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The Impacts of Internationalization and Globalization on Educational Context

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Abstrak

Artikel ini membahas tentang implikasi internasionalisasi dan globalisasi yang berhubungan dengan konteks pendidikan. Tidak dapat dipungkiri bahwa keberadaan dan kehadiran globalisasi telah membawahkan dan memberikan banyak pengaruh dalam berbagai bidang termasuk pada sektor pendidikan. Tentunya, ini akan menjadi suatu permasalahan jika satu sekolah atau satu lembaga pendidikan tinggi tidak mengamati secara komprehensif dan memperhatikan dengan baik terhadap setiap pengaruh dan perkembangan yang tampak dari internasionalisasi dan globalisasi. Oleh karena itu, berkaitan dengan hal ini diperlukan satu rancangan kurikulum internasional yang memiliki isi, proses dan penilaian yang jelas dan tepat. Selain dari pada itu, kurikulum tersebut harus mampu menjelaskan berbagai aspek dan komponen dalam perencanaan, penyusunan dan pelaksanaannya di lapangan yang ditinjau dari perspektif yang berbeda-beda untuk memenuhi permintaan pasar tenaga kerja global dan mampu menjawab setiap tantangan dan perubahan yang muncul.

Kata kunci: *internationalization, globalization, the impacts of internationalization and globalization on educational context*

Abstract

This paper addresses the impacts of internationalization and globalization on educational context. It is undeniable that the presence and existence of globalization have brought and given a great deal of influences within various fields including on education sector. Of course, it will be a problematic if a school or a higher education institution does not comprehensively notice and precisely pay attention towards each effect and development from internationalization and globalization that obviously appear. Hence, it is needed an international curriculum design that has the meticulous content and process as well as assessment. Moreover, the curriculum also has to take account a variety of aspects and components from distinctive perspectives within its plan, array, and implementation in the field in order to meet the demands of global marketplace and be able to answer each of challenges and changes that arise.

Keywords: *internationalization, globalization, the impacts of internationalization and globalization on educational context*

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Introduction

It is undeniable that internationalization and globalization have apparently brought a great deal of effects within various such things as economy and business cooperation forum, free trade market, bilateral and multilateral diplomatic relationship, acculturations are several matters closely related to internationalization and globalization. Apart from the above examples, education sector is one of areas that can be seen virtually in relation to the influence of internationalization and globalization. Before we further discuss the impacts of internationalization and globalization on educational context, it is better for us to know what meant with internationalization and globalization. Perhaps, some people may get perplexed to distinguish between internationalization and globalization since both these terms can be used interchangeably each other.

The definitions or interpretations of internationalization and globalization may vary; it depends on how we interpret and/or mean them from distinctive points of view. In order to give a better understanding about internationalization and globalization, we need to know both of these notions. Arber (2009) explains that the term 'internationalization' is too narrow because it merely portrays the activities and the events that occur between two nations. It can be said that the study of internationalization is only focused on bilateral matters not multilateral matters. While, Parmenter (cited in Stromquist & Monkman, 2000) states that internationalization is the process of constructing and seeing the world from the perspective of a particular nation or nations. This meaning is inherent in the term inter-nationalization itself, where the nation is still dominant concept. It means that internationalization is a way of thinking in looking at one country or other countries in world context. Meanwhile, Taylor (cited in Stromquist & Monkman, 2000) argues that internationalization is a process of transition from inter-stateness (internationalization) to trans-stateness (globalization). From the stand points above it can be enunciated that internationalization is a transition process that happens from micro- context (bilateral relationship) to macro-context (multilateral relationship).

In relation to globalization, Arber (2009) asserts that globalization relates to the flow of markets, cultures, people, goods and services and ideas as they shift between local and global communities. Whereas, Stromquist and Monkman (2000) cite that globalization deals with economic, political, and cultural terms. Likewise, Gidden (2002) points out that globalization is political, technological and cultural, as well as economic. Nonetheless, Gidden emphasizes that it is a mistake if there is a group of people who solely see globalization from economic perspective. From these three viewpoints, we can conclude that globalization does not only relate to economy sector but it also deals with a variety of other such matters as political, culture, people, services, communication, information and technology, health, transportation, media, and fiscal including educational area.

Discussion

So far we have addressed some definitions of internationalization and globalization from different perspectives. The following part will be discussed its impacts on educational context. It is inevitable that internationalization and globalization have significantly contributed towards a variety of changes in the real life. Its influences can clearly be seen and felt in various fields. One of the impacts of internationalization and globalization on education matter that obviously appears is the movement and widespread of foreign students who pursue their further education to other countries around the world owing to a variety of personal reasons and academic considerations. In terms of this, Australia, for example, is country where most international students especially from Asia countries travel to continue their studies with various purposes. Most of them want to obtain a better education quality and qualification that enable them to get a job easily. Others perceive they can attain adequate facilities and good services that they do not get from their home or local universities. The reasons can vary, and these depend on their aim and desire to come to the university. Indeed, all students who come into a university with a variety of expectations and needs in order to hanker their ambitions.

Another impact of internationalization and globalization on educational context is culture matter. Arber (2009) asserts that the notion of culture can be understood as something that people construct in their daily interaction. She also adds culture can be seen in the form of micro-social groups that interacts with other cultural social groups with the society. While, Rizvi (2000) explicates that cultural globalization is a set of practices of transcultural and it rapidly emerges not only through global media and information technology but also through the movement of people. From these two viewpoints, it can be concluded that the effect of culture in educational environment internationally and globally can be seen from various social interactions that are built between one student and other students or groups who have different languages, cultures, and education backgrounds and they bring these together with other distinctive features like sociocultural and linguistic skills and try to adapt them

with a new academic situation and environment. In addition, this condition takes place quickly and unconsciously in daily activities.

The other impact of internationalization and globalization that deals with educational context is about language diversity. Due to global transformation in which people can easily and quickly travel from one country to others and demographic change as well as the movement and spread of people around the world have caused various languages emerge and develop in a country. Malaysia, for instance, is one of countries in Asia where its citizens use other such languages as Tamil and Chinese than Malay as the national language even if Tamil and Chinese are minority groups that exist in Malaysia. Malaysians also use English as second language in daily communication. When the former prime minister of Mahatir Muhammad led this country, English was used more as medium of instruction within each classroom teaching practice including teaching English for science subjects. However, when I was following the English training in Malaysia in February 2009, the new Prime Minister (Tun Najib Abdul Razak) had issued a policy to stop tentatively the use of English at schools as a medium of teaching instruction since they were worried Malaysian students will forget their own national language. This matter became a controversial issue and debates among Malaysian citizens. Many people concurred with this scheme due to the fact that students' parents considered English is completely essential to be taught earlier because of its importance and role within the globalization era. Conversely, other groups refused this policy owing to the fact the government surmised not pay less attention toward local language as English is more dominant used as medium of instruction within classroom teaching including teaching English for science subjects and other subject matters. To best my understanding, the government should be flexible in looking at the diversity of language and culture that exist in Malaysia. English can be used and taught at schools but the curriculum planner should not also neglect the local language. Hence, the local language also needs to be taught so that the students do not forget their own language. For instance, in Indonesia curriculum local languages are taught at schools and English is also taught despite as a foreign language. In other words, how a curriculum design encompasses both local and foreign language to be taught simultaneously for students.

In dealing with the context of education in Indonesia, the impacts of internationalization and globalization can be seen in several things. First, many foreign schools and universities have been established and have opened their branches in Jakarta and in other provinces in Indonesia. Of course, it will give a great chance for foreign investors to invest in Indonesia in the field of education by offering various programs and trainings for Indonesian students or university students.

Second, the impact of internationalization and globalization has given many opportunities for Indonesian students, teachers and lecturers to study abroad which this never exists or happens previously. Fortunately, most of them obtain a full scholarship from some such sponsors or educational institutions as Fulbright, ADS, APS, Eramundus, Chevening Award, and a number of other scholarships from European and Middle East countries like Egypt and Saudi Arabia that offer and/or provide financial aids to continue their higher education overseas for a variety of education programs and levels.

Third, Ministry of Education and Culture has greatly encouraged all schools to use digital technology devices such as use of computer, internet access, e-learning, video conference, teleconference and so forth in order to support teaching process and to enhance the quality of learning outcomes in schools. Both teacher and students are able to easily access and quickly get various educational information along with the development of current sophisticated technologies. They can search a wide range of knowledge that deal with the empirical inventions and researches through electronic device use like internet by reading research reports and scientific journals and articles, or by opening some particular websites in order to attain much information such as scholarship, short course, conference, training, workshop and so forth. In contrast, there are still a number of schools where its students are illiterate how to operate computer since not all schools in Indonesia have computer literacy subject that is taught to students as there is no availability of teaching staff who teaches this lesson. As explained previously students are illiterate to use the above electronic tool but teachers cannot also use it as not all of them get an opportunity to follow computer trainings especially for teachers who teach in rural and/or remote areas.

Fourth, since some years ago Indonesia government had issued the language policy that dealt with English language teaching in which English has started to be taught at elementary schools as a local content subject although recently the government has deleted it. This policy is made with the assumption that it is better to learn English earlier for children because they are easier and quicker to acquire foreign language than adult. Moreover, the government deems that the role and the existence of English currently is quite important to master owing to one of required skills in this century as a tool of communication either spoken or written for different purposes.

In the context of education in Aceh, the impacts of internationalization and globalization were also felt particularly after a devastating earthquake and tsunami that occurred on 26 December 2004. Since this tragedy Aceh province has been known almost all over the world. As a result, it had made the United Nations, foreign countries and institutions as well as NGOs were truly sympathy to help reducing suffering of Aceh society and donating an amount of aids for the massive refugees. In terms of education matter, many new school buildings that were rebuilt in this province. One of schools erected by foreign NGO is 'Fatih Bilingual School'. This school looks luxurious as it is equipped with ample learning facilities. This school differs from other schools because English is used as medium of instruction in teaching and learning process. It is a policy from local government to increase teachers' and students' ability in mastering of foreign language. The government also plans to promote English as introductory language for teaching science subjects.

Aside from school buildings, the foreign NGOs also established various school facilities such as library, language laboratory, computer laboratory, science laboratory, auditorium, denoted school operational aids, and provided a lot of textbook collections with a wide range of titles. All these made teachers and students felt very happy. However, even though the facilities had been provided, there were some schools where teachers and students could not use the electronic equipments like computer. It is also a big problem for Department of Education and Culture in Aceh to ascertain the solution as we currently live in technology era in which the mastery of technology and information needed like computer in order to support the process of teaching and learning. To surmount the above problem, the government of Aceh has incorporated the computer science as an additional subject that the students must learn. Besides, the government made computer trainings for teachers because they also need to follow technologies development and be able to know how to use them.

The influence of globalization and internationalization in relation to educational context in Aceh also obviously appeared is shift of paradigm, aptitude, and attitude of Acehnese towards English. Previously, when Aceh in conflict for thirty years between Free Aceh Movement (GAM) and Indonesia Military, as well as tsunami had not hit this province, most Acehnese hesitated to communicate people in Bahasa Indonesia even English. They preferred to use their own local language namely 'Acehnese'. In contrary, after tsunami devastated this area most both Acehnese and universities students enthusiastically learned English. This was plausibly carried out that they learned English since they wanted to work in foreign NGOs so that they were able to earn money for buying food and rebuilding their house. In addition, most Acehnese society has been aware of the importance of English mastery in this era in applying for a job which it is required as one of administrative requirements. That is why after tsunami many English course institutions emerged in Banda Aceh and offered English course with affordable fee and provided the native speakers to teach in their institutions.

Furthermore, because the impacts of internationalization and globalization Acehnese has begun to like fast foods such as hamburger, pizza, Kentucky fried chicken, etc. This phenomena can be seen in some western restaurants especially in Banda Aceh where both old people and young teenagers sit together to enjoy these food. It was not ever before that Acehnese liked western food because Acehnese is known as one province in Indonesia that has brought about Islamic rules in which everything which enters to Aceh is really filtered and paid attention especially food.

Pertaining to the impacts of internationalization and globalization on educational context so far we have discussed several its influences including both in Indonesia and in Aceh. Indeed, for foreign schools and/or universities the spread of international students over the world who continue their education as one of effects of internationalization and globalization in terms of education is a prestigious pride as well as also a great opportunity for both school and university to promote continuously their excellent educations. Nevertheless, it is the formidable challenge and task for either school or university to design an international curriculum which has fastidious standards that align with the expectations and needs of global market demand. In this regard, we need to know what meant with internationalizing curriculum. Perhaps, the notion of internationalizing curriculum is still new for some people because they may never hear it previously.

This term is not still succinct enough as Taggart (cited in Arber, 2009) argues that the approaches of internationalization of curriculum are confined on their scopes, and do not comprehensively understand the complexity of changes which underpins the internationalization. It means that the use of internationalization of curriculum does not have a strong foundation theoretically to delineate each of changes that happen entirely at schools. We may name the 'internationalizing curriculum' if it is seen from various vantage points, approaches, and contexts and also addresses about the changes and its implications that occur on educational context internationally and globally.

According to Edwards and Tudball (cited in Arber, 2009) a school can be said to have an internationalized curriculum if the curriculum entails such the specific subjects like international studies or global educations and its contents and ideas are broadened internationally. It can be concluded that

one school can be said has used an internationalized curriculum if that school curriculum provides students a wide range of subject matters that are taught internationally and these ones are the same as taught in other foreign schools. In addition, it is also essential that the contents of curriculum do not only provide students with particular subjects but it also includes a great deal of international and/or global issues like climate change, global warming, deforestation, food and financial crisis, economic recession, poverty, empower man and labor, unemployment, nuclear weapon, catastrophe management, HIV/AIDS, pandemic, gender equality, human trafficking, drug abuse, peace conflict, terrorism and so forth. Hence, understanding of globalization is required either at schools or at university level to address the above issues and the definite curriculum design is also needed for a 'globalised education'.

Regarding internationalizing curriculum, Hill (cited in Walker, 2002) points out that an international curriculum should contain the courses that deal with the international perspective, provide the activities in which the students can contact with people from other cultures, and create a context for world peace by providing a great deal of opportunities for many cultures to learn together in mutual understanding and respect. It means that the content of international curriculum design calls for the students to conceive internationally and look at globally each of problems or issues that arise from various standpoints.

Aside from the above thing, an international curriculum design needs to consider how teaching and learning process can actively engage both foreign students and local student to communicate and interact with other students who have different culture backgrounds so that they can learn how to understand other cultures as well as appreciate them. In terms of this, Arber (2009) suggests that classroom process and activities can be implemented to help introduce a multicultural and inclusive approach in the globalized and cosmopolitan schools as well as the higher education institutions worldwide. It means that an international curriculum design demands an approach that integrates various cultures from world perspective internationally. Similarly, Webb (cited in Ryan & Louie, 2005) states that the idea of the content of international curriculum does not consist of single cultural base but engages with global plurality in terms of sources of knowledge. It can be said that a school or higher education should consider about cultural aspects in designing an international curriculum so that there is no stereotype towards one particular culture group. It is better for either a school or university provides students with knowledge and insight about cultural understanding and intercultural communication so that they have a number of competences culturally and linguistically. Thus, it is necessary to teach students the cultural competence because the mastery of the language competence is felt insufficient yet for understanding of internationalization and globalization. Besides, communication is also a crucial thing for the practice of internationalization in which involves two aspects namely interpersonal communication and the mastery of technology and information. In lined with the above thing, Arber (2009) explains that cross-cultural relationship needs to be understood in relation to the new contexts set in place through process of globalization. She also adds that international and cross-cultural teaching practice and curriculum must account for the common cultural understandings brought about by the global movement of people, communication, culture as well as the technologies which facilitate and enhance such fluidities.

A study conducted by Whalley indicated that the curriculum should also encourage students to develop the intercultural competence with an awareness of other cultures and perspectives, as well as their own culture (cited in Arber, 2009). Furthermore, he explains that in order to achieve this, learning should draw on the ideas of local and international students as well as diverse resources and case studies should be explored. Therefore, culture is one of factors that must be paid attention to design an international curriculum because it is important to give a better understanding to students about their own culture and other cultures although multiculturalism can be a positive or good thing but sometimes it still remains a problematic issue.

In order to response the impacts of internationalization and globalization in relation to internationalizing curriculum, it is required internationalization and globalization education. In this regard, Dyer (2006) explains it is teaching for understanding the world through multiple perspectives- social, economic, linguistics, historical, spiritual, cultural, environmental, and political- to promote positive values and to enable students to reflect critically on their own value systems, to empower them to be global citizens who contribute locally to a more peaceful, just and sustainable world. She, furthermore, accounts for it is a good concept of teaching of globalization education in which the students are asked to think globally and critically in seeing the world matters from various vantage points and prepare them to be the globalized people by giving a positive contribution to their community, and appreciating their local own values, as well as keeping world peace.

Meantime, Vos (cited in Ryan & Louie, 2005) claims that international and globalization education only pays attention to the presence of foreign students and how to increase them in number but it seldom deems whether the education that is offered has suited to students' future, working lives

and the needs of global market. While, Knight and de Wit state that in Australia internationalization education means the enrollment of full-fee paying overseas students and the initiation of policies promoting structural, curricular, and pedagogical internationalization (cited in Matthews, 2002). It means that education sector has become a lucrative investment and a source of income for a country as each country continuously attempts to promote their excellent educations to foreign students from over the world by making advertisements or giving information related to degrees, courses, programs and teaching and learning system that they offer so that foreign students are interested to come and study in their country. Pertaining to this, Arber has a different standpoint. She (2009) points out that the internationalization of education is not only simply a movement between two nations but it is also broadly as a response and reflection of globalization. Arber also elucidates that it is needed a comprehensive approach to the changes within our classroom so that it can explain the changes within educational context in terms of technical, cultural, economic, and demographic changes. It can be concluded that it is necessary to understand any change that happens in the context of internationalization and globalization education and tries to adapt and adopt the changes that relate to our classroom teaching context.

One of examples that relates to globalization education in terms of culture learning on educational context is online learning. I am really impressed with teaching methodology that is carried out by Deakin University that I never find it previously in spite of in my university. When I was taking “Intercultural Communication course”, the lecturer strongly encouraged students to participate through DSO (Deakin Student Online) for writing their ideas, opinions, comments, and suggestions towards the topics that had been discussed in class. In my personal point of view, this strategy is very useful and meaningful for students because they can enrich and widen their knowledge and understanding related to culture diversities from other international students who also actively participate through the online learning.

Apart from online learning, DSO has taught foreign students how to communicate and interact linguistically and culturally by writing their opinions and ideas in the form of written text in which the lecturer also takes part by giving her/his comments towards the content, language, and materials that students have written. In relation to this, McCarty (2006) notes that we have to maximize the diversity and respect for culture through tutorial online. Moreover, she also accentuates that we need to work and learn successfully in a culturally-diverse online community, so that we must be aware of our culture and know how to present it through online environment towards what we say and how we say it.

From what we have discussed above that the impacts of internationalization and globalization can be a positive or negative; it relies on the ways how we respond each development and change that happen entirely and think critically towards the issues that develop and/or emerge. McCarty (2006) contends that if the globalization can empower the learners with new ideas and technical skills and does not change the culture of learners; it is a positive form of globalization. Thus, we need to be selective and critical towards the influences brought by internationalization and globalization. Related to international curriculum, the salient question that we can arise is how can a school or a higher education institution be said has appropriately and successfully implemented an international curriculum. Besides, there are several such matters that are questionable in terms of international curriculum as (1) what are the contents of curriculum? (2) what are competencies and skills taught to students? (3) how do we teach them? (4) why do students need to learn these? (5) how do they learn those ones? (6) have teaching and learning process been sufficiently supported by the completed school equipment? (7) What are the types of assessments used to appraise students’ learning outcomes and achievement? (8) is the curriculum that used has responded and fulfilled the needs of community and global job market? (9) how are the foreign cultures integrated with the local cultures within classroom teaching? (10) and are there foreign students or solely local students studying in that schools? The entire questions are quite important to be addressed as these become our concern and consideration in designing and arrying an international curriculum.

Conclusion

In a nutshell, the implications of internationalization and globalization have brought significantly various effects on education context. Therefore, it is a tremendous challange for government and/or higher education institutions in designing an international curriculum to make a number of precise policies that deal with international and globalization education by emphasizing certain courses and competencies that are currently pertinent to global job market and the need of society in order to meet the expectations of stakeholders. It is very reasonable because the competent, educated and skillful human capital and/or graduates need to be prepared from now so that they can postively contibute for

their country development and are able to compete both internationally and globally in facing world challenges. Besides, a internationalizing curriculum design needs to pay more attention towards culture and language diversity that are brought by students into class owing to distinctive backgrounds, identities and experiences that they possess.

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