

VARIOUS DIMENSIONS OF GLOBALIZATION AND THEIR IMPLICATIONS FOR THE LEADERSHIP AND MANAGEMENT OF EDUCATION

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ABSTRACT

Globalization impacts worldwide societies in economic, social, political, cultural and many other aspects. Helped by the great invasion of technology, these impacts are accelerated in the past few years. Countries of the world are now competing, strengthening alliances, and restructuring themselves: in and out, to be able to cope with the fast changing world. This is a salient moment for educational sector. Realizing how vital its role is, governments are advised not to take wrong implications considering its damaging impacts. This article presents the various dimensions of globalizations taken from different resources and offers implications that leaders of educational sector can do to cope with the challenges of the globalized world have to offer.

Keywords: globalization, leadership, management, education sector

ABSTRAK

Globalisasi memberi dampak ekonomi, sosial, politik, budaya, dan banyak aspek lain kepada masyarakat dunia. Dengan invasi teknologi yang luar biasa, dampak globalisasi merambah makin cepat pada beberapa tahun belakangan ini. Negara di seluruh dunia berkompetisi, menguatkan ikatan hubungan, dan menstrukturisasi negara mereka dari luar dan dalam agar bisa mengatasi perubahan dunia yang amat cepat, khususnya di sektor pendidikan. Dengan menyadari betapa penting globalisasi, maka pemerintah diminta untuk tidak mengambil keputusan salah karena dampaknya bisa buruk. Artikel menghadirkan dimensi globalisasi yang dikutip dari berbagai sumber dan menawarkan implikasi bagi pemimpin di sektor pendidikan untuk mengatasi tantangan dunia global.

Kata kunci: globalisasi, kepemimpinan, manajemen, sektor pendidikan

INTRODUCTION

Globalization is the term that has globalized itself in the past few years. It has caused debates starting from the meaning of the term to the impacts of the process. Some excessively believe that globalization has had huge impacts to all the sectors of life. Some just take the word for granted and claiming that there has been exaggeration of reactions to the word. The latter party even extremely claims that there is no such thing as globalization.

Regardless of the question whether there globalization does exist or not, this paper argues that there are indeed some marks left by what is so called the *global borderless phenomenon* that affects all regions of the world in a variety of sectors including the economy, technology, politics, the media, culture, and the environment. To identify its marks, globalization can then be examined by breaking down these dimensions.

The next big debate among scholars and policy makers are on the discussions to find appropriate educational measures or policies to anticipate the impacts of globalization to the society in the dimensions mentioned above. The debates mostly lay on the matter whether a nation has skillful and well prepared people to play the role in a competitively globalized world and on how to retain one's cultural identity in a multicultural society.

One critical issue that emerges from all of these restructuring processes is the central role of knowledge, education and technology. These things are becoming increasingly important factors of production. More importantly, some scholars argue, than land, labor and capital. Realizing a mixture of impacts of globalization and the need to have a set of educational tools to deal with the issues, this essay proposes some implications for the leadership and management of education in ensuring an appropriate education for the challenge and the trends that globalization brings.

METHODS

The research applied library research. The article seeks to find whether the issues addressed above would be justifiable to use in improving the quality of policies in education especially ones related to globalization issues. Current studies on the issues are examined to see whether the suggested ideas would be implicative from the leadership and management perspectives. The process of the review can be summed as follows.

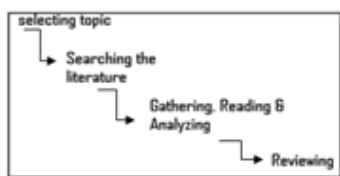


Figure 1 Cronin's Literature Review Process

Figure 1 clarifies that in the first phase is selecting the topic, those are topics related to Indonesia's education, the topic is narrowed down into suggesting alternatives

in dealing with globalization. The second phase is Searching the literature: a selection of books and news from reliable news papers are used as sources of data and academic journals are used as references. Then, Gathering, Reading and Analyzing: The theories on the issues are studied and examined. Successful and unsuccessful stories on the implications of the issues from the researches are highlighted and summed up. Factors that determine failures and successes are to be noted. The final phase is Reviewing: the factors noted are reviewed to seek the possibility of applying them in Indonesia's rural education setting.

DISCUSSION

Globalization has been seen by many scholars as one big phenomenon that consists of various dimensions. Waters (in Bottery, 2003) believes that a more precise meaning might be that globalization is a social process in which the constraints of geography on social and cultural arrangements recede and in which people become increasingly aware that they are receding. Waters also argues that there are at least three different forms of globalization—economic, political, and cultural—and that they are able to act as global forces largely because they are mediated by symbols; the more symbols they are, the more easily they are diffused around the world.

While according to Cheng (2003), globalization refers to the transfer, adaptation and development of values, knowledge, technology and behavioral norms across countries and societies in different parts of the world. Cheng also claims that it is characterized by the growth of global networking, global transfer, and interflow in technological, economic, social, political, cultural and learning aspects; international alliances and competitions.

From both scholars it can be concluded that the development and the usage of technology has opened up the borders of the world and makes the economical, political, and cultural globalization easier. These three dimensions of globalization are intertwined to each other seeing that one dimension brings effect to another.

Economic Dimension

This is undoubtedly the supreme form of globalization. The economic globalization in the past few years are marked with the dominant roles of some developed countries like USA and Japan and big transnational firms like Yamaha, Microsoft, McDonald, etc and international organizations like World Bank and IMF.

Bottery (2003), argues that the economic globalization is best characterized as the convergence of three different factors. The first characteristic is the increasing movement of capital around the world, in and out of a country, through information and technology. The second characteristic is the existence of supra national bodies such as the WTO, the World Bank, and the IMF. These organizations have been in the role of facilitating capital flows in a global free-market scenario. They come with conditions and to some developing countries, the conditions can be very burdening. The last characteristic is the increased influence of transnational companies (TNCs). Let us take Mitsubishi as an example. With the

value larger than the gross national product of Indonesia, Denmark, Saudi Arabia or Turkey, (Morgan in Bottery, 2003), nation states then have to compete against one another in terms of sweeteners, tax-breaks and financial inducements in order to persuade such TNCs to locate their factories on their soil.

Not all countries, however, gain the benefits of the economic globalization. Stern (2001), reports that although globalization has helped reduce poverty in a large number of developing countries, there are some 2 billion people live in the countries that are left behind. It is because there have been weak governance and policies in non-integrating countries, tariffs and other barriers that poor countries and poor people face in accessing rich country markets, and declining development assistance. Today, the large multi national corporations wield enormous power. Of the hundred largest economies today, 51 are corporations and only 49 are nation states (Sacks, n.d.). To challenge this situation, some developing countries strive to protect their economy by releasing themselves from the interdependency of organizations like IMF and World Bank or trade with other developing nations to minimize the economical gap.

The impacts of economic globalization are then shown in its deeper integration and more rapid interaction of economies through production, trade, and financial transactions by banks and multinational corporations, with an increased role for the World Bank and the International Monetary Fund, as well as the more recent World Trade Organization that brings various impacts to the world.

Political Dimension

To talk about this particular form of globalization, let us compare the world's political situation in the past with that of the present. Few years ago before the globalization took place; states are the dominant actors in the international arena. International politics ultimately rests on force (its use or its credible threat), and politics of military security take precedence over politics of economic or social affairs.

Now, states are no longer the only key actors, military issues no longer dominate, conditions under which force is an effective tool have declined, and international politics centers around international organizations like IMF, The World Bank, WTO, NGOs, etc, rather than interstate relations. Giddens (1999) believes that the era of nation states is over. Political leaders have less influence over people and the older form of geopolitics is over.

Singer (n.d.) argues that international organizations are not the only factors to blame for this situation. According to him, even without the WTO, the growth of global economy is enough to mark a decline in the power of nation-state. It is because there are lower barriers to trade and investment, and the accelerated pace of technological change; have infused global commerce with unprecedented energy.

Political globalization has indeed referred in part to an increasing trend toward multilateralism, in which the United Nations plays a key role, national non-governmental organizations act as watchdogs over governments, and international NGOs increase their activities and influence. Some scholars have called this the making of a global civil

society. Political scientists and sociologists have pondered the prospects of the nation-state and national sovereignty in a context of regionalization and globalization in which international financial institutions have increasing power over national economies and state decision-making. Some political scientists are also studying the trends toward democratic consolidation in terms of a global process of democratization.

Cultural Dimension

Wadam (2006), in a lecture on globalization and culture in Flinders University, defines that all the means of communication, art, material things and objects that a society has in common is culture. It involves the cultivation of the minds, the civilization and learning of a society. Held et al (1999 in Sanderson, ND) interpret culture as the social construction, articulation and reception of meaning. When can a culture turn to a global phenomenon then?

Nowadays, discussions on cultural globalization lead to worldwide cultural standardization, as in "Coca Colonization" and "McDonaldization", cultural pluralism, and "hybridization". It is reasonable because the various aspects of globalization have promoted growing contacts between different cultures, leading partly to greater understanding and cooperation and partly to the emergence of transnational communities and hybrid or mixture identities.

But globalization has also hardened the opposition of different identities. This has taken the form of reactive movements such as fundamentalism, which seek to recuperate traditional patterns, including patriarchal gender relations, in reaction to the "westernizing" trends of globalization. Giddens (1999) puts it as the reason for the revival of local cultural identities in different parts of the world.

Held (2001) believes that national cultures are more fragile than the nation's states. The global communication marked by the role of mass media leads to multiculturalism or hybridization. Localization happens even in developed countries and none of these countries has taken this localization issue for granted. However, Held suggests that nations should not think that national cultures alone provide the resources and goods which can solve these global public policy issues.

In a multicultural based society, there is a challenge whether communications can be led to a force of a greater understanding, transparency, and harmony. The decision is up to ours. Singer (n.d.) is convinced that if the revolution in communication has created a global audience, then we might need to justify our behavior to the whole world.

Amartya Sen (in Legrain, 2003), is quite right when he said that "the culturally fearful often take a very fragile view of each culture and tend to underestimate our ability to learn from elsewhere without being overwhelmed by that experience".

The Impacts of Globalization on Education

English has become our first global trend for the past decade. Many countries see that English language acquisition is one of the important factors in the competition of the global era. Some developing countries even let their students to the English speaking countries to gain not only

the knowledge and skills but also the English mastery. The English speaking countries automatically gain the benefit of this trend. In 2000 alone, according to the report from the Australian Education International (2000 in Handerson, 2005), there were 13.129 international students enrolled in Australian schools, most of whom were students from Asia, from a non-English speaking background.

The second impact of globalization is that it has turned education to be market oriented. The nation states, with the demand of fulfilling what the market needs, should react strategically in coming out with proper educational policies. Bottery (2003) believes that the marketization of services, the state's use of private sector and the popularity of business values dominate the thinking and policies of western governments have intruded and 'captured the discourse' of both education and public policies in general.

Bloom (in Griffith, 2005) argues that economic success in global market requires the confluence of liberalized trade relations, human development (particularly education), and growth promotion policies. Those countries that cannot support mass primary and secondary education cannot compete in the global market. The links between economic globalization and education systems are then clear—global economic movements demand of countries that they prioritize the design of a competitive economy above all other issues; to this end, the education system is drawn into and is seen as primary contributor to this competitiveness.

The countries' future depends on their efforts in making their people having the necessary skills, knowledge and values to enable them to contribute to their social, cultural and economic development nationally and globally. Investment capital should no longer be cheap labor but skilled labor. Education should provide the foundation for young people to develop the necessary skills.

The Implications for the Leadership and Management of Education

In a lecture about Globalization, Ben Wadam once posted some questions whose answers may become the framework for leadership and management implication on education.

“What is education for? To pass on the culture and values of society to its young? To prepare people for the world of adult work? To reproduce the class system and to teach people their place in life? (Wadam, 2006, Slide 5)

The questions above contain important elements in education; culture and values, economy (the skills to survive), and social skills. Delors (n.d.) argues that education should be considered as the principal means available to foster a deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war. Furthermore, The AEC's Adelaide Declaration of National Goals for Schooling in the Twenty-First century (MCTEEYA, 1999 in Handerson, 2005) states that schooling should assist young people to contribute to Australia's social, cultural and economic development in local and global context.

Before making policies on education, it is important that the policy makers pay attention to various aspects of human development, both physically and psychologically, and the phenomenon happening in time that may affect the development process in the future. In educational policy making, Delors (n.d.) suggests that there should be efforts to overcome the tensions between global and local, individual and universal, tradition and modernity, long term and short term considerations, the need for competition and the concern for equality of opportunity, the tension between the extraordinary expansion of knowledge and human beings' capacity to assimilate it and lastly, the tension between spiritual and material.

In short, Delors suggests a balance consideration between local and global, as it is also stated by Cheng (2003), who believes that it is necessary to consider localization and individualization in responding to the effects of globalization. He names this process as 'triplization' process i.e. a process that form a basis for paradigm shifts in planning educational reforms and developing new pedagogic methods and environments that will facilitate students' learning in facing the challenges of globalization.

Knowing your context is definitely a crucial thing to do to come out with winning policies. The ideal implications for educational management and leadership is then ones that recognize local, individual and the characteristics of various dimensions of the current phenomenon; globalization. Working on localization and globalization will also give students multiple sources of learning. The policy makers should be thinking of ways that these students have the facilities to get to know their local and international networks at the same time.

The following table proposes some ideas that the management and leadership of education may take into account.

Table 1 The implications of management and leadership on various dimensions of globalization

The characteristics of Globalization from various dimensions	Implications for educational leadership and management
Globalization is substantially marked with the fast transfer and adaptation of knowledge and cultures and appear in: <ul style="list-style-type: none"> • Technology (ICT) • Multiculturalism • International cooperation and alliance • Global society • International competition • Global networking • International standards 	To take full advantage of the relevance between education with the local, individual, and dimensions of globalization. <ul style="list-style-type: none"> • ICT learning; internet, web-based, etc. • Interactions with people across countries and cultures and background • Partnership in academics (exchanging students/ teachers) • Community - based curriculum • Community collaboration and involvement in creating global networks • Development of human potentials in technology, culture, economy, and social aspects.

CONCLUSION

Globalization comes with various dimensions and brings huge effects to countries across the world. Countries are left with not much choice but adapting with the changes that suddenly hit them economically, politically and culturally. Education is considered as a way of dealing with this phenomenon.

This essay argues that a thorough analysis on the dimensions of globalizations and their effects may become a good start in the efforts of producing appropriate policies on educational development. Localization and individualization need to be put as two main considerations. The ideal implications for educational management and leadership is then ones that recognize both local, individual, and the characteristics of various dimensions of the current phenomenon: globalization.

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