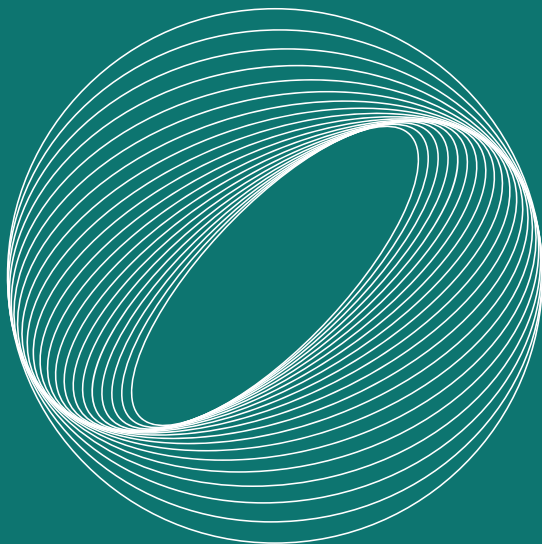




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REVIEWING INDONESIAN MIGRANT WORKER POLICY IN THE CONTEXT OF INDONESIA'S DEMOGRAPHIC BONUS PHASE

With Indonesia coming to its demographic bonus phase around 2023-2040, we can expect a bigger diaspora of workforce abroad (Siahaan, 2024). With that in mind, it is important to see how the Indonesian government prepares for this phase with its current policy of signing MoU and integrating the system for immigrant recruitment with the host country. Although emigrating abroad comes with its benefit to increase Indonesian average household income with higher wages compared to some other equivalent work domestically, it also comes with its risk and challenges of exploitation and fraud.

So far, the Indonesian government has pursued its effort to create a safer working environment by signing MoU such as the MoU "On The Employment and Protection of Indonesian Domestic Migrant Workers In Malaysia" in 2022 and pushing an integrated job-recruitment system with host countries (BP2MI, 2022 & IOM Indonesia, 2023). With the MoU, Indonesia has a legal foundation to justify giving a penalty toward the host country that acts against the minimal standard of conduct that was agreed upon. For example, in 2022, Indonesia put a hold on sending migrant workers to Malaysia after the Malaysian government violated the agreed-upon MoU. The hold happens because the Malaysian government continues to use a recruiting system that is linked to a history of exploitation and forced labor (Reuters, 2022). This strict approach from the Indonesian government shows its commitment to the safety of its citizens and readiness to apply preventive measures.

However, harm towards Indonesian workers is still a common recurrence. This issue is mainly in the form of legal battles to get justice and reparation, such as the case of Kartika Puspita Sari who only got their reparation after 10 years of legal battle with the Hong Kong court of justice (Hayashi, 2023). This happens because in the end Indonesia's effort is still limited by the host country's jurisdiction towards its citizens and state. Indonesia's next step should then focus on using its leverage and experience to cooperate with ILO and IOM to condemn the host country and push toward local law reform for a safer working environment for migrant workers, thus pushing changes to help Indonesia prepare for the demographic bonus phase. (Muhammad Abdillah, HI UGM 2022)

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CHATGPT IN INDONESIAN EDUCATION: REVOLUTIONIZING STUDENT SUPPORT OR COMPROMISING ACADEMIC INTEGRITY?

As a student, having a reliable friend to discuss various topics with can be immensely advantageous. Envision a friend that facilitates brainstorming new ideas and concepts, assists with academic assignments, and provides 24/7 support to resolve queries and confusion. Such a resource is now accessible to students in the form of ChatGPT, a chatbot and virtual assistant launched by OpenAI on 2022.

Indonesia is one of the Global South countries with a significant share of ChatGPT users, ranking fourth after the US, India, and Japan (Jacobs, 2024). However, the introduction of ChatGPT in Indonesia, primarily in academic settings, has elicited both acclaim and controversy. Students have welcomed this Artificial Intelligence (AI), finding it particularly valuable for expediting task completion. Conversely, educational institutions have raised concerns about the authenticity of student work, arguing that reliance on AI may result in plagiarism or the use of non-original ideas.

Unfortunately, the debate is still on the same topic and there is no significant effort from Indonesia, where the approach should have been more progressive. Despite ongoing concerns about ethics and misuse (Permana, 2023), some academics have acknowledged ChatGPT's value in improving time efficiency and how students utilize and direct AI to enhance their tasks, fostering intelligent engagement rather than mere effort (Fairuza, 2023). Singapore, for instance, has adopted more progressive effort for using ChatGPT in education. After allowing its use in classrooms to steer students toward self-directory learning (Min, 2024), they began developing AI models that better represent Southeast Asians to minimize bias in ChatGPT (Fairuza, 2023).

AI has been integrated into our daily routines for quite some time. As the ongoing digitization makes it increasingly challenging to set clear boundaries on AI usage, Indonesia should further be aware of the integration of AI across various sectors, particularly in education. (Aurel, Academic Enthusiast)

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CHARTING A SUSTAINABLE PATH: REVOLUTIONIZING INDONESIAN EDUCATION FOR ENVIRONMENTAL STEWARDSHIP

Nowadays, we have to admit that we are having tremendous problems in our environment. We have been seeing through the naked eye at least three enormous problems firmly seen in our daily lives: climate change, trash, and pollution. Thus, Indonesia has been facing an environmental disaster. We easily feel the enormous effect of climate change, trash, and pollution, but ecological change is still a rarely discussed issue in Indonesia (Itawan, 2023). Hence, Indonesia's deteriorating environmental problems require solutions, and this is why the role of formal education becomes crucial.

According to the Ministry of Environment and Forestry Indonesia 2023, only Adiwiyata schools which practice environmentally conscious living, have been engaging in environmental issues. The Ministry of Environment and Forestry awarded the 2023 Adiwiyata Mandiri awards to 134 schools and Adiwiyata National awards to 417 schools in Indonesia. Adiwiyata awardees are considered to have successfully implemented good practices and environmentally friendly behavior in schools and around. Appreciating those schools above, yet, the data also proves that national curriculum still lacks a robust framework for environmental education generally, and Indonesia still facing significant ecological challenges highlighting the need for effective environmental stewardship education.

Furthermore, according to the data above, proven many of Indonesian students in private and public schools do not receive adequate knowledge on sustainability, conservation, and environmental responsibility. This discrepancy gives rise to a significant gap in environmental literacy that could preclude national efforts to address ecological challenges effectively. Therefore, the government should take note of the successful initiatives implemented by Adiwiyata schools and consider revising the national curriculum to bridge these gaps. Thereof, this step would not only enhance students' knowledge and skills but also empower them to actively participate in engaging and solving environmental problems, contributing to a more sustainable future for Indonesia and overseas. (Nanda Ishaqi, Philosophy UGM 2022)

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