

GLOBALIZATION AND IT'S IMPACT ON HIGHER EDUCATION IN INDONESIA

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ABSTRACT

This study provides an overview of the influence of globalization on higher education in Indonesia. Globalization has brought positive effects on education as it has led to some changes including the characteristics of higher education in Indonesia, the number of students studying abroad as well the effort to improve human resource through teacher training. The major characteristics changed in education system is that the integration of technology in teaching and learning process. Enabling the implementation of ICT in education will improve the quality of teaching as well elevate students learning experience in and outside the classroom. Besides, the ability to access any information easily today's has influenced the increasing number of students studying abroad. The last but not the least, globalization has contributed the development of human resources in Indonesia. These changes are expected to enable the teachers and students to learn and get information about the recent issue in the world.

Keywords: *Globalization, higher education, ICT, student-centered.*

Introduction

Weiss and Ford (2011) write that “contemporary globalization is a complex of ever-faster flows and ever-broader networks, encompassing everything from ideas and cultural forms to money, resources, and people” (p. 229). It is true that globalization has rapidly developed every aspect of human life. Higher education is one of the important areas in Indonesia that has been influenced by globalization. Hence, it is important to produce qualified human resources who are able to compete in the global flows of people, resources, and people. Without qualified human resources, the nation will not be able to follow the flows of globalization or worse, the nation will be left behind in its development. Therefore, through higher education, the Indonesian government has made efforts to promote education as a response to the possible effects of this

globalization. These efforts are shown in the changing characteristics of education, opportunities of students to study abroad, and opportunities for teacher training. These are considered positive effects of globalization on higher education in Indonesia.

Globalization and the change in characteristics of higher education in Indonesia

The changing characteristics in higher education in Indonesia are the first benefit of globalization. The emergence of globalization has challenged higher education in Indonesia. Varghese (2008) remarks that globalization has affected higher education in terms of foreign capital, competition, and profit. It means that Indonesian higher education will compete with other institutions both nationally and internationally. Therefore, Indonesian higher education has made some adjustments in its curriculum in order to produce qualified human resources that meet international standard as follows:

The use of ICT in teaching

ICT stands for Information and Communication Technology. It is a “diverse set of technological tools and resources used to communicate, create, disseminate, store, and manage information” (Blurton, n.d., p. 1). The use of ICT in the teaching process is a great effort to promote the quality of education. Yuhetti (2012) states that the use of ICT in Indonesian higher education is one of efforts of the Indonesian government to enhance the quality of teaching. By integrating ICT in teaching and learning process, the quality of human resources will be improved and of course, the educational system can be increased as well. Alam and Hoque (2010) also mention that the use of ICT in teaching has changed the method of presenting materials or lessons to students. ICT enable students to achieve a meaningful understanding of information and optimize the retention of material learned.

As cited in Yuhetti (2012), Information and Communication Technology (ICT) in Indonesian higher education is applied in several aspects such as E-learning, online tutorials, joint research, and electronic libraries. In addition, mobile learning or M-learning is another aspect that has been mentioned by Alamsyah (n.d.). What and how the implementations of these aspects are described below:

E-learning. This program had started in 2002. E-learning has been developed by the Center for Information Technology for Education (Pustekkom) in cooperation with the Directorate of Secondary Education, and the Directorate of Vocational Education. The

implementation of ICT in higher education in Indonesia can be shown in the Indonesian Open University. Alamsyah (n.d.) also adds that the Institute Technology of Bandung and the Bina Nusantara University are two universities that have implemented this program and have received meaningful response in terms of their Learning Management System (LMS). Alam and Hoque (2010) reports that the electronic tutorials have been conducted to support traditional model such as face to face, regular mail, radio, and television. In addition, Alamsyah (n.d.) further remarks that E-learning is aimed to support and enrich effective learning method.

Mobile learning or M-learning. M-learning is the process of teaching and learning process through a mobile phone (Ally, 2009 cited in Pollara, 2011). This program enables students to access learning materials and communicate with the teachers or peers easily at any time and at any places. According to Alamsyah (n.d.), M-learning is actually the new development of the use of e-learning in Indonesian higher education. This program is developed to engage and to attract students in learning and to support the application of E-learning itself.

Online tutorials. The use of ICT in Indonesian higher education is also implemented in the form of online tutorials. According to Fatimah, Andriansyah, and Wahyuni (2012), in “Analysis of the Use of Online Tutorial, the teaching and learning process that takes place in virtual world called online tutorial. They state that this program is aimed to maximize the process of distance learning. It means that this program enables students who live in remote area can still enjoy learning. It is supported by Yuhetti (2002) in his article “ICT and Education in Indonesia” saying that online tutorial has opened access for students either Indonesians or foreigners to have higher education wherever they live.

Joint research. It is conducted among local universities in Indonesia. Yuhetti, (2002) states that joint research has been developed in higher education in Indonesia to conduct a research on the field of Information and Technology. This collaboration involves five universities of higher learning, for example the Bandung Institute of Technology (ITB), Bogor Institute of Farming (IPB), the University of Gadjah Mada and the University of Diponegoro.

Electronic libraries. Another application of ICT in higher education in Indonesia is electronic library, which is called the Indonesian Digital Library Networks (IndonesiaDLN). This program is the result of collaboration of many universities that spread at the big five islands

in Indonesia : Java, Sumatra, Kalimantan, Sulawesi, and Irian Jaya. According to Fahmi (1999), IndonesiaDLN is designed to facilitate students learning. In his article, “Development of Indonesia’ National Digital Library Network,” Fahmi (1999) also states that the implementation of IndonesiaDLN enables students from an institution to access information or resources from other institutions. It is then clear to mention that the increase of library services will increase the quality of students as well.

The use of English as medium of instruction

The establishment of International Class Program (ICP) in some institutions in Indonesia is one example of reactions to the challenge of globalization. ICP is a program, which relies on English as medium of instruction. The University of Indonesia is a representative of universities in Indonesia that has implemented this program. This program is applied in faculty of medicine. Since globalization opens access to foreign doctor to enter freely, this program is specially designed to produce doctors that can compete with graduates from other countries and posses international-based competencies. Academic activities in the International Class Program, including lectures, discussions, laboratory activities, assignments as well as examinations, are conducted in English. Through the use of English, students are expected to learn about medicine in English, which becomes the international language in communication.

The shift of methodology in teaching (from Teacher-centered learning (TCL) to student-centered learning (SCL))

The implementation of Student-Centered Learning (SCL) method at University of Gadjah Mada (UGM) is one indicator of the change of characteristics of higher education system. In the application of SCL, students are expected to have full responsibility in their learning. The teacher is not expected as the only source of knowledge. Through SCL, students are actively involved in learning environment. There will be an equal role between teacher and student. SCL also enables students to be autonomous learner (Patria, 2012). Furthermore, Bonwell and Eison (1991) state that SCL has led students to have ability in analyzing, synthesizing, and evaluating a task (cited in Patria, 2012). In this case, globalization has contributed significantly to the change of methodology in teaching in higher education in Indonesia to produce more qualified human resources.

The changes in characteristics of higher education mentioned above are expected to give better result for education in Indonesia. The application of ICT, English as a medium of

instruction and the Student-Centered Learning (SCL) method can prepare students to face mass challenges of globalization.

Globalization and Opportunities for Students to Study Abroad

Increasing the opportunity of students to study abroad is another benefit of globalization. Globalization, which has emerged in any aspect of human life including higher education in Indonesia, has given positive input to the Indonesian government to prepare qualified human resources. Indonesian higher education has to be transformed in order to be able to compete in this globalization era. Elton (1999) mentions that higher education institutions in Indonesia are forced to change due to several factors: the emerge of worldwide educational system, the change of characteristics of students into mature students, the demand of industries that require qualified human resources, the competition among local universities to attract students, and the need of research in high quality (cited in Patria, 2012). Providing a number of scholarships for students is considered a response toward these pressures.

Scholarships provided for Indonesian students are coming from the Indonesian government and foreign countries. Among other scholarships, The Indonesia English Language Study Program is an example of scholarships funded by a foreign country. According to IIEF (Indonesian International Education Foundation) (2012), this program is specified for undergraduate students in any majors at universities in Indonesia. The main goal of this program is to give students a chance to study in the United States for eight weeks. Besides, Khalik (2011) also mentions that the Australian government has offered 400 scholarships to Indonesians for completing a master program in Australia. He further mentions that there are 18.000 students registered in Australian universities in 2010, and 740 of them are funded by Australian government scholarship program. Indeed, this scholarship aims to promote education in Indonesia. In addition, the scholarship, which is funded by the Indonesian government itself, called the “unggulan” scholarship. This scholarship will be given to academicians to continue their study overseas (MONE, n.d. cited in Soejatminah, 2009).

The two examples of scholarships mentioned above indicate benefits of globalization at higher education In Indonesia. Globalization has alerted the Indonesian government to give attention to education. According to Marginson and Wende (2007), universities enable the flow of some important elements in the development of a country such as information, people, knowledge, technologies, products and financial capital (cited in Soejatminah, 2009). In other

words, increasing the quality of higher education will result in a good quality of output, which is needed to develop the nation in a globalized era.

Globalization and opportunities for teacher training

In regards to producing qualified human resources, teachers have played important roles as facilitators enabling a teaching and learning process. Moreover, “global indicators suggest that teacher performance is the main culprit in improving the quality of education” (Mattousi and Milligan 2013 P. 8). In other words, improving the quality of teachers is one of the key elements to enhance education. In their research on the building research and teaching capacity in Indonesia, Mattousi and Milligan (2013) also mention that Indonesian higher education still lack qualified human resources. They write that of 155,000 teaching staffs at institution in higher education in Indonesia, about 7% have doctorates degree and 39% of them have master degrees. This shows that the Indonesian higher education still needs teachers who can lead students to maximize their potential. Thus, the government of Indonesia is cooperating with international institutions in the Unites States to promote education.

Luschei, Padmo, and Spector (2009) state that the Indonesian government through the Decentralized Basic Education (DBE) program has tried to improve the quality of teachers in higher education by having collaboration with some universities the United States. They mention that seven universities in Indonesia are part of this program. The Open University of Indonesia is one of universities in Indonesia that has collaborated with the Florida State University (FSU) in the teacher training. Some meaningful programs resulted from this collaboration. As Luschei, Padmo, and Spector (2009) further mention that the FSU faculty and the Open University personnel conduct a project related to research and training in instructional design, familiarizing teachers with online discussion, designing a program for enabling a teaching clinic at the Open University of Indonesia and developing resources for teachers who work in large classroom settings. From this cooperation, higher education in Indonesia is expected to have qualified teachers who are later able to teach students in meaningful ways to improve their knowledge, skills, and critical thinking in order to be able to develop the nation. This is the last aspect of benefits of the globalization in higher education in Indonesia discussed in this paper.

Globalization is like a coin that has two sides. It has positive and negative effects. All factors mentioned above are positive effects of globalization on higher education. Since globalization has opened the global flow of human resources, higher education is forced to

produce qualified human resources who are able to compete and develop the nation. Without competent human resources within the nation, there may be a control by outsiders or people who come from outside the nation.

Conclusion

To sum up, the government of Indonesia has responded the challenge of globalization through the reformation of some aspects in higher education. Firstly, there is a change in the characteristics of higher education in Indonesia. This includes the use of ICT in teaching, the use of English as a medium of instructions, and the shift of methodology in teaching (the teacher-centered learning into the student-centered learning). Secondly, globalization has increased opportunities for Indonesian students to study abroad. It enables them to wider their horizon and expand their experience to face the challenge of globalization era. The last is the establishment of international collaboration between some Indonesian higher institutions and institutions in the United States. This collaboration is expected to improve the quality of teacher education and to produce qualified human resources in Indonesia. However, all of the aspects discussed in this paper are ongoing processes. There is no final answer about the result of these responses that have been implemented by the Indonesian higher education. Further study will need to evaluate these three aspects in order to meet the objective of higher education in Indonesia. It is relevant to the Law No.2/1989 that the objectives of the national education system in Indonesia are “to establish a high quality and self-reliant human being whose values are based on *Pancasila* (the five principles of the Republic of Indonesia) and to support the Indonesian society, people and State” (Indonesia: Principles and general objectives of education 2006, para. 1). Finally, it is highly suggested that each of us would be aware on and anticipate of any changes surround us since we never know what challenges globalization may bring into our life.

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