Characteristics of education in different society eras in Indonesia: An empirical study

Nurlaila Hayati *, Universitas Pendidikan Indonesia, Faculty of Mathematics and Natural Science Education, Dr. Setiabudi Street Number 229, Bandung 40132, Indonesia

Asep Kadarohman, Universitas Pendidikan Indonesia, Faculty of Mathematics and Natural Science Education, Dr. Setiabudi Street Number 229, Bandung 40132, Indonesia

Wahyu Sopandi, Universitas Pendidikan Indonesia, School of Postgraduate, Dr. Setiabudi Street Number 229, Bandung 40132, Indonesia

Muhamad Abdulkadir Martoprawiro, Universitas Pendidikan Indonesia, Faculty of Mathematics and Natural Science, Institut Teknologi Bandung, Ganesha Street Number 10, Bandung 40132, Indonesia

Babang Robandi, Universitas Pendidikan Indonesia, Faculty of Education, Dr. Setiabudi Street Number 229, Bandung 40132, Indonesia

Abstract

Review research that analyses topic based on empirical data reported in other studies is still rare. This study aims to determine the empirical evidence regarding the differences in educational characteristics in traditional, modern and globalised societies. This research uses qualitative approach through library research and review. The study results show that educational characteristics in traditional societies are still influenced by culture and kinship principles and have limited information and communication technology (ICT). On the other hand, educational characteristics in modern society are already using ICT, adjusting student needs and improving the quality of teachers and facilities. In addition, the characteristics of education in society in the globalisation era have no space and time boundaries, and most educational activities use ICT. Therefore, this research is expected to be source of information and reflection about the distribution of the quality of education, which has not been evenly distributed until now.

Keywords: Characteristics of education, globalised era, modern era, society, traditional era

***** ADDRESS FOR CORRESPONDENCE: Nurlaila Hayati, Faculty of Mathematics and Natural Science Education, Universitas Pendidikan Indonesia, Dr. Setiabudi Street Number 229, Bandung 40132, Indonesia
E-mail address: nurlailahayati@upi.edu / Tel.: +62-813-5104-8705

1. Introduction

The development of technology and information that are growing rapidly throughout the world in various fields, including education, economy, government and others, is increasingly affecting society. The challenges of life today require children, young people and adults to have personality, independence, creativity and enthusiasm in adapting to change. The important thing for educational practice in facing these life challenges is the need for a transformational educational paradigm foundation and education that builds change in children, namely all aspects of their lives such as feelings, emotions, thoughts, values and personalities that encourage the improvement of social life.

Asriani (2011) states that education is a basic need of society to meet spiritual needs and reasoning power, equivalent to other basic needs such as physical and mental needs. Spiritual and physical needs are basic human needs that must be met and so the state must carry out the provision of education to meet the basic needs of its citizens. Pasal 31 of the Constitution of the Republic of Indonesia 1945 reads, 'Every citizen right to education' and paragraph 2 reads, 'Every citizen is obliged to attend basic education and the government is obliged to finance it'. Therefore, if currently there are people who cannot continue their education, especially the 9-year compulsory education, then the state as the authority holder facilitates the convenience of its citizens to obtain an education. Education is an important process to make the next generation educated and able to bring progress according to the ideals of the community and nation (Izma & Kesuma, 2019).

Education is very important to improve the quality of life of the community. People who live in rural areas certainly have a different quality of education compared to those who live in urban areas, which are full of adequate educational facilities and infrastructure. Inland communities or people who still adhere to traditions tend to live far from the city centre and often experience obstacles in accessing education. There is very little interest in going to school in some areas because it is considered not to make money. Not surprisingly, in traditional societies that emphasise ancestral customs and culture, as in rural communities, school-aged children are taught to hunt or help their parents in the fields. This condition is very worrying and must be taken seriously. To understand and solve the educational problems in the various characteristics of different societies, we must understand the characteristics and differences of education in traditional, modern and globalised societies. Therefore, to further clarify the study of education in the context of events, we must be able to distinguish education in various types of society, such as in traditional, modern society and the era of globalisation, which will be studied more deeply in this article. Research that examines the differences in the characteristics of education in Indonesia based on empirical studies reported in the literature is rare. Currently, most of the literature reports on differences in educational characteristics through direct observation. There are still few studies that report on the condition of education based on a review of existing reports. Review research based on empirical data available in various journals and indexing websites is needed for the dissemination of reported issues. In addition, most literature studies only discuss education in one era of society (Hasanah et al., 2020; Rahmadi, 2020; Setyowati, 2019). This study discusses the characteristics of education in Indonesia which can be obtained through empirical data review reported in other studies.

1.1. Conceptual Framework

Rapid technological advances impact all aspects of life, including education. Education in the definition of Indonesian Law Number 20 of 2003 is stated as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to be religious, to have self-control, personality, intelligence, character and the skills needed by the

community, nation and state. Based on the law, it is clear that the purpose of national education is not only to educate children intellectually but also to develop their personality as a whole. The challenges of global life today require young people with personality, independence, creativity and motivation to adapt and change a life, and not just master technical knowledge. The important thing for educational practice in facing the challenges of modern and global life is the need for a transformational educational paradigm foundation, i.e., education that builds change in all aspects of the child's life, including feelings, emotions, thoughts, values and personality that encourage them to improve life.

Changes in the era have made differences in the characteristics of education in society, i.e., starting from the era of traditional society, the era of modern society to the era of globalisation. Educational transformation following the changing era is considered natural and necessary for educational institutions to be in a competitive era (Benavides et al., 2020). Scharmer (2018) explains that transformation means changing the paradigm/mental model and not just changing behaviour. Based on this perspective, it can be seen that transformation is bigger, broader and deeper than the term organisational change because it involves both material and spiritual aspects. Educational transformation is needed to overcome the problems (Wibowo & Sadikin, 2019). However, recognising the characteristics of education that have been transformed is no less important because it acts as a lesson for future generations.

The characteristics of education can be studied based on the era of society. The lecture method dominates education in traditional societies (Zhao et al., 2021). This method is mostly based on students' memorisation and attendance. The lecture method is often used in the educational process in traditional societies because it is considered easy. Traditional societies tend to dislike complex educational processes with various innovations. This is because the focus of traditional communities is more on the search for basic needs such as clothing, food and housing (Junarto & Salim, 2022). Unlike the concept of education in traditional society, education in modern society is carried out through various learning and administrative innovations. Various educational innovations are carried out because, in modern society, competency-based education is prioritised over knowledge-based education (Yarygin et al., 2019). Furthermore, advances in science and technology strongly influence education in a globalised society. People in the era of globalisation have a vision of an advanced and competitive system (Nguyen & Lee, 2022). The educational literature has responded to globalisation with various opinions and views that have finally moved from a more polarised position to a more moderate perspective (Rashid, 2022).

1.2. Related research

Lee et al. (2017) analysed the different characteristics of education at universities in Malaysia based on the influence of Western culture and local culture. The research is related to this because it has similarities in exploring educational characteristics based on cultural differences. In this study, exploration was carried out based on the different eras and technological advances. Oplatka and Arar (2017) analysed the characteristics of traditional societies that affect education. They illustrated that traditional societies with characteristics of higher poverty, lower life expectancy and access to education are less influenced by the country's political policies.

Furthermore, Partami (2019) explained the differences in classroom instruction, which are influenced by differences in student characteristics. These activities are carried out in multicultural classroom learning with differentiated learning. The study results show that the differences in community characteristics that affect student characteristics are a challenge for teachers in compiling content and remedial assignments and products in learning. According to Yarygin et al. (2019), in

modern society, the characteristics of education are not only training aspects of student knowledge, but also training student competencies.

1.3. Purpose of the study

Based on the background presented, the purpose of the study is as follows:

- To analyse the empirical study of education in traditional society.

- To analyse the empirical study of education in modern society.

- To analyse the empirical study of education in society in the era of globalisation.

2. Methodology

This article was prepared using a qualitative approach through library research and review. Studies of books, reports and scientific articles were conducted to enrich knowledge about the different characteristics of education in traditional, modern and globalised societies. Then, the study of educational characteristics is used to examine the differences in educational characteristics in traditional, modern and globalised societies.

2.1. Research model

The research model used is a systematic literature review (Petticrew & Roberts, 2008) with the below stages.

a. Refining the questions

In this stage, the authors discuss research questions based on the research theme raised. Based on the background that has been presented, the formulation of the problem in this study is as follows:

- How is the empirical study of education in traditional society?

- How is the empirical study of education in modern society?

- How is the empirical study of education in society in the era of globalisation?

b. Deciding criteria on the review

We decided on the criteria for articles to be reviewed. Articles must be related to education in the traditional, modern and globalised society era in Indonesia, published from 2017 to 2022. From the literature in the books, we did not limit the year of publication.

c. The literature search

We searched for articles with the following keywords: education at traditional era in Indonesia, education at modern era in Indonesia, education at globalised era in Indonesia. We selected the articles based on the predetermined criteria.

d. Synthesising the evidence

The next step was to read and understand the content of the selected articles, interpret the results of the analysis and discuss the results of the analysis. We synthesised evidence about the educational process in traditional, modern and globalised societies.

e. Producing the article

The last step was writing a literature review article by adjusting the journal format. The results of the synthesis stage are presented descriptively.

f. Disseminating the review

After the review process and article writing, the next step was to distribute the articles that were written. Dissemination of articles was through the process of submitting to journals. Furthermore, the editors and reviewers of the journal provided suggestions and comments regarding the article.

2.2. Participants

This article generally discusses the characteristics of education in Indonesia based on the state of society that still exists today, namely traditional, modern and globalised society. Based on this statement, the participants who became the object of this study were students from elementary school to high school. The literature referred to in this article specifically reports that students who participated in the topic of education in traditional societies had come from rural areas in Indonesia, while students who participated in the topic of education in modern society and globalisation had come from urban areas in Indonesia.

2.3. Data collection tools

Based on the research model, namely systematic literature review, the tool used to collect data from the relevant literature was software that can be used as a search engine, such as Google Chrome. The indexing medium used to collect data in this study was Google Scholar.

2.4. Data collection process

The data collection process was carried out during the literature search stage in a systematic literature review research model. The step was to search for appropriate literature through the Google Scholar indexing media. The appropriate literature was literature with the keywords education in Indonesia's traditional, modern and globalised society era. The literature obtained was then downloaded in PDF.

2.5. Data analysis

After the literature was made available, data analysis was carried out through the following steps: identification of main ideas, outline creation and article synthesis. The main idea was identified after reading and understanding the research literature. The main ideas obtained were then grouped based on the similarity of content. The collection of main ideas was detailed again in the form of an outline by taking into account the level of integration between the main ideas.

3. Results and discussion

Experts have written many descriptions regarding the understanding of society. In English, the term *society* comes from the Latin word *socius*, meaning 'friend'. The term community comes from the Arabic root *syaraka*, which means 'to participate'. Society is a group of people who get along or interact with each other (Koentjaraningrat, 2009). Sinaga (1988) argues that in a community people occupy an area either directly or indirectly related to each other to fulfil needs and are related as a social unit through a feeling of solidarity because of the same historical, political or cultural background. From some of these understandings, it can be interpreted that society is a unit or group with relationships and some similarities such as attitudes, traditions, feelings and culture that form an order. This section will discuss an empirical study of education in traditional societies, modern

societies and societies in Indonesia's globalisation era. The study begins by describing the concept of the three community groups and their characteristics and ends by empirically describing the form of education from the three community groups in Indonesia.

3.1. Empirical study of education in traditional society

Traditional society is a society that preserves and maintains traditions, customs, value systems, norm systems and even cultural systems inherited by their predecessor generations (Sibani, 2018). Based on their settlements' location, traditional communities are generally found in rural areas (Jamaludin, 2015). The characteristics of traditional societies include orientation towards the past, fanaticism towards culture, closeness, primordial loyalty (religion, class, ethnicity and family) and familial ties, depending on fate and maintaining a good relationship with nature (Wowor, 2012). Traditional society has a sense of good human relationships that indicates people's ability to relate cordially with one another and tolerate each other and tolerate and endure successive governments (Sibani, 2018). Traditional people have a sense of respect for constituted authority and elders.

Referring to the meaning of education as an effort for students to actively develop their potential, traditional societies also have the same opportunities as modern societies to obtain an education. The government opens equal educational opportunities for people who live in villages and cities. However, in Indonesia, education gaps often occur (Fitri, 2021). Education seasoned with traditional principles is often considered an ancient form of education and is referred to as education developed in conventional schools. In it, there are only teachers, students, administrative systems, teaching aids or learning media that are standard or less sophisticated. Traditional education emphasises the importance of the mastery of subject matter. According to this concept, the ratio of memory plays an important role in the learning process at school.

Traditional community education in Indonesia began during the royal era, the era of the spread of Islam, the Dutch colonial era, the era of the Japanese occupation and the era of independence. An overview of the development of traditional education from time to time in Indonesia is presented below.

a. Education during the royal era

During this period, feudalism began to develop in society. The oldest writing was found (Sansekerta in Bahasa). Informal education has developed in the form of colleges/hermitages and Islamic boarding schools (the era of the Tarumanegara Kingdom, Kutai). The educators were Brahmins, teachers and religious leaders. Education was aristocratic (still limited) only for minorities, namely children of the Brahmin and Kshatriya castes. The purpose of education was to become devout religious adherents, able to live in society and defend themselves and the country.

b. Education during the spread of Islam

In the 14th century, Walisongo began to enter and an Islamic empire was established in Indonesia. The purpose of education was to produce people who fear God. Education occurs in the family and educational institutions such as hermitages, langars, mosques, madrasas and Islamic boarding schools. Pesantren is a traditional Islamic educational institution that aims to form good and pious Muslim human beings. Education at this time put forward a gentle attitude was also exemplified by the prophet.

c. Education during the Dutch colonial era

After the colonials introduced the school system in Indonesia, educational institutions spread throughout the country. Various types of schools were established. Religious leaders participated in pioneering schools with religious patterns according to their respective religions. At this time, education was divided into two (dualism), namely education carried out by the Dutch colonial government by the interests of colonialism and education carried out by the movement as a means of struggle to achieve their existence. Education in this era was marked by the presence of the central school Kweekschool in Solo, Muhammadiyah, an educational institution with the pattern of the Tri Koro Dharma youth organisation in 1915 chaired by Satiman Wirjosandjojo, Taman Siswa and the Educator Room of Kayutanam in Sumatra (Indonesisch Nederland School).

d. Education during the Japanese colonial era

After 1942, Japan began to formulate policies to be carried out against the Indonesian people. Learning from the experience in their country, their success in becoming a big country was by making changes to education. This condition was a consideration for Japan to be able to master Indonesia perfectly, so it made policies in the field of education. The initial education policy carried out by Japan was trying to instil the Japanese culture in the Indonesian people through the establishment of public schools.

e. Education during the independence era until now

Since Indonesia's independence, education in Indonesia has been growing. Marked by the implementation of the curriculum, the first curriculum was Curriculum 1947. Education in the early days of independence was under the control of Suryadi Suryaningrat, who served as the Minister of Teaching. Indonesian education in 1947 was still influenced by the Dutch and Japanese colonial education systems. The forms of education in this era still maintained traditional principles, including schools located in rural areas.

To date, education has developed rapidly. However, there are still traditional teaching methods in rural areas. Some recent literature describes the educational situation of traditional communities in rural areas.

a. Education management of the disadvantaged areas in the South Buko district

South Buko District is located in Banggai Islands Regency, Central Sulawesi Province, and is still classified as a disadvantaged area. One of the obstacles to the development of education is the difficulty of access to urban areas. Therefore, equitable distribution of development must be carried out in the area. Schools in the South Buko sub-district still lack facilities and teachers who are suitable for the field of study at the school. Nevertheless, the programme implementation in schools continues to run according to cultural values. Community involvement in the implementation of existing programmes in schools is very large. One of them is school fencing activities and gardening (Saleh & Bidjai, 2017).

b. Online learning during the COVID-19 pandemic in the 3T region (East Nusa Tenggara)

The 3T region is underdeveloped and the outermost area in Indonesia. Most of the 3T areas are the gateways to Indonesia's borders. The area's location, which is far from the provincial capital, has hampered economic growth due to uneven infrastructure development. Education in the 3T area in the pre-pandemic period had experienced several obstacles. Undeniably, the inequality of facilities experienced by students in the 3T area who have no access to distance education made them helpless during the pandemic. Difficult access in remote areas makes online learning difficult to implement. Meanwhile, more than half of the 3T areas already have an Internet

network, but they cannot be used properly. This could be due to weak signal strength and the lack of human resource capabilities in accessing technology. Based on the analysis results, it was found that since mid-March, educational institutions had replaced all academic activities and teaching and learning activities with face-to-face learning in the classroom with virtual learning. Although many students find it difficult to listen to lessons through the online system, the virtual learning method is unavoidable during the COVID-19 pandemic. The shift from conventional learning systems to online systems was sudden, without proper preparation. But all of this must be done so that the learning process can run smoothly and students can actively participate even during the COVID-19 pandemic. The simplest thing that educators and students can do is to use WhatsApp groups. WhatsApp is suitable for students to use for online learning because the operation is very simple and easy to access (Arkiang, 2021).

c. Preparation and learning process for Pancasila and citizenship education in disadvantaged areas

The research was conducted at the State Junior High School 1 Lahewa, North Nias Islands. Geographically, SMPN 1 Lahewa, North Nias Islands, is located in the Nias Islands Regency as one of the disadvantaged areas. The results showed no preparation for learning at SMPN 1 Lahewa. For example, the teacher did not include the learning implementation plan (RPP) during the teaching and learning process. Minimal facilities and lack of evaluation of learning administration are the main factors for teachers being negligent in preparing learning tools (Hasanah et al., 2020).

d. This research focuses on Inpres Kecil Elementary School, Salena, Buluri Village, Ulujadi sub-district, Palu, Central Sulawesi, a remote and isolated area. The results showed that the curriculum used was old curriculum; teachers did not understand the syllabus's development, so they copied the syllabus from other schools and sometimes teaching was not based on the prepared lesson plans. In addition, many teachers did not teach according to their majors (Kuliawati & Radjasa, 2019).

e. This study aims to examine the condition of students, teachers and learning resources in schools in the Pondok and Celagen islands. The study's results revealed that very few high school students went to college; there were still many teachers with non-educational backgrounds and almost no collection of educator guidebooks in the school library (Rahmadi, 2020).

3.2. Empirical study of education in modern society

The definition of modern society is very relative, especially when viewed from the changing times and from time to time. Modern society is a society where most of its citizens have an orientation of cultural values directed towards life in today's civilisation. Modern society is relatively free from the power of old customs because of the changes in the development of today's era. Contrary to traditional society, these changes occurred due to the entry of cultural influences from outside, which brought progress, especially in science and technology. Modernism in the treasury of Western society contains the meaning of thoughts, schools, movements and efforts to change old ideas, customs and institutions to be adapted to the new atmosphere created by the progress of modern science and technology. According to Cortois and Laermans (2018), modern society is noted for its characteristics, namely not paying attention or not caring and also being more selfish. Modern society also likes to pursue achievements and tends to be frank in expressing everything. In achieving this, modern society strives for fairly high education and tries to be abreast of the developments in science and technology. The development in science and technology is balanced with the development in other fields such as economics, politics and law. In general, modern society is also called urban society. The sociological

understanding of the city lies in the nature and characteristics of its life. It is not determined by the settlement of several residents in an urban area.

In modern society, education plays a very important role in improving intelligence and skills. Education in modern society is generally directed to prepare a generation capable of facing challenges. In this era, information technology has started to play an important role in its development and mastering. With sufficient knowledge, the community will have a broad enough view to anticipate future life and make improvements to life by introducing new social norms, which can answer future challenges. So knowledge is the main capital for modern society to survive in the situation and conditions of modern civilisation. Phenomena in the field of education that occur in modern society in Indonesia include the below.

a. Changes in curriculum

The education curriculum in Indonesia has developed from the pre-independence era until now, starting from the first curriculum after independence in 1947. The curriculum prioritises character education, state awareness and society rather than mind education. The subject matter is related to everyday events, attention to the arts and physical education. Along with its concept and implementation, the 1947 Curriculum to the 1975 Curriculum is still identical to traditional education with the concept of teachers teaching and students getting lessons. In the 1984 Curriculum or the Active Student Learning Curriculum, modern education is more visible by placing students as learning subjects by observing, grouping, discussing and reporting things. Furthermore, modern education appears in the curricula that followed, namely the revised 1984 Curriculum, as a refinement of the 1984 Curriculum by emphasising understanding concepts and problem-solving skills. The 2004 Curriculum focuses on developing the ability to perform certain tasks by established performance standards. Furthermore, the 2006 Curriculum is known as the education unit level curriculum. In this curriculum, modern education is very visible with the freedom for teachers to plan learning according to the environment and conditions of students and the school's location. The next curriculum for the development of national education in Indonesia is the 2013 Curriculum. The core of the 2013 Curriculum is a simplification and thematic-integrative effort. The 2013 Curriculum is prepared to produce a generation ready to face the future because the curriculum is structured to anticipate future developments. The object of learning emphasises natural, social, artistic and cultural phenomena. This approach hopes that our students will have much better attitudes, skills and knowledge competencies. They will be more creative, innovative and productive so that later they can be successful in facing various problems and challenges of their time, entering a better future. In 2019, Indonesia had a new Minister of Education and Culture, Mr Nadiem Makarim. One of the breakthroughs was creating a new education system, the independent curriculum. This curriculum has the concept of modern education that facilitates students and teachers to express ideas, independent learning and learning creativity.

b. The development of natural schools

Lendo Novo initiated the emergence of nature schools in Indonesia. In contrast to public schools in Indonesia, nature schools have their unusual concept. The first natural school was held with eight students in Ciganjur, South Jakarta. This natural school was originally intended to reach underprivileged children to get a proper education. Over time, in 2004, Lendo founded the School of Universe with a vision to accompany every child to become a 'leader' on earth and give 'grace' to all the worlds. Lendo emphasised that the school of nature is a step in continuing the mission

of improving noble character (character education) and that learning is not only a theory but also a realisation.

c.   Development of the Integrated Islamic School (IIS)

IIS is one of the schools with the concept of modern education. Towards the 21st century, there are quite interesting changes regarding the trend of Islamic education in Indonesia. The birth of IIS marks this. It was started by campus da'wah activists who are members of the Campus Da'wah Institute and are concerned about the education condition in Indonesia. The curriculum applied by the Integrated Islamic School is a curriculum adapted from the curriculum of the Ministry of Education and Culture with various modifications. When viewed from the structure of the curriculum, IIS is an integral part of the national education system. IIS uses all subjects from the national curriculum. IIS does not reject Mathematics, Natural Sciences, Social Sciences, Languages and Arts, which are the standard formats of the national education curriculum. The Integrated Islamic School considers that providing general subjects can be a tool to equip graduates in developing the future professions of their students as engineers, economists, doctors, psychologists and other professions.

In addition to the phenomena in modern society, recent literature describes the educational situation in modern urban communities.

a.   The implementation of the Cambridge curriculum on biological learning in Gandhi Memorial Intercontinental School (GMIS) Semarang

The results show that the profile of GMIS Semarang has a background as an international standard school by government regulations. The input consists of students, curriculum, teachers, facilities, infrastructure and teaching materials that meet the standards. The process consists of implementing biology learning with very good criteria, namely 90% in class and 92% in practicum; media used to support learning, laboratories and libraries are used properly. The duties and administration of teachers have been given well. The product in the form of student learning outcomes is good but needs to be improved and students' achievements at the national and international levels are good (Wijayanti et al., 2019).

b.   Differentiated instruction in the multicultural classroom of primary years programme in GMIS Bali

At GMIS, learning is carried out in a differentiated manner. The findings of this study are, first, the teacher practices task differentiation through content and remedial assignments and products based on student interests and reading buddy programmes through formative and summative assessments carried out in one unit (Partami, 2019).

c.   Implementation of population alert schools through geography learning at MAN Insan Cendekia Tanah Laut

The research results in the implementation of population education in geography subjects in class XI MAN Insan Cendekia Tanah Laut have been carried out by teachers in lesson planning, learning processes and assessments. In the lesson plan, the implementation of population education can be seen in the basic competencies, indicators and learning objectives. The inhibiting factor for implementing population education is that students think that the population material is too broad and has a lot of memorisation and lack of student motivation. Efforts made by geography teachers in implementing population education are to provide interesting learning methods and media to study population material and provide population corner services (Ulfah, 2021).

d. Local wisdom values: a new paradigm project for the motivating school programme to create a Pancasila student profile

The motivating school programme in realising the Pancasila student profile through the values of local wisdom is a strategy that schools can carry out with stakeholders or partners, i.e., the value of local wisdom in the new paradigm of education towards the student profile of Pancasila in which students are taught to work on projects prepared by teachers by carrying local wisdom. The new paradigm in the independent learning curriculum tries to explore student competencies through their interests and talents by exploring the global diversity that exists in the student environment so that students experience learning experiences, learn throughout life and maintain their competencies with strong characters based on the values taught through Pancasila, the local wisdom values. Local wisdom is knowledge or part of the development of character in an area, so it must be made part of the education content to maintain the nation's character (Nurasiah et al., 2022).

e. Cambridge curriculum

In Indonesia, many schools are starting to implement an international curriculum to improve school quality. One of the international curricula applied in Indonesia is the Cambridge curriculum. The advantage of the Cambridge curriculum is that it is the largest curriculum in the world and has been implemented in 10,000 schools in 160 countries. The Cambridge curriculum focuses on students' understanding, knowledge and critical thinking skills that involve mental strategies and problem-based learning and uses a student-centred learning approach that aims to make students active in learning. Through the Cambridge curriculum learning, students will have five study habits, namely 1) confident, where students are confident in their abilities or skills; 2) responsible, where students are responsible for themselves and others and understand that what they do will impact other people and the environment around them; 3) reflective, where students become reflective of themselves that learning is something important to do; 4) innovative, where students are accustomed to adapting and being flexible to new situations that require new ways of thinking; and 5) engaged, where students are accustomed to being involved and working together in groups and in a social environment to learn with a deep curiosity, interest in learning new skills and accepting new ideas (Widjanarko & Budiyono, 2018).

3.3. Empirical study of education in society in the era of globalisation

According to Segal (2019), globalisation is all forms and processes that refer to the unification of all citizens of the world into a global group and is a form of the connectedness of the world community, which includes the fields of politics, economy, culture and society. This era of globalisation is categorised in the development of modern life, namely when life occurs in the present and is future-oriented. In this regard, in everyday life, people in the era of globalisation have a broad view that is not limited to space and time. The rapid development of technology is one of the supporting capacities of people's lives in the era of globalisation. Apart from that being driven by borderless communication, the use of language is also a factor that characterises the era of globalisation.

The first characteristic of a global society is the increasing civilisation which is supported by the existence of science and technology. The emergence of industrialisation is the impact of the progress of the mindset and creative power of humans so that they can formulate the meaning of life in the form of facilities available in the universe. The second characteristic of information globalisation is the invasion of communication and information penetrating cultural boundaries. The third characteristic is the occurrence of lifestyle changes. The increasingly sophisticated communication technology

provides convenience and freedom for the public to access any available information. The implication is that there is a change in the value system because the clash of value systems adopted by society is not necessarily to the previous society's cultural and religious background. They have generally been uprooted from the roots of national culture, while we have yet to find a new form of the cultural ideal that incidentally was imported from outside. At that time, information's role was dominant in influencing and changing one's character and personality. This is where the crucial function of information acts as a power (information is power). Information plays a vital role in society and can be used to improve the quality of life. The fourth characteristic of the era of globalisation and information is the sharper gap between industrialised and developing countries; in other words, the dominance of information by developed countries over underdeveloped countries. Knowledge is the most effective means of domination, while knowledge is nothing but information-based.

Education in the era of globalisation can be interpreted as education with global insight. Therefore, ongoing education must be able to prepare students for at least five competencies needed in this era of globalisation, namely (1) intellectual competence, which is the ability to think and reason, creative innovation, problem-solving ability and strategic decision-making ability; (2) personal competence, which is having a noble soul and good morals, in the form of honesty, discipline, independence, critical and responsible; (3) communicative competence, which is having language and communication skills with others; (4) sociocultural competence, which is the ability to live together and cooperate with others; and (5) vocational kinaesthetic competence, which is the ability to use science and technology to support the progress of global life (cited from Istiarsono, 2000 in Dewi, 2019).

Education in society in the era of globalisation includes the below.

a. International education

International education is not only education that uses international languages. International education is defined as education that makes students think openly and internationally (open and international-minded), where students will later become global citizens. UNESCO emphasises that international education aims to increase global awareness and understanding to realise a common life in peace and harmony. To realise this mutual understanding, serious efforts are made to disseminate universal human values, such as human rights and the promotion of peace and tolerance. International education has implications for policy and learning management in Indonesia, namely the use of Internet-based technology or services in learning, cultural shift from downloader to the uploader, digital divide, provision of network infrastructure between educational institutions, changing perceptions of information and communication technology as an instrument. To enliven this international education, the International Standard Bilingual School (ISBS) trend emerged. Currently, the Indonesian people view the ISBS as an icon, even one of the number one schools of choice (Setyowati, 2019). The ISBS icon in the eyes of the Indonesian people cannot be separated from being bilingual as a medium of instruction, multimedia in classroom learning, with international standards, or as a prestigious school with collaboration between Indonesia and Organisation for Economic Co-operation and Development (OECD) member countries and international test/certification institutions, such as Cambridge, IB, Test of English as a Foreign Language (TOEFL) and others. Meanwhile, it is their choice because they think that ISBS can keep up with the times that are already multidimensional, especially in terms of technology.

b. Massive Open Online Courses (MOOCs)

MOOCs introduce a new way of teaching and learning that is student-centred and uses

technology with unlimited reach, transcending the boundaries of classrooms, campuses and even countries (Hew & Cheung, 2014). MOOCs allow consumers to acquire knowledge and skills for free and are even taught by professors from world-renowned universities. This programme was developed to enable enthusiasts to continue to learn for life in the digital era now and in the future. MOOC materials can be accessed by anyone and anywhere, even for free. This is a very basic change. Previously, the college required physical presence on campus and paying tuition fees commensurate with the quality of the intended college.

4. Conclusion

Education is the main key to a nation's success, delivering its people's welfare and prosperity. Therefore, education is very important to improve the community's quality of life. Education is dynamic and tends to have a developing pattern. These changes are in line with the changes in society at that time. At least in the study that has been described, there are observed differences between traditional, modern and global education. Referring to the characteristics and education patterns of traditional, modern and global societies, educators must transform learning according to the demands of the times. The teacher is no longer in charge of dictating or lecturing, but how to play the device as a learning tool is an important thing. In the world of education, dynamism is a certainty that must be done to make humans better.

5. Recommendation

Finally, three recommendations can be given based on the research that has been carried out. First, all countries must pay attention to the distribution of the quality of education. Second, more efforts are needed to develop education in rural areas. Third, more research is needed that addresses the different characteristics of education so that the problem can be solved.

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