeri Padang in December 2015. This study aims to reveal (1). How the knowledge of Civil Engineering students towards AEC, (2). How do students understand the threats, opportunities, and challenges in AEC, (3) How are students' anticipatory behavior towards AEC.

This research was conducted in the Department of Civil Engineering, State University of Padang with a quantitative descriptive research type. Sampling used total sampling technique. The research procedure was carried out by distributing questionnaires to 84 active students majoring in Civil Engineering Department of Building Engineering Vocational Education, class of 2013.

Based on the data analysis, it was obtained that the average value of the attitude of the Civil Engineering students of the Building Engineering Vocational Education Study Program towards AEC was 77.6% or in the good category. The highest value of this study is the threat sub-indicator, which means that on average students feel anxious in facing AEC.

Keywords: AEC, Threats, students, attitudes, challenges, opportunities.

FOREWORD

Alhamdulillah, thanks be to Allah SWT who has bestowed His grace and gifts so that this thesis entitled "Attitudes of Civil Engineering Students of Building Engineering Vocational Education Study Program Towards the ASEAN Economic Community" can be completed smoothly and smoothly. Salawat and greetings were given to the Prophet Muhammad as the commander of the Muslims who had struggled to uphold the knowledge of truth.

Writing this thesis is a requirement to obtain a bachelor's degree in education (S.Pd) in the Building Engineering Vocational Education Study Program at the Civil Engineering Department, Faculty of Engineering, Universitas Negeri Padang. The author gets a lot of guidance and input from various parties during this writing process, so the authors would like to thank:

1. Both parents, siblings and family for the continuous prayers and support which is the encouragement and strength of the author.
2. Mr Dr. Nurhasan Syah, M.Pd as Advisor I and Mr Drs. An Arizal, M.Pd as the second supervisor who has helped direct and guide the author in completing this thesis.
3. All Lecturers and Staff of the Department of Civil Engineering who have provided guidance and input in writing this thesis.
4. Fellow students who have helped in this research and all parties involved in the completion of this thesis.

This thesis still has shortcomings and weaknesses, therefore the authors ask for criticism and suggestions from all parties as learning for writers on other occasions. Aamiin.

Padang, August 8th 2016

Syaiful Haq

LIST OF CONTENTS

CHAPTER III RESEARCH METHODOLOGY

CHAPTER IV RESULTS AND DISCUSSION

CHAPTER V CLOSING

BIBLIOGRAPHY

ATTACHMENT

LIST OF TABLES

LIST OF PICTURE

Picture   Page

APPENDIX LIST

Attachment

CHAPTER 1

INTRODUCTION

A. Background

The development of the global economic system makes all countries in the world strive to improve their capabilities and competitiveness in all fields. This condition was responded to by one country or several cooperation groups of countries, such as Southeast Asia or the Association of Southeast Asian Nations (ASEAN). ASEAN has officially implemented a new economic system at the end of 2015 to answer the challenges of the global economy, this can be seen by the emergence of agreements or regional cooperation in the field of free trade liberalization (free trade), namely the ASEAN Economic Community (AEC). AEC is ASEAN economic integration in the face of free markets between ASEAN countries. In general, the AEC aims to face a free market which can be described as a single market which includes goods, services, investment,

AEC is expected to create a competitive economic area and an area with economic development that is able to fully interact with the global economy. Together with the AEC, job opportunities will be wide open for skilled citizens of ASEAN countries. This condition will be an opportunity as well as a challenge for the Indonesian people. One example of an opportunity is that an educated and skilled Indonesian worker will have the opportunity to work in Indonesia and also in ASEAN countries such as Malaysia, Singapore and other ASEAN countries.

Indonesia as one of the countries that has the largest number of human resources in ASEAN will have great potential to take advantage of this opportunity, especially in the skilled labor sector. However, Indonesia will also face threats because people from neighboring ASEAN countries will be able to come to Indonesia to look for work. This means that job opportunities in Indonesia are fought over by more people, so that Indonesians will lose and many will become unemployed if they do not have skills. In fact, according to research, Indonesia is generally not ready to face the AEC. Yermia (2014: 21) reveals,

> "In general, Indonesia is not ready for the implementation of the AEC because there are still vital sectors in free trade such as infrastructure and logistics that still need to be addressed. But on the other hand, the tourism service sector is already tidying up and ready to face the ASEAN free market, this can be seen from the increasing number of foreign tourist arrivals coming to Indonesia and the existence of certification of tourism human resources so that the tourism workforce is ready to compete when the AEC is implemented.

The unpreparedness of Indonesia in facing the AEC as a whole shows that several sectors must be improved quickly and appropriately. The government, related institutions and society must work together to achieve this noble goal. On the other hand, every year Indonesia always experiences an increase in the number of working people. The Central Bureau of Statistics (BPS) notes that the number of working people in Indonesia continues to increase, as described below.

Table 1. Total Working Population in Indonesia

No.	Year	Total Working Population
1	2011	119.4 million people
2	2012	112.8 million people
3	2013	114.0 million people
4	2014	118.1 million people
5	2015	120.8 million people

(Source: Statistics Indonesia, 2016)

The increasing number of working population in Indonesia is a positive thing for the progress of the nation and the state, however the working population is still dominated by those with elementary school education and below at 45.19%, while the working population with a bachelor degree and above is only 8.29%. Efforts that must be made so that residents working with a Bachelor's degree or above can compete in their own country or in other countries is to improve the quality of their resources. The quality of human resources (undergraduate education and above) is closely related to competence. Education in higher education has an important role in creating competent graduates, because students in higher education are trained based on their respective areas of expertise. Especially with this AEC, the universities must work harder than before.

Universitas Negeri Padang (UNP) as one of the universities located in Padang, West Sumatra, Indonesia always tries to do its best in creating competent graduates. UNP itself consists of 8 faculties including; Faculty of Education, Faculty of Languages & Arts, Faculty of Mathematics & Natural Sciences, Faculty of Social Sciences, Faculty of Engineering, Faculty of Sports Science, Faculty of Economics, and Faculty of Tourism & Hospitality.

The Faculty of Engineering (FE) is one of the faculties that has produced well-educated personnel in their field. FE consists of 6 departments, namely; Department of Electrical Engineering, Department of Electronics Engineering, Department of Automotive Engineering, Department of Mining Engineering, Department of Mechanical Engineering, and Department of Civil Engineering. Some majors, some of which are divided into 2 study programs, such as the Civil Engineering Department, having a Civil Engineering & Building Engineering Study Program (CEBE) and a Building Engineering Vocational Education Study Program (BEVE). CEBE Study Program is a superior study program in producing professional staff in the field of Civil Engineering, slightly different from BEVE Study Program which is a superior study program in producing teachers / instructors in the field of Building Engineering and / or Civil Engineering. Professional staff that are produced from the CEBE Study Program are certainly expected to be able to compete in the AEC, as well as the BEVE Study Program in producing professional teachers / instructors. Professional teachers / instructors will help educate and produce prospective professional staff. For example, a teacher at a Vocational High School, a vocational high school teacher must have extensive knowledge in educating his students so that later SMK graduates are able to become professional staff in their fields. This is a challenge and a threat for them, especially students of BEVE study program, in addition to trying to become educated personnel who master their fields, they must also become professional teachers / instructors in producing educated personnel. Especially at this time, the BEVE study program

students should be more sensitive and responsive to the AEC, AEC will have positive results if it is responded well and will have negative consequences if it is responded badly.

However, what happened in the field was not yet as expected, based on the results of interviews with Civil Engineering students of the BEVE faculty of engineering Universitas Negeri Padang. Study Program who were participants in the National Seminar with the theme "The role of engineering students in facing AEC" which was held by the Civil Engineering Student Association of UNP on December 1, 2015. Where in the National Seminar there were special participants for one batch of 2013 Department of Civil Engineering, BEVE faculty of engineering Universitas Negeri Padang Study Program, there were still some who did not know about the AEC well, so that some showed an inadequate attitude and did not really care about it. AEC while, for some students who already knew about the AEC, there were those who responded with anxiety, because they felt that they were not able to compete.

This situation shows that there is diversity in responding to the AEC which is shown by the Civil Engineering faculty of engineering Universitas Negeri Padang students, especially the BEVE Study Program. This diversity of attitudes is a natural but also a concern, because the attitude in responding to something will result in positive and negative things. In Saifuddin (1998: 5) Berkowitz says, a person's attitude towards an object is favorable feelings (good / positive / supportive) and unfavorable feelings (not good / negative / unsupportive) of the object. Furthermore, Lapierre in Saifudin (1998: 5) defines attitude as a pattern of behavior, tendency or anticipatory readiness, a predisposition to adapt to social situations, or simply, attitude is a response to conditioned social stimulation.

Attitude is an important component in the human psyche that will influence the decisions that will be taken and those that will be chosen and affect one's behavior. For example, your attitude will affect who you choose to be in your mate, what clothes you like, and what hobbies you will pursue. In Olson (2008: 19), if you could control your attitude, then you would be able to control your action. In short, attitudes affect everyday human life. If it is connected between the AEC situation that must be accepted with the attitude of students, especially Civil Engineering students of BEVE Study Program who are projected as prospective educators, then an attitude of being less caring / impartial is unexpected. For example, students who do not care, of course, will not be able to face the AEC well,

Based on attitude theory, attitude is closely related to the level of knowledge. This is explained by Mann in Saifudin (1998: 24), that attitudes consist of three structures, namely; knowledge, feelings, and behavior. If this theory is related to AEC, it can be interpreted that the level of knowledge about AEC will affect attitudes towards AEC. So in order to influence attitudes towards AEC, it is necessary to increase knowledge about AEC to the public, such as providing information from the government or related institutions. On the other hand, universities also do the same to their students. Do not let the lack of knowledge about the AEC become one of the causes for the emergence of attitudes that will cause harm to the Nation and the State,

An anticipatory step so that Indonesian educators and educators are not inferior to other ASEAN countries' educated staff and educators in facing the AEC is to find out / reveal their knowledge about the AEC and how the attitudes of Indonesian educators and educators in facing the AEC, because attitude is the most important component which will affect a person's behavior and readiness in facing something, it can be interpreted that the attitude here is like a projector that projects a situation of acceptance or rejection of the AEC. This situation will affect the success or failure of dealing with it. An effort to reveal the attitudes of Indonesian educators and educators about the AEC is by conducting research on their attitudes towards the AEC itself.

Research on attitudes towards AEC does not focus on educated personnel and teaching staff, it can be conducted on prospective educated staff and prospective teaching staff. In particular, the attitude of prospective teaching staff (Education Study Program students) is something that must be disclosed at this time, because the attitude of the Education Study Program students will be a benchmark for making initial improvements so that Indonesian educators are able to compete in the AEC. In connection with this problem, it is necessary to conduct research on "Attitudes of Civil Engineering Students of BEVE faculty of engineering Universitas Negeri Padang Study Program Towards AEC 2016".

B. Problem Identification

Based on the background of the problems above, problems can be identified as follows:

1. AEC is a situation that must be accepted by the ASEAN community, especially the Indonesian people.

2. Indonesia is not ready to face the AEC as a whole.

3. The presence of AEC as a free market presents challenges and threats to the Indonesian people.

4. The Indonesian working population with Sajana education is still low.

5. There are some students who do not know about AEC.

6. The attitude of Civil Engineering students at BEVE faculty of engineering Universitas Negeri Padang Study Program regarding AEC is not yet known.

C. Problem Limits

Based on the background of the problems and problem identification that have been described above, the researcher limits the problem to the Attitudes of the Civil Engineering Students of the BEVE faculty of engineering Universitas Negeri Padang Study Program class of 2013 towards AEC.

D. Formulation of Problem

Based on the identification of the problems described earlier, the problem of this research was formulated, namely, what was the attitude of the 2013 class 2013 BEVE students faculty of engineering Universitas Negeri Padang towards AEC?

E. Purpose of Research

This study aims to reveal the attitudes of the 2013 BEVE students of faculty of engineering Universitas Negeri Padang towards AEC.

F. Benefits of Reseach

1. Provide input to students to further improve their knowledge of AEC and prepare themselves for competent graduates.

2. Input material for the Department of Civil Engineering in order to provide knowledge and encouragement to students about the importance of preparing themselves for graduates who are able to compete in facing AEC.

3. As information material for other researchers so that it can be used as a reference in research.

G. Explanation of terms

1. AEC is the integration of ASEAN economies in facing the free market between ASEAN countries. AEC is a single market covering goods, services, investment and skilled labor that are free to move from one country to another in the ASEAN region. Indonesia must be responsive to this situation, because AEC is a condition that must be accepted. Especially in the skilled labor sector (educated personnel / teaching staff), in addition to other sectors, it is still prioritized. Because if it is seen from the largest number of Indonesian human resources in ASEAN, the quality of Indonesian workers must be improved in order to be able to compete in the AEC. Department of Civil Engineering, BEVE Study Program is one of the majors that educates prospective skilled workers (students), in particular (educators).

2. Attitude is the readiness to react to an object in certain ways, which involve thinking (cognition), feeling (affection), and action (conation). Therefore, students' attitudes in facing AEC will certainly involve thinking / knowledge, feelings, and actions / responses.

CHAPTER II

THEORETICAL BASIS

A. Theoritical review

1. Attitude

a. Definition of attitude

Attitudes will always be related to all human activities, individually and in the social sphere. In Saifuddin (1998: 6) Petty says that attitude is a general evaluation that humans make of themselves, other people, objects or issues. Furthermore, Secord & Backman defines attitudes as certain regularities in terms of feelings (affection), thoughts (cognition), and predisposition of one's actions (konasi) to an aspect of the surrounding environment. Meanwhile, according to Mar'at in Umar (2014: 205), attitudes are learning outcomes obtained through continuous experience and interaction with the environment. From some of the opinions above, it can be interpreted that attitude is a person's readiness to react to an object in a certain way from feelings, thoughts, and actions.

b. Attitude characteristics

Attitude is a control factor in humans that can encourage or cause certain behaviors. Some of the characteristics of attitude described by Allport in Umar (2014: 205):

1) As a form of readiness to respond.
2) Individual.
3) Guiding behavior.
4) Are innate and learning outcomes.

c. Form of attitude

Attitudes can be distinguished in terms of positive and negative attitudes, namely:

1) A positive attitude is a tangible manifestation of the intensity of feelings that pay attention to positive things. An atmosphere of the soul that prioritizes creative activities rather than tedious activities, joy than sadness, hope than despair. Something beautiful and brings someone to always be remembered, appreciated, respected by others. To express a positive attitude, a person does not only express it through the face, but also through how he talks, meets other people, and how to deal with problems.

2) Negative attitudes should be avoided, as they lead to self-difficulty and failure. This attitude is reflected on the face.

d. Attitude structure

Attitude consists of three component structures that make it up, in Saifuddin (1998: 24), Mann says,

6

1) The cognitive component contains perceptions, beliefs, and stereotypes (knowledge) that individuals have about something. Often this cognitive component can be equated with a view (opinion), especially when it comes to controversial issues or problems.

2) The affective component is the individual's feelings towards the object of the attitude and concerns emotional problems (feelings of understanding). It is this emotional aspect that is usually rooted most deeply as a component of attitude and is the aspect that most resists the influences that might change a person's attitude.

3) The behavioral component contains a tendency or tendency to act or to react to something in certain ways.

Attitudes can change because attitudes can be formed and learned in relation to certain objects. Changes in attitude can be very predictable if a person has a high level of cognitive mastery. The characteristics will be seen in various behaviors such as attention, motivation, discipline and so on.

e. **Attitude levels**

Attitude has several levels, according to Anas in Rafika (2009: 19) the following levels of attitude:

1) Receiving

Receiving means that the person (subject) wants and maintains the stimulus given (object).

2) Respond (Responding)

Providing answers when asked, doing and completing the assigned task is an indication of attitude. Because with an attempt to answer a question or do a given task, regardless of whether the job is right or wrong, it means that people accept the idea.

3) Value (valuing)

Appreciating here is in the form of inviting other people to work on or discuss a problem.

4) Responsible (responible)

To be responsible for everything he has chosen with all risks is the highest attitude.

f. **Factors affecting attitude**

According to Saifuddin (1998: 30-38), the factors that influence attitudes consist of six, namely:

1) Personal experience

Middlebrook said that having no experience at all with a psychological object tends to form a negative attitude towards the motorcycle taxi. In fact, attitudes will be more easily influenced if what someone experiences involves emotionally.

2) People who are considered important

In general, individuals tend to have conformist attitudes or in line with the attitudes of those they consider important. This tendency is motivated, among other things, by the desire to avoid conflict with people who are considered important.

3) Culture

Burrhus Frederic Skinner said, strongly emphasizing the influence of the environment (including culture) in shaping a person's personality. Culture has planted the guiding line for our attitude towards various problems. Culture has colored the attitudes of the members of society, because it is the culture that gives a style of experience to the individuals who are members of the community groups they care for.

4) Mass media

Various forms of mass media such as television, radio, newspapers, magazines, etc. Has a major influence in shaping people's opinions and beliefs. In delivering information as its main task, the mass media also carries messages containing suggestions that can direct one's opinion.

5) Institutions or educational institutions and religious institutions

educational institutions and religious institutions as a system have an influence in the formation of attitudes because they both lay the foundation for understanding and moral concepts in the individual. The understanding of good and bad, the dividing line between what is permissible and what cannot be done, is obtained from education and from religious centers and teachings.

6) Emotions in individuals

Attitude is a statement based on emotion that functions as a kind of channeling frustration or a diversion from the transitional mechanism to the ego defense mechanism. Such an attitude can be temporary and soon passes away once the frustration has gone away but it can also be a more persistent and long-lasting attitude.

g. Attitude measurement

Attitude can be measured directly or indirectly. In Dewi (2004: 76), attitudes can be measured in three ways, namely interviews, observations, and questionnaires. Each method has advantages and disadvantages so that researchers need to consider ways that are in accordance with the aims of the attitude research.

1) Interviews, namely by using draft questions that are asked directly to respondents. The weakness of this method is that respondents often feel hesitant to answer the questions asked so that the results of the interviews obtained may not match the reality.

2) Observation, namely by making direct observations of individual behavior towards an object of attitude. In general, this method is difficult to do because there is a tendency

to manipulate the behavior that is seen when the respondent knows that he is being observed. In addition, researchers will also find it difficult to interpret respondents' attitudes based on their apparent behavior. The results obtained from individuals can provide results that match the facts of the individual but will reduce objectivity if the number of observations is greater.

3) Questionnaire, namely by measuring a certain value in the attitude object in each statement. Here, each respondent directly fills in the level of agreement or disagreement with the statements made.

Based on the three measures of attitude above, the researcher will use a questionnaire method where each respondent will answer according to the statement given. The statement here is certainly a series of sentences that say something about the object of the attitude that you want to reveal. Attitude statements may contain or say positive things and can be negative things. Positive statements can be in the form of sentences expressing agreement (taking sides / supporting) on the object of attitude, while statements that are negative in nature are sentences that express disagreement (not taking sides / not supporting) towards the object of the attitude.

2. ASEAN Economic Community

a. The history of the formation of the AEC

The formation of the AEC did not happen in a short time, it had been almost two decades that there were plans from the leaders of ASEAN countries to implement a single market system, to be precise in December 1997. Based on the book Asean Economic Community Blueprint (2008: 5).

> The ASEAN Leaders at their Summit in Kuala Lumpur in December 1997 decided to transform ASEAN into a stable, prosperous, and highly competitive region with equitable economic development, and reduced poverty and socio-economic disparities (ASEAN Vision 2020).

Broadly speaking, at the meeting in Kuala Lumpur, a joint agreement between leaders of ASEAN countries emerged to plan joint economic development. But not only in the form of a plan, six years later there was another meeting of the leaders of ASEAN countries, namely on October 7, 2003 in Bali, Indonesia with the following results.

> In the Asean Economic Community Blueprint (2008: 5).
> At the Bali Summit in October 2003, ASEAN Leaders declared that the ASEAN Economic Community (AEC) shall be the goal of regional economic integration (Bali Concord II) by 2020. In addition to the AEC, the ASEAN Security Community and the ASEAN Socio- Cultural Community are the other two integral pillars of the envisaged ASEAN Community. All the three pillars are expected to work in tandem in establishing the ASEAN Community in 2020.

At the meeting, the leaders of ASEAN countries agreed to immediately implement a regional economic integration system. Three years after the meeting in Bali, there was

another meeting between leaders of ASEAN countries which resulted in the approval of the implementation of the AEC single market which will be targeted to start at the end of 2015, with the characteristics and elements that will be applied later to AEC. In the Asean Economic Community Blueprint (2008: 5).

> The ASEAN Economic Ministers Meeting (AEM) held in August 2006 in Kuala Lumpur, Malaysia, agreed to develop "a single and coherent blueprint for advancing the AEC by identifying the characteristics and elements of the AEC by 2015 consistent with the Bali Concord II with clear targets and timelines for implementation of various AECsures as well as pre-agreed flexibilities to accommodate the interests of all ASEAN Member Countries.

Until finally on November 20, 2007, the AEC declaration was implemented by all ASEAN country leaders or what is called the "Declaration on the ASEAN Economic Community Blueprint" in Singapore.

b. Definition of AEC

AEC is the integration of ASEAN economies in facing free markets between ASEAN countries. AEC is a single market covering goods, services, investment and skilled labor that are free to move from one country to another within the ASEAN region. In the Asean Economic Community Blueprint (2008: 5)

> The AEC is the realization of the end goal of economic integration as espoused in the Vision 2020, which is based on a convergence of interests of ASEAN Member Countries to deepen and broaden economic integration through existing and new initiatives with clear timelines. The AEC will establish ASEAN as a single market and production base making ASEAN dynamic and competitive with new mechanisms and AECsures to strengthen the implementation of its existing economic initiatives; accelerating regional integration in the priority sectors; facilitating movement of business persons, skilled labor and talents; and strengthening the institutional mechanisms of ASEAN.

Not only as a free market and production base, AEC also prioritizes the formation of economic equality, a fair economy, and prepares ASEAN to be able to integrate into the global economy.

c. AEC characteristics

Based on the results of the AEC declaration held in Singapore on 20 November 2007, there are four characteristics of AEC, as follows are written in The ASEAN Economic Community Blueprint (2008: 5-6). The four characteristics are:

1) AEC is the realization of the ultimate goal of economic integration, which is based on the interests of ASEAN member countries to deepen and expand economic integration through new initiatives with a clear timetable.

2) AEC will establish ASEAN as a single market and production base, making ASEAN more dynamic and competitive with new mechanisms and measures to strengthen the implementation of existing economic initiatives; accelerating regional integration in priority sectors; facilitate the movement of people / businesses, skilled workforce and talents; and strengthening ASEAN institutional mechanisms.

10

3) At the same time, AEC will address development gaps and accelerate the integration of Cambodia, Laos, Myanmar and Vietnam through the ASEAN integration initiative and other regional initiatives.

4) The AEC envisions the following main characteristics: (a) a single market and production base, (b) a highly competitive economic region, (c) a region of equitable economic development, and (d) a region integrated into the global economy. These characteristics are interrelated and mutually reinforcing.

d. Elements contained in the AEC

The presence of AEC is a form of efforts to improve the economies of ASEAN countries, supported by four main elements. Described in The ASEAN Economic Community Blueprint (2008: 6), including:

1) As a single market and production center

The single market and ASEAN production base consist of five core elements, namely: (a) free flow of goods; (b) free flow of services; (c) free flow of investment; (d) free flow of capital; and (e) free flow of skilled labor.

2) As a competitive economy region

The main objective of competition policy is to foster a culture of healthy competition. Institutions and laws relating to competition policy have recently been established in some (but not all) ASEAN Member States.

3) As a balanced economic development area

The ASEAN Policy for the Development of Small and Medium Enterprises (SMEs) 2004-2014 outlines a framework for the development of SMEs in the ASEAN region. It comprises a strategic work program, policy measures and indicative output.

4) As a unifier of the region into the global economy

In order for ASEAN to be more dynamic and stronger and able to compete internationally, ASEAN must strive to maintain global supply chains and strive to ensure that the internal market is still attractive for foreign investment.

Based on some of the elements described above, the elements as a single market and a production center are parts that should be the main center of Indonesia, because in the single market element there is a focus on goods, services, capital, investment and skilled labor, in addition to the three other elements that are still implemented. Therefore, researchers will focus on the parts that exist in the single AEC market, especially skilled workers (educated personnel and educators) who are in accordance with what will be researched.

e. The share of the single AEC market

Based on the AEC declaration held in Singapore, the leaders of ASEAN countries agreed to implement five important parts which will be the focus of the single AEC market. These five parts are clearly explained in The ASEAN Economic Community Blueprint (2008: 6), namely the ASEAN single market and production center consists of five core elements: (a) free flow of goods, (b) free flow of services, (c) free flow investment, (d) free flow of capital, and (e) free flow of skilled labor. Apart from that, the single market and production center also includes two important components, namely, the priority integration sector and food, agriculture and forestry.

1) Goods

Through the AEC, ASEAN has made significant progress in eliminating tariffs. However, the free flow of goods will entail not only zero tariffs but the elimination of non-tariff barriers as well.

2) Services

Remove substantially all restrictions on trade in services for the four priority service sectors, air transport, e-ASEAN, health and tourism

3) Investation

a) Investment protection

b) Facilitation and Cooperation

c) Promotion and Awareness

d) Liberalization

4) Capital

Efforts to strengthen ASEAN capital market development include:

a) Achieve harmonization of capital market standards in ASEAN, in the areas of offering rules for debt securities, disclosure requirements and distribution rules.

b) Facilitate mutual recognition arrangements or agreements for cross-qualifications and educational and professional market experience.

c) Achieve greater flexibility in language and set legal requirements for securities issuance.

d) Increase cutting tax structures, where possible, to promote a broadening of the investor base in ASEAN debt issuance.

e) Facilitating market efforts to establish debt exchange and market linkages, including capital raising activities across borders.

5) Labor

a) In facilitating the free flow of services (2015), ASEAN is also working towards harmonization and standardization, with a view to facilitating their movement in

12

the region. Increase cooperation between ASEAN University Network (AUN) members to increase mobility for students and staff in the region.

b) Develop core competencies and qualifications for the job / employment and skills of trainers required in priority service sectors (2009) and in other service sectors (2010-2015).

c) Strengthen the research capabilities of each ASEAN Member State in terms of promoting skills, job placement, and developing labor market information networks among ASEAN Member States

Of the five sections targeted at the single AEC market, skilled labor is a part of greater concern for the State of Indonesia, because it has the most human resources in ASEAN. Indonesia should be able to take advantage of this opportunity. A skilled workforce which is a group of educated and teaching staff must be ready to face AEC. Therefore, this research will examine the skilled workforce (prospective teaching staff), namely students of Civil Engineering Faculty of Engineering Universitas Negeri Padang.

B. Relevant Research

The research on the AEC is not the first time it will be

but there are previous studies related to this research, namely:

1. Yermia Anggraeni (2014) in her research entitled "Indonesia's readiness to face AEC. This research aims to describe the condition of Indonesia in facing AEC, both in terms of its readiness, opportunities and challenges. The results of this study reveal that in general Indonesia is not ready for the implementation of AEC.

2. Jose Fernandes (2012) in his research entitled "Students' perceptions of the implementation of AEC". This study aims to reveal the knowledge and views of students about the implementation of AEC which will begin in 2015. The results show that there are still many students who do not know the implementation of AEC. Meanwhile, students who know about AEC are already aware of the impact that will occur on the implementation of AEC and have started to prepare themselves for it.

C. Framework of thinking

Students as prospective educated staff and prospective teaching staff will play an important role in facing the challenges and threats of the ASEAN Economic Community (AEC) system. Universitas Negeri Padang (UNP) as one of the universities in West Sumatra Indonesia certainly strives for students to contribute and be able to play an active role in facing AEC so that the challenges and threats of AEC can be converted into an advancement of the nation's ideals. If it is minimized for the scope of this research, in the BEVE Study Program, Civil Engineering Department, Faculty of Engineering (FT) UNP, it will be seen that the contribution and active role of students in facing AEC is in accordance with the problem boundaries.

To realize the contribution and active role of students in facing AEC, UNP certainly must know in advance about the level of student knowledge of AEC along with the opportunities that exist in AEC itself and know how students' attitudes towards challenges & threats, and know how student behavior (anticipatory steps) against AEC in general. So from some of these elements, it will be obtained the attitudes of Civil Engineering Faculty of Engineering Universitas Negeri Padang students towards AEC. For more details, it can be seen in the following image:

1. Students' knowledge of AEC
2. Students' understanding of threats in AEC
3. Students' understanding of the opportunities in AEC
4. Students' understanding of the AEC challenges
5. Students' anticipatory behavior towards AEC

Attitude of Students towards AEC
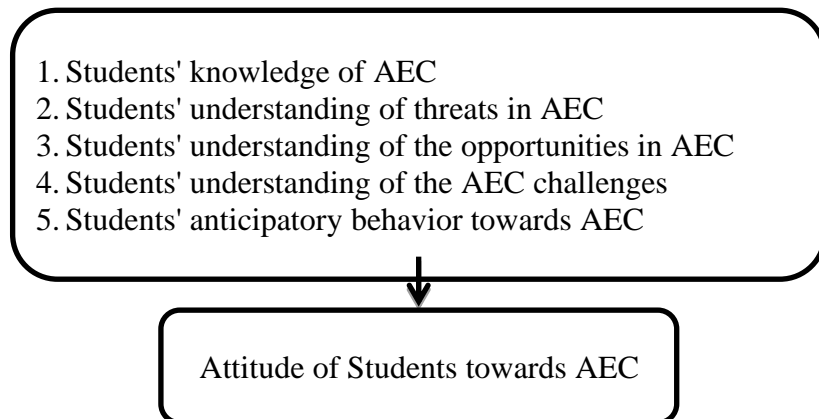
Figure 1. Thinking Framework

D. Research question

Based on a study of the theory and frame of mind that have been stated previously, the research questions are:

1. How do the Civil Engineering students know about AEC?
2. How do the Civil Engineering students understand the AEC threat?
3. How do Civil Engineering students understand the opportunities in the AEC?
4. How do the Civil Engineering students understand the challenges in AEC?
5. How is the behavior (anticipatory) of Civil Engineering students towards AEC?

CHAPTER III

RESEARCH METHODOLOGY

A. Types of research

This research is a quantitative descriptive study used to study an event or phenomena as they are. This research will describe the attitude of Civil Engineering students of BEVE Faculty of Engineering Universitas Negeri Padang Study Program towards AEC. According to Sugiyono (2013: 336) Descriptive research is research that describes a phenomenon, event, symptom, using both quantitative and qualitative data.

B. Place and time of research

1. Time

This research was conducted in January-July 2016.

2. Research Place

This research was conducted in the Department of Civil Engineering, Faculty of Engineering Universitas Negeri Padang.

C. Population and Sample Research

1. Population

Population is a generalization area consisting of objects / subjects that have certain qualities and characteristics that are determined by researchers to study and then draw conclusions (Sugiyono, 2013: 62). The population in this study were Civil Engineering students of BEVE Study Program in 2013 who were registered in the Department of Civil Engineering, Faculty of Engineering Universitas Negeri Padang in the January-June 2016 semester, because they had experienced and attended information counseling about AEC, one of which was a National Seminar with the theme of AEC which was appointed by the Civil Engineering Student Association on December 1, 2015. According to data from the 2016 Technical Implementation Unit for Information and Communication Technology Development, there were 86 Civil Engineering students of BEVE Study Program in 2013, but 2 were inactive.

2. Sample

The sample is part of the number and characteristics of the population (Sugiyono, 2013: 63). The sample in this study was taken using the total sampling technique, namely the number of samples is the number of population. The reason for using the total sampling technique is because the population is less than 100. This is supported by expert theory, according to Arikunto (2008: 116), "if the subject is less than 100, it is better to take all of them, so the research is a population study". In addition to population research, Punaji

(2010: 168) says that "population research is imposed if the number of subjects to be studied is limited. There is no definite limit on how many samples are small or large ".

D. Operational definition

According to Soekidjo (2010: 112) the operational definition is a description of the limits of the variable in question, or what is measured by the variable in question. The operational definition in this study aims to clarify the interpretation of the title and meaning that the researcher wants, namely:

1. AEC is ASEAN economic integration in the face of free markets between ASEAN countries. AEC is a single market covering goods, services, investment and skilled labor that are free to move from one country to another within the ASEAN region. The things that will be measured about AEC here are knowledge about AEC, understanding of the threats, challenges and opportunities in AEC, and anticipatory behavior in facing AEC.

2. Students' attitudes in facing AEC will certainly involve thinking/knowledge, feelings, and actions/responses. These three things are the indicators in this study. Attitudes here are measured indirectly by capturing respondents' opinions through a questionnaire.

E. Data collection technique

Based on the type of data used, two methods were used to collect this data, namely:

1. Questionnaire (Questionnaire)

    Is a way to gather information from a large number of individuals. Questionnaires were distributed to obtain primary data used for data analysis in accordance with quantitative methods. The questionnaire was addressed to Civil Engineering students of BEVE Faculty of Engineering Universitas Negeri Padang Study Program.

2. Documentation

    Is a secondary data collection by researching and studying document records or archives related to this research, such as the number of Civil Engineering students of the BEVE Faculty of Engineering Universitas Negeri Padang Study Program class of 2013 who are registered in the Department of Civil Engineering Faculty of Engineering Universitas Negeri Padang for the January-June 2016 semester.

F. Research Instruments

Based on the formulation of the problem and research objectives in this study, a research instrument was used in the questionnaire to obtain data on the attitudes of Civil Engineering students of BEVE Faculty of Engineering Universitas Negeri Padang Study Program towards AEC. The questionnaire is designed based on a Likert scale which contains statements related to the object to be studied. The scoring on the Likert scale questionnaire used in this study refers to four alternative answers, as shown in the following table:

Table 2. Alternative answers to the Likert scale and Answer Score

No.	Criteria	Abbreviation	Nature of Statement	
			Positive	Negative
1	Strongly Disagree	STS	1	4
2	Disagree	TS	2	3
3	Agree	S	3	2
4	Strongly agree	SS	4	1

In general, the use of the Likert scale is with five answer choices, but for this study a modified Likert scale was used. According to Syahron (2011: 74), "number 3 (doubt) is better removed, because it seems to give respondents an opportunity not to give a definite opinion (doubt)". Thus, the Likert scale is modified into four, namely; 1). Strongly disagree, 2). Disagree, 3) Agree, and 4). Strongly agree.

The preparation of indicators from the research instrument on the attitudes of Civil Engineering students of the BEVE Faculty of Engineering Universitas Negeri Padang Study Program towards AEC was arranged as in the theoretical study. From the theoretical study then formulated the form of the instrument grid along with the preparation of the questionnaire, as shown in the table below:

Table 3. Research Instrument Grid.

Variable	Indicator	Sub Indicator	Number of Items	Item Number
Attitude To AEC	A. Knowledge	1. Knowledge about AEC	10	1,2,3,4, 5,6,7,8, 9,10
	B. Feelings / Understanding	2. Threats in AEC	9	11,12,13, 14,15,16, 17,18,19
		3. Opportunities in AEC	10	20,21,22,23, 24,25,26,27, 28.29
		4. Challenges in AEC	10	30,31,32,33, 34,35,36,37, 38.39

C. Behavior (anticipatory behavior)	5. Behavior to AEC	11	40,41,42,43, 44,45,46,47, 48,49,50

G. Instrument Testing

This research instrument is used to obtain research data. Before being used, a trial was conducted in order to obtain a valid and reliable instrument through the Validity Test and Reliability Test. Instrument testing was carried out on students who were included in the sample, namely as many as 30 respondents. Instrument testing in this study was conducted using the Statistical Product and Survive Solution (SPSS) application for Windows version 17.0.

1. Validity test

Validity comes from the word valid. Valid means that the instrument can be used to measure what should be measured (Sugiyono, 2012: 168). The instrument is said to be valid if it is able to measure what is desired and can reveal data from the variables studied appropriately. Testing the validity of the instrument was carried out through the Statistical Product and Survive Solution (SPSS) application for Windows version 17.0. To find out which instrument is valid, it is done by comparing the rcount with rtabel, with a significant level of 5%. The statement will be said to be valid if the value of rcount> rtable.

After testing the instrument by distributing questionnaires to 30 students, the validity was tested using the Statistical Product and Survive Solution (SPSS) application for Windows version 17.0. There are several instruments that are not valid, so it is necessary to make improvements for the perfection of the instrument. However, due to population limitations, the researcher validated by asking for the opinion of the experts (exspert judgment).

2. *Expert judgment*

After fixing several invalid instruments in the first trial, the instruments were consulted with experts. In accordance with the change in the validation method of this instrument, the researcher immediately conducted research after the testing from the experts was complete and stated that the instrument was valid and reliable.

3. Reliability Test

Reliability is showing an instrument which, when used several times to measure the same object, will produce the same data (Sugiyono, 2013: 168). For instrument reliability testing, it was carried out through the Statistical Product and Survive Solution (SPSS) application for Windows version 17.0. The instrument is said to be reliable if each statement item has an alpha value greater than 0.36

H. Data analysis technique

18

In accordance with this type of research, namely quantitative descriptive research, descriptive statistical analysis was carried out using a percentage formula then translated into a narrative form. All data from instruments that have passed the validity and reliability tests then go through the analysis process as follows:

1. Raw data collected through a survey with a questionnaire, first examined and checked each statement item in the questionnaire that has been filled in by the respondent. Then the data is entered in the data tab.

2. Calculating the frequency (f), seen from the answers filled in by student respondents from the Department of Civil Engineering, BEVE Faculty of Engineering Universitas Negeri Padang.

3. Calculating the average results of student answers with the average formula (AEC), namely:

$$M = \frac{\Sigma X}{N}$$

   Where: M   = mean (Average)

   ΣX = Respondents' number of answers

   N   = Number of Respondents

4. Calculating the percentage (P) of answers using the formula:

   P = f / N x 100%

   Where: P = Percentage of answers

   f   = Frequency of respondent's answer

   N = Total frequency

5. Classifying data from the average results of the answers to students' attitudes towards AEC. Based on the Likert scale used in this study is a modified Likert scale, the highest scale is 4. According to Syahron (2011: 87), the highest scale is the highest scale of the instrument being tested. For example, using a modified Likert scale 1 2 3 4, the highest scale is 4 ". Meanwhile, the percentage of answers category is as shown in the following table:

Table 4. Categories for Grouping Data

No.	Percentage of Answers	Interpretation
1	80% - 100%	Very good
2	66% - 79%	Good
3	56% - 65%	Not good
4	<55%	Not good

(Source: Iskandar in Rafika, 2013)

6. The interpretation of the analyzed data was descriptive.

CHAPTER IV

RESULTS AND DISCUSSION

A. Result

1. Research Implementation

This research was conducted by distributing questionnaires to 84 students. Questionnaires were distributed through electronic media. This was done because in this research process the respondents were on a long holiday and some of them were carrying out Industrial Field Practices. The distribution of questionnaires was carried out through various communication media applications, including; 1) Facebook, 2) Messenger, 3) WhatsApp, and 4) Line. In an effort to distribute this questionnaire, the researcher made a questionnaire using the Goole Drive application, so that respondents could fill out this questionnaire by simply entering through their address. The questionnaire that has been filled in by the respondent is checked again for the completeness of the data and then entered in the data tab. Existing data on the Google Drive application is transferred to Microsoft Excel.

2. Research result

This research consists of 3 indicators, namely knowledge of AEC, understanding of threats, opportunities and challenges in AEC, and anticipatory behavior towards AEC. This research on student attitudes consists of 50 statement items that have been tested directly and also through due diligence by experts regarding their validity and reliability, where for the sub-indicator of knowledge of AEC consists of 10 statements, sub-indicators of threats to AEC consist of 9 statements, the opportunity sub-indicator in AEC consists of 10 statements, and the challenge sub-indicator in AEC consists of 10 statements. As well as sub indicators of anticipatory behavior towards AEC consisting of 11 statement items. After distributing questionnaires, the frequency distribution of student respondents was obtained based on the sub-indicators,

Table 5. Frequency Distribution of Respondents

No.	Sub Indicator	SS		S		KS		STS		% Average Million	Category
		F	%	F	%	F	%	F	%		
1	Knowledge of AEC	17	20	55	66	12	14	0	0	76.6%	Good
2	Threats in the AEC	29	35	50	60	5	5	0	0	82.3%	Very good
3	Opportunities in the AEC	17	20	57	68	10	12	0	0	76.6%	Good

4	Challenges in the AEC	18	21	55	66	10	12	0	0	77.6%	Good
5	Behavior towards AEC	15	17	54	64	16	19	0	0	75.1%	Good

From the frequency distribution table above, it was found that students' attitudes regarding the sub-indicators of knowledge towards AEC were 76.6% or included in the good category. The attitude of students towards the threat sub indicator in AEC was 82.3% or it could be categorized as very good. Students' attitudes towards opportunities in AEC are in the good category, namely 76.6%. For the sub-indicators of challenges in AEC, students' attitudes were 77.6% or it could be categorized as good. The same thing also happened to student attitudes in the form of behavior towards AEC which was 75.1% or it could be categorized as good.

B. Discussion

The following data descriptions are data obtained from the answers returned by the respondents.

1. Knowledge of AEC

From the results of data processing, it was found that the average student knowledge of AEC was 76.6% or included in the good category. This explains that most of the Civil Engineering students of the BEVE class of 2013 already know about the AEC. In accordance with these results, the problems indicated before the implementation of the study were answered for the sub-indicators of student knowledge of AEC. On the other hand, there are some students who do not know well about AEC, but in general the Civil Engineering students of BEVE Class 2013 already know about AEC.

2. Understanding of Threats in AEC

From the research results, it can be seen that the understanding of Civil Engineering students at BEVE Study Program towards threats in AEC is 82.3% or is in the very good category. This shows that more than average students have understood the threat of AEC. These results indicate that almost the majority of students choose the highest score or choose answers to avoid threats in AEC. On the other hand, if the higher the score chosen by the respondent, then this will indicate that the students are increasingly concerned about the threat of AEC. This concern is because the points of the instrument contain clear statements, such as the efforts that must be made to avoid the AEC threat. If the respondent chooses more solutions to avoid threats, then it is clear that there are concerns about the threats presented.

3. Understanding of Opportunities in AEC

From the results of data processing, it can be seen that students' understanding of the opportunity sub-indicator in AEC is 76.6% or is in the good category. This shows that more

than the average Civil Engineering student of BEVE Study Program has understood the opportunity behind the presence of AEC as ASEAN economic integration. Researchers found that the average student could see opportunities in this AEC, such as opportunities for personal development to development of Indonesian products. In general, students understand that there are opportunities in AEC.

4. **Understanding of the Challenges in AEC**

From the results of data processing, it can be seen that students' understanding of the challenges in AEC is 77.6% or in the good category. Students already understand the challenges that must be faced behind the presence of AEC. In fact, researchers found, more than average students have good self-confidence to face challenges in AEC.

5. **Behavior towards AEC**

From the results of data processing, it was found that the average choice of students for sub-indicators of behavior towards AEC was 75.1% or it was in the good category. From this study, it was found that there had been attempts by students to behave in an anticipatory manner towards AEC. Based on the data, the researcher found that there were some students who had not behaved anticipatively towards AEC, but the researchers saw the desire of students to improve their behavior in the future, such as the desire to take foreign language courses to the desire to train soft skills. In general, this 75.1% result shows that there is already a desire and anticipatory effort by students to easily face AEC. This is the attitude of students after students are informed about AEC through formal activities at the National Seminar on AEC on December 1, 2015.

From the discussion of the sub-indicators above, it was found that the attitudes of Civil Engineering students of BEVE Study Program for each sub-indicator were not much different. Although there are some students who do not really understand, in general their understanding of AEC is good. The average result of the 5 sub-indicators above is 77.6%, which means that students' attitudes towards AEC are good. This result is a test for students who have attended counseling about AEC or it can be interpreted after they are told about AEC.

In particular, the results of this study indicate that the threat sub-indicator in AEC has the highest score compared to other sub-indicators, namely 82.3%. This shows the magnitude of student concern about the threat of AEC. So that in an effort to answer these concerns, students wish to require themselves to improve their quality by mastering certain things, such as the average student wanting to master international languages. The need for students to master international languages is their attempt to answer concerns about threats in AEC.

The same thing also happens to more than average students who wish to require themselves to have expertise in certain fields, require that they have qualified soft skills and hard skills, and seek to increase relationships, so that they try to have a higher education. All the wishes of these students are of course an effort to protect themselves from the threat of AEC. Even the average

student also wants to require himself to master various kinds of foreign cultures, because he wants to easily face AEC.

The results of this study are almost the same as the results of research conducted by Jose regarding student perceptions of the implementation of AEC, where students who already know about AEC have started to prepare themselves to face it. However, the results of this study are slightly different from the results of research conducted by Yermia regarding Indonesia's readiness to face AEC, where the results of this study reveal that in general Indonesia is not ready to face AEC.

CHAPTER V
CLOSING

C. Conclusion

Based on the research results, it can be concluded that the attitude of Civil Engineering students of BEVE Study Program towards AEC is in a good category, this is explained as follows:

1. The knowledge of Civil Engineering students of BEVE Study Program towards AEC is good, namely the average result obtained is 76.6%. These results indicate that students already know about AEC.

2. The understanding of Civil Engineering students of BEVE Study Program against threats in AEC is very good, namely the average result obtained is 82.3%. These results indicate that students already understand the threats in AEC.

3. The understanding of Civil Engineering students at BEVE Study Program of the opportunities in AEC is already good, namely the average result obtained is 76.6%. These results indicate that students have understood the opportunities in AEC.

4. The understanding of Civil Engineering students of BEVE Study Program towards the challenges in AEC is good, namely the average result obtained is 77.6%. These results indicate that students already understand the challenges in AEC.

5. The anticipatory behavior of Civil Engineering students of BEVE Study Program towards AEC has been good, namely the average result obtained is 75.1%. These results indicate that students have tried to behave anticipatively in AEC.

The high percentage of answers to the threat sub-indicator in AEC shows that most students feel anxious about the AEC threat, so that students try to improve their quality so that they can easily face AEC, such as requiring themselves to master international languages, have expertise in certain fields, have qualified soft skills and hard skills, and multiply relations. Even the average student also wants to require himself to master various kinds of foreign cultures. All the wishes of these students are their efforts to make it easier to face AEC.

Meanwhile, the sub-indicator of anticipatory behavior towards AEC is the lowest percentage, but this result is in a good category because there have been efforts and the desire of students to improve their quality so that they are able to face AEC. This positive result was certainly influenced by many factors, one of which was briefing about AEC through the National Seminar held by the Civil Engineering Student Association on December 1, 2015, which certainly provided additional knowledge for students about this AEC.

D. Suggestion

1. Students should further improve their understanding and anticipatory behavior towards AEC, because the presence of anticipatory steps accompanied by a strong understanding of AEC will make it easier to deal with.

2. The Civil Engineering Department should increase its efforts in providing information, descriptions, to a form of simulation regarding the efforts to face AEC successfully to students, especially to BEVE study programs which are projected as prospective educators. These efforts can take the form of seminars, discussion forums or in the form of compulsory foreign language programs / free international language courses and so on.

3. Further researchers who are interested in exploring this research can measure the readiness of students to face AEC.

BIBLIOGRAPHY

Association of Southeast Asian Nations. 2008. ASEAN Economic Community Blueprint. Jakarta: ASEAN Secretariat.

A. Muri Yusuf. 2005. Research Methodology. Padang: UNP Press

Central Bureau of Statistics. (2015). Open Unemployment Rate. Retrieved 7 March 2016 fromhttp://www.bps.go.id/brs/view/id/1139

Goddess Gayatri. 2004. Designing Attitude Measurement Instruments. Jakarta: Indonesian Nursing Journal.

FitraYansyah. 2015. Analysis of Factors Affecting the Readiness of Students in the Automotive Engineering Department at SMK N 5 Padang. Padang. Postgraduate Thesis, Faculty of Engineering, State University of Padang.

Indaka Fauziyah. 2015. Analysis of the Readiness of Students of the Semarang State University French Language Education Study Program in Implementing 2014 Field Experience Practices.

Jose Fernandes. 2012. Students' Perceptions of the Enforcement of the ASEAN Economic Community. Thesis of the Satya Wacana Christian University, Salatiga

Lufri. 2007. Tips for Understanding the Methodology and Conducting Research. Padang: UNP Press

Olson, Jeff. 2008. Success For Teens. Texas: 200 Swisher Road

Rafika. S. 2009. Attitudes of Students of the Faculty of Engineering, State University of Padang on Earthquake and Tsunami Disaster Mitigation. Padang. Thesis, Faculty of Engineering, State University of Padang.

Saifuddin Azwar. 1998. Human Attitude Theory and Measurement. Yogyakarta: Student Library.

Soekidjo Notoatmodjo. 2003. Basic Principles of Public Health Sciences. Jakarta: Rineka Cipta
_____. 2010. Health Research Methodology. Jakarta: Rineka Cipta

Sugiyono. 2012. Combination Research Methods. Bandung: Alpha Beta.

_____. 2013. Easy Ways to Prepare Thesis, Thesis and Dissertation. Bandung: Alpha Beta.

Syahron Lubis. 2011. Educational Research Methodology. Padang: Sukabina Press

Umar Solomon. 2014. Analysis of Knowledge, Attitudes, and Religious Behavior of Students of SLTP Negeri 1 and MTs Negeri Bulukumba. Makassar. Thesis of the Faculty of Tarbiah and Teacher Training, UIN Alauddin Makkasar.

Universitas Negeri Padang. 2005. Academic Guidelines Book of Universitas Negeri Padang. Padang: UNP.

Yermia Anggraeni. 2014. Indonesia's readiness to face the ASEAN Economic Community. Thesis of the Satya Wacana Christian University, Salatiga.

Attachment 1. Research Questionnaire

KUESIONER PENELITIAN

Sikap Mahasiswa Teknik Sipil Program Studi Pendidikan Teknik Bangunan

Universitas Negeri Padang Terhadap MEA

IDENTITAS RESPONDEN   **NO**
  1. Nama   :
  2. NIM/TM   :
  3. Jurusan :

A. Pengantar

Assalamu'laikum Wr. Wb

Pertama penulis mendo'akan semoga Saudara/i dalam keadaan sehat dan selalu sukses dalam beraktifitas sehari-hari. Pada kesempatan ini penulis mohon bantuan Saudara/i untuk mengisi angket ini. Pengisian angket ini bertujuan untuk mengungkap Sikap Mahasiswa Teknik Sipil Program Studi Pendidikan Teknik Bangunan Terhadap Masyarakat Ekonomi ASEAN (MEA). Angket ini tidak akan mempengaruhi nilai/pribadi Saudara/i dalam hal apapun, kiranya Saudara/i bersedia memberikan informasi jawaban dalam angket ini dengan keadaan yang sebenarnya. Kerahasiaan jawaban anda menjadi kode etik penelitian ini. Atas segala informasi dan waktu yang telah diberikan Saudara/i, diucapkan terima kasih.

Keterangan pilihan jawaban pada kuesioner ini adalah sebagai berikut:

Kriteria	Singkatan	Interpretasi	Skor
Sangat Tidak Setuju	STS	Kurang Baik	1
Tidak Setuju	TS	Cukup Baik	2
Setuju	S	Baik	3
Sangat Setuju	SS	Sangat Baik	4

B. Variabel Pengetahuan Tentang Masyarakat Ekonomi ASEAN

Pilihlah jawaban dari pernyataan berikut yang dianggap benar dengan cara memberikan tanda ceklis (√) pada alternatif jawaban

No	Pernyataan	Jawaban			
		STS	TS	S	SS
	Pengetahuan tentang MEA				
1	MEA adalah sebuah agenda intergrasi ekonomi Negara-negara ASEAN				

No	Pernyataan				
2	MEA telah dimulai sejak akhir Desember tahun 2015				
3	Sejarah terbentuknya MEA berawal dari kesenjangan ekonomi Negara-negara ASEAN				
4	MEA merupakan pasar bebas untuk meningkatkan perekonomian Negara-negara ASEAN				
5	Unsur-unsur yang terdapat dalam MEA adalah sebagai pasar tunggal dan pusat produksi				
6	MEA adalah untuk membentuk kawasan ekonomi kompetitif Negara-negara ASEAN				
7	Karakteristik MEA adalah mengatasi kesenjangan pembangunan Negara-negara di ASEAN				
8	Saya mengetahui berita tentang MEA				
9	Mengetahui dan memahami MEA penting bagi masyarakat				
10	Dalam MEA, biaya tarif ekspor dan impor antar Negara dikurangi				

C. Variabel Pemahaman terhadap Masyarakat Ekonomi ASEAN

Pilihlah jawaban dari pernyataan berikut yang dianggap benar dengan cara memberikan tanda ceklis (√) pada alternatif jawaban

No	Pernyataan	Jawaban			
	Ancaman dari MEA	STS	TS	S	SS
11	Agar dapat bersaing dalam MEA, saya harus menguasai bahasa internasional				
12	Agar dapat bersaing dalam MEA, saya harus memiliki keahlian dibidang tertentu				
13	Agar dapat bersaing dalam MEA, saya harus memiliki *softskill* yang mumpuni				
14	Agar dapat bersaing dalam MEA, saya harus memiliki *hardskill* yang mumpuni				
15	Agar dapat bersaing dalam MEA, saya harus mempunyai relasi yang banyak				
16	Saya harus memiliki pendidikan yang lebih tinggi agar mudah mengadapi MEA				
17	Saya harus mengetahui berbagai macam budaya Negara asing agar mudah mengadapi MEA				
18	Saya harus siap bersaing secara kompetitif agar mudah mengadapi MEA				
19	Saya harus siap menghadapi tingginya standar kompetensi dalam MEA				
No	Pernyataan	Jawaban			
	Peluang dalam MEA	STS	TS	S	SS
20	MEA memberikan saya peluang besar untuk bisa bekerja di luar negeri				
21	MEA merupakan peluang untuk pengembangan produk Indonesia ke negeri lain				

No	Pernyataan				
22	MEA akan membuka lapangan pekerjaan baru				
23	Produk Indonesia akan mampu menghadapi MEA				
24	MEA memberikan saya peluang besar untuk menjadi tenaga kerja profesional				
25	Saya akan mendapat pengalaman baru dari orang asing				
26	Hadirnya MEA akan menambah relasi antar Negara saya				
27	MEA merupakan peluang untuk pengembangan sumber daya manusia Indonesia				
28	MEA merupakan peluang untuk pengembangan sumber daya alam Indonesia				
29	MEA memberikan saya peluang menggunakan ilmu ditingkat internasional				

No	Pernyataan	Jawaban			
	Tantangan dalam MEA	STS	TS	S	SS
30	MEA akan meningkatkan persaingan tenaga kerja secara kompetitif				
31	MEA akan menghadirkan orang asing yang berkompeten ke dalam Indonesia				
32	MEA merupakan tantangan yang harus dihadapi				
33	Orang-orang yang tidak berkompeten akan kalah dalam MEA				
34	MEA menyebabkan pendapatan Negara disektor pajak akan bertambah				
35	Akan banyak pekerja asing masuk ke Indonesia				
36	Orang yang memiliki keahlian dibidang tertentu akan mudah menghadapi MEA				
37	MEA akan menyebabkan banyak budaya asing masuk ke Indonesia				
38	MEA akan sulit dihadapi tanpa pendidikan yang tinggi				
39	Kemampuan *hadrskill* dan *softskill* merupakan salah satu kunci sukses menghadapi MEA				

D. Variabel Perilaku Terhadap Masyarakat Ekonomi ASEAN

Pilihlah jawaban dari pernyataan berikut yang dianggap benar dengan cara memberikan tanda ceklis (√) pada alternatif jawaban

No	Pernyataan	Jawaban			
	Perilaku terhadap MEA	STS	TS	S	SS
40	Saya termotivasi belajar lebih rajin karena ingin sukses menghadapi MEA				
41	Saya ingin mengikuti kursus bahasa asing				

No	Pernyataan				
42	MEA membuat saya berfikir secara global				
43	Saya berusaha mencari tahu lebih banyak tentang MEA				
44	Hadirnya MEA membuat saya ingin aktif berorganisasi				
45	Saya bertanya kepada dosen mengenai MEA				
46	Saya tidak takut menghadapi MEA				
47	Saya mencari berita tentang MEA di internet				
48	Saya berusaha memperbanyak relasi				
49	Saya mengasah kemampuan *hardskill* dan *softskill* agar sukses menghadapi MEA				
50	Saya mempelajari berbagai budaya Negara lain agar mudah menghadapi MEA				

Padang,   Juni 2016

NIM.

Attachment 2. Trial Data

Hasil SPSS 17.0 Uji Coba Penelitian Sikap Mahasiswa Teknik Sipil Program Studi

Pendidikan Teknik Bangunan Universitas Negeri Padang

No btr	R h (SPSS)	R t sign 0.05 0.361		Alpha Hitung	Alpha 0.36	No btr	R h (SPSS)	R t sign 0.05 0.361		Alpha Hitung	Alpha 0.36
1	0.568	0.361	√	0.663	0.36	41	0.473	0.361	√	0.664	0.36
2	0.392	0.361	√	0.665	0.36	42	0.53	0.361	√	0.663	0.36
3	0.451	0.361	√	0.663	0.36	43	0.56	0.361	√	0.662	0.36
4	0.528	0.361	√	0.662	0.36	44	0.458	0.361	√	0.664	0.36
5	0.502	0.361	√	0.662	0.36	45	0.401	0.361	√	0.665	0.36
6	0.571	0.361	√	0.662	0.36	46	0.532	0.361	√	0.661	0.36
7	0.024	0.361	x	0.672	0.36	47	0.688	0.361	√	0.659	0.36
8	0.496	0.361	√	0.664	0.36	48	0.469	0.361	√	0.665	0.36
9	0.212	0.361	x	0.667	0.36	49	0.547	0.361	√	0.66	0.36
10	0.208	0.361	x	0.667	0.36	50	0.367	0.361	√	0.665	0.36
11	0.491	0.361	√	0.663	0.36	51	0.603	0.361	√	0.66	0.36
12	0.471	0.361	√	0.663	0.36	52	0.01	0.361	x	0.671	0.36
13	0.468	0.361	√	0.664	0.36	53	0.468	0.361	√	0.665	0.36
14	0.209	0.361	x	0.668	0.36	54	0.429	0.361	√	0.666	0.36
15	0.037	0.361	x	0.67	0.36	55	0.396	0.361	√	0.665	0.36
16	0.695	0.361	√	0.659	0.36	56	0.349	0.361	x	0.665	0.36
17	0.65	0.361	√	0.659	0.36	57	0.307	0.361	x	0.663	0.36
18	0.607	0.361	√	0.659	0.36	58	0.614	0.361	√	0.659	0.36
19	0.541	0.361	√	0.661	0.36	59	0.42	0.361	√	0.665	0.36
20	0.166	0.361	x	0.665	0.36	60	0.403	0.361	√	0.665	0.36
21	0.207	0.361	x	0.669	0.36	61	0.214	0.361	x	0.669	0.36
22	0.032	0.361	x	0.672	0.36	62	0.356	0.361	x	0.666	0.36
23	0.036	0.361	x	0.671	0.36	63	0.552	0.361	√	0.663	0.36
25	0.166	0.361	x	0.675	0.36	64	0.111	0.361	x	0.669	0.36
26	0.254	0.361	x	0.675	0.36	65	0.568	0.361	√	0.667	0.36
27	0.036	0.361	x	0.67	0.36						
28	0.085	0.361	x	0.67	0.36						
29	0.013	0.361	x	0.671	0.36						
31	0.321	0.361	x	0.675	0.36						
32	0.098	0.361	x	0.67	0.36						
33	0.043	0.361	x	0.673	0.36						
34	0.444	0.361	√	0.663	0.36						
35	0.039	0.361	x	0.669	0.36						
36	0.274	0.361	x	0.674	0.36						
37	0.201	0.361	x	0.675	0.36						
38	0.162	0.361	x	0.669	0.36						
39	0.022	0.361	x	0.672	0.36						
40	0.074	0.361	x	0.67	0.36						

Catatan

Nomor 24 dan 30 lupa mengurutkannya sehingga total sebenarnya adalah 63 item

Keterangan

Total	
Valid	**= 34**
Tidak Valid	**= 29**
Reliabel	**= 63**
Tidak Reliabel	**= 0**

Attachment 3. Research Data Results

REKAPITULASI JAWABAN RESPONDEN DILIHAT DARI JUMLAH ITEM KUESIONER

No	Sub Indikator	No Item	SS		S		TS		STS		n	Total Skor	Y	Indek %	Interpretasi
			F	%	F	%	F	%	F	%					
1	Pengetahuan tentang MEA Tentang MEA	1	22	26%	59	70%	3	4%	0	0%	84	271	336	80.65%	Sangat Baik
		2	19	23%	46	55%	18	22%	0	0%	83	250	332	75.30%	Baik
		3	10	12%	56	67%	18	21%	0	0%	84	244	336	72.62%	Baik
		4	24	29%	56	67%	3	4%	0	0%	83	270	332	81.33%	Sangat Baik
		5	8	10%	50	60%	26	31%	0	0%	84	234	336	69.64%	Baik
		6	12	14%	69	82%	3	4%	0	0%	84	261	336	77.68%	Baik
		7	15	18%	50	60%	19	23%	0	0%	84	248	336	73.81%	Baik
		8	10	12%	67	80%	7	8%	0	0%	84	255	336	75.89%	Baik
		9	37	44%	45	54%	2	2%	0	0%	84	287	336	85.42%	Sangat Baik
		10	14	17%	52	62%	18	21%	0	0%	84	248	336	73.81%	Baik
		u	17	20%	55	66%	12	14%	0	0%	84	2568	3352	76.6%	Baik
2	Ancaman dari MEA dalam MEA	11	39	46%	44	52%	1	1%	0	0%	84	290	336	86.31%	Sangat Baik
		12	33	39%	51	61%	0	0%	0	0%	84	285	336	84.82%	Sangat Baik
		13	37	44%	46	55%	1	1%	0	0%	84	288	336	85.71%	Sangat Baik
		14	35	42%	48	57%	1	1%	0	0%	84	286	336	85.12%	Sangat Baik
		15	27	33%	44	53%	12	14%	0	0%	83	264	332	79.52%	Baik
		16	27	32%	49	58%	8	10%	0	0%	84	271	336	80.65%	Sangat Baik
		17	12	14%	57	68%	15	18%	0	0%	84	249	336	74.11%	Baik
		18	27	32%	56	67%	1	1%	0	0%	84	278	336	82.74%	Sangat Baik
		19	24	29%	58	69%	2	2%	0	0%	84	274	336	81.55%	Sangat Baik
		u	29	35%	50	60%	5	5%	0	0%	84	2485	3020	82.3%	Sangat Baik
3	Peluang Dalam MEA	20	16	19%	61	73%	6	7%	0	0%	83	259	332	78.01%	Baik
		21	21	25%	58	69%	4	5%	1	1%	84	267	336	79.46%	Baik
		22	11	13%	51	61%	21	25%	0	0%	83	239	332	71.99%	Baik
		23	15	18%	58	70%	10	12%	0	0%	83	254	332	76.51%	Baik
		24	16	19%	62	74%	6	7%	0	0%	84	262	336	77.98%	Baik
		25	13	15%	59	70%	12	14%	0	0%	84	253	336	75.30%	Baik
		26	15	18%	54	64%	15	18%	0	0%	84	252	336	75.00%	Baik
		27	14	17%	61	73%	9	11%	0	0%	84	257	336	76.49%	Baik
		28	16	19%	57	68%	10	12%	1	1%	84	256	336	76.19%	Baik
		29	22	26%	53	63%	9	11%	0	0%	84	265	336	78.87%	Baik
		u	17	20%	57	68%	10	12%	0	0%	84	2564	3348	76.6%	Baik
4	Tantangan Dalam MEA	30	18	21%	55	65%	11	13%	0	0%	84	259	336	77.08%	Baik
		31	11	13%	54	64%	18	21%	1	1%	84	243	336	72.32%	Baik
		32	26	31%	55	65%	3	4%	0	0%	84	275	336	81.85%	Sangat Baik
		33	30	36%	45	54%	8	10%	1	1%	84	272	336	80.95%	Sangat Baik
		34	11	13%	52	62%	21	25%	0	0%	84	242	336	72.02%	Baik
		35	13	15%	60	71%	10	12%	1	1%	84	253	336	75.30%	Baik
		36	27	32%	53	63%	4	5%	0	0%	84	275	336	81.85%	Sangat Baik
		37	18	22%	52	63%	12	14%	1	1%	83	253	332	76.20%	Baik
		38	15	18%	51	61%	18	21%	0	0%	84	249	336	74.11%	Baik
		39	33	39%	49	58%	2	2%	0	0%	84	283	336	84.23%	Sangat Baik
		u	18	21%	55	66%	10	12%	0	0%	84	2604	3356	77.6%	Baik
5	Perilaku Terhadap MEA	40	19	23%	57	68%	8	10%	0	0%	84	263	336	78.27%	Baik
		41	17	20%	61	73%	5	6%	0	0%	83	261	332	78.61%	Baik
		42	14	17%	65	77%	5	6%	0	0%	84	261	336	77.68%	Baik
		43	12	14%	55	65%	17	20%	0	0%	84	247	336	73.51%	Baik
		44	15	18%	49	59%	19	23%	0	0%	83	245	332	73.80%	Baik
		45	6	7%	41	49%	37	44%	0	0%	84	221	336	65.77%	Baik
		46	20	24%	30	36%	33	40%	0	0%	83	236	332	71.08%	Baik
		47	13	15%	61	73%	10	12%	0	0%	84	255	336	75.89%	Baik
		48	17	20%	65	77%	2	2%	0	0%	84	267	336	79.46%	Baik
		49	20	24%	62	74%	2	2%	0	0%	84	270	336	80.36%	Sangat Baik
		50	12	14%	47	56%	25	30%	0	0%	84	239	336	71.13%	Baik
		u	15	17%	54	64%	16	19%	0	0%	84	2765	3684	75.1%	Baik

77.6%	Baik

33