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印尼與台灣的雙向關係研究 - 以台灣與亞齊高等教育合作為例 (2010- 2015)
A BILATERAL RELATION BETWEEN INDONESIA AND TAIWAN –
A CASE STUDY OF HIGHER EDUCATIONAL COOPERATION BETWEEN
ACEH AND TAIWAN (2010-2015)

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Abstract

Institute of Human Resource Development (IHRD) is an institution commissioned right under the Governor of Aceh to manage the scholarship program. The aim of this program is to improve the human resource skill as well as to increase the living standard. IHRD has established the cooperation with Elite Study In Taiwan (ESIT) in order to run this program well. ESIT is a representative institution under the Ministry of Education in Taiwan. Its purpose is to provide necessary services for the higher cooperation which exists between Taiwan and other Southeast Asian countries, including Indonesia. Education plays an importance role in one's development. Also, education is a fundamental right for everyone and key to the future of any country. Investment in education can put people on a path towards good health, empowerment and employment as well as it can help to build more peaceful societies. Inadequate education produces high costs for society in terms of public spending, crime, health, and economic growth. The author is particularly interested to study whether or not more on this higher education cooperation may become a mean in order to tighten the bilateral relations between Aceh and Taiwan. In doing so, a secondary approach has been utilized by examining work performances, implemented policies, and administrative system of IHRD in running this scholarship program together with ESIT. In addition, an expert case study has been conducted to show case an in depth and practical analysis for this research. The study finds out that current scholarship program is not only effective to increase the education standard of Aceh by giving the awardees chance to experience to study overseas, but also bring a number of benefits toward the bilateral relationship between Aceh and Taiwan through this higher education cooperation.

Keywords: higher educational cooperation, scholarship program, bilateral relations Elite Study in Taiwan, Institute for Human Research Development

*Every Challenging work needs self efforts as well as guidance of
elders especially those who are every close to my heart.*

My humble effort I dedicate to my sweet and loving

Father and Mother,

*Whose affection, love, encouragement, and prays of day and night
make me able to get such success and honor.*



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LIST OF ABBREVIATIONS

ADS	Australian Development Scholarship
ASAT	Aceh Students Association in Taiwan
ESIT	Elite Study In Taiwan
GAM	Gerakan Aceh Merdeka (Free Aceh Movement)
GDP	Gross Domestic Product
ICDF	International Cooperation and Development Fund
IETO	Indonesian Economic and Trade Office
IHRD	Institute of Human Research Development
MOE	Ministry of Education
OECD	Organization for Economic Cooperation and Development
PISA	Program for International Students Assessment
RTI	Radio Taiwan International
TETO	Taipei Economic and Trade Office

CHAPTER 1

INTRODUCTION

1.1 Research Background

This thesis will be about the cooperation between Taiwan and Aceh in the field of higher education. Started from 2005, the Government of Aceh had provided the full scholarship for its citizens who wanted to continue their masters or Ph.D. in Taiwan through Institute for Human Research Development (IHRD), a scholarship commission board right under the Governor of Aceh. The aim of this program is to improve human resources skill, increase the living standard, and increase prosperity. In 2010, the Government of Aceh had agreed to work together with Ministry of Education in Taiwan. This cooperation has a great prospect in the future. It is expected that the students will enable to develop their hometown right after they return to Aceh, while Taiwan can promote its well educational system internationally.

Also, there is a recent phenomenon that has shifted the trend in studying abroad. Previously, Asian students go to the West (the US or Europe) to study, while, nowadays, many Asian students go to other Asian countries to continue their higher degree. This phenomenon happens because of several factors, and one of them is a regional cooperation between one country to another one. The scholarship program

offered by the Government of Aceh to its citizen will become my case study in explaining how the relations between these two countries can become closer through expanding the cooperation in the field of education.

Therefore, the author would like to conduct research, whether or not this scholarship program can be a catalyst to tighten the bilateral relations between Taiwan and Aceh as well as can become one of the ways to improve the human resource skill in Aceh. The author would like to analyze the effectiveness of this program through policy and administration evaluation. Also, the author is also eager to analyze what kind of obstacle faced during studying in Taiwan, since there are some differences between Aceh and Taiwan, starting from language, studying environment, culture, and through the weather.

Before going further into the analysis, the author would like to explain briefly about the history of bilateral relations between Taiwan and Indonesia, including the relations between Taiwan and Aceh. After that, the author will continue to break down about the condition of Aceh, since it is not that well known. The 30-year conflict and tsunami disaster became the main reason for poor education in Aceh, and this makes the government of Aceh puts its high attention on the education to develop this province.

1.1.1 Indonesia-Taiwan Bilateral Relations

The bilateral relation between Indonesia and Taiwan has been started since 1971 through establishing the representative office on both sides which called Taiwan Chinese Chamber of Commerce (TETO, 2012). In 1989, in order to make this relationship come closer in various fields, Taiwan Chinese Chamber of Commerce was changed to Taipei Economic and Trade Office (TETO). In 1994, through Presidential Decree number 48/1994 dated July 7, 1994, Chamber of Commerce upgraded to Indonesian Economic and Trade Office (IETO) in Taipei as an economic institution is non-government under guidance by the Secretary of Commerce (KDEI, 2010). Besides, there are several cooperation agreements between Indonesia and Taiwan in many different fields. The list of agreements between Indonesia and Taiwan can be seen in the table as follow:

Table 1. Cooperation Agreements between Indonesia-Taiwan

Year	Name	Field
1990	Bilateral investment protection	Economic
1995	Prevention of fiscal evasion agreement	Economic
1995	Agreement in the field of agriculture	Economic
2004	MoU in fishery cooperation	Economic
2004	Agreement in the field of labor	Socio-cultural
2006	MoU in technical cooperation in agricultural	Economic
2010	MoU in "One Village One Product" (OVOP)	Economic
2011	MoU in the field of higher education	Socio-cultural
2012	Letter of Intent on Morotai Development Project	Economic

Source: http://www.roc-taiwan.org/id_en/index.html [Last Assessed: April 10th, 2014]

According to Taiwan Economic and Trade Office, Indonesia is Taiwan's 11th trading partner. Taiwan's main exports are petroleum products, electronic products, metal products, textiles, clothing, machinery parts, machine tools, automobile parts and other products. Meanwhile, the main imports are oil, coal, copper and gold alloy, wood and rubber and other raw materials. In addition, Taiwanese state oil company CNPC and Indonesia have signed a long-term contract for the supply of natural gas (TETO, 2012). For more details, the author has attached a table that describes Taiwan's top trading partner in during 2011. The table can be seen as follow:

Table 2. Taiwan Top Trading Partners in 2012 (in TWD)

RANKING	COUNTRY NAME	AMOUNT
1	CHINA	121,621,186,471
2	JAPAN	66,561,464,334
3	UNITED STATES	56,579,475,382
4	HONG KONG	40,590,735,466
5	SINGAPORE	28,196,383,378
6	KOREA, REPUBLIC OF	26,915,434,375
7	SAUDI ARABIA	16,641,677,798
8	MALAYSIA	14,398,911,372
9	GERMANY, FEDERAL REPUBLIC OF	13,398,598,979
10	AUSTRALIA	12,940,805,189
11	INDONESIA	12,514,991,290

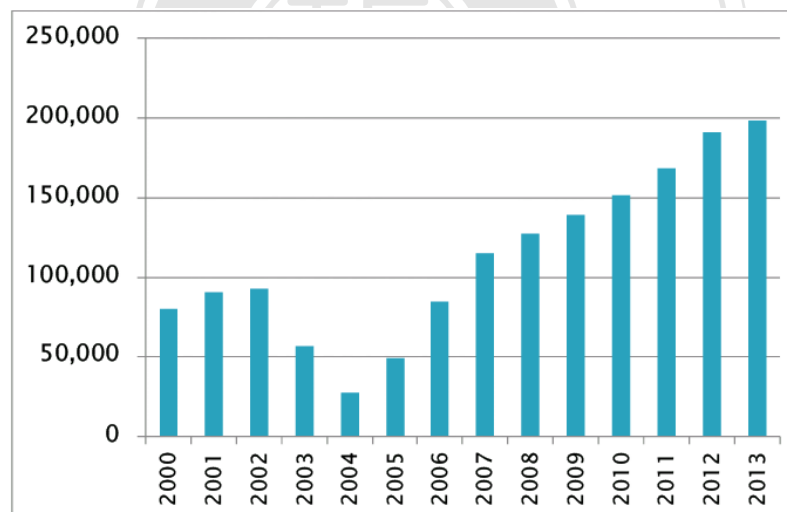
Source: http://www.roc-taiwan.org/id_en/index.html [Last Assessed: April 10th, 2014]

To enhance the promotion of trade between Taiwan and Indonesia, Ministry of Economic Affairs of Taiwan together with a non-commercial organization established the Public Foundation Taiwan External Trade Development Council (Taiwan External

Trade Development Council, TAITRA) and Taiwan Trade Center was established in Jakarta, Indonesia, (Taiwan Trade Center, Jakarta, <http://jakarta.taiwantrade.com.tw/>)

Moreover, in the field of labor, the number of Indonesian workers in Taiwan gradually increased since a cooperation agreement was signed in December 2004. In accordance with Sri Setiawati' report, Director of Labor Department in Indonesia Economic and Trade Office in Taiwan, the total number of Indonesian workers in Taiwan was nearly 200.000 people by the end of 2013. Below is the chart that illustrates the increase number of Indonesian worker in Taiwan since 2000.

Chart 1. The Number of Indonesian Workers in Taiwan



Source: Sri Setiawati, Director of Labor Department, Indonesian Economic and Trade Office in Taipei

On the other hand, in academic exchanges, many of cooperation have been established between Taiwan and Indonesia. The Taiwan Economic and Trade Office in Jakarta have been maintaining academic exchange with Universities and research center. There are several top Indonesian public universities have been becoming

partners of TETO such as the University of Indonesia in Jakarta, Institut Teknologi Sepuluh Nopember in Surabaya and the University of Brawijaya in Malang (TETO, 2012). Also, cooperation with research center is established with Indonesian Institute of Sciences and the Habibie Center (TETO, 2012). Through those co-operations, Taiwan and Indonesia are conducting academic exchange and research.

Furthermore, through Ministry of Education (MOE), International Cooperation and Development Fund (ICDF), and Elite Study in Taiwan (ESIT), Taiwan provides many scholarships for Indonesian student who has the interest to continue their study in Taiwan (TETO, 2012). These scholarships fund covers all expenses including life expenses while the student in Taiwan. Moreover since 2000 - 2009 there is 55 inter-university cooperation between both sides that provide an opportunity for Indonesian students to obtain their master or doctoral level under the dual degree program (Aditya, 2013). Those many opportunities in academic exchange have been increasing the number of Indonesian students in Taiwan into 1.923 students with diverse backgrounds like academicians, government officials, and businessmen academic exchange is happening through interest from both sides (Aditya, 2013).

On Taiwan side, there is a need to increase Indonesia and Taiwan discourse through academic exchange while on the other hand, Indonesian students as an intellectual community are hoping for a better life once they obtain their degree in

Taiwan (Aditya, 2013). Once they come back to Indonesia, there is a significant opportunity for them to get a certain position in the top managerial level, an academic institution as well as government official which could give positive effect for the development of Indonesia – Taiwan relation in the future.

1.1.2 Introduction to Aceh Province

Aceh is one of the regions in Indonesia which is located at the northern end of Sumatra Island. The capital and the largest city is Banda Aceh, located on the coast near the northern tip of Sumatra. Administratively, this province has 18 regencies and 5 autonomous cities. Aceh is governed not as a province but as a special territory, an administrative designation intended to give the area increased autonomy from the central government in Jakarta. This province is led by a governor and adopts Sharia customs and laws due to its highest proportion of Muslims. According to the Board of Indonesian Statistics, in 2014 it is estimated that the population of Aceh is 4,731,705, with the population growth rate is 2.06 (Statistic, 2016)

For more details regarding Aceh Province, the author has attached the map of Indonesia and the map of Aceh that can be seen below. In picture 1.1, the map of Indonesia, Aceh region is marked with green color. In addition, below map of Indonesia is also attached below map of Aceh. In picture 1.2, the map of Aceh, it is also showed all districts inside Aceh region. These two maps can be seen as follow:

Picture 1. The Map of Indonesia



Source:https://www.http://grahabudayaindonesia.at.webry.info/201104/article_7.html [last Assessed: October 25th, 2016]

Picture 2. The Map of Aceh



Source:<http://www.aktual.com/pemerintah-aceh-diminta-optimalikan-dana-otsus/> [last Assessed: October 25th, 2016]

Aceh is a diverse province and has several ethnic and language groups. The majority ethnic groups are the Acehnese. Besides, there are also a significant number of Chinese populations. Usually, these Chinese people are leading in business and financial things. In addition, some Arab, Portuguese, and Indian descent can also be found in Aceh. It is because their ancestor landed in Aceh in the early of the 12th century due to some missions, it was either for trading or spreading the religion (Dahlia, 2013).

In accordance with the most recent census in 2014, the total population of Aceh is 4,731,705 people (Depkes, 2014). The languages widely spoken in Aceh are Indonesia, as the national language, and Acehnese dialect. According to the Central Statistical Agency, Muslims citizens dominate Aceh province with more than 98% and followed by Protestant, Buddhist, Hindu, and Catholic (Statistik, 2014). Religious issues are often very sensitive in Aceh. There is very strong support for Islam across the province and sometimes other religious groups feel that they are subject to social or community pressure to limit their activities. For example, in 2012 nine Christian churches and five Buddhist temples were closed in Banda Aceh on the orders of the Aceh provincial government because they did not have the appropriate permits (Saragih, 2012).

1.2 Research Motivation

There are a couple of reasons that motivate the author to write this topic. The first one is regarding the educational situation in Aceh. According to Department of Education in Aceh, in 2005 education grade in Aceh was reported as the 3rd worst in Indonesia. Moreover, it has also been reported that the final exam grades from elementary through high school students dropped dramatically year by year (Statistic, 2014). The 30 years of conflict and tsunami disaster became two of the main factors cause this poor educational situation in Aceh. This situation made the government worried about the quality of education in Aceh.

Firstly, for nearly 30 years, the province of Aceh was embroiled in a separatist struggle against the Indonesian government. The conflict in Aceh escalated when there was the unequal distribution of profit between central government and Aceh province in the 1970s, since Aceh has substantial oil and natural gas (Institute, 2014). Hasan Ditiro led the call for Independent Aceh. Lately, this movement is called Free Aceh Movement or in Indonesian is called Gerakan Aceh Merdeka (GAM). In 1976, he proclaimed Aceh independence (Ross, 2005). In the end, this movement made Hasan Ditiro had to live in Sweden (Institute, 2014). This movement was getting bigger and bigger through the years, even though the leader had settled abroad.

After left by its leader, this province followed Soeharto's policy of economic

development and industrialization. During late 80s several security incidents prompted the Indonesian central government to take repressive measures and to send troops to Aceh. Human rights abuse was rampant for the next decade, resulting in many grievances on the part of the Acehnese toward the Indonesian central government. In 1990, the Indonesian government initiated a martial law by deploying more than 12,000 Indonesian armies in the region (Ross, 2005). It was such a special operation against Free Aceh Movement.

In the late of 1990s, coincide with the Asian financial crisis, the chaos in Java and an ineffective central government gave an advantage to Free Aceh Movement and resulted in the second phase of the rebellion, this time with large support from the Acehnese people (Ross, 2005). The war was still going on even when the Tsunami Disaster of 2004 struck the province.

During thirty years of social and political conflict between GAM and Indonesian military brought more harm than good, especially to the society of Aceh. History showed that wars and armed conflicts has destroyed social institutions more than provided constructive impact (Wiryo). It was exposed clearly in the social life, for example, the destruction of educational institutions. It is reported that many teachers and students were killed during the conflict, 546 schools were burned during the conflict, and more than 514 teachers left the province for security reasons (Liputan6,

2002). Many children displaced to the camps (numbers reaching 16,352 students at one point) and had to quit school, at least temporarily (Bailey, 2008). Ironically, some of the students were forced to take part in the conflict, such as became a child soldier (Report, 2008).

This conflict, which raged most actively between 1976 and 2005, led to the deaths of between 15,000 to 20,000 people, the dislocation of families and massive destruction of public and private property (Miller and Bunnell, 2010 in Samuels, 2012). Also, the most tragic incident happened when Prof. Dr. Safwan Idris, a director from a private university, was shot in September 2000 and in the following year the same incident happened again to the Rector of Unsyiah, Dr. Dayan Dawood (Raihan, 2004). This conflict has created a worse atmosphere for a learning process. Besides the physical damage, the other impact was the traumatic feelings and fears felt by the people who lived in the conflict surround area.

Second, of all, another factor caused the poor educational situation in Aceh was the effects of Indian Ocean earthquake and Tsunami in 2004. On Sunday, December 2004 the Indian Ocean was hit by the mega thrust earthquake, and then 45 minutes later it continued to result in a tsunami. The epicenter of the quake was located undersea. The scientists estimated the magnitude of this earthquake up to magnitude 9.0 (Times, 2014). That made this as one of the deadliest natural disaster in the world

record (BBC, BBC News, 2005).

Aceh was the closest point of land to the center of the 2004 Indian Ocean earthquake and tsunami, which devastated much of the western coast of this province. The western coastal areas of Aceh were completely destroyed. It was including Banda Aceh, the capital city of Aceh, which got hardest hit among the western coastal regions. Furthermore, most of the rest of the western coast of Aceh was severely damaged. Many towns completely disappeared. Meanwhile, the north and east coast region were slightly affected or destroyed. It is estimated that 95,000 people were killed and 133,000 went missing or presumed dead in the disaster, while about 500,000 were left homeless (BBC, BBC News, 2005). Before the tsunami, the population of Aceh was 4,271,000 (2004) (Statistic, 2014). The population as of 15 September 2005, was 4,031,589 (Statistic, 2014).

The World Bank reported that the estimation of the total damage and losses from the disaster was up to the US \$ 4.45 billion (Tempo, 2005). Of the total, 66 percent is damage (including 2,087 schools were destroyed), while 34 percent is in the form of loss of economic revenue (Bank, The World Bank Indonesia, 2005). It was estimated that over 2000 schools were destroyed, 2,500 teachers killed, and 160,000 students were left without a school to attend as a result of this series of disasters (Commonwealth of Australia, 2008).

Surprisingly, the disaster triggered generosity from domestic and international communities in those countries affected by the tsunami. It was estimated that about US\$7.7 billion was committed by a number of funders from the Government of Indonesia, bilateral and multilateral donors, international NGOs, and communities both within and outside Indonesia towards the reconstruction program (Masyrafah & McKeon, 2008). Up to 34 countries and 600 agencies from overseas came into this province bringing funding and trying to help Aceh not only in rebuilding but also building it back better, in term of infrastructure, health, education, and others (Fertiq, Foster, & Nicholas, 2005). Besides, the aid given did not only consist of cash but also consist of medical supply, blankets, clothes, foodstuffs, and many expertise, such as doctors, nurses, therapists, psychologist, engineers, architect, teachers, and many others.

Taiwan also participated in donating a significant amount of financial support and sending the medical personnel. Several NGOs from Taiwan have participated as well in volunteering helping Aceh with post-disaster rehabilitation. Among of them were two Buddhist groups, such as the Tzu Chi and Dharma Drum Mountain foundations (Front Page, 2005). Moreover, in 2005 Taiwan helped rebuild a public university in Aceh because education plays a major role in social development (Front Page, 2005). It is so showing that the 2004 tsunami disaster has highlighted some

factors regarding the coordination and delivery of international aid.

Another motive that leads the author to focus on this topic was cultural relations between Aceh and Taiwan. It started even before 1971, when the official relations between Indonesia – Taiwan started. Aceh has been close to Chinese Culture beforehand. For instance, majority Chinese population in Aceh is Hakka people (Statistic, 2016). Similarly, the Hakka population in Taiwan is about 15 to 20% of the population in Taiwan and form the second-largest ethnic group on the island.

Moreover, history said that Admiral Cheng Ho played an important role to bridge the Chinese Muslim culture into Aceh community a long time ago. According to a book written by Slamet Muljana, a historian from Indonesia, (Jakarta: 1968), during his voyages from 1405 to 1433 Cheng Ho had stopped in Indonesia several times; such as in Samodra Pasai (Aceh), Palembang, Jakarta, Cirebon, Semarang, and Surabaya. Gan Kok Hwie, the observers of China's history and the author of Chinese martial arts stories who comes from Semarang, explained throughout his time in Indonesia Cheng Ho was not only stopped by to do the cultural exchange but also taught the locals about farming.

It is also mentioned that Cheng Ho visited Indonesia seven times. There is at least one of the evidence legacies from Cheng Ho in each of his stops in any city in Indonesia. For instance, during his voyage towards Samodra Pasai (Aceh), he brought

a gift of a giant bell as the offerings of the Chinese Empire to the kingdom of Samudra Pasai. The people of Aceh named it the Chakra Donya Bell and until today the historic bell can still be seen in the Museum downtown Banda Aceh (Foundation, 2014). Below is the picture of Chakra Donya bell gave by Cheng Ho.

Picture 3. Cakra Donya Bell in Banda Aceh, Aceh Province



Source:<http://atjehliterature.blogspot.tw/2013/02/lonceng-cakra-donya-lambang-kedigdayaan.html> [Last Assessed: September 14th, 2016]

In addition, the fact regarding Cheng Ho and his voyage to Indonesia has also discussed in a seminar in Aceh, Indonesia. The seminar was presented by a researcher from Taiwan, Prof. Nabil Lin (Warsidi, 2010). He is a professor of Islamic Studies at National ChengChi University. His paper also explained about the relations between China and Aceh in the past. It is also mentioned that Admiral Cheng Ho had sailed to the Kingdom of Aceh to look for the spice trade in the early twentieth century (Lin, 2010). In short, it can be concluded that Cheng Ho's arrival along with the fleet to the

land of Indonesia would bring the acculturation between two different cultures.

Acculturation is evident from the many developing Chinese culture in some areas of the country (Alfian & Nahrasiyah, 1994).

1.3 Research Question

1.3.1 How this scholarship program can tighten the bilateral relations between Aceh and Taiwan, especially regarding educational cooperation?

1.3.2 How effective is this scholarship program and how to measure whether or not this program is successful?

1.3.3 How this scholarship program will bring beneficial impacts towards educational development of Aceh?

1.4 Literature Review

The purpose of this research is to discuss the educational cooperation between Aceh and Taiwan in the field of higher education. The Government of Aceh has agreed to work together with Ministry of Education in Taiwan since 2010 in order to run this project. This cooperation is expected can tighten the bilateral relations between these two sides, especially in term of higher education. In order to support the argument in this writing, the author has found several resources regarding the importance of bilateral relations, international education, higher educational

cooperation, and administration and evaluation policy. In addition, there are also a number of resources state education plays a significant role in developing one particular district.

To begin with, the first resource is about the bilateral relation. As mentioned earlier, bilateral relations is a relationship between two independent regions in term of education, cultural, economic, political, and others. Similarly, in accordance with Kruse and Kaya, point of views' described in their paper that strong bilateral relations are characterized by close cooperation between institutions and persons at administrative and political level, as well as in the private sector, academia and civil society which includes general knowledge, understanding and public awareness about the other country and the ties existing between them (Kruse & Kaya, 2013). In the same way, Amadeo believes that the bilateral relation brings more good than harm. She also mentioned that one of the advantages of bilateral relations is easier to negotiate or cooperate each other since they only involve two countries (Amadeo, 2016). This means they can go into effect faster and reap the benefits more quickly. Lastly, Amadeo also stated that bilateral agreement is commonly used if negotiations for a multilateral agreement fail (Amadeo, 2016).

In this case, educational cooperation, as one of bilateral relations cooperation between two sides, plays a significant role in order to succeed the educational

program of one particular country. Based on Merriam-webster dictionary, higher educational cooperation can be described as an arrangement in which two or more entities engage in a mutually beneficial activity of a formal learning that occurs after secondary education often delivered at universities, academies, the college that award academic degree. The main goal of this educational cooperation is to increase each others' educational growth. Therefore, it is believed that educational cooperation plays a strategic role in the development of one's education system. Many countries across the globe have established strong bilateral relations in the field of education with other countries, such as sister universities, double degree program, student exchange program, etc.

The next used resource is international education. Actually, there is no simple definition of international education to which all would subscribe. The term international education has a number of different meanings. Marshall provides a helpful overview regarding international education in which that term is used. He points out that international education is somehow related to development education (Marshall, 2007). It can be considered as an interpretation when focusing on the awareness of development issues in schools. In addition, he also links international education with comparative education, which he believes that comparative education is sometimes used interchangeably with international education (Marshall, 2007).

According to Hayden, comparative education means to compare and to examine two or more entities by putting them side by side and looking for similarities and differences among them (Hayden, 2006). She also emphasizes that, in the field of education, this comparison can be applied to examine the systems of education from both sides. Similarly, Clarkson implies that the comparative education concerns with the analysis and interpretation of educational practices and policies in different countries and cultures (Clarkson, 2009). This concept, therefore, is quite suitable to be applied in the scholarship program offered by the Government of Aceh, where students from Aceh are sent to study in Taiwan. This may become a good way for students to experience international education as well as international curriculum abroad. So, they might have an understanding not only of the international education but also about the relationship between wider societies.

The last one used resource is policy and administration evaluation. The author, also, would analyze the scholarship program offered by the government of Aceh through a couple of evaluations, namely policy evaluation and administration evaluation. Firstly, policy evaluation is needed to evaluate or to check the effects of the policies, whether or not the program is effective, efficient, and brings good than harm. Moreover, evaluating the administration process evaluation is also important in managing any particular program/project, because without good administration, one's

cannot be well organized. These evaluations will be used to improve the future program. If this scholarship program gains its success, the government of Aceh has success as well in enlightening its people through education, since it is expected that those students will contribute to the development of Aceh after returning home.

It is believed that globalization is one of the factors that have provoked expanding the field of an educational and cultural program, especially international education and higher educational cooperation. Most of the definitions of globalization begin with the idea the development of new information, communication, and transportation technologies that compress time and space, as well as creating a world of interconnected and open systems (Anderson, 2001).

There are several issues of globalization in the field of comparative education that are worth highlighting; for instance, the scholarship is one of the evidence how economic globalization has contributed to increasing fiscal constraint among states (Mundy & Hayhoe, 2008). The authors agree that education is seen as an investment in human capital for competitiveness than as part of range or measure of social provision and protection to ensure the welfare of all citizens. Those two authors share the same point of view with the previous UN Secretary General, Kofi A. Annan. He, once, stated that there is no tool for development more effective than the education (Annan, 2004).

Similarly, according to Psacharopoulos, education does play a significant role in economic development. The author also states that education will give an essential contribution to the economic growth. In the end, the author concludes with an optimistic assessment of the contribution of educational investment to the development process and improvements in the quality of instruction and when it is accompanied by cost-recovery at the higher levels of education (Psacharopoulos, 2004).

Paul Morris also agrees that the importance of education will bring good to the development. In his paper, he examines the role of formal education has played an important role in the process of development, especially in the Asian Tigers countries, namely; Hong Kong, Singapore, South Korea, and Taiwan (Morris, 1996). He defines these four countries as the new Asian Tigers which rapidly developed during the post-war period. So, they are well known as newly industrializing Asian economies. The author also mentions that, in 1990, South Korea's GDP was the same as Sudan's, while Taiwan's was the same as Zaire but nowadays their GDP are much higher than a couple of decades ago. Therefore, the economic success of some of the countries within the East Asian region has generated a range of studies which have attempted to identify the sources of that growth and, of course, the role of technical education and the school curriculum are the key role of this success (Morris, 1996).

In addition, in the World Bank Journal also it is written that quality of the schools can lead to improving the educational outcomes since individual earnings are systematically related to cognitive skills (Hanushek & Wobmann, 2007). The distribution of skills in society appears closely related to the distribution of income. Most importantly, the worker's skills strongly affect economic growth. Moreover, the existing research provides strong reasons to believe that quality of education is causally related to economic outcomes. The authors also add that quality may come from formal schools, from parents, or from other influences on students. But, a more skilled population results in stronger economic performance for nations (Hanushek & Wobmann, 2007).

The same condition applied in Japan post-war era. The education system played a central role in Japan's economic take-off in the post-war era. After the atomic bombs were dropped in both Nagasaki and Hiroshima city, the Japanese Emperor, Hirohito, then asking about how many teachers were still alive? This story was widely spread, and it was so showing that the Japanese leader was thinking of education as a matter of fundamental importance to rise, to win, and to become strong (Baswedan, 2013). He realized that only qualified human resources that could make Japan into a strong country. As a result, the high level of educational achievement continues with Japan ranked near the top of the OECD in the Program for International Student Assessment

(PISA) (Jones, 2011). So, this priority on education is in line with the government's goal of shifting investment "from concrete to people." Hence, education should never be regarded as sectoral affairs, but it is a fundamental thing to develop a nation (Jones, 2011)

Based on the explanation above, it can be concluded that education becomes one of the factors that trigger the development. People's life will become much better through development, especially development in economic sectors. It is just like what Peet and Hartwick explain in their book regarding development. According to them, development means making a better life for everyone (Peet & Hartwick, 1999). The authors also mention that the methods and purposes of development are subject to popular, democratic decision making. Meanwhile, according to Pieterse, development has carried very different meaning; for instance, in modern development thinking, the core meaning of development is economic growth (Pieterse, 2010). It is believed that through increasing the economic growth will lead to reducing poverty in one particular country. From the definition above, it can be concluded that development is a desirable goal to make people have a better life, both socially and economically.

1.5 Research Methodology

In doing this research the author would like to use the qualitative method through analyzing all the literature from the related topic. How this cooperation in the field of

education makes the relations between Aceh and Taiwan become closer. Moreover, in analyzing this research, the author would like to also spread some questionnaire to the scholarship recipients in order to know more about the advantages and the weaknesses of this program from the students' point of view. In addition, interviewing some official officers who work in the government of Aceh or IHRD is also needed in this research in order to make the result of this research more reliable.

1.6 Operational Definition

In accordance with Kruse and Kaya, bilateral relations refer to the relationship between two independent regions. The relationships can be in term of cultural, economic, and political (Kruse & Kaya, 2013). Positive bilateralism comprises the most common alliance type. Independent regions have many reasons for seeking a positive relationship with another area. Often, a friendly region can make a strong bilateral trade partner and thus enhance economy and commerce. Thus, bilateral relations can be explained as a practice between two sides through agreements.

In this research, thus, the author would like to explain about bilateral relationship between Indonesia and Taiwan especially in term of higher education. In addition, this higher educational cooperation will be more specific, that is between Aceh, one of the regions in Indonesia which is located at the northern end of Sumatra Island, and Taiwan.

Oxford Dictionary defines higher education as an education at universities or similar educational establishments, especially to degree level. Similarly, in accordance with Cambridge Dictionary, it explains higher education as an education at a college or university where subjects are studied at an advanced level. Therefore, higher education can be described as a final stage of formal learning that occurs after secondary education often delivered at universities, academies, the college that award academic degree.

On the other hand, according to Merriam-webster dictionary, cooperation means a situation in which people work together to do something for a common purpose or benefit. In the same way, Oxford dictionary also defines cooperation as an action or process of working together to the same end. Hence, in this writing cooperation can be described an arrangement in which two or more entities engage in a mutually beneficial activity.

In short, it can be concluded that this writing will be about a process of working together between Aceh and Taiwan in term of university level of education for the common or mutual benefit.

1.7 Research Limitations

Although this research was carefully prepared, the author is still aware of its limitations and shortcomings. Firstly, the research was about higher educational

cooperation between Aceh and Taiwan and it was conducted in Taiwan. Therefore, the author can only communicate the official officers who work in Aceh through electronic media, such as email and whatsapp, while visiting the IHRD office in order to get the real data can be only done during summer vacation. In addition, the slow network also became one of the reasons this research took longer time.

Secondly, since this higher educational cooperation between Aceh and Taiwan is still relatively new, the literature sources regarding this educational cooperation are rarely found in English, mostly available either in Indonesian or Mandarin. Since the author has limitations in Mandarin, this has become an obstacle for the author. In addition, many sources are only available in Indonesian, and some are only writing in accordance with the history that occurred in Aceh, while from the Taiwan side is not written.

Next, among 180 Acehnese students that are currently studying in Taiwan, only eighty of them responded to the given questionnaire. Even though those eighty students' feedbacks can be still used well in this research, the author expected that, at least, 70% of Acehnese who are actively studying in Taiwan shared their thoughts through the given questionnaire in order to make this research more reliable.

Finally, since the author conducted this research along with the internship period at Indonesian Economic and Trade Office (IETO), it was unavoidable that, to some

extent, the author got overloaded work that affected to this thesis writing. Nevertheless, doing intern at Indonesian Economic and Trade Office (IETO) for several months does give a lot of advantages to the author in getting deeper understanding regarding bilateral relations between Indonesia and Taiwan, especially in the field of higher education.



CHAPTER 2

HISTORICAL OVERVIEW OF INDONESIA – TAIWAN BILATERAL

RELATIONS

2.1 Indonesia – Taiwan Bilateral Relations

The Indonesia-Taiwan relation has developed a strong foundation now as it is based on both- shared values and interests, allowing the two economies to refocus their cooperation and to optimize opportunities. It is learnt that there are still plenty of areas that could be improved upon and expanded to reduce asymmetrical problems, and to redesign a comprehensive scheme to be more equal, complementary and mutually beneficial for closer and deeper cooperation. Taiwan is an old friend and a long-term trading partner of Indonesia. Bilateral relations between Indonesia and Taiwan, which began in the late 1960s, increased rapidly.

As explained briefly before in the previous chapter, officially Indonesia and Taiwan established their formal ties in 1971 when both countries agreed to open representative offices in Taipei and Jakarta. In 1989, the Taiwan Chinese Chamber of Commerce changed its name into Taipei Economic and Trade Office (TETO) to enhance ties between both countries in several areas (TETO, 2012). TETO is Taipei Economic and Trade Office. Basically, TETO does not have diplomatic relations with

Indonesia. So, in countries where Taiwan do not have such relations, it sets up Taipei Economic and Cultural (or Trade) Office instead of formal embassies to take care of Taiwan's interests. TETO will issue visas, handle the economic, trade, cultural, social, labor relations with Indonesia, and also protect Taiwanese people who live in Indonesia. Approximately, there are about 235.000 Indonesians are currently living in Taiwan: at least there are 230.000 migrant workers, while the rest are students (KDEI, 2015). Meanwhile, there are about 10,000 Taiwanese living in Indonesia; and the number is increasing by year (TETO, 2012).

Despite no diplomatic ties between Jakarta and Taipei, non-diplomatic relations between these two sides have developed substantially, in particular in economic relations, trade, agriculture, education, and tourism. Initially, bilateral relations between Indonesia and Taiwan developed due to a convergence of security outlook and complementary economic interests. The existence of real economic opportunities has made cooperation both, profitable and sustainable. Andrew L. Hsia, the current TETO representative, states that the economic, cultural, and social relations between two countries are increase gradually (Post, 2012). There are at least three fields which mostly cooperated between Indonesia and Taiwan; trade, labor, and education.

2.1.1 Trade

Firstly, in term of trading, as mentioned by Andrew Hsia, the current representative of TETO, trade, and investment are also becoming more and more substantial. Over the same period, Indonesia's and Taiwan's trade relations produced a surplus of \$2.29 billion for Indonesia, while Taiwan's investment in Indonesia as of September 2011, hit \$14.52 billion, covering 1,409 projects (TETO, 2012). Recently, Indonesia is number nine investor. Taiwan has technology, small-medium enterprises while lacking labor and a big market. On the other hand, Indonesia has a big market, and natural resources to offer.

Statistically, Indonesia and Taiwan's cooperation in trading volume is getting higher year by year. Based on the report shown from the official website of Taiwan Economic Trade Office, the trade volume from January to November 2011 reached \$11.2 billion, an increase of 17,61% (TETO, 2012). Indonesia's exports value to Taiwan reached \$6.78 billion, up by 24,77% (TETO, 2012). Thus, it can be clearly seen that there is a significant increase in the field of trade between these two sides. Furthermore, the data shown by The Investment Coordinating Board prove that 1,475 Taiwanese investors had invested a total of US\$14.68 billion in Indonesia up to June (BKPM, 2012). Taiwan is now Indonesia's No. 9 foreign direct investment source, creating about 1 million job opportunities in Indonesia, while managerial and technical

personnel from Taiwan number around 8,000. And last year, 212,000 Taiwanese tourists visited Indonesia with 88 flights per week between the two countries (BKPM, 2012).

On the other hand, Taiwan is Indonesia's third largest trading partner behind Japan and China. Trade between the two economies has doubled in past five years, from US\$4.1 billion in 2007 to US\$10.8 billion in 2011 (Anthoni, 2012). In 2011, Taiwan`s investment into Indonesia reached US\$243.2 million with 87 projects. Taiwan's investments in Indonesia are mainly in furniture, textile, shoes, non-iron ore, metal products, trade service, agriculture, and the forest farming industry.

However, there are several issues between Taiwan and Indonesia. One of them is a lack of understanding. Despite the fact that Indonesia has performed quite well over the past two years, only a few Taiwanese realize that Indonesia is a democratic country. Indonesians elect the regent, members of city council, and president directly. Taiwanese don't know that Indonesia has a free society, the people, and the press enjoys the freedom of association, expression, religion, and more. They also don't know that Indonesia is politically and socially stable. The image that most Taiwanese people have about Indonesia is negative: the tsunamis, volcanoes, demonstrations, but that's not true. So, according to Andrew Hsia, Indonesia is a good place for investment, since Indonesia has natural resources, skilled workers, huge market, climate, which are

better than some other countries, especially for agriculture and aquaculture (Post, 2012).

Only several improvements regarding infrastructure are still needed. In contrast, every year Taiwan gets hit by typhoons. Thus, people who have invested in fish farming here for twenty years and they said there hasn't been any here.

Just like Andrew Hsia, Rahimah Abdulrahim, Executive Director of the Habibie Center, also mentioned that Indonesia is rich in natural resources and has a large pool of cheap labor, as well as a big domestic market, while Taiwan is a rapidly developing industrial economy possessing capital and technological advantages (Anthoni, 2012). Each has something that the other needs and wants. This is perhaps unsurprising given the economic status of each country within its respective region: Indonesia as the largest economy in Southeast Asia and Taiwan as one of the most developed economies in East Asia (Anthoni, 2012).

Moreover, in accordance with Dewi Fortuna Anwar, chair of the Institute for Democracy and Human Rights at The Habibie Center, in her excellent keynote speech, despite geopolitical constraints, the opportunities for widening and deepening bilateral relations between Indonesia and Taiwan have grown (Suryakusuma, 2012). Then she also adds that the liaison has always been open and upfront. Also, the statistics results on Indonesia-Taiwan relations are sharply increased each year, it is not only in trade

and investment, but also science and technology, intelligence, education and in the socio-cultural sphere (Suryakusuma, 2012).

2.1.2 Labor

Secondly, regarding labor, there are about 233,000 Indonesian migrant workers in Taiwan, currently ranks No. 1 among Southeast Asian migrant workers (KDEI, 2015). The number has increased by 30,000 over the past two years. Taiwan and Indonesia have a long history of cooperation. At this moment, the relations are getting better and better. Those numbers are showing that Taiwanese like working with Indonesians, and quite a few of them treat Indonesian migrant worker like family members. In addition, Indonesian workers enjoy working in Taiwan as well, and they also covered with national health insurance. Therefore, the number of Indonesian workers in Taiwan has increased by so many, since Taiwan does not set a quota for each country; it lets the market decide instead (Post, 2012). In the upcoming years, there will be more migrant workers and students heading to Taiwan.

2.1.3 Education

Lastly, in terms of education, there are more than 3,000 Indonesian students in Taiwan, and this number is sharply increased over the next few years since there are plenty of promotions in term of education either from The Government of Taiwan or

the University which offers excellent quality of education and full scholarship for foreign students, including from Indonesia.

Furthermore, many of cooperation have been established between Taiwan and Indonesia. The Taiwan Economic and Trade Office in Jakarta have been maintaining academic exchange with Universities and research center. There are several top Indonesian public universities have been becoming partners of TETO such as the University of Indonesia in Jakarta, Institut Teknologi Sepuluh Nopember in Surabaya and the University of Brawijaya in Malang (TETO, 2012). Also, cooperation with research center is established with Indonesian Institute of Sciences and the Habibie Center (TETO, 2012). Through those co-operations, Taiwan and Indonesia are conducting academic exchange and research well.

Besides, cultural, and educational exchanges are also being promoted. In 2009, Andrew Hsia helped Radio Taiwan International and the Central News Agency sign memorandums of understanding on news exchange with Antara in Jakarta (Huang, 2009). RTI has an Indonesian language service for more than 130,000 migrant workers in Taiwan from Indonesia (RTI). Antara and the CNA will organize photo exhibitions in each other's country as a starter for a closer partnership.

In the future, the relationship between Indonesia and Taiwan can become so much better if both sides work harder regarding the exchange of information. Therefore,

Taiwan will continue to be one of Indonesia's most important investment partners, either in field of trade, labor, education, or any other spheres.

2.2 Aceh – Taiwan Bilateral Relations

Despite the formal bilateral relations between Indonesia – Taiwan that has been established since 1971, Aceh – Taiwan relations started becoming close at the beginning of 2005; right after the 2004 Indian Ocean earthquake and tsunami happened. Taiwan, through Tzu Chi and Dharma Drum Mountain Foundations, participated in donating a significant amount of financial support and sending the medical personnel. Tzu Chi and Dharma Drum Mountain Foundations, along with other NGOs, have volunteered to help Aceh with post-disaster rehabilitation (Front Page, 2005). Tzu Chi provided relief in particular to Aceh province. The help offered from Taiwan is not only about medical things, but also in term of education, Moreover, in 2005 Taiwan helped rebuild a public university in Aceh, especially in medical supplies, housing, and education (Front Page, 2005). According to Vice Premier Yeh Chu-lan, the government of Taiwan had boosted its aid up from US\$ 5 million to US\$ 50 million, including US\$ 20 million of worth rice, US\$ 15 million worth of medical supplies, and US\$ 15 million for in community and harbor reconstruction (Guilloux, 2009).

Since education plays a significant role in social development, 2005 Taiwan also

helped to rebuild a public university in Aceh in 2005. The post-tsunami relief effort of Taipei residents and the city government facilitated the launch of an e-learning center in Aceh. The center was built with NT\$37 million which is donated by the civil groups, individuals and Taipei City Government staff (Yan-chih, 2006). It will offer free Internet and Chinese language courses to about 2,000 high school students each year. Taipei Mayor Ma Ying-jeou said he expected the center to open a window of knowledge for local students by helping with long-term reconstruction efforts, such as providing information technology education for local people.

Besides sponsoring the establishment of the e-learning center, the city department also cooperated with civil groups in helping 30 Aceh students continued their education in Taiwan last year. After completing their four-year college education in Taiwan, they will return to Aceh. Afterward, several education co-operations between Aceh and Taiwan began to start; one of them is co-operation between IHRD and ESIT.

2.3 The Government Effort to Improve Educational Standard

As mentioned earlier, the higher educational cooperation is scholarship collaboration between Aceh and Taiwan that was started since 2010. The primary motive of this scholarship cooperation is due to the poor educational situation in Aceh. Thus, this is also one of the Government of Aceh efforts to improve the educational

standard in that region.

The World Bank reported that 2,087 schools were destroyed due to tsunami tragedy in Aceh province in 2004. The Government of Aceh will continue to do all kinds of best efforts to develop and fix the standard of education. These efforts should be supported by several factors, namely education infrastructure and equipment, teaching staffs, and so on. In 2006, former Aceh Governor Irwandi Yusuf promised to improve the quality of teaching in Aceh after destroyed by the tsunami. He also stated that Aceh is currently in the process of waking up and bounced back from a tragedy (Aulia, 2010). In improving the quality of education in Aceh also needed support and community participations in total.

Since the schools' infrastructure had been successfully rebuilt through foreign aid and aid agencies support until the condition is even much better than before, the Provincial Government continued to maximize the services and improve the quality of education through giving the scholarships for orphans, poor, and brilliant students. This is one of the efforts done in order to improve access to education for the community. Everyone deserves to obtain the proper education.

Moreover, the government of Aceh provides the scholarship to Acehnese to continue their study into university level, both at home and overseas. The opportunity to get the scholarship is widely opened. The Head of Department of Education Aceh,

Drs Bakhtiar Isaac, expected that higher education in Aceh would be more qualified day by day. Therefore, to support this expectation, the Government of Aceh has been to allocate funds as much as Rp. 41,149 billion per year (Aulia, 2010).

Later on, the author will describe more regarding Institute for Human Resource Development (IHRD), Elite Study In Taiwan (ESIT), and the cooperation between both institutions.

2.3.1 Institute for Human Resource Development (IHRD)

Institute for Human Resource Development (IHRD) is a scholarship program provided by the Government of Aceh to Acehnese in order improves the human resources. It is also commissioned right under the Governor of Aceh. It has been working since 2005, after the 2004 Indian Ocean Earthquake and Tsunami tragedy. This institution provides the scholarship to the orphans, the poor, specialists, Muslim religious leader candidates, and brilliant students. The scholarship is provided both at home country and overseas. The fields of studies are varied, starting from science, information and technology, tourism, political science, history, linguistic, business, accounting, agriculture, Islamic studies, and many others. The scholarship will be given for those who meet the requirements. The data shows that from 2005 to 2011, IHRD has given scholarship up to 2114 students to continue their education at the university level both in Indonesia and abroad (LPSDM, 2005). In addition, the

graphic that show the number of scholarship recipients from 2005 to 2011 can be seen as follow.

Chart 2. The number of LPSDM scholarship recipients from 2005-2011



Source: <http://www.lpsdm.acehprov.go.id/> [last assessed: April 10th, 2014]

Base on the new Governor Regulation No. 14 of 2011, dated May 13, 2011, About the Institute for Improvement of Human Resources, IHRD Aceh has some goals in order to assist the Governor in formulating policies to provide scholarships, educational cooperation, research, and training to improve human resources Aceh. Those goals are as follow;

1. Formulating policies to provide higher education scholarships
2. Cooperating with higher education institutions and research institutes at home and abroad
3. Managing higher education scholarships and abroad
4. Managing educational assistance at home and abroad
5. Facilitating the provision of training to improve the quality of human resources

6. Facilitating the financing of the implementation of the flagship research area
7. Facilitating the placement of those who have finished studying.

In addition, in accordance with the data that can be seen in IHRD website, here are the numbers of Aceh students that study in Taiwan from 2007 until 2015;

Table 3. Number of Aceh students who study in Taiwan

Year	Name of Program		
	Bachelor	Master	PhD
2007	2	7	3
2008	2	6	1
2009		22	5
Starting from this year, LPSDM has cooperated with ESIT			
2010		31	2
2011	1	37	2
2012		40	5
2013		19	3
2014		3	2
2015		1	
TOTAL	5	166	23

Source: <http://www.lpsdm.acehprov.go.id/> [last assessed: May 5th, 2015]

2.3.2 ESIT (Elite Study in Taiwan)

The Elite Study In Taiwan (ESIT) Program Office is commissioned by the Ministry of Education and is located at Chung Yuan Christian University in Chungli, Taoyuan, one of the cities in northern Taiwan. Its purpose is to provide necessary services for the higher education cooperation that exists between Taiwan and Southeast Asian countries as well as to create new opportunities. The Leader of ESIT project is Dr. Wan-Lee Cheng, the former President of Chung Yuan Christian

University. The Office Director and one of the Co-hosts is Dr. Po-Tsang Huang, Assistant Professor in the Department of Industrial and System Engineering, the other Co-host is Dr. Yung Tsan Jou, of Chung Yuan Christian University Department of Industrial and System Engineering.

The Elite Study In Taiwan Office, Ministry of Education has brought together 57 of Taiwan's universities and colleges to form the ESIT Consortium, members of which will offer English-language master's and doctorate programs in various fields (ESIT, 2009). Part of its role will be to provide a bridge between the students of Southeast Asian countries and the ESIT Consortium schools and allow more students who hope to come to Taiwan to study to learn more about Taiwan's high-quality higher education system.

In order to promote higher education cooperation between Taiwan and Southeast Asian countries and further the objective of training international professionals, the Elite Study In Taiwan office has created a program for mutual development for Southeast Asia. For instance, under the agreement with Vietnam, there are currently four major programs aimed at training professionals. Of these in the north of Vietnam there is the VEST 500; in the central Da Nang area there is a program designed to select certain candidates for study abroad; in the far south, there is the Mekong 1000 Project (ESIT, 2009). There is also a program designed to assist the Indonesian

Government with public funded students who will be sent to Taiwan for education purposes as well as a project aimed at supporting the Aceh Provincial Government with training professionals. Taiwan and the Singapore government also have an agreement to send state-funded students to Taiwan to study bachelor's degrees. Furthermore, Taiwan and Thailand have the Elite 600 Project; and in addition to these, the ESIT Office is also currently moving forward with other areas of cooperation with Southeast Asian countries.

2.3.3 IHRD – ESIT Educational Cooperation

Starting from 2010, the Government of Aceh has agreed to work together with Taiwan Ministry of Education. In this case, IHRD will cooperate with ESIT. In addition, there is also another meeting set up in June 2013, the newly elected Vice Governor of Aceh and the representative of ESIT signed cooperation in education in Chung Li City, where the office of ESIT is located (Syarif, 2013). This collaboration is getting more intense when 16 universities from Taiwan attended The Taiwan Higher Education Fair in Aceh on October 2013 (Dinamika, 2013).

ESIT is an institution under the Ministry of Education of Taiwan whose aims to provide services for the higher education cooperation between Taiwan and Southeast Asian countries. The responsibilities of ESIT are to assist IHRD with the initial interviews with the scholarship recipient candidates before their coming to Taiwan,

link the students and university with the IHRD, support students to apply ARC, and assist IHRD distributing the scholarship expenses to students in Taiwan (ESIT, 2009).

IHRD fully covers all the expenditure of the selected students. It includes tuition/credit fee, living expenses, housing expenses, health insurance, international airfare, and book allowance. This becomes a great opportunity for the students of Aceh who want to continue their higher degree in Taiwan.

For a start, Aceh Province will select 75 publicly sponsored students to study for master and doctoral degrees in Taiwan. Taiwan Minister of Education, Wu Ching-ji, also emphasize that at the beginning of 2011, 50 students will be selected every year to study in Taiwan (Taiwan, 2013). Wu also stated that Aceh Government would sign a memorandum of understanding with the Elite Study in Taiwan Program Office to help ensure that the Aceh scholarships are delivered to the students in Taiwan. In the future, Taiwan will send two or three Mandarin teachers to Aceh province to help prepare the students who have been chosen to study in Taiwan to give them a preparation in studying Mandarin, for instance, the government of Taiwan will pay their salaries, while the government of Aceh will provide accommodation for them.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Data Collection of Interview Section

This chapter will provide the results of interview and questionnaire survey. Both these transcripts were to obtain the primary data regarding cooperation between IHRD and ESIT in term of higher education scholarship program. The findings of these surveys have successfully served the purpose of this research.

To begin with, the author had conducted an interview with one of IHRD coordinators, Johnny Lee. Johnny is the coordinator for Taiwan and Thailand at Institute for Human Research Development, the Government of Aceh and has been working there for almost three years. This interview was conducted via emails, and all of the questions are answered on May 6th, 2015. In addition, the author also conducted a survey towards Aceh students who are currently studying in Taiwan to know more about the advantages and the weaknesses of this higher education scholarship program from the students' point of view. Shortly, it is expected this also can be as an evaluation to IHRD for their better management.

3.1.1 Justification of Interview Questions

The questions asked during this interview mostly explain the main reason of why the Government of Aceh decided to cooperate with ESIT in this scholarship program. The eleven questions developed were divided into two groups related to main topics chosen and research questions. The first five questions of the interview follow the first research question: How this scholarship program can tighten the bilateral relations between Aceh and Taiwan, especially regarding educational cooperation?

1. When did the cooperation between The Government of Aceh and ESIT in term of higher education start?
2. What are the objectives of this cooperation?
3. Why did The Government of Aceh decide to cooperate with ESIT?
4. What are advantages the government of Aceh got after this cooperation?
5. After the agreement between IHRD and ESIT was signed, what are the noticeable differences? If there are the changes, what are they?

The next six questions corresponded to the second research question: How effective this scholarship program and how to measure whether or not this program is successful?

6. How important is language and culture training to the students before leaving to Taiwan?

7. How does IHRD measure of the effectiveness of this program?
8. How many of students who currently studying in Taiwan? And how many of them who had already graduated? How many of them who failed?
9. Do the entire alumnus return to Aceh after they graduate? Is there any of them who keep staying in Taiwan or any other countries?
10. What are their contributions to Aceh after graduated from university and returned home?
11. Have IHRD ever held an evaluation regarding this scholarship program trough asking the alumnus critiques and suggestions?

3.1.2 Interview Transcription

1. When did the cooperation between The Government of Aceh and ESIT in term of higher education start?

The cooperation between the IHRD and ESIT started on 2010.

2. What are the objectives of this cooperation?

The objectives of this cooperation are to tighten the relations with Taiwan and also to ask for help from ESIT to assist some things regarding the administrative things that have to be done before and after the scholarship recipient in Taiwan.

3. Why did The Government of Aceh decide to cooperate with ESIT?

It is because ESIT is an institution that is commissioned by the Ministry of Education in Taiwan. The main objective of ESIT is to provide necessary services for the higher education cooperation that exists between Taiwan and Southeast Asian countries, one of them in Indonesia. That is why IHRD believes that it is a good decision to work together with ESIT.

4. What are advantages the government of Aceh got after this cooperation?

This cooperation brings a lot of advantages to IHRD. ESIT helps us in so many ways, for instance, to assist with the initial interviews with the scholarship recipient candidates prior to their coming to Taiwan, to link the students and university with the IHRD (since there will be a language barrier), to assist students in administrative things while in Taiwan, such as applying ARC, and also to help IHRD distributing the scholarship expenses to students in Taiwan.

5. After the agreement between IHRD and ESIT was signed, what are the noticeable differences? If there are the changes, what are they?

It will be easier for IHRD to control the study situation of the students in Taiwan. ESIT becomes as a bridge to facilitate between IHRD and the university. For instance, before this agreement was signed, in 2009 there is a student who runaway with the-one-year scholarship fund. He was selected as one of scholarship recipients in Taiwan, but after he got the-one-year scholarship fund, he didn't fly to, instead he

took all the money to start a business. At that time IHRD directly cashed the one-year scholarship fund to the students' hand for all the expenses, including tuition fee, credit, dorm fee, and living cost fee. That was our biggest mistake in managing this scholarship program. We had lacked of control toward students who were already arrived in Taiwan. We hope after signing the agreement cooperation with ESIT, this will not happen again in the future.

6. How important is language and culture training to the students before leaving to Taiwan?

It is very important. We will give them 6 months training in Aceh prior to their departure to Taiwan. This training includes learning basic Chinese mandarin and introduction to Taiwan situation in order help the students know Taiwan well, so that after arriving in Taiwan they will not that shock. Of course they will face a culture shock, but we hope they can easily adjust to live there.

7. How does IHRD measure of the effectiveness of this program?

For now, the effectiveness of this program can be measured by how many of them successfully graduate and get the degree then get a job.

8. How many of students who are currently studying in Taiwan? And how many of them who had already graduated? How many of them who failed?

There are around 180 students who are currently studying in Taiwan under IHRD scholarship program. The total of alumnus is now about 103 people. Until now there are about 5% of them who failed get the degree.

9. Do the entire alumnus return to Aceh after they graduate? Is there any of them who keep staying in Taiwan or any other countries?

It is varying. Most of them return to Aceh and work in Aceh after they graduated. Some of them continue their study either in Taiwan or another country. And a few of them work in Taiwan or other countries.

10. What are their contributions to Aceh after graduated from university and returned home?

This is an interesting question. Like I said before, most of them directly returned to Aceh after finishing their study in Taiwan. Holding a master/PhD diploma certificate make it easier for them to be accepted as a lecture either in public or private university, since Aceh has less number of lectures. This can be one of their contributions, by becoming a lecture they can transfer their knowledge to their students. Also, they can become an inspiration for other students to also study. On the other hand, those who are now working abroad can be called to return Aceh later if we need their help in developing this province. Prior to their departing to Taiwan,

every scholarship recipient would signed the contract stated that they will dedicate their knowledge for the development of this province.

11. How IHRD respond to the critiques and suggestions from scholarship recipient?

Has IHRD ever held an evaluation regarding this scholarship program trough asking the alumnus critiques and suggestions?

Unfortunately, we have never held an evaluation or public hearing together with the scholarship recipients. This can be a good input. I mention about this evaluation to my program director. Actually, I got many critiques, suggestions, and even complaints from the students through emails. I will deliver all of their complaints to the program director and head of IHRD on our monthly meeting. We will do our best to help them to solve their problem while studying in Taiwan.

3.2 Data Collection of Questionnaire Section

3.2.1 Respondent's Background

The targets of this questionnaire are Acehnese students who are currently studying in Taiwan. They will be asked several questions in regarding this higher education scholarship program conducted by IHRD. The questionnaire was spread on the Ranub Lampuan facebook group. Ranup Lampuan is an Aceh Student Association in Taiwan (ASAT). This Association consists of Acehnese students who are studying in different cities in Taiwan. The main goal of this questionnaire is to get some

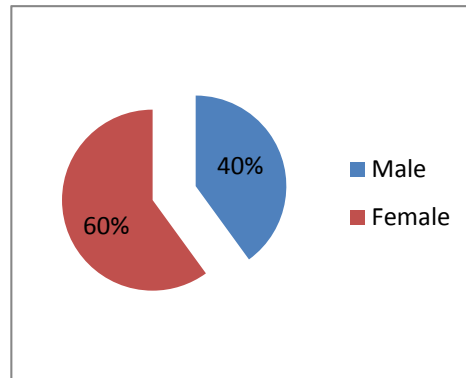
feedbacks from the scholarship recipients, since IHRD has never held a formal evaluation meeting together with the students regarding their scholarship program. In other hand, this can be a tool to deliver the students' point of view to the IHRD. It is, thus, expected that this research will become an input to the Government of Aceh.

The questions asked were related to the respondents' personal data, in regarding their scholarship, study, living situation, and adjusting in living in Taiwan. Besides, the several questions regarding their future plan and input to IHRD were also asked to relate this questionnaire questions to the last research question: How this scholarship program will bring beneficial impacts towards educational development of Aceh? The author has provided the complete questionnaire questions at the end of this research, appendix I.

3.2.2 Questionnaire Result Findings

In this section, the author would like to break down the correspondents' answer based on the spread questionnaire above. It can be seen clearly that there are seven groups questions have been asked to the correspondents. The first group of question the author would like to describe is about correspondent personal data. From the data, that has been successfully collected, and it is shown that most of the correspondents were female and the percentage is 60%, while the male is 40%. The chart of the age distribution can be seen as follow.

Chart 3. The Distribution of Respondent's Sex

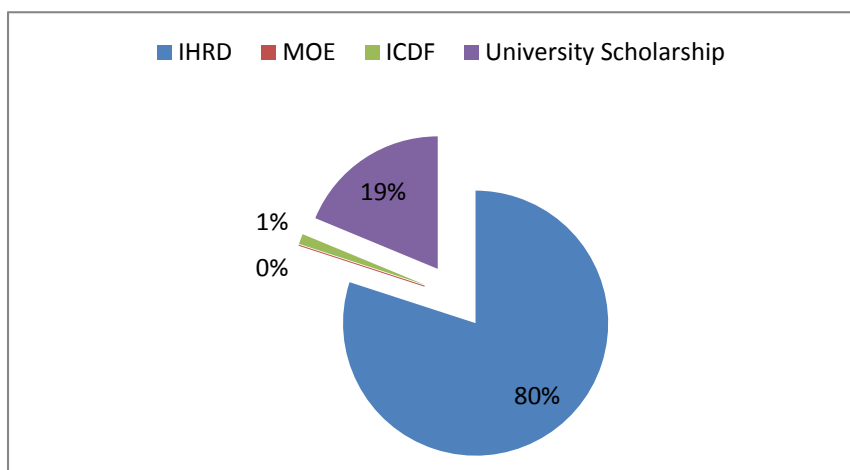


Most of the correspondents are from Banda Aceh, the capital city of Aceh, reaches 40%. Then follow by those who are from Northern Aceh, Eastern Aceh, Southwestern, and Central Aceh. Meanwhile, there was no correspondent from small islands in Aceh. For the result of the group of age, these are the highest three group of age who are currently studying in Taiwan. The first one is 27.5% for 25 – 29 years old, then 26.25% for 30 – 34 years old, and 22.5% for 20 – 24 years old. All of the correspondents' religion is Islam. Meanwhile, 60% of their last education is bachelor degree, while another 40% is master degree. It is also showing that there are more than 50% of the correspondents who have been living in Taiwan for one year.

The second group of the question asked was about the type of scholarship they got during their study in Taiwan. The data showed that 100% correspondents who are currently studying in Taiwan are the scholarship recipients. The majority of them got IHRD scholarship; with the percentage reaches 80% of them. The second high percentage is university scholarship, 18.75%. On the other hand, none of them receive

a scholarship from MOE, and only 1.25% received ICDF scholarship. Please look at the chart provided below regarding the distribution of kind of scholarship received by the awardees.

Chart 4. Kind of Scholarship Received by the Acehnese Students in Taiwan



Even though the correspondents received the scholarship from a different foundation, all of them got the full scholarship to study in Taiwan. Full scholarship here includes tuition fee, credit fee, dorm fee, and a monthly stipend. For the monthly allowance, 81.25% of the correspondents get around NT\$ 11,000 – NT\$ 15,000, while the rest 18.75% get around NT\$ 6,000 – NT\$ 10,000.

The next group of questions was about the type of study. The data showed that 60% of the correspondents are enrolled in the northern universities, mostly located in Taipei and Hsinchu. The second-high percentage is followed by southern universities, which are located in Tainan and Kaohsiung. Only 12.5% of correspondents are enrolled in universities located in Taichung and Hualien. Furthermore, 80% of

correspondents are majoring in engineering and computer science, while the other 20% are majoring business, accounting, social science, and medical science.

During their study, there are two languages used as communication media, it is either English or Chinese Mandarin or can be both of them. Almost all of the correspondents are enrolled in the full English program with the percentage is 60%. Meanwhile, the rest of them are enrolled in the mix languages, both English and Chinese Mandarin used as the communication language in class.

The fourth group of question is the type of living situation. According to the correspondents, most of them are quite comfortable living in the school dorm. The percentages students who are living here is reaching 60%, then follow by living at shared apartment with 30%. Only 10% of them who choose to live in a single studio room. These students believe that residing in the school dorm is cheaper and more convenience since it is very close to the school. The only issue they face is food. Since all of the Acehnese students who are studying in Taiwan is Islam and they have very strict diet not to eat pork, and anything contains pork inside due to religious reason, this makes them prefer to cook than buy outside food. Some of the universities provide kitchen in the dorm, but unfortunately, students can only cook certain time because the dorm officials have set a timetable that allowed students to cook. Because of this cooking timetable, all of the students will cook at the same time and often the

kitchen is way too small if all students are inside there. This situation makes some of them hard to cook, although there is the kitchen in their dorm. Even worse, some of the universities do not have the kitchen in the dorm and students are prohibited to cook anything inside the dorm.

In contrast, 40% of correspondents who choose off-campus stated that there are couples of reasons why they decide to live outside the school dorm. Reason number one is because of cooking. By living off campus, they can cook and prepare their own meal, since it was quite hard for them to find halal food. The next reason is because they can provide a place to stay if there is a family member who visits them in Taiwan. Their family can stay together with them in that apartment. On the other hand, if they live in the school dorm, it is prohibited to let the family member stay inside their room. So that, they found it is very convenience for them to live off campus.

However, there are also disadvantages living off campus. One of them is the monthly rent fee could reach two to three times more expensive than living on campus. Also, they still need to pay for electricity, the internet, water, and gas bill, while in the school dorm these are free. The next one, they found it is quite hard to communicate with their neighbors around due to the language barrier, while in college dorm there will be at least one official in the dorm who can speak English to accommodate the international students' need.

The fifth group of questions is about students' adaptation while living in Taiwan. The first question asked is regarding the difficulty to adapt while residing in Taiwan. The majority of the correspondents, 80% of them, claimed that it was quite difficult to live in Taiwan for the first time, but then lately they can adjust. The two most difficult things that they are difficult to adapt to are food and language. Meanwhile, it is not that difficult for them to adjust to the weather and the Chinese culture quickly. Although 95% of the correspondents have never been studying abroad before, this food and language barrier things do not disturb their concentration to keep on studying.

However, on the fourth question from this group of question, 80% of the correspondents have a couple of issues regarding the language during the lectures. The first one is because English is not their native language, so they have to work hard to finish their study. The second one is regarding the language used during the studying process. Around 40% of them wrote their complaint about this. Even though they are enrolled in the full English program, the professor sometimes will deliver the lectures full in Mandarin Chinese, since most of the students are Taiwanese and it will be easier for them to understand all the lectures. Then after the class finish, the professor will deliver again his lectures in English to them privately in ten to 15 minutes. According to this 40% of correspondents, they are quite disappointed,

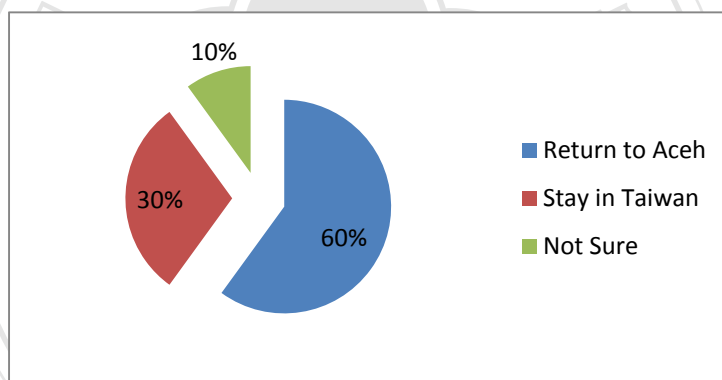
because both the professor and the students do not commit to the regulation assigned by the department. And also, they believe that the fifteen minutes of the private lectures is not as worth as the three hours of regular lectures since there will be quite a lot information they have missed. In addition, they also have difficulty in keeping up a discussion with classmates, although they are welcomed to deliver their opinions in English.

Last but not least, from the sixth question of this group is regarding their hope to accomplish while at graduate school. The majority of them have two goals to accomplish during their study, namely academic goal, and personal goal. The first one is regarding the educational goals, to achieve their academic target, they hope they can graduate and obtain a degree with a good score as well as deepen their understanding in particular subject. The other one is to achieve their personal goals. Each person has their own different personal goals, but mostly it is about self-improvement. For instance, to live outside my comfort zone where they can meet challenges and try to find ways to overcome them, to improve their Mandarin Chinese while in Taiwan, and the last is to mingle with both local and international students, where they have a chance to expand their link through overseas.

The next group of question is about correspondents' future plan. The author will describe question number one, together with question number two and three, since it

is related to each other. Statistically, it is shown that 60% of the correspondents are willing to return and work in Aceh right after they graduate directly. In contrast, 30% of them decide to either to stay in Taiwan for some time while looking for a job opportunity or to find information in order to continue their degree. Meanwhile, another 10% of them have not decided yet, whether they will stay in Taiwan for a while or directly return to Aceh. The chart regarding their future plan after finishing their study in Taiwan can be seen as follow.

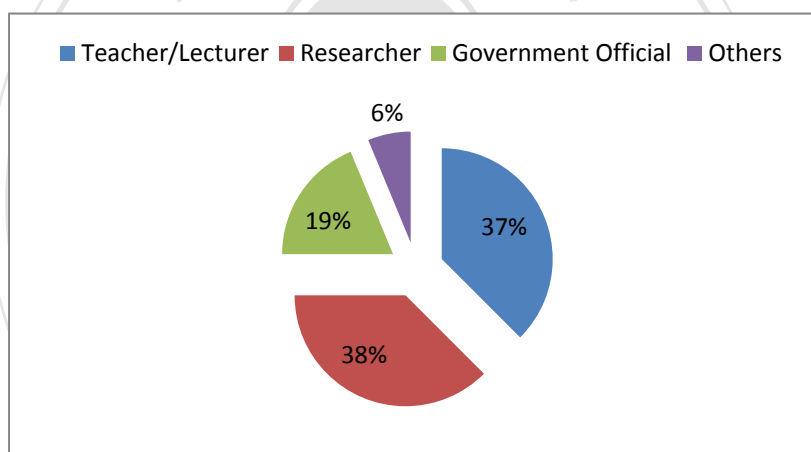
Chart 5. Students' Plan after Finishing Their Study in Taiwan



In accordance with the correspondents' answer, after finishing their degree, 40% of them are interested in becoming lecture or researcher, while almost 20% of them are more interesting to become government officials in Aceh. And the rest of them are interested in working as entrepreneurs, doctors, consultants, etc. Besides, these students believe that this scholarship program will help them to achieve their job easier. They also believe that being one of the scholarship recipients gave them a number of advantages. By studying abroad, they have a chance to improve their

personal skill to the fullest, to experience living abroad, to compete with students from all overseas, and to study harder. They believe that these personal objectives may hardly be achieved if they just continue their higher educational degree in Aceh. Those are all of the experiences while studying in Taiwan can hope to make them become a better person. Therefore, it is expected that this will make them be more compatible. The author also provides the type of work that students are interested to work at after graduated.

Chart 6. Type of Work Chosen by Students after Finishing Their Study



The last group of questions asked to these correspondents is regarding their input towards IHRD. This group of question is very important since it is related to policy and administration evaluation. In short, it is expected that this part may become the input to IHRD in order to improve their management in managing this scholarship program.

To begin with, all of them agree that this scholarship program is a good decision from the Government of Aceh in order to improve the education quality in their

province. Besides, this program gives a big chance to Acehnese to study abroad become higher. Before IHRD established, they have to compete nationally in order to be one of the scholarship recipients from other foundations, such as Australian Development Scholarship (ADS), Chevening Scholarship, and many others. The quota from those foundations is very limited. It is hard for Acehnese to compete with other Indonesians nationally; since 30 years of conflict and tsunami has made their education rank went down sharply.

Unfortunately, 90% of the correspondents believe that the management of IHRD has to be improved. The biggest problem appeared is the communication problem. It is really hard to communicate and to deliver correspondents' aspiration to the IHRD officials. Even 40% of them wrote that the officials hardly respond to their emails, so it makes them curious whether or not their emails are delivered.

Related to cooperation that has been established between IHRD and ESIT, 60% of correspondents stated that it is a good move from IHRD to have this since ESIT can help the students with the administrative things starting from before they depart to Taiwan and after they finish their degree. Meanwhile, another 40% of them are being so critical towards this cooperation. For instance, they do not see any of significant advantages of ESIT in helping them with the administration things. In fact, they did the administrative thing by themselves, such as applying ARC, dealing with the first

administration of the University, and others. Furthermore, when they have a complaint, they do not know where to complaint, either to ESIT or to IHRD. Often, these two sides respond it very late. It is expected that this cooperation will bring more advantages in the near future.

In addition, there are two suggestions offered to IHRD from these students in order to manage this scholarship program well. The first one is to hold a public hearing with the scholarship recipients at least once in a year since the evaluation plays an important role to improve their management and to pretend them to make the same mistake over years. The second one is to respond their complaint as fast as possible since it is often that their complaints through email are rarely responded fast. In accordance with the question related to language training (Chinese Mandarin) prior to departing to Taiwan, 90% of them agree that it is very important. Since there is not many local people in Taiwan are able to communicate in English so that this training is highly important. Furthermore, for those who are studying outside Taipei, the capital city of Taiwan, knowing basic Chinese Mandarin will be very helpful, since the more they go to the South of Taiwan the less people can speak English.

On the contrary, it is so unfortunate that starting from 2013 the scholarship recipients will only get language training in Aceh, while before that they got the training both in Aceh for six months and then continue at Chung Yuan Christian

University, where ESIT office is located, for about two months. It is a pity because they will have no environment to practice their Chinese while in Aceh.

The last question from this group of question is about the correspondents' dedication toward Aceh, especially in term of educational. Related to this issue, the author has collected three major answers. The first one is for those who plan to be lecturers or teachers; they hope that by transferring their knowledge to their students as well as motivate their students to try to study abroad in order to broaden their mind and get more experience. The second one, some of them who plan to be part of government officials hope that they will work with discipline, eliminate the corruption culture, and also take a decision to be right on target. The last one, some of them who are from the remote area in Aceh will spread this scholarship information as well as will provide them the basic English lesson, so that from those who are not from the city also has a chance to receive the scholarship, either from IHRD or any other foundations.

CHAPTER 4

RESEARCH FINDINGS AND ANALYSIS

It is evident that education plays a significant role in cultivating highly-skilled people. Education is also the foundation for personal development, social advancement, vibrant economic prosperity, and national sustainability, and it shoulders the mission of enhancing national literacy, as expected by every government from all countries in the world, including Taiwan.

Therefore, Taiwan Ministry of Education has developed a department called Elite Study In Taiwan (ESIT) to help international students who want to continue their higher education in Taiwan. ESIT has cooperated with several Southeast Asia countries in order to give their students bigger chance to study in Taiwan (ESIT, 2009). One of those countries is Indonesia, particularly Aceh Province.

Thus, this chapter below will provide the answer to research questions asked earlier in the first section. All of the three asked research questions are related to the cooperation between IHRD and ESIT in term of higher educational scholarship program.

4.1 How this scholarship program can tighten the bilateral relations between Aceh and Taiwan, especially regarding educational cooperation?

In the previous chapter, the first five questions of the interview were determined to focus on this issue. In accordance with the interviewee's respond, the primary focus why IHRD decided to cooperate with ESIT in this field is to maximize the effectiveness of this scholarship. IHRD was established in 2005 and it, of course, had several weaknesses in order to control and to get the actual information regarding their all their scholarship recipients. The recipients of this scholarship were not only to Taiwan, but also many other countries, such as Australia, Malaysia, Thailand, USA, UK, and so on. Therefore, IHRD needs to work together with the third party in order to run this program well. ESIT was chosen to be a partner with IHRD since it provides necessary services for the higher education between Taiwan and Aceh.

The necessary services offered by ESIT are to assist with the initial interviews with the scholarship recipient candidates prior to their coming to Taiwan. It is believed that, this way will make the selection process for scholarship recipients become more objective. It is because the judges are not only from IHRD officials but also from ESIT officials. So that, in the end, both of officials from will decide together who are deserved to receive this scholarship.

The second service offered is more into administrative things, for instance, to

link the students and university with the IHRD. ESIT is willing to become a bridge for both university and IHRD in order to pretend the language barrier that might happen. Later on, the last service offered is to help IHRD distributing the scholarship expenses to students in Taiwan. This means IHRD will transfer all the funds to ESIT account as much as all expenses needed by students who are studying in Taiwan. And then, ESIT will transfer the funds to the students' account one by one accordingly. This may sound a bit complicated, but IHRD does this in order to avoid the misuse of the scholarship funds that was once happened before.

On the other hand, it is a good opportunity for Taiwan to promote their higher educational degree. ESIT, an institution that is commissioned right under the Ministry of Education in Taiwan, help to run one of the missions from the Government of Taiwan in order to encourage outstanding international students to undertake degree programs in Taiwan. It is written on the website of the Government of Taiwan that this program has established since 2004.

After the agreement between IHRD and ESIT signed, there are a couple positive activities held in order to tighten the bilateral relation between these two sides. IHRD and ESIT have agreed to work together and with several universities from Aceh and Taiwan to hold higher education fair and to have double degree program. It is so showing that both IHRD and ESIT put a big concern toward this bilateral relation. It

is also expected that, in the future years not only Acehnese who come to study in Taiwan, but also the other way around.

4.1.1 Taiwan Higher Education Fair in Aceh

Starting from 2011, several universities from Taiwan, both public and private universities, joined the Taiwan Higher Education Fair in Aceh. The fair is held annually in Banda Aceh, the capital city of Aceh province. 16 Taiwanese universities participated in this show. Two scholarship institutions and Chinese language center took part to join this fair as well.

This exhibition can be held due to the cooperation IHRD Aceh with ESIT, a non-structural institution under the Ministry of Education of the country. The aim of this higher education fair is to promote the participated universities to students in Aceh. For the participated universities, this can become one of the right moves to promote their educational system to international students. This fair, which is open for public, was held at two biggest universities in Banda Aceh, Syiah Kuala University, and IAIN Ar Raniry University.

It is expected that this fair will give a greater opportunity for students who are willing to continue their higher education in Taiwan since quite a few universities are participating in higher education this exhibition and two scholarships institutions under the government of Taiwan. Each of participated universities and scholarships

institutions will be given one booth at the fair. Each booth has at least two representatives from the university foreign office to explain the administrative system of their universities. Therefore, students who are interested can consult directly on the booths. The participants of Taiwan Higher Education Fair can be seen as follow;

Table 4. The list of participants of Taiwan Higher Education Fair

Participants			
No	Public Universities	Private Universities	Others
1.	National Central University	Chaoyang University of Technology	Taiwan Center Education
2.	National Chiao Tung University	Chienkuo Technology University	Elite Study in Taiwan (Ministry of Education, Taiwan)
3.	National Chung Hsing University	Chung Yuan Christian University	
4.	National Dong Hwa University	Miang Dao University	
5.	National Yang Ming University	Nanhua University	
6.	National Sun Yat-sen University	Taipei Medical University	
7.	National Taipei University of Nursing and Health Sciences	Yuang Ze University	
8.	National Taiwan Ocean University		
9.	National Yunlin University of Science and Technology		

Source: <http://www.lpsdm.acehprov.go.id/> [last assessed: May 5th, 2015]

4.1.1 Double Degree Program

Cooperation between Aceh and Taiwan is also developed to double degree program, where the students who are enrolled in universities from Aceh are allowed to

spend one or two semester to study in one of the universities in Taiwan. The double degree is a program that allows a student to study for two different university degrees in parallel, either at the same institution or at different institutions or sometimes in different countries. The two degrees might be in the same subject area or in two different subjects.

According to the Taymaz, despite the challenges that students might occur during their time in doing the double degree, there are a couple of advantages they can get such as, double network and double hard work (Taymaz, 2016).

Firstly, students will be able to see different types of study environments, teaching and learning styles in two different programs. Moreover, students have a chance to get in contact with academicians, students, and professionals in both programs. After finishing their study, the increase of the connections will help them both during and after education. Especially if they are holding a degree in different countries, by meeting more students, they will get to know different cultures closely, learn the local customs and be a member of that community by joining the traditional activities.

Another advantage of double degree is, of course, double hard work. There will be challenges ahead. The double degree also means doubling the workload and studies in order to successfully complete the two programs. Additionally, a difference

in education systems may be hard to adapt and may bring students hard times but this will help them to learn how to deal with difficulties and become accustomed to an entirely new environment. By completing the double degree program, students can expand their knowledge and experience; it is definitely a great way to complete a study. Moreover, the benefits of a degree will still continue after the graduation. Companies are more likely willing approach warmly to students who have completed the double degree studies.

Base on those advantages explain above, the Government of Aceh has made a couple of agreements with universities in Taiwan, in order to allow students from Aceh to take a double degree in Taiwan. According to the IHRD former coordinator, Dr. Bukhari Daud, ESIT also plays a significant role to help the Government of Aceh to link universities that are under its consortium. In addition, ESIT is also a partner that bridges the Government of Aceh with a broad range of higher education institutions in Taiwan. The list of universities in Taiwan that collaborate with Aceh can be seen as follow:

Table 5. List of universities in Taiwan that has double degree program with Aceh

No	Name of University	No.	Name of University
1.	Feng Chia University	28.	Tamkang University
2.	National Kaohsiung Univesity of Applied Science	29.	National University of Kaohsiung
3.	National Chung Hsing University	30.	National Changhua University of Education

4.	National Kaohsiung First University of Science and Technology	31.	National Taiwan Ocean University
5.	National Cheng Kung University	32.	National Chung Cheng University
6.	National Sun Yat-Sen University	33.	National Taiwan University
7.	National Taiwan University of Science and Technology	34.	TungHai University
8.	Soochow University	35.	University of Taipei
9.	National Central University	36.	Chang Jung Christian University
10.	Kaohsiung Medical University	37.	National United University
11.	National Yang-Ming University	38.	Chang Gung University
12.	National Yunlin University of Science and Technology	39.	Shih Chien University
13.	I-Shou University	40.	Wenzao Ursuline University of Languages
14.	National Chiao Tung University	41.	Lunghwa University of Science and Technology
15.	National Taichung University of Education	42.	Minghsin University of Science and Technology
16.	National Pingtung University of Science and Technology	43.	Providence University
17.	Yuan Ze University	44.	Meiho University
18.	National Formosa University	45.	National Taipei University
19.	Kun Shan University	46.	National Pingtung University
20.	National Dong Hwa University	47.	National Ilan University
21.	Taipei Medical University	48.	National Taiwan Sport University
22.	National Taipei University of Technology (Taipei Tech)	49.	National Chengchi University
23.	National Taipei University of Nursing and Health Sciences	50.	Shu-Te University
24.	Chaoyang University of Technology	51.	Southern Taiwan University of Science and Technology
25.	China Medical University	52.	National Taipei University of Education
26.	Tatung University	53.	National Taiwan Normal University
27.	Dayeh University	54.	Chung Yuan Christian University

Source: <http://www.lpsdm.acehprov.go.id/> [last assessed: May 5th, 2015]

4.2 How effective this scholarship program and how to measure whether or not this program is successful?

In this part, the author would like to interpret the second group of questions responded by the interviewee. There were six questions in total. Since the beginning, the author has set these six questions were determined to give some details regarding this research question. In accordance with the interviewee's respond, it is can concluded that this scholarship program is quite effective. It plays a major role in improving the education quality standard in Aceh. Through this scholarship, many people become more interested in continuing their study through higher degree. However, IHRD still has a couple of weaknesses to manage this scholarship program. Therefore, in the following paragraphs, the author would like to break down more regarding the successful measurement of this program and couple of suggestions to IHRD on how to improve their work performance.

To begin with, there are three ways on how to evaluate whether or not this scholarship program is successful. The first one is by sorting out how many of them could finish the degree. Based on the interviewee's respond, it is recorded than 95% of the students can successfully graduate from the University. Meanwhile, only 5% of them who are unfortunately can complete their education while in Taiwan. The percentage of them who are able to get the degree from university is quite high. In

addition, many of those students were enrolled in the top 10 universities in Taiwan, such as National Cheng Kung University, National Chiao Tung University, National Chengchi University, and any others. To get enrolled in one of those universities, one has to compete with a number of other qualified applicants. For that reason, this may become the parameter on how to measure the successful of this program.

The next way to measure the successful of this program is through keeping the track record of the alumni. IHRD will still keep update to the alumni activity after they graduate. In accordance with the interviewee's respond, the alumni of Taiwan chance to be a lecture in Aceh is getting higher and higher. There a couple of factors why their chance to have a career in the field of education is quite high. Factor number one is due to the lack of lecture or teacher in Aceh. Factor number two, it is because they are more qualified compare to others. For instance, they have more experience, they are more open-minded, they are more capable of speaking English, and also the university is interested in their research topic. Moreover, the government of Aceh is also interested in hiring these alumni to work as the government officials, due to the lack of number of government officials in several places in Aceh.

On the other hand, there are several alumni who decided not to look for a job in Aceh after receiving their degree from Taiwan. Instead, they are looking for an opportunity to continue their degree into a higher level. Surprisingly, most of them are

capable enough to become awardees on a national scale. This means that they are able to compete with any other Indonesians. This is become a good news because before that only a few of Acehese can compete with other Indonesians to get this chance. In short, it can be said that the alumni of Taiwan are competent enough in many ways and this also become one of the parameters to measure the successful of this program.

The last way to measure this program is by looking at the people's enthusiasm to apply to this program. The number of participants who want to continue to study in Taiwan is getting higher every year. It can be seen that the number of students from Aceh who are studying in Taiwan is getting higher as well every year. In addition, these students are voluntarily helping IHRD to promote this scholarship program to a remote area, since they believe that everyone deserved to get a proper education. Thus, the following section will describe kind of activities done in promoting this scholarship program.

4.2.1 Aceh students in Taiwan promote Taiwan higher education

Base on the IHRD data, there about 180 students from Aceh who has pursued their higher education in Taiwan (LPSDM, 2005). Since the number of Aceh students in Taiwan is increasing every year, these students form an association, called Aceh Students Association in Taiwan (ASAT), in order to unify all the students who are studying in different cities in Taiwan. Even though this association is not a legal one,

it has a structured organization. Mostly students communicate to each other through a Facebook group.

In summer 2013, these ASAT initiated to share their experiences while studying in Taiwan. They started to contact two universities in Banda Aceh, Unsyiah University, and IAIA Ar Raniry University, to help them to do a socialization regarding their experiences in Taiwan. This socialization was also one of their ways to encourage students in Aceh to pursue their higher education in Taiwan.

Therefore, during the summer vacation in 2013 and 2014 several representatives from ASAT from various departments delivered their experiences at the so-called one-day seminar to students in Aceh Province. The discussion encompassed three things, the educational system in Taiwan, the daily life in Taiwan, the type of scholarship to study in Taiwan. In the end of the seminar, there was a question and answer part, in order to respond participants' issues. At that time, the seminar can only be done in Banda Aceh. This activity is also supported and sponsored by ESIT. ESIT provided some merchandises and universities brochures.

Due to the high number of enthusiastic Acehnese students who wanted to continue their higher degree in Taiwan, ASAT decided to hold a bigger socialization in 2015. This time was not only conducted in Banda Aceh, but also in several cities in Aceh Province. It means ASAT tried to cover more universities to encouraging

students to study in Taiwan. The socialization was held during the summer vacation, on August-September 2015. At this time, ESIT also joined ASAT to promote Taiwan higher educational system by sending their representatives to Aceh, Dr. Huang, the director of ESIT, and Li Pei-hua, project manager of ESIT. Hopefully, this activity can make a positive change and encourage young people in Aceh to pursue their higher education in Taiwan. The list of universities that were visited during summer holiday on 2015 can be seen as follow:

Table 6. List of universities in Aceh that were visited on August - September 2015

No	Name of University	Name of the City
1.	Syiah Kuala University	Banda Aceh
2.	UIN Ar-Raniry	Banda Aceh
3.	Teuku Umar University	Meulaboh
4.	Malikussaleh University	Lhokseumawe
5.	Politeknik Aceh	Banda Aceh
6.	Politeknik Lhokseumawe	Lhokseumawe
7.	Serambi Mekah University	Banda Aceh
8.	Muhammdiyah Banda Aceh University	Banda Aceh
9.	Universitas Abulyatama	Banda Aceh
10.	Samudra University	Langsa
11.	Cot Kalla University	East Of Aceh
12.	Almuslim University	Biruen
13.	Jabal Ghafur University	Pidie
14.	Ubudiyah Aceh University	Banda Aceh

Source: <http://www.lpsdm.acehprov.go.id/> [last assessed: May 5th, 2015]

4.3 How this scholarship program will bring beneficial impacts towards educational development of Aceh?

In this section the author would try to answer the last research question; that is

the beneficial impacts of this scholarship program towards educational development in Aceh province. The result of the spread questionnaire was determined to get exact description regarding this part. There are a couple of beneficial impacts of this program towards educational development of Aceh, namely short-term impact and long-term impact.

To begin with, the short-term beneficial impact that directly can be seen is the Government of Aceh help to its citizen to continue their education into a higher degree. Since they believe that it is obvious education plays an important role in to improve the personal development. Moreover, this scholarship program is not only providing the chance for the awardees to continue their study up to a higher educational degree, but also giving them the chance to experience to study overseas. Since they can experience a better study environment overseas, it is expected that they will use this chance to study hard.

In addition, in accordance with the questionnaire transcript, it can be said that this scholarship program is one of the good programs the Government of Aceh in the field education. Similarly, awardees also agree that this scholarship program is a good decision from the Government of Aceh in order to improve the education quality in their province. Despite some weaknesses found in the management to run this program, still, this program has given chance to them to experience study overseas.

The critiques and suggestions given from the awardees may become a useful input to IHRD in evaluating their management program in order to run this program well and avoid same mistakes made in the future.

The next one is regarding the long-term beneficial impact of this program to the educational development of Aceh is the investment in education, especially of a higher education degree. It is obvious that education can put people on a path towards good health, empowerment, and employment as well as can help to build more peaceful societies. Education paves the road to get better jobs and improve economic lifestyles. Education does not only benefit for these students, but also for the province. Inadequate education produces high costs for society in terms of public spending, crime, health, and economic growth. The government of Aceh believes that by helping the through this scholarship program, these people will later have the competencies needed for a self-fulfilled life in economic independence. Also, it believes that education is a fundamental right for everyone and key to the future of any country. Therefore, the policy taken regarding this scholarship program is the right to do in order to improve its education standard. In short, it can be concluded that this scholarship program is an efficient investment in education

CHAPTER 5

CONCLUSION

5.1 Research Summary

There are main reasons caused the poor education standard in Aceh. First of all, it was in the nearly 30 years of conflict between separatist movements in Aceh against the Indonesian central government. This conflict, of course, brought more harm than good. Many teachers and students were killed, over 500 of school were burned, over 500 teachers fled from the province for security reason. This conflict also caused people displaced to the camps and had to quit the school. Even the worse, some students were forced to take part in conflict by becoming child soldiers. The second reason is due to Indian Ocean earthquake and tsunami. Aceh was the closest point of land to the center. This has made the western coastal areas of this province were completely destroyed, including thousand of schools. It is estimated that almost 200.000 civilians were killed in this earthquake and tsunami tragedy. In the end, students were left without schools to attend to and teacher to teach.

Therefore, in 2005 the Government of Aceh has provided a full scholarship for is citizens who want to continue their higher education overseas. By establishing Institute of Human Resource Development, a scholarship commission board right

under the Governor of Aceh, the Government of Aceh hope that this may improve the education standard in Aceh as well as improve the human resources skill, living standard, and prosperity. The type of scholarship given is a full scholarship. IHRD fully covers all the expenses of the selected students. It includes tuition/credit fee, living expenses, housing expenses, health insurance, international airfare, as well as book allowance.

In addition, in 2010 in order to broaden the scholarship program network, IHRD had agreed to work together with Taiwan Ministry of Education, in this case, it is represented by ESIT. It is an institution under the Ministry of Education of Taiwan whose aims to provide services for the higher education cooperation between Taiwan and Southeast Asian countries, including Indonesia. The responsibilities of ESIT are to assist IHRD with the initial interviews with the scholarship recipient candidates prior to their coming to Taiwan, link the students and university with the IHRD, assist students to apply ARC, and assist IHRD distributing the scholarship expenses to students in Taiwan. This becomes a great opportunity for the students of Aceh who want to continue their higher degree in Taiwan. Also, it is expected that this cooperation may become a great prospect in the near future, not only in the field of education but also will encompass other fields.

5.2 Research Implication

This research has proved that currently this higher educational cooperation has a number of advantages, not only to tighten the relationship between Aceh and Taiwan, but also more and more Acehnese people have a chance to continue their higher study overseas. First of all, the cooperation between these two sides, which officially was established since 2010, has developed well. There are many cooperation after cooperation come between universities from Aceh and Taiwan, such as double degree program, visiting scholars program, and etc. Moreover, due to this higher educational cooperation, Acehnese people have better understanding about Taiwan. Before, only a few of them have an idea that ROC, which is an abbreviation of Republic of China, means Taiwan, while others think that ROC is mainland China. For Taiwan side, this can become one of the good ways to promote Taiwan internationally.

The second of all, this scholarship program has provided many chances to students who want to continue their higher study overseas, particularly in Taiwan. It, also, has provided them to experience to live abroad and study in international system. Studying abroad will not only make them much stronger personally, but also will make them to struggle to live in a place I never been before.

Furthermore, the awardees also have a chance to meet new people while studying in Taiwan as well as have a chance to mingle with both local and international

students. Besides, meeting international students will help them to expand my link through overseas. Acehnese people strongly agree that this scholarship program is a good decision from the Government of Aceh in order to improve the education quality in their province.



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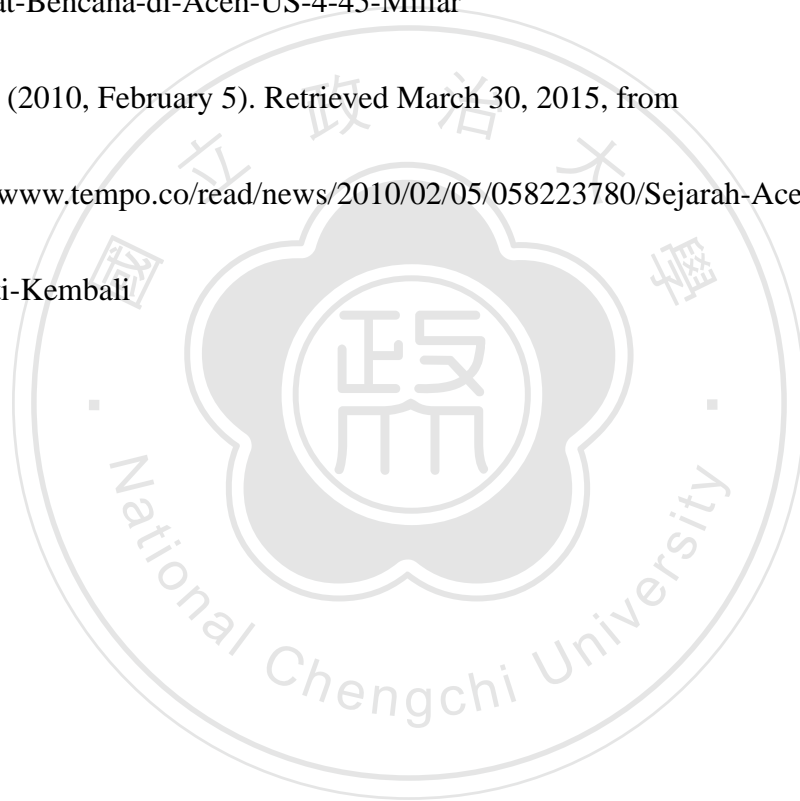
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APPENDIX 1

QUESTIONNAIRE FOR PARTICIPANTS OF THE SURVEY

The purpose to conduct the survey is to get first-hand answers from the IHRD awardees regarding the effectiveness to increase the education standard of Aceh by giving them chance to experience to study overseas, particularly in Taiwan, by examining work performances, implemented policies, and administrative system of IHRD in running this scholarship program together with ESIT. All the information in this questionnaire will be kept confidential and used for the purpose of thesis' research only.

RESPONDENT'S PERSONAL DATA

1. Sex:
 - a. Male
 - b. Female

2. Origin in Aceh:
 - a. Banda Aceh (capital city)
 - b. Northern District
 - c. Eastern District
 - d. Southwestern District
 - e. Central Aceh

- f. Islands
3. Age
- a. 20 – 24 years old
 - b. 25 – 29 years old
 - c. 30 – 34 years old
 - d. 35 – 39 years old
 - e. Above 40 years old
4. Last Education
- a. Senior High School
 - b. Bachelor Degree
 - c. Master Degree
5. Religion
- a. Islam
 - b. Catholicism
 - c. Protestantism
 - d. Buddhism
 - e. Hinduism
 - f. Confucianism
6. Duration of stay in Taiwan



- a. Less than 1 (one) year
- b. 1 (one) year
- c. 2 (two) years
- d. 3 (three) years
- e. More than 3 (three) years

TYPE OF SCHOLARSHIP

1. Who is financing your study in Taiwan?
 - a. Scholarship
 - b. Own
 - c. Others (please define)
2. If you are on a scholarship program while studying in Taiwan, what kind of scholarship did you get?
 - a. The Government of Aceh Scholarship
 - b. Taiwan Ministry of Education Scholarship (MOE)
 - c. International Cooperation and Development Fund Scholarship (ICDF)
 - d. University Scholarship
 - e. Others (please define)
3. If you are on a scholarship program while studying in Taiwan, what type of Scholarship did you get?

- a. Full scholarship
 - b. Partial scholarship
 - c. Others (please define)
4. How much do you get your monthly stipend as a scholarship recipient?
- a. Below NT\$ 5,000
 - b. NT\$ 6,000 – NT\$ 10,000
 - c. NT\$ 11,000 – NT\$ 15,000
 - d. NT\$ 16,000 – NT\$ 20,000
 - e. Above NT\$ 20,000

TYPE OF STUDY

1. In which university is you enrolled to?
2. What is your major?
3. In which language the study process is conducted in your department?
 - a. Full English language
 - b. Full mandarin Chinese language
 - c. Partial (English and Mandarin Chinese)

TYPE OF LIVING SITUATION

1. Where do you live while studying in Taiwan?
 - a. School dorm

- b. A single studio room
 - c. Shared apartment
 - d. Others (please define)
2. Please describe about your current living situation and why did you choose to live there?
3. What are the obstacles while you are living there?

ADJUSTING IN LIVING IN TAIWAN

1. Do you find it difficult to adapt living in Taiwan?
- a. No, it is not difficult. I am able to adjust easily living here.
 - b. Yes, it was quite difficult at first, but now I can adjust living here.
 - c. Yes, it is very difficult and I am hardly able to adjust living here.
2. What are the most difficult things to be adapted? (you may choose more than one option)
- a. Food
 - b. Weather
 - c. Culture
 - d. Language
 - e. Others (please define)
3. Do those things disturb your concentration while studying?

- a. Yes, it does
 - b. No, it doesn't
4. What are your difficulties while studying in Taiwan?
 5. Have you studied abroad before? If so, where?
 6. What do you hope to accomplish while at graduate school?

FUTURE PLAN

1. After graduated, will directly you return to Aceh?
 - a. Yes, I will definitely
 - b. No, I plan to stay in Taiwan for a while
 - c. I am not sure
2. What is your plan after finishing your degree in Taiwan?
 - a. Continuing to study
 - b. Working
 - c. I have not decided yet
3. After finishing your degree, do you plan to work in Aceh or Taiwan?
 - a. In Aceh
 - b. In Taiwan
 - c. I have not decided yet
 - d. Other place (please define)

4. If you are willing to work after finishing your degree, in which part you are interested to work as?
 - a. Teacher or lecturer
 - b. Researcher
 - c. Government official
 - d. Entrepreneur
 - e. Others (please define)
5. Why will this scholarship help you in your career goals?

INPUT TO IHRD

These questions below are only for the Government of Aceh scholarship recipients.

1. What is your opinion regarding this scholarship program?
2. How do you think about the management of IHRD in order to manage this scholarship program?
3. What is your opinion regarding the cooperation between IHRD and ESIT?
4. What is your suggestion in order to improve the IHRD's quality in managing this program?
5. Do you think it is necessary to have language training (Chinese mandarin) before departing to Taiwan? Why or why not?

6. How will you dedicate yourself to develop Aceh after getting your degree, especially in term of educational?

