

Transformation of Education in The Age of Globalization: An Analysis of The Impacts, Challenges, and Adapts of Globalization in Indonesia's Educative Context

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ABSTRAK: Jurnal ini membahas tentang perubahan pendidikan di era globalisasi dan meninjau dampak globalisasi terhadap pendidikan, tantangan, dan penyesuaian konteks pendidikan di Indonesia. Tujuan jurnal ini adalah untuk menemukan dampak globalisasi terhadap pendidikan, menganalisis masalah yang dihadapi sistem pendidikan Indonesia, dan menyarankan cara untuk menyesuaikan diri dengan perubahan. Metode penelitian yang digunakan yaitu analisis deskriptif untuk mengumpulkan data dari berbagai sumber, termasuk laporan pemerintah, literatur akademik, dan studi kasus. Analisis dilakukan dengan membandingkan kondisi pendidikan di Indonesia sebelum dan setelah globalisasi, dan menentukan masalah yang dihadapi sistem pendidikan saat menghadapi perubahan ini. Hasil penelitian menunjukkan bahwa globalisasi telah berdampak besar pada pendidikan di Indonesia. Pengetahuan dan keterampilan yang relevan dengan pasar global menjadi lebih penting di era globalisasi saat ini. Selain itu, masalah seperti disparitas sosial-ekonomi, kemajuan teknologi digital, dan kebutuhan akan pendidikan yang terkait dengan dunia kerja juga perlu ditangani. Jurnal ini menyarankan berbagai cara untuk menyesuaikan konteks pendidikan di Indonesia untuk mengatasi masalah ini. Pelatihan guru yang memadai, peningkatan aksesibilitas pendidikan, kurikulum yang sesuai dengan kebutuhan pasar global, dan penggunaan teknologi pendidikan adalah beberapa dari strategi ini. Selain itu, dianggap penting bahwa pemerintah, industri, dan lembaga pendidikan bekerja sama untuk mengatasi perubahan ini. Jadi, jurnal ini memberikan tinjauan menyeluruh tentang perubahan dalam pendidikan di era globalisasi dan masalah yang dihadapi sistem pendidikan Indonesia. Untuk menghadapi perubahan ini, konteks pendidikan harus disesuaikan untuk menyesuaikan diri dengan perkembangan global. Diharapkan pendidikan di Indonesia dapat mempersiapkan generasi muda untuk menghadapi tantangan dan peluang dalam era globalisasi dengan menerapkan strategi-strategi yang diusulkan.

Kata kunci: Transformasi, Pendidikan, Globalisasi.

ABSTRACT: This journal discusses education changes in the era of globalization and reviews the impact of globalisation on education, challenges, and adaptation to the educational context in Indonesia. The aim of this journal is to find out the impact of globalization on education, analyze the problems facing the Indonesian education system, and suggest ways to adapt to change. The research method used is descriptive analysis to gather data from various sources, including government reports, academic literature, and case studies. The analysis was done by comparing the educational conditions in Indonesia before and after globalization, and identifying the problems faced by the education system in the face of this change. Knowledge and skills relevant to global markets are becoming more important in today's age of globalization. In addition, issues such as socio-economic disparities, advances in digital technology, and the need for work-related education also need to be addressed. This journal suggests various ways to adapt the educational context in Indonesia to address this problem. Adequate teacher training, improved accessibility of education, curricula tailored to the needs of the global market, and the use of educational technology are some of these strategies. Furthermore, it is considered important that governments, industry, and educational institutions work together to tackle this change. So, this journal provides a thorough overview of the changes in education in the era of globalization and the problems facing the Indonesian education system. To cope with this change, the educational

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context must be adapted to adapt to global developments. It is hoped that education in Indonesia can prepare the younger generation to face challenges and opportunities in the era of globalization by implementing the proposed strategies.

Keywords: *Transformation, Education, Globalization.*

1. INTRODUCTION

Globalization has become a phenomenon that dominates the world today. In an era of globalization, national borders are becoming more open, and exchange of information and inter-national interaction is becoming easier. As a developing country, Indonesia cannot escape the influence of globalization, especially in the field of education. Education in Indonesia has undergone a significant transformation as a result of the influence of globalization. Changes in technology, culture, and economics have affected the education system widely, creating new challenges and opportunities for the development of education in Indonesia (Simamora R, 2020).

Before discussing the impact of globalisation on education in Indonesia, it is important to understand the concept of globalization itself. Globalization is a process of economic, political, social, and cultural integration throughout the world. In the context of education, globalization encompasses the exchange of knowledge, educational practices, and educational cultures between countries. The rapid global change has brought new challenges to the educational system in Indonesia. In this context, it is important to understand the impact of globalisation on education and how it affects learning processes as well as educational outcomes. It raises a complex problem that requires a deep understanding to identify the right solutions (M Yusuf, 2018).

Even though the influence of globalization on education in Indonesia is very significant, there is a gap in the literature that comprehensively reveals these impacts. Many studies only focus on one particular aspect or sector. Therefore, this paper aims to fill this gap by providing a broader and more comprehensive picture of the influence of globalization on education in Indonesia.

In order to overcome the gaps in literature, this paper will present a comprehensive analysis of the impact of globalization on the education system in Indonesia. Through this study, we will understand how globalisation has affected the educational curriculum, teaching methods, and evaluation systems in Indonesia, and we will also discuss the social and cultural impacts of globalisation on education.

One of the impacts of globalization on education in Indonesia is a change in student learning motivation. In an increasingly open society, students are exposed to a variety of new information and thinking from different parts of the world. This can affect their learning motivation. Some students may feel inspired and motivated to learn more about the wider world, while others may feel overwhelmed or lost direction. It is important to understand how globalization affects student learning motivation and how we can optimize its positive impact.

The main objective of this paper is to provide a better understanding of the impact of globalization on education in Indonesia. This paper will analyze the influence of globalisation on educational curricula, teaching methods, evaluation systems, as well as student learning motivation.

This research has great significance in the context of the development of education in Indonesia. By understanding the impact of globalization, we can design educational policies that are more adaptive and responsive to changing worlds that are increasingly connected. The benefit of this research is to provide a comprehensive

understanding of the influence of globalisation on education in Indonesia, so that it can be used as a basis for developing more effective and relevant educational strategies.

In this comprehensive paper, we have uncovered the impact of globalization on education in Indonesia. In the face of the challenges of globalization, it is important for us to continue to develop an adaptive and responsive education system. With a better understanding of the impact of globalisation, we can design more effective policies and strategies to improve the quality of education in Indonesia.

The impact of globalization on Indonesian education has been revealed in a number of previous studies. One paper uses a critical analysis approach to study the influence of globalization on education in Indonesia. The results show that globalization has a major influence on Indonesian education and that technology will be the determinant of future education progress. Furthermore, the aim of education has changed drastically, shifting from educating children to gambling that shapes social Darwinism. However, some studies also highlight the negative impact of globalization on education in Indonesia, such as the loss of state control over education and the social structural disparities resulting from the integration of globalisation with education.

The researchers used previous research to distinguish the research carried out by the author from other research. The previous research to be discussed here is a study published in 2015 by Leonardus Pandu Hapsoro entitled *Moral Identity: Reconstruction of Indonesian Identity in the Era of Cultural Globalization*. The aim of this research is to find out how actors' search for conventional cultural conditions in the era of globalization contributes to the process of reconstruction of moral identity. This study uses the qualitative methodology of Interpretative Social Science (ISS). The study found that the experiences, perceptions, searches, and efforts of informants to form the Indonesia Star Society (KISS) to preserve traditional Indonesian dances showed a process of reconstruction of identity through their awareness as the moral agents responsible for the culture of Indonesia in the era of globalization (Leonardus, 2015). The difference between the previous research and this research is that Leonardus Pandu Hapsoro focused on the process of reconstruction of moral identity that began with the actors' appeal to traditional cultural conditions in the era of globalization. The second research by Durotul Afifah focuses on the causes of low consciousness and solutions to raise awareness about the importance of education from SD to high school. The third research by Arina Hidayati concentrates on the knowledge and skills students need to prepare students for the world of business and industry.

This study, entitled *Education Transformation in the Age of Globalization: An Overview of the Impact, Challenges, and Adaptations of the Indonesian Educational Context*, looks at how people initially regarded education as irrelevant, but this view changed over time. Due to the challenges and demands posed by globalization, societies change their perspectives on education. Now people believe that education can improve their lives. Plus, in this modern era, getting a higher degree is necessary to get a job in the world of work. Moreover, globalization, with the presence of information technologies such as telephones and TV, can make societies more rational and prioritize knowledge. However, the negative consequences of globalization, the disappearance of cultural values, are beginning to disappear.

2. METHOD

Research methodology is a set of rules, principles, and procedures that are structured and established on the basis of scientific principles for conducting research in a particular field of science so that the results are scientifically acceptable (Haris, 2011). Qualitative methods are research methods based on the philosophy of postpositivism, used to investigate the conditions of natural aspects, where the researcher is the key instrument, data collection techniques are combined, data analysis is qualitative or inductive, and the results of quality research emphasize more meaning than generalization (Sugioyono, 2010).

According to Burhan Bungin, qualitative research is research that describes, summarizes various conditions, various situations, or various phenomena of social facts that exist in the surface society as a feature, character, nature, model, sign, or picture of a particular condition, situation, or phenomenon. This research focuses on a particular unit of various phenomena, this study is very in-depth and the depth of data that is considered in this research therefore, this research is in depth and embodies the objective of the research (Burhan Bungin, 2007).

2.1 Types Of Research

Researchers use a qualitative research approach. This research involves critical and phenomenological studies. Research resources and materials can be obtained through national and international media, scientific journals, and books. This study is carried out by conducting library research and thematic studies on the growing national issues of Indonesia. (Darmadi, 2013) explains that a library study can be a theoretical study whose analysis is centered on data/information related to the subject matter to be revealed in a study.

2.1.1 Data Collection Technique

Data is any description (information) of all things related to the purpose of research (Muhammad, 2002). Not all information is a research data, so what a researcher's data means is part of the information related to research. The collection technique in research is one of the most strategic things because the main purpose of researchers doing research is to want to get data. A researcher without knowing the technique of data collection then researchers will not get the data. Therefore, researchers have to know and define the data collection technique that will be used in the research process. Secondary data sources are data obtained or collected by researchers from various sources already existing (researchers as second-hand) (Trianto, 2011).

Data will be collected through literature in the form of recent books or journals (the last 7 years) related to the topic/tree of discussion. The researchers will conduct research into the books/journals found in order to obtain data relevant to the research being carried out. After that, data analysis will be carried out on the various literature collected by the researchers to provide a clearer description of the impact of globalization on education in Indonesia. This literature uses Systematic Literature Reviews (SLR), which is a synthesis of the study of literature that is systematic, clear, comprehensive, by identifying, analyzing, evaluating through the collection of existing data with explicit search methods and involving the process has been critical in the selection of studies (M Avveros A.A, 2022).

3. RESULT AND DISCUSSION

3.1 Education in the Age of Globalization

A. Changes in public thinking about education in the era of globalization

His ability to think distinguishes humans from animals. People can change themselves, including changing behavior and developing new habits, when they have a desire to think and do something new. Most people want to be better, but they're afraid to do it because they don't want to change the way they think.

Changing the way we think about problems is the key to progress in any field. If they do something because they first think, like the Paganiran people, they believe that education can improve the quality of life.

Change is something that cannot be rejected by society. People are experiencing education-related changes because they have a desire, whether it is the desire to change life for the better or something else. It is related to the movement of a thought.

Karl Albrecht divides thinking into several processes. The first is verbal thinking, which is defined as "listening, mental voice", which means we convey mental processes with voices that are directly into words, phrases, and sentences. The second is visual thinking, defined by "seeing images or mental" and usually remembered back from memory as combined images such as images, parts of images, and observed scenes or da Third, kinesthetic thinking covers the overall emotional experience, which includes levels of subjective tension, varying emotional reactions, and general reactions to experiences (Albrecht, 1994).

Education is crucial for progress rather than a change of mindset. Education is a learning process that takes place in different environments. Therefore, education includes not only learning in the schoolroom but also learning from all kinds of environments because education is not only formal but also non-formal and informal. There are many ways to gain knowledge, including learning in formal institutions, such as schools, and learning informally, like from parents, experiences, or surroundings. Education, according to Redja, is any learning experience that lasts throughout life and in any environment (Redja, 2001).

According to Mahmud, there are five different types of education. The first is physical education, which says that one of the essential foundations for advancing in life is to have a firm and healthy body, "a healthy mind in a healthy body." In the past, people did not pay attention to physical education so that the place of study became dark, without windows, and sunlight could not enter. Health education is getting more attention now than ever. Education is built on health science. Therefore, health education, physical activity, and free games that children like should be given priority. Besides, routine games like sports, volleyball, tennis, squirrel, etc. Second, intellectual education, or education intended to acquire knowledge. Thirdly, moral education is education aimed at developing sons or daughters who are noble, aristocratic, ambitious, hard-willed, polite, well-behaved, gentle in speech, honest in all things, and pure of heart. Fourthly, social education teaches students to show social concern, including helping others. Fifth, art education, also known as beauty education, aims to teach children to appreciate life, to appreciate the good, and to love beautiful and orderly things over ugly and dirty things (Mahmud, 1961).

B. Education in Globalization

Globalization is a unique phenomenon in human civilization that is flourishing around the world and is part of a global human process. Globalization raises many new problems that need to be addressed and resolved in an effort to use them for the good of life. The term "globalization" itself appeared about twenty years ago and became a new ideology in the last five or ten years. In other words, people all over the world easily acknowledge the concept of globalization. The talk of globalization is a process characterized by the rapid advancement of technology and science that can change the world substantially. A lot of people, from economists to advertisers,

talk about globalization. Globalization means there is no longer free and open trade between goods and services all over the world. By opening the doors of one country to another, goods and services as well as technology, patterns of consumption, education, and cultural values all come in (Usodo, 2017).

Globalization is basically a process of ideas shared and followed by other nations so that nations all over the world become one. Globalization takes place in two dimensions: space and time. In terms of "globalization" it means "structural changes in the entire life of a nation-state that affect the basic foundations of the regulation of human relations, social organizations, and world views (Azra, 2018).

Some people see globalization as a threat and others see it as an opportunity or a challenge. Because globalization is not only in the economic sphere, but in almost all areas of human life, social, economic, educational, security defence systems, cultural, moral and ethical. Even the fastest global development is in information technology, which at the same time makes this world almost borderless and confined. (borderless). To avoid threats and respond to them, education has an important role to play: education must be able to provide a resource that is not only a global recipient of information, but also a human resource with science and technology and strong faith and faith (Sardiyanah, 2020).

Globalization strikes all aspects of our lives, such as ideology, politics, economics, and especially education. Globalization is supported by technological and scientific advances. Today's technology, information, and communications are evolving rapidly with many kinds and benefits spread all over the world. As a result, globalization is inevitable, especially in the field of education.

In the age of globalization, the terms "educational science" and "education" are often used together. Science is knowledge of a particular field that is systematically structured and can be used to describe a particular symptom in a specific field. The Library Hall publishes the Great Indonesian Dictionary. Education, on the other hand, is a deliberately chosen effort to influence and help children (learners) to improve their academic, physical, and moral abilities so that they can gradually bring them to their goals. So the student (student) is happy and that everything he does is good for the community and himself. Therefore, in the age of globalization, education can be defined as a systematically structured set of sciences that investigate, investigate and reflect on the symptoms of the acts of assistance or education given by "adults" to "unadult" people to help them reach maturity. aim to prepare the millennial generation to live well (Saodah, 2020).

To a specific goal, education is a human effort to enhance the inherent potential of participants physically and mentally. In other words, education can be defined as the result of a nation's struggle built on the basis of a Pancasila-based Indonesian view of life, consisting of "values and norms" of a society that serves as an educational philosophy or an ideal and a statement of educational objectives. Therefore, irrespective of the civilization of a country, millennial education takes place and takes place in it as a human attempt to extort stupidity.

In a narrow sense, education is this type of education, which includes teaching given in schools as a formal educational institution. All the influence that schools give to children and adolescents is education. This influence is meant to give them the ability and full awareness of relationships and social duties. Education is only a process of learning over a limited period of time, that is, childhood and adolescence. It's different from school in the broad sense, which is done forever or for life.

According to Act No. 20 of 2003 on the national education system, education is a conscious and planned effort to create an atmosphere of learning and educational processes so that the student actively develops his or her potential to possess the spiritual powers of religion, self-control, personality, intelligence, noble

morals, and skills necessary to himself, society, and the State. To that, a proper educational goal is needed. This goal will determine success in the process of human personal formation, of course balanced with other elements in education. Education is important because the truth is learning from birth to the end of life. By learning, one can become a noble individual, dignified, and committed to noble. to understand education in depth.

The influence and developments of globalization, which involve rapid advances in technology and science, affect the development of the education world of Indonesia. Free markets also challenge the world of education, and educators from abroad come to Indonesia to compete with the global market. Therefore, national education policies must improve the quality of education, both academic and non-academic, improve education management, and provide wider access to education to the public.

Basically, the role of youth is crucial to the future of Indonesia. Since they are the successor generation of the nation, the young generation must be able to preserve the national identity of Indonesia by preserving the cultural values that have long existed. Given the increasing negative impact of globalization, the rapid development of technology and information may be able to spy on the younger generation. We know that today's young generation is not free from the advances of technology and information today. It's because, basically, technology and the information have positive effects that can help us gain access to things, but also negative effects which can take the young generation in the wrong direction (Julianty, 2022).

As we were told, in formal education, for example, the 2013 curriculum requires the use of technology in the learning process. It shows that much of our life-long activities are taken to technology, although this data is weak to generalize, but our actual experience can prove more accurately, as we are told, technology can help us in completing our activities efficiently, but it can also reduce human creativity, so the individual's inability to use technology is determined by the level of education he has obtained, not in the sense that it is operated but using it as a means of achieving a goal without a lack of meaning that becomes a principle.

Chirzin in Rahardjo argued that "the process of globalization with the acceleration of the economic liberalization and the free trade system globally, faces the world of education with new challenges that are not simple". Globalization makes the world a small campus that will make it easier for every citizen of the world to interact and influence each other (Muhyi, 2004).

Analysis of globalization can be done from a variety of perspectives, such as economic, political, institutional, and cultural. The fundamental difference between each type of analysis is whether homogeneity or heterogeneity is increased. One of the two definitions of cultural globalization is the expansion of common rules and parts throughout the world (homogeneity) or the process of merging local and global cultures that produces pastiche or mixtures that produce a diverse combination of cultures (Georgr, 2014).

Among them, there are two highly contradictory perspectives emerging: some people view globalization as a myth or, more precisely, an evolution of old practices. It is not surprising that this opinion attracts the attention of some people who want to maintain the old-fashioned social democracy element. They argue that neoliberalism creates globalisation. Some authors and policymakers argue that globalization is not only real, but has also advanced. According to business teacher Keniche Ohmae, we now live in a world without limits (Giddens, 2000).

For the younger generation of the nation, globalization brings new demands and new opportunities. Life here depends heavily on education. Demanding knowledge is an obligation for the Muslims, but it is also a must as a provision for the

future. To acquire knowledge, they must be educated. As societies now begin to prioritize knowledge, globalization also creates new economic and cultural territories that sometimes cross national borders. It changes the everyday lives of people in developing countries, especially in the Pakuniran, where politeness towards parents is diminished.

One way to improve the quality of human resources (HRM) is to provide education. Education management must be improved to improve the efficiency and effectiveness of education. The added value produced by educational institutions, both goods and services as well as services, capable of competing in the current labour market and necessary, is a way to measure the quality of education. In connection with this issue, Supradi argues that "in order for education to play its role it must be related to the world of work, which means that graduates of education must have the skills and skills relevant to the demands of the workplace. Only in this way can education contribute to the economy" (Harun, 2003).

Globalization and education are closely linked. Education must produce graduates who can understand society with everything that supports or prevents social life. To understand this, there are other options, namely, developing a global education. Global education teaches students to understand societies in relation to global life by teaching them about the cultures, economies, and politics of other countries, understanding the importance of interdependence, and learning about knowledge that can be applied in the environment.

Global perspective education related to information and knowledge about other parts of the world should develop our awareness that we will be able to better understand our own circumstances when we understand relationships with other societies and issues globally (Zamroni, 2000).

Education with a global perspective is an educational process that prepares educated personnel by improving the ability of individuals to understand society in relation to world life. This education usually studies the culture, economics, politics of other nations by understanding the existence of interdependence, learning the science of persuasion that will be used according to the needs in the environment, and developing various individual abilities and skills to cooperate for the realization of a better society.

Thus, in the face of the challenges of today's globalized era, the young generation must be equipped with education to create a young generation of good character in accordance with the norms of nobleness that the Indonesian nation possesses. According to (Zakariya. M, 2015), Culture and religion must be able to color the world of education in preparing young generations to be good and intelligent citizens. Thus, the young generation can face the global challenge by having cultural resilience.

3.2 The impact of globalization on the world of education

According to Edison A. Jamli (2005), globalization is characterized by ambivalence, which is that it appears to be a blessing on one side but a curse on the other. The globalization of education in Indonesia is also characterized by ambivalence, which is to be confused, because it wants to pursue a lag to match the quality of international education, the fact is that Indonesia is not ready to that quality (Jamli, 2005).

The development of globalization, which involves advances in the field of information and technology, has affected the development of the education world of Indonesia. Furthermore, the era of free markets poses challenges to the education sector in Indonesia, as it enables the entry of educational institutions and educators from abroad. National education policies must be able to improve the quality of

education, both academic and non-academic, improve education management, and make education more efficient and productive, and provide wider access to education to the public. The positive and negative effects of globalization on education are described in the following points:

A. The Positive Impact of Globalization

1. Easy access to educational information

Globalization helps education by making it more accessible. The Internet makes education easier for teachers and students. This is proved by the presence of a website that provides digital books that can be downloaded and used as a reference in the learning process. You can save money by downloading and reading these electronic books or e-books without printing them first.

2. Improving the quality of teachers

Accessing educational information easily can improve the quality of teachers. This is because today teachers have the opportunity to see learning trends around the world and find references from the world's most advanced countries that can help them learn. In an era of globalization, the quality of teaching will continue to increase with the optimal use of technology and information.

3. Improving the quality of education

As a result of the rapid current of globalization, an initially simple learning approach is now more technology-based. It turns out that increasingly sophisticated technological advances help improve the quality of education. For example, in ancient times, teachers had to use limestone to write on board. However, today teachers can facilitate the delivery of science, including climate science teaching, by using computers and the Internet to combine writing, pictures, sounds, videos, even movies.

4. Encouraging students to create innovative works

An educational institution must leverage the advances of IPTEK in the era of globalization to encourage its pupils to create innovative works. Conventional learning that focuses only on one direction seems to hinder student growth. Therefore, new approaches such as a student-focused approach are needed, which can enhance student creativity and increase their participation in their learning process.

B. The negative impact of globalization

Here are some of the negative impacts of globalization on the world of education:

1. Decreased moral quality of students

The world of education is suffering the negative impact of globalization. Students' morals are falling. Porn sites and inappropriate photos and videos that are very easily accessible and widely disseminated on social media without filters potentially greatly affect students' ethics. Student behavior can be influenced either directly or indirectly by bad content. It takes control and attention from parents, teachers, and the state so that students' morals don't get broken.

2. Increasing social disparity

Increasing social disparities are the next negative consequence. Technology-based education can provide a country with an opportunity to improve its education. However, advances in education technology and information require considerable mental and financial readiness. In some countries, developing countries, schools in urban areas can only take advantage of technological advances, while schools in the interior continue to lag behind

due to access problems and lack of funding. The social gaps in education can no longer be overcome.

3. Next Local Culture

The rapid process of globalization can affect the native culture of a country. With technological advances, cultural contacts can take place through mass media, which allows foreign influence to enter into the country. Developing countries may face problems because of the influence of globalization in the field of education that is dominated and driven by developed countries. Indonesia, which has some of the largest islands in the world, is no exception.

Indonesian culture is feared to disappear as a result of this current of globalization, which has led to a decline in nationalism, a decrease in family bonds, and an improvement in the lifestyle of Westerners. For example, many Indonesian teenagers are dressed like Korean and American celebrities. This teenager wears clothes that don't fit the Indonesian culture.

4. The emergence of the Fast and Instant Serba Tradition

Furthermore, globalization has a negative impact on education due to the emergence of the habit of wanting something quickly. The wrong view of globalization can lead to education losing its focus, that is, the learning process. Previous educational focus on processes has shifted to focus on achievement of results. As a result, many people focus only on the end result in education. As a result, fake degrees are becoming more ferocious because of the desire of many people to get a quick profit. If it is not addressed immediately, it will surely be a huge problem and harmful to the country. To avoid future mistakes, globalization in the world of education must be carefully considered.

5. Dependency

Globalization engines such as computers and the Internet can cause addiction to students or teachers, so that teachers or students are impressed with no enthusiasm in the learning process of teaching without the help of such tools.

With the advent of the Internet and social media, it seems that humans are increasingly dependent on this technology for their lives. The possibility of existing in an unlimited world suggests that anyone can create an account, or a community, at any time. It's easy to form a group or network in a virtual world, which is very different from a physical society. (riil). Not a few of us who have computers and smartphones connected to the internet also join groups using platforms like Facebook, WhatsApp, BlackBerry Messenger, and LINE. Creating groups, sharing information, and asking others to join is not even a problem. This is a reality in the era of today's advances in information and communication technology (Fikri, 2019).

3.3 The poor state of education in Indonesia

A. The Secular-Materialistic National Education Paradigm

The Indonesian education system today is considered secular-materialistic. Section one (general) of Chapter VI of the Civil Code Act No. 20 of 2003 deals with the path, pattern, and type of education, section 15 stating that the kind of education covers general education, vocational, academic, professional, advocacy, and pleasure. In this regard, there is clearly a difference between religious education and general education. This dichotomised education system has proven to fail to produce kind and personal students who are also able to face the challenges of development by mastering science and technology institutionally.

In the secularization of education, religious education is provided through madrasahs, institutions of religion, and gymnastics administered by the Department of Religion. On the other hand, general education includes primary schools,

secondary school, vocational schools, and public colleges supervised by a Department of National Education. It is clear that Depdiknas is responsible for the development of life sciences (iptek), which are considered unrelated to religion. Education lacks attention to student character formation, which is the most important component of the educational process. Religion is not considered as the foundation of the whole aspect, but only as one of the very small components.

This secular-materialistic education, along with the general education that it follows, can indeed produce people who are skilled in science and technology. However, such education fails to shape the student's personality and religious mastery. Many public school graduates are "religiously blind" and fragile. On the contrary, those who study in religious education do master religion and have good personalities, but they are blind in science and technology. Because they can't get into the modern sector, civilians live in the modern. People who adhere to religion make their own world.

B. The World's Cost of Education

People often say that high-quality education is expensive. Poor communities have no choice but not to go to school because of the cost of education ranging from kindergarten to college. The government's policy of implementing School Based Management (MBS), which is seen in Indonesia as an attempt to mobilize funds, contributes to the current rise in education costs. Therefore, the school committee, which is part of the MBS, must always have an entrepreneur. Entrepreneurs usually have more capital. As a result, once the school committee has been formed, all referrals are given to the student guardian according to the decision of the school commission. However, it is not transparent how the funds are used. Because the school committee is a family member close to the school.

Having a bill on the Education Law Body will make this situation worse. The change in the status of education from the public to the legal body clearly has significant economic and political implications. With this new status, the government can easily hand over the responsibility for educating its citizens to the owner of the legal body whose identity is unclear.

The purpose of education changes when you look at the context of education in such practice. At first, education did not differentiate between classes, but improved the life of the nation. Everyone had to get education. However, education then turned into free trade. In the end, if schools continued to do the drama of school entry in a discriminatory way, education would not succeed in improving the Nation. Instead, education will be used to spend people's money for personal and group interests.

C. Low SDM quality

Indonesia's secular-materialistic education paradigm causes the quality of student personality to become increasingly worrying. They're also very skilled when compared to other countries. Indonesian human resources are far behind compared to India, which faces many problems, such as poor nutrition, poverty, and poor education. India has the capacity to produce extraordinary human qualities. Many Indians would get a very good position in the global market if Indonesia were still overshadowed by the expulsion and rape of uneducated workers sent abroad.

In addition to the poor quality of human resources, teacher shortages are still occurring in some regions of Indonesia, which need to be corrected urgently. Table 1 shows the number of teachers lacking in 2004 and 2005 for kindergarten, high school, and middle school, levels. Overall, we still need about 218,000 additional teachers. The primary task of the educational institutions is to complete it. Human

resources with a background of formal and non-formal education are needed to face the era of globalization.

3.4 Adaptation of Indonesian Education in the Era of Globalization

Our education is not ready to adapt to a changing world. Our country won't fall into the global stream just because it's unprepared. Indonesia has tremendous potential to play a role in globalization, especially in a regional context. Generating competitive and resilient human resources is one of the challenges in our educational world. Second, our educational world is facing a lot of problems. We remain optimistic that there is still a chance, as mentioned above. Thirdly, the option offered is to enhance the role of families in educating their children, with emphasis on informal education as part of the formal education of children in schools. With the growing awareness that families play a vital role in the education of children, we will be more careful to hand over the faults of the national education world to the authorities and other sectors of society. It turns out it's hard to educate and it has to be cross-sectoral. The more people and families realize the importance of the role of the family, then form a wider network to build synergies, the faster the competitive consciousness across our nation to compete in the midst of the wave of globalization.

Visioning, repositioning strategies, and leadership are what is needed in Indonesia today. Without all of that, we would never stop from continuous transformation. Indonesia may also be able to rise again as a more dignified and stylish nation as a winner of globalization by 2020. This can be achieved if there is a clear vision, clear measures, and the commitment of all parties to it (Salim, 2014).

4. CONCLUSION

The research concludes that globalization has fundamentally changed the paradigm of education, introducing new challenges and opportunities for education systems around the world. In the context of Indonesia, the poor state of education has become an obstacle that needs to be overcome urgently. However, research also highlights that education in Indonesia has the potential to adapt and thrive in this era of globalization. The impact of globalization on the world Education is a competition within the world of Education, which is caused by the advancement of technology and information. Globalization also has an impact on the social disparity in education, because only those who have a larger capital can enjoy the quality of education with international standards.

Poor educational conditions in Indonesia, such as low literacy levels, unequal access to education, and lack of adequate educational facilities, aggravate the complexity of the challenge. Adaptation of education in Indonesia in the face of an era of globalization is becoming increasingly urgent. The implications of the findings indicate the need for serious efforts to improve the quality of education in Indonesia through increased investment, curriculum reforms that are more relevant to global demands, and adequate teacher training. Moreover, collaboration between governments, educational institutions, and the private sector is becoming crucial in the face of rapid change in today's global education world. By taking these steps, Indonesia can optimize its human resource potential and prepare the younger generation to compete in an increasingly complex and dynamic global arena.

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