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**HONAI: International Journal for Educational, Social, Political & Cultural Studies** will provide a peer-reviewed forum for the publication of thought-leadership articles, briefings, discussion, applied research, case and comparative studies, expert comment and analysis on the key issues surrounding the Educational, Social, Political, and Cultural studies in general, not only in Indonesia but also in Southeast Asia and around the world, and its various aspects. Analysis will be practical and rigorous in nature. The HONAI journal, with ISSN 2621-1653 (print), ISSN 2621-3621 (online), was firstly published on May 2, 2018, in the context to commemorate the National Education Day in Indonesia. The HONAI journal has been organized and managed by the Lecturers at the STISIP (College of Social and Political Sciences) Amal Ilmiah in Wamena, Papua, Indonesia; and published by Minda Masagi Press as a publisher owned by ASPENSI (the Association of Indonesian Scholars of History Education) in Bandung, West Java, Indonesia. The HONAI journal is published twice a year i.e. every May and November. All articles full text in PDF are free to be accessed and down load from the website at: [www.journals.mindamas.com/index.php/honai](http://www.journals.mindamas.com/index.php/honai)

## FOREWORD



The economic landscape has changed dramatically since the advent of the new millennium. National barriers, which previously inhibit trade, commerce, and overall economic activities, have been dismantled owing to the cascading waves of globalisation, deregulation, and liberalisation. The above forces together with internal economic dynamics have pushed the frontier of national economy beyond the sustainable line. The increasing diminishing role of natural resources and rising pressure of market forces in allocation of economic goods could lead to dangerous rivalries among nation-state. These impending rivalries, if left unchecked could cause severe and substantial imbalance on economic and social development. Research in higher education deserves a new look in other to avoid the cataclysmic governance risk and social disharmony. Despite myriads of reforms introduced to boost national economies, improve productivity and sustained competitiveness; very little results were achieved due to poor synergy between human capital aspiration and higher education research.

Even though, it has been established that the quality of a nation educational system determines the level of economic growth and development, there has not been an effective linkage between the human capital needs and higher education research. Although, the literature is replete with the views that education, sciences and research are positively related with national development, there is a substantial dearth of research insights on the role of research in promoting quality and sustainable higher education, which essentially is required for building the talent pool for social harmony and sustained competitiveness. The inability to prioritise the role of research in higher education in the context of human capital development has widened the gap between theory and practice in using education to pursue sustainable national development.

Unlike in many previous studies where science and education were recognised as a veritable tool towards strong economy, with no concrete and effective linkage on the unique role of research in achieving sustainable human capital development; the authors in the HONAI journal has argued that research induced higher education will improve human capital development if the following three underlying assumptions about science, education, and development are revisited together with institutional reforms, governance, and policy direction.

First, the long standing scientific intellectual proposition that social and cultural norms together with other national uncertainties are outside the scientific prism dismisses potential effect of research driven higher education as a catalyst for improved human capital development. As argued by the author, this warped mind-set on the social consequences of education is consistent with conformist and often narrow view, which science holds. Being an ideological driven philosophy, science and education are starved with quality socially driven research needed for improved human capital. Also, it's ideological and conformist worldview is believed to be outside the mainstream position of sustainable social cohesion and national development which education, research and human capital development seek to promote. Furthermore, constant emphasis on the positive and promising link between education and human capital development with little or no efforts to address the underlying values, social and cultural norms is credited with increasing disparity between current education and 21<sup>st</sup> century market competition, economic dynamics and development rivalries among national economies.

Second, education and human capital development are currently at polar opposite, which ordinarily shouldn't be the case due to high relatedness between the two concepts. The increasing chasm was largely based on the solitary confinement, high degree of technicalities, uncertainty averse, and seemingly disconnect with the prevailing values and interests. The implication is that substantial resources are devoted to technical jargons which have little or no benefits with current developmental aspiration of the market, competition, and policy direction. Also, by confining education and research to a mere scientific peers review by select intellectuals has sapped the needed social and cultural context which hinder effective human capital development in an economy. The above narrow and largely technical view dismisses the wider engagement and interactions which are required to build and sustain robust human capital in an increasing dynamic world. In an increasing world of digital revolution, where time and space barriers are effectively reduced, there is an urgent need to rethink the role of research and ultimate new paradigm in achieving a 21<sup>st</sup> education needs instead of recycling failed education model that is at great variance with current reality.

Third, researcher's education should be revisited in other to meet the rising expectations of the stakeholders. Education and learning in the current dispensation cannot be divorced from existing contextual issues which affect skill acquisition and transfer. The need to have socially active and responsible researchers is long overdue, especially in the increasing demand for a shared knowledge base. It was identified by the authors in the HONAI journal that democratisation of expert knowledge, which is the new order, requires active and socially engaged researchers who are imbued with hard core skills and soft delivery mechanism to achieve improved results. Human capital development, being the hallmark of education, would provide the springboard for accelerated economic improvement when the research insights are broadly shared among the populace instead of solitary confinement in the university walls or laboratory.

Furthermore, since knowledge is the leading asset in achieving sustained human development, the pattern and trend of such knowledge acquisition, especially in the midst of poor education policy deserved a new attention. In the ensuing scenario, the content and context of education delivery in the new landscape is not suitable in generating the needed social harmony, income growth, and long term development trajectory often desired.

Do enjoy to reading the articles presented in the HONAI journal, may be useful.

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