

Artikel Creative Economic Development

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THE CREATIVE ECONOMIC DEVELOPMENT TO FOSTER COMPETITIVENESS IN ASEAN ECONOMIC COMMUNITY

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Abstract:

The purposes of this studies is enable to foster competitiveness of student about creative economic to entries ASEAN Economic Community (AEC). It goes with the development student ability to achieve the competitiveness in creative economic and growth economic with foster the student creative economic ability through the business education development. To increasing the development of creative economic for student can be through analysis business education. The analysis result showed that in Business Course has involve hardskill and softskill of business and attitude in courage to development creative bussines such as : (1) student have encourage to business and idealism invention which are as development of creative as well as to build the creative economic, (2) With the lecture role as the facilitator and motivator so inspirator of student, they can be develop of creativity in economic creative, (3) the Business Course is able to transform of the creativities of student to foster creative economic for their life in the future. The invention of this studies about creative economic of student is started by idealism and courage to challenge of their idealism, as the invention about step by step for implementation of their idealism, and than the invention of creative business to foster competitiveness to entries ASEAN Economic Community.

Key Word: creative economic, competitiveness, Asean Economic Community.

A. Introduction

Creative economy has emerged from economic environment of the 21st century and is based not on plain consumerism made of utilitarian demand consumption, but on sophisticated symbolic consumerism constructed of elaborate higher social demand.(Rasa, 2011). Creativities in the economy and in education distinguishing two accounts, personal aesthetics and the design principle. The first emerges in the psychological literature from sources in the emphasizing the creative genius and the way in which creativity emerges from deep subconscious processes, involves the imagination, is anchored in the passions, cannot be directed and is beyond the rational control of the individual. This account has a close fit to business as a form of brainstorming, mind-mapping or strategic planning, and is closely associated with the figure of the risk-taking entrepreneur. Design principle is both relational and social and surfaces in related ideas of social capital, situated learning, and accounts of commons-based peer production. It is seen to be a product of social and networked environments and intelligent environments in which everything speaks.

Creativity is the ability to generate something new, merging data perceptions and matters in order to produce new and useful things Economic development of a country is always associated with political development. Reciprocation of economic growth under the influence of government policy and regulatory power. Subroto (2015) says the business world is the backbone of the national economy, so efforts should be made to be improved continuously. National movement is expected to foster a culture of entrepreneurship and work ethic of

Indonesia, so as to give birth entrepreneurs-new entrepreneurs a reliable, competent and independent. It is very important to remember that the actual entrepreneurial activity not only at the level of micro-economy, but also at the level of incoming macro-economy. All that is in the development of an intelligent, a comprehensive and fully as highlighted in the Strategic Various observations of the reality on the ground describe the learning system in colleges and in high schools today have not been fully and effectively build innovative creativity to develop a comprehensive strategic plan as expected.

B. Review of Theory

1. Creative Economic

Define conceptually the “creativity economy” and suggest a model that interrelates creativity, knowledge, and innovation economies. The “creativity economy” surpasses earlier concepts of the “creative economy” (creative industries, creative occupations). Discuss patterns of a complex dialectic and cyclical interaction between phenomena of a crisis and creative and/or innovative activities. Economic growth stimulates investments in innovation that drive creativity and innovation, consequently resulting in further economic growth. However, at a certain level, creative and innovative activity may peak in context of the economic cycle, and the rate of economic growth could be slowing down again. If there is too much innovation, then this creates challenges in the sense of questioning the established structures, finally creating a need for developing new structures. Organizations, societies, economies, or systems can be more or less successful in doing so. There operates a coevolution between knowledge, innovation, and creativity on the one hand, and the knowledge economy and knowledge society on the other. The more advanced and mature a knowledge economy (creativity economy) and knowledge society (creativity society) are, the more knowledge, innovation, and creativity can be absorbed and are even being demanded for further progress.

Theories in economic development incorporate entrepreneurship education as an important tool for the development of micro and small business sector is dominant. Many businesses can not develop due to, among others, the lack of qualified human resources. Foster the spirit of entrepreneurship among the younger generation will not only contribute to reducing unemployment, but also can help boost the productivity and competitiveness. Attempts to conceptualize entrepreneurship education, still continues to be done. But until now has not appeared to be mutually agreed definition. Where as, in fact, entrepreneurship is not always synonymous with entrepreneurial character because an entrepreneurial character may also be owned by a non-entrepreneur. Entrepreneurial covers all aspects of the work, both private and government employees. Seethanah (2009) says, the linked between entrepreneurship education and entrepreneurs are those who make efforts in creative and innovative way to economic growth. Entrepreneurship is a process of applying creativity and innovation in gathering resources to find opportunities and Subroto (2015) share if entrepreneurship improvements in solving problems and finding opportunities to improve life. Entrepreneurship (Subroto, 2013) is an attempt to create added value by way of Entrepreneurship that arise when an individual dared to combine resources in ways new and different for developing businesses and new ideas. Entrepreneurial process includes the use of all the functions, activities and actions related to acquisition opportunities and creation of business organization to win the competition.

The economy is thus undergoing a transition from an industrial economy to a Creative Economy, where, as David Brooks (in Poulis, 2013) suggests, the big gains come from creativity rather than competitiveness. The Creative Economy is an economy in which the driving force is

innovation. It is an economy in which organizations are nimble and agile and continually offering new value to customers and delivering it sooner. The Creative Economy is an economy in which firms focus not on short-term financial returns but rather on creating long-term customer value based on trust.

20 2. Competitiveness

In recent years, the concept of competitiveness has emerged as a new paradigm in economic development. Competitiveness captures the awareness of both the limitations and challenges posed by global competition, at a time when effective government action is constrained by budgetary constraints and the private sector faces significant barriers to competing in domestic and international markets. The Global Competitiveness Report of the World Economic Forum defines competitiveness as "the set of institutions, policies, and factors that determine the level of productivity of a country."

This is a seminal moment in history for education and competitiveness. Wahjudi (2016) says the fundamental shifts in the economy demand bold and creative policies. Formalizing the connection between education and competitiveness with an agenda focused on 21st century skills, which are widely acknowledged and supported by voters, employers, educators, researchers and thought leaders, is the starting point. Creating an aligned, 21st century public education system that prepares to thrive is the central competitiveness challenge of the next decade. Addressing this challenge requires forceful and forward-thinking leadership from federal, state and local policymakers.

The competitiveness in some nations increase more rapidly than in other nations. Some nations seem unconcerned about improving their competitiveness, even though increasing competitiveness attracts investment thus increases wealth. Whether poor countries will be able to catch up to rich countries has been a question for many years, and the varying conclusions drawn have depended on the approach taken, how many countries are involved or whether size dependence is taken into consideration. The probability that a poor country can become a rich country within a given time period, within a decade. The dynamics of competitiveness and the dynamics of a country's wealth related very importance.

The concern with competitiveness has spawned a large industry aimed at policy makers, analysts and enterprises. It has a diverse output, ranging from productivity and cost studies for specific activities and institutional analyzes to country strategy papers, cluster studies and so on. Its best-known product, however, is the competitiveness index, a composite indicator ranking countries according to selected criteria and measures of national competitive prowess. In addition to two well-known published rankings (discussed below), there are many unpublished ones prepared by governments, consultants and research institutions, all feeding an insatiable appetite for benchmarking competitive performance and providing guidelines for strategy. While their real impact is difficult to assess, the two leading indices certainly attract considerable attention. Their rankings are quoted in policy statements and in the media. They are subject to intense analysis, particularly in East Asia where competitiveness is considered a matter of national economic survival. Analysts use the data in their research on competitiveness draws upon one of the two indices. Favorable rankings are used to promote inward investment, poor ones to berate policy makers.

While competitiveness indices have become significant in the policy discourse in many developing countries, surprisingly little is known about their economic foundations: how soundly they are based in theory and constructed in practice. Academic economists have largely ignored

the competitiveness “industry” and have been disdainful of its output: business school products based on weak or nonexistent economic foundations. This may be changing, however, as well-known academics enter into debates on competitiveness and also engage in index preparation. In any case, it is useful to analyze the indices simply because they are now so often used for economic policy making and analysis.

C. Discussion between Creative Economic and Competitiveness

Innovation and the knowledge economy, the shift to a creative economy, education for creativity and innovation, public sector creativity and innovation, cultural diversity as a vehicle or creativity and innovation, the challenges of sustainable development, the potential of creative and cultural industries all these issues will be aired as a series of debates unfold throughout the year. Develop innovative capacity in public and private organisations. To help keep people focused on the theme. Creative ideas and innovative Duanmu (2013) solutions are proving crucial to helping emerge from the shadow of the economic crisis which at the end of 2008. Stimulating competitiveness and employment, particularly in this difficult economic climate, calls for new ideas and progressive thinking. This is makes a contribution to the debate on regional economic development based on the increasing importance of the knowledge-driven or creative economy. The empirical data stems from research conducted on the structure of the creative economy, where the results point to a few areas of importance for the concentration of the creative class. The results are compared with other studies (Constantinescu, 2008) that reflect similar economic development patterns. The article seeks to contribute to the understanding of these results in a peripheral economic geographical context. The article argues for caution in applying the same kind of policy recommendations for urban and peripheral regions based on the analysis of the creative class. In the past half-century, most countries have emphasized the development of human capital as an instrument for economic growth, sustainable development, and improved global competitiveness. However, limited evidence exists on the link between skills development and a country's competitiveness. This paper examines the contribution and association of skills to a country's competitiveness. The study uses panel data from many countries in estimating an empirical model. Skills availability, foreign direct investments, secondary education, and technical (engineering) education and training are significant contributors to a country's competitiveness in a technologically changing and demanding world. This dynamic requires institutionalizing high-level technical skills development and on-the-job training programs in various firms that provided company specific and general skills to employees. The study recommends increased participation in secondary education and technically-oriented courses in tertiary education and programs that encourage skills transfer from foreign companies. Foreign direct investment, however, requires a conducive investment environment. Increased collaboration between tertiary institutions and industry is crucial for improved skilled. Competitiveness is viewed as a comprehensive concept. It can be accessed from the influences up to the results achieved. Three dimensions that are included in competitiveness concept are potential dimension, process dimension, and performance dimension. Potential dimension consist factors that are needed to develop the business, started from owner characteristics and company's characteristics that are influenced by internal capability and external environment. The second dimension named process dimension, which is consist effective operation strategy and implementation and effective growth strategy and implementation. The third dimension is performance dimension which is divided into financial performance and non-financial performance. What can policy makers do to substantially increase

their country's wealth? It is reported that institutional integrity strongly affects competitiveness and growth. In addition, government attitudes toward markets and freedoms and the efficiency of its operations are also very important: excessive bureaucracy, over-regulation, corruption, dishonesty in dealing with public contracts, and political dependence of the judicial system impose significant economic costs to businesses and slow the process of economic development. Potential investors are also unwilling to invest if their rights as owners are not properly protected. Further more, the extent of centralization of a given market in both the public and private sectors greatly impacts the competitiveness and economic development within a given country. Thus a highly centralized private market can be as problematic as a highly centralized public sector. Chen (2009) says competitiveness in some nations increase more rapidly than in other nations. Some nations seem unconcerned about improving their competitiveness, even though increasing competitiveness attracts investment thus increases wealth. Whether poor countries will be able to catch up to rich countries has been a question for many years, and the varying conclusions drawn have depended on the approach taken, how many countries are involved or whether size dependence is taken into consideration.

D. Conclusion

The result of this studies is enable to foster competitiveness of student about creative economic to entries ASEAN Economic Community (AEC). It goes with the development student ability to achieve the competitiveness in creative economic and growth economic with foster the student creative economic ability through the business education development. To increasing the development of creative economic for student can be through analysis business education. The analysis result showed that in Business Course has involve hardskill and softskill of business and attitude in courage to development creative bussines such as : (1) student have encourage to business and idealism invention which are as development of creative as well as to build the creative economic, (2) With the lecture role as the facilitator and motivator so inspirator of student, they can be develop of creativity in economic creative, (3) the Business Course is able to transform of the creativities of student to foster creative economic for their life in the future. The invention of this study about creative economic of student is started by idealism and courage to challenge of their idealism, as the invention about step by step for implementation of their idealism, and than the invention of creative business to foster competitiveness to entries ASEAN Economic Community.

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