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Education in a Global Context: The Impact of Globalization on Educational Systems and Practices in Indonesia

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Abstract

Globalization has significantly transformed the field of education through the advancement of information and communication technology and increasing global interconnectedness. This study aims to analyze the impact of globalization on educational systems and practices in Indonesia. The research employs a qualitative approach using a library research method based on books, scientific journals, and related articles. The data were analyzed using content analysis techniques. The findings show that globalization has influenced the educational system through curriculum development, educational digitalization, and improved quality standards. It has also affected educational practices by promoting student-centered learning and the development of 21st-century skills. Globalization provides positive impacts, such as easier access to information and educational technology, but also presents challenges, including unequal access to technology and the potential erosion of local cultural values. Therefore, efforts are needed to benefit from globalization while preserving national character and identity.

Keywords: globalization; education; educational system; educational practices; Indonesian education.

INTRODUCTION

Education in Indonesia is not only an obligation for every child of the nation but has become a necessity for all Indonesian people. From Sabang to Meroeke, education is required. The quality of education is crucial in the implementation of education because part of the goal of education, the expected quality of education refers to the results of graduation. Education is an effort to improve the quality of life by humanizing humans. The challenges of education are largely determined by how much influence schools have on improving the quality of education. Education is one effort to build and improve the quality of human resources in the

challenging era of globalization. In other words, education is defined as the process of human efforts to build their potential, grow and develop innate potential both physically and spiritually within humans.(Prasetiyawati et al., 2023)

Globalization is an inevitable phenomenon in the modern era, characterized by increasingly intense global integration and interconnection in various aspects of life, including economics, politics, social issues, and culture. In this context, the world of education is not immune to the massive and multidimensional impact of globalization. Indonesia, as a developing country with a large population and a complex education system, faces significant challenges and opportunities in navigating the currents of globalization in the education sector.(Cicik Khildar Rizqi & Dety Mulyanti, 2023)

The impact of globalization on education in Indonesia is manifested in various forms. First, there has been a paradigm shift in educational goals, from a focus on fostering national identity to preparing globally competitive human resources. Second, there is a demand to modernize curricula and learning methods to align with international standards and the needs of the global job market. Third, the use of information and communication technology in the teaching and learning process has become increasingly crucial, driving the digitalization of education at various levels.(Manap, 2025)

However, adapting to these global trends is not a simple process for Indonesia. The geographical, social, and economic diversity of this archipelagic nation creates unique challenges in implementing uniform education policies. The digital divide between urban and rural areas, for example, poses a significant obstacle to equitable access to technology-based educational resources. Furthermore, efforts to adopt international education standards must be balanced with the preservation of local wisdom and national identity.

Globalization and its impact on the national education system is an increasingly relevant topic in this modern era. In the Indonesian context, globalization not only affects economic and cultural aspects but also brings significant changes to the education system. Education, as the foundation for human resource development, must be able to adapt to ever-evolving global demands. The era of globalization requires education to focus not only on mastering knowledge, but also on developing the skills and attitudes necessary to compete in the global market. This creates challenges for the national education system, which must

strive to improve the quality and relevance of the curriculum to meet the needs of a dynamic workforce. Furthermore, globalization has introduced information technology that allows wider access to learning resources, but at the same time creates a digital divide between regions.(Frisnoiry, 2024)

This research aims to analyze the influence of globalization on the education system and practices in Indonesia, and to identify its positive and negative impacts. Thus, it is hoped that this research will provide an overview of the state of Indonesian education in the face of globalization and serve as a basis for future efforts to improve the quality of education.

RESEARCH METHODS

This research uses a qualitative approach with a library research method. This method was chosen because it aims to examine and analyze the influence of globalization on educational systems and practices in Indonesia, based on various relevant literature sources. The research data was obtained from written sources such as books, scientific journals, research articles, proceedings, and official documents related to globalization and education.

The data sources in this study consist of primary and secondary data. Primary data were obtained from scientific journal articles discussing the impact of globalization on education, while secondary data were obtained from books, research reports, and other supporting documents relevant to the research topic. The literature used was selected based on its thematic relevance, source credibility, and publication recency to ensure the quality of the analyzed data.

Data collection techniques were conducted through documentation, namely by identifying, collecting, reading, and recording various information related to the research topic. The collected literature was then classified based on specific themes, such as the concept of globalization, the impact of globalization on the education system, the impact of globalization on educational practices, and the positive and negative impacts of globalization on the world of education.

Data analysis was conducted using content analysis. The analysis stages include data reduction, data presentation, and conclusion drawing. In the data reduction stage, researchers select and focus information relevant to the research objectives. Next, the data is presented

systematically based on the discussion themes. The final stage is drawing conclusions through interpretation of the various findings obtained from the analyzed literature. Through this method, it is hoped that a comprehensive understanding of the influence of globalization on the education system and practices in Indonesia can be achieved.

RESULTS and DISCUSSION

The Concept of Globalization in Education

The increasingly rapid development of globalization has made almost all sectors of life easier to carry out. Consciously or not, almost all aspects of life are influenced by the development of globalization. Globalization is an absorption of the word globalization. Linguistically, global means worldwide, while ization refers to a process. According to the Big Indonesian Dictionary (KBBI), globalization means the process of entering information, thoughts, lifestyles, and technology into the global scope. In short, globalization is a phenomenon of international integration that arises due to the exchange of world views. This phenomenon arises due to various factors ranging from technological and scientific developments, free trade, the ease of people migrating from one country to another, political cooperation between countries, to the increasingly advanced way of thinking of society. Through the process of globalization, the entire order of life and civilization in the world over time has become increasingly dynamic. Because, through the process of globalization various aspects of life have become easier and unlimited.(Sujati, 2018)

Cochrane and Pain, put forward the signs of globalization as the emergence of a global economic and cultural system that makes people around the world into a single global society. Cohen and Kennedy, argue that globalization is a set of mutually reinforcing transformations of the world, which include changes in the concept of space and time, market dependence and economic production in different countries, increased cultural interaction, increasing common problems in the economic, environmental, and other common problems. Achmad Suparman, globalization is a process of making something or behavior a characteristic of every individual in this world without being limited by territory. Malcom Waters, globalization is a social process that results in geographical restrictions on socio-cultural conditions becoming less important, which is embodied in people's consciousness. Prof. Dr. Mubyarto, globalization has two meanings: first, as a description/definition, namely the process of uniting world markets into a single market; second, in the economic field, which makes the economy more

efficient and healthier towards the progress of world society.(WIDIANTI, 2022)

Globalization has had a significant impact on various aspects of human life, including in the field of education.(Syerlita & Siagian, 2024). Such rapid and complex changes require the education system to be adaptive, responsive, and relevant to the needs of the times. The world today faces multidimensional challenges such as technological disruption, shifts in the job market, the industrial revolution 4.0, and the development of the Society 5.0 era. In this context, education is no longer sufficient if it only emphasizes cognitive aspects and mastery of theory alone. Education must be able to develop life skills, critical thinking, collaboration, creativity, and communication so that students are able to play an active and productive role in the global society.(Suprpto Estede, Latifah Anom, 2025)

Globalization and education have become an inextricable and inseparable interaction. The continuous development of changes brought about by the era of globalization has significantly altered the educational landscape. Expanding interactions have created a "global village" where distances and boundaries seem to become increasingly blurred. This greatly facilitates more intense and diverse interactions between individuals, groups, and countries. Considering this, we can see that the development of science, education, and technology is currently growing rapidly. Therefore, education is crucial for human survival. To face this era of globalization, the role of national education must be to improve the quality of education, both academically and non-academically, and to improve educational management to make it more productive and efficient, while providing the broadest possible access to education for the community.(Amalia et al., 2024)

The Influence of Globalization on the Education System in Indonesia

An analysis of various literature sources regarding the impact of globalization on education in Indonesia yielded several key findings that can be grouped into four broad categories: Curriculum Change, Technology in Education, Internationalization of Education, and Challenges and Constraints. The following is a detailed discussion of each category:

1. Curriculum Changes

Globalization has driven significant changes in the Indonesian education curriculum. The adaptation of international standards into the national curriculum is a response to global demands to improve graduate competitiveness. This is evident in the implementation of the 2013 Curriculum, which adopts a scientific approach and authentic assessment, in line with international best practices.

An emphasis on 21st-century skills has become a major focus in curriculum development. Critical thinking, creativity, communication, and collaboration (the 4Cs) are integrated into various subjects. Research by Saavedra and Opfer (2012) shows that developing these skills is crucial to preparing students for the complexities of the global workplace. Improving foreign language instruction, especially English, has also become a priority. Policies to implement international-standard schools and bilingual classes reflect these efforts. However, Lie (2017) criticized the excessive focus on English as threatening the development of Indonesian and regional languages.

2. Technology in Education

The integration of information and communication technology (ICT) into the learning process has transformed the Indonesian education landscape. The government's School Digitalization Program demonstrates its commitment to modernizing educational infrastructure. The development of online learning and distance learning platforms has intensified, particularly accelerated by the COVID-19 pandemic. Rumah Belajar, the official platform of the Ministry of Education and Culture, and various Massive Open Online Courses (MOOCs) have become increasingly popular learning alternatives. (Maritsa et al., 2021)

Increased access to digital learning resources has broadened the horizons of students and teachers. However, Azzizah (2015) cautions that the digital divide remains a major challenge, especially in remote areas.

3. Internationalization of Education

Globalization has driven the internationalization of Indonesian education through various initiatives. The expansion of student and teacher exchange programs, such as the LPDP and Darmasiswa scholarship programs, has opened up opportunities for the transfer of knowledge and experience across borders. International collaboration between educational

institutions has intensified, marked by the proliferation of dual degree programs and collaborative research. This not only improves educational quality but also strengthens global academic networks. The adoption of international assessment systems such as the Programme for International Student Assessment (PISA) provides a benchmark for the quality of Indonesian education at the global level. Although Indonesia's PISA results remain below the OECD average, participation in this assessment encourages efforts to improve the national education system.(Anantasha Titisania Rimadewi, 2025)

4. Challenges and Obstacles

Although globalization brings many opportunities, several significant challenges and obstacles need to be addressed. The digital divide between urban and rural areas remains a major obstacle to equitable education quality. Research by Azzizah (2015) shows that access to technology and the internet is still concentrated in Java and large cities. The potential erosion of local values and culture is a concern with the massive influx of global influences. Character education and local wisdom need to be more strongly integrated into the curriculum to maintain national identity. Global competitive pressures on the national education system create a dilemma between the need to compete internationally and meet local needs. Education policy needs to balance these two aspects to create an education system that is responsive to global demands while remaining relevant to the local context.(Syahrianti, 2024)

The Influence of Globalization on Educational Practices in Indonesia

1. Changes in Learning Methods

In this global era, rich in information technology, rapid changes have occurred in all fields. Borders between regions, languages, and cultures are now virtually non-existent, and access to information is increasingly easy. This causes the knowledge and skills acquired to quickly become obsolete. Increasing competition due to globalization and the challenging economic conditions, particularly in Indonesia, requires human resources who are creative, innovative, entrepreneurial, and possess leadership qualities. Education that emphasizes solely the transfer of knowledge is no longer relevant, as it will only produce human resources who master past knowledge without being able to adapt it to current and future needs.(Karim et al., 2024)

In Law No. 20/2003 and PP 19 of 2005 which regulates Active Participation of Students is a concept that implements a learning process centered on Student Center Learning (SCL). Education is a planned basic effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state. And provide sufficient space for initiative, creativity, and independence in accordance with talents, interests, and physical and psychological development.

Students. One of the concepts that can be used in the learning process with the Student Center Learning approach is very representative, because SCL is a learning method that empowers students to be the center of attention during the learning process. Rigid learning, instructions from educators are changed into learning that gives students the opportunity to adjust to their abilities and behave directly in receiving their learning experiences.

The foundation of SCL is constructivist learning theory (Weswood Peter, 2008:26). The principles of constructivist theory originate from learning theories developed by Jean Piaget (1983), Jerome Breuner (1961), and John Dewey (1933), which focus the learning process on changes in the students' own behavior and direct experience to form learning concepts and understanding. Furthermore, the concept of learning experiences from Dale's triangle (1969) proves that learning by experiencing oneself in real or actual conditions and controlling the learning process is a better fulfillment of learning experiences than learning by observing.

2. The Role of Teachers in the Era of Globalization

The factors that greatly influence the formation of student character are certainly very diverse, the main factor comes from the students themselves, especially amidst the rapid advancement of information technology in this era. Of course, it is also necessary for educators in schools to understand the positive aspects of information technology in learning activities. The formation of student character requires a long and continuous process. Thus, in addition to the role of teachers in schools, the formation of student character must also be carried out by families, those closest to them, and even by the surrounding community. Some strategic roles of teachers in the formation of student character are:

1. As a role model in everyday life

Teachers are role models for students. Their behavior, attitudes, and speech serve as examples for students to emulate. In the digital age, where information is readily accessible, the role of teachers as role models is increasingly crucial in guiding students in selecting information that aligns with moral and ethical values.

2. Integrating character values in learning

Teachers play a crucial role in integrating national character values into every subject. Through contextual approaches and project-based learning, teachers can instill values such as honesty, responsibility, cooperation, and tolerance.

3. Implementation of multicultural education

Indonesia, as a multicultural nation, requires an educational approach that respects diversity. Teachers play a role in instilling tolerance, mutual respect, and understanding of cultural, religious, and ethnic differences. The central role of teachers in shaping students' character through multicultural education is emphasized to create an inclusive learning environment.

4. Utilization of technology

In the digital era, teachers are required to utilize technology as an effective learning medium. However, this use of technology must also be directed towards shaping students' character. Nur (2024) stated that teachers are expected to be role models in using technology wisely and integrating moral values into every aspect of learning. (Basyori, 2025)

5. Changing Roles of Students

On the student side, their role has also undergone significant changes. In online learning, students are expected to be more independent, proactive, and responsible for their learning process. Siemens (2005) proposed in his Connectivism theory that learning is a process involving connectivity between individuals and knowledge sources spread across various digital platforms. In this context, students act as active learners who must be able to search for, select, and evaluate information available online.

This shift in the role of students was also highlighted by Zhao (2020), who stated that in online learning, students not only learn from teachers but also engage in collaborative learning with their classmates. They also take greater responsibility for their academic achievement, as there is no direct supervision from teachers in the classroom. Murray (2012) added that in technology-based learning, students must have adequate digital skills so they can utilize various digital tools and learning platforms to explore the material in a more flexible and independent manner.

However, while this shift in roles offers freedom and flexibility, the challenge for students is maintaining self-discipline and motivation to learn without direct guidance from educators. This aligns with Bergdahl & Linderoth (2020) who stated that while online learning offers freedom in managing time and location, students who are less organized or lack good time management skills may struggle to adapt to this learning model.

The Impact of Globalization on Education

Research results show that globalization has a significant impact on education. Education plays a primary role in developing students' emotional intelligence and potential, thereby fostering a quality generation. Within the context of globalization, education faces both positive and negative impacts.

Positive impact

The positive impacts of globalization on education include easier access to information via the internet, which students can use as a learning resource, such as downloading books and learning materials. Furthermore, globalization has contributed to improving the quality of education through the use of technology in the learning process, making teaching methods more effective and varied than conventional methods.

The positive impacts of globalization in education include easier access to information, globalization in the world of education will produce professional and internationally standardized people in the field of education, globalization will bring the world of Indonesian education to be able to compete with various other countries, globalization will produce a qualified and competitive workforce, and there will be changes in the structure and system of education that have the aim of improving the quality of

education because the development of science in education will be very rapid.

According to Ahmad Qurtubi, summarized from the Comparative Education Book (2020), among the positive impacts of globalization on the world of education are: 1. The era of globalization encourages the education system in Indonesia to compete with other countries around the world. 2. Globalization encourages the world of education to improve the quality of graduates who will later produce a quality workforce and be ready to enter the global market. 3. Globalization encourages the creation of Indonesian people who are professional in their fields and able to compete internationally in the field of education. 4. Adding new insights and knowledge and providing many conveniences in accessing information widely. 5. Helping and facilitating online education and pursuits with the availability of various online learning platforms.(Nanti & Fadriati, 2023)

Summarized by Cucun Sunaengsih et al (2017) from the Educational Management Textbook that among the negative impacts of globalization in the educational aspect are: 1. Society becomes very dependent on technology. 2. The entry of various foreign cultures that can erode the nation's culture, especially in the field of education. 3. The world of education is only controlled by a handful of people with certain interests such as the owners of capital. 4. Advances in information technology make students engrossed in watching entertainment content and lazy to learn 5. The occurrence of foreign cultural acculturation that can erode the values of character and national culture.(Nanti & Fadriati, 2023)

Efforts to Face the Challenges of Globalization in Education

Education is one of the main foundations of a nation's development. However, amidst the increasingly rapid changes in the world caused by globalization, digitalization, and technological advancements, education faces various complex challenges. These challenges include disparities in access to education, the lack of relevance of curricula to current needs, and the optimal integration of technology into the teaching and learning process. Addressing these challenges requires strategic, innovative, and future-oriented solutions.(Purwaningsih et al., 2022)

Pertama, Improving Access to Inclusive Education One of the main challenges is the gap in access to education, particularly in remote and underdeveloped areas. The solution to this problem is to utilize educational technology (edutech). Online platforms such as digital

learning spaces and virtual classrooms enable access to education for geographically isolated students. The government must also strengthen telecommunications infrastructure, such as internet networks, and provide learning devices for underprivileged students.(Munir, 2025).

Kedua, Relevance of Curriculum to the Industrial Era 4.0 Curricula that don't align with the needs of the modern job market are a major problem. To address this challenge, education systems must be designed to develop 21st-century skills, such as critical thinking, creativity, collaboration, and digital literacy. Vocational training programs based on industry needs also need to be strengthened to ensure graduates are more job-ready and relevant to the latest technological developments.(Asnawi & Rahmawati, 2024) . **ketiga** Teacher Competency Development Teachers are the spearhead of education. Therefore, developing teacher competencies must be a priority. Continuous training in technology, modern pedagogy, and classroom management can improve the quality of teaching. Furthermore, providing incentives and rewards is crucial to boosting teacher motivation and dedication.(Mansir, 2020).

Kempat, Multi-Sectoral Collaboration Addressing educational challenges cannot be done by the government alone. Collaboration with various stakeholders, including the private sector, non-governmental organizations, and the community, is required. Corporate social responsibility (CSR) programs, for example, can be directed at supporting technology-based education or providing scholarships.(Jahudin et al., 2025) . **kelima**, Character-Based Education In addition to technical skills, future education must also instill moral and ethical values. Character education, which encompasses honesty, responsibility, and empathy, is crucial to creating a generation that is not only intelligent but also imbued with integrity.

CONCLUSION

Globalization has significantly impacted the education system and practices in Indonesia. This influence is evident in various changes within the education system, such as the development of a curriculum that is more adaptive to 21st-century needs, the use of digital technology in the learning process, and the improvement of educational quality standards to face global competition. Furthermore, globalization has also driven changes in educational practices through the implementation of student-centered learning methods, the increased role of teachers as facilitators, and the development of critical, creative, collaborative, and communicative thinking skills in students.

On the other hand, globalization has various positive impacts, including easier access

to information, advances in educational technology, improvements in the quality of human resources, and opportunities for international educational collaboration. However, globalization also presents a number of challenges, such as disparities in technological access, dependence on digital technology, and the potential erosion of cultural values and national character due to foreign influences.

Therefore, sustained efforts are needed to maximize the benefits of globalization while minimizing its negative impacts. Strengthening character education, improving digital literacy, developing teacher competencies, and ensuring equitable access to education and technology are crucial steps in facing the challenges of globalization. Thus, education in Indonesia is expected to produce a generation that not only possesses global competence but also remains steadfast in its cultural values and national identity.

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