Globalization and Digitalization in Education; A Review of Islamic and Western Educational Philosophy

Atiyah Ulfah[1] , Muhammad Iqbal Noor[2], Irfan Noor[3]

[1]UIN Antasari Banjarmasin; atiyahulfah@gmail.com
[2]UIN Antasari Banjarmasin; muhammadiqbal@uin-antasari.ac.id
[3]UIN Antasari Banjarmasin; ifrannoor@uin-antasari.ac.id

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ABSTRACT

Globalization and digitalization are two phenomena that cannot be separated from human life today, including in the field of education. Globalization has opened wider access to information and communication, while digitalization has presented various technologies that can be used in the learning process.In this paper, we will discuss the impact of globalization and digitalization on education, both from a positive and negative perspective. Positive impacts include increased access and quality of education, while negative impacts include misuse of technology and moral degradation.Islamic education is also not immune from the influence of globalization and digitalization. To face these challenges, Islamic education needs to make various adaptations and innovations, including by developing a curriculum that is relevant to the needs of the times, utilizing technology wisely, and instilling strong moral values.

ABSTRAK

Globalisasi dan digitalisasi adalah dua fenomena yang tidak bisa dipisahkan dari kehidupan manusia saat ini, termasuk di bidang pendidikan. Globalisasi telah membuka akses yang lebih luas ke informasi dan komunikasi, sementara digitalisasi telah memperkenalkan berbagai teknologi yang dapat digunakan dalam proses pembelajaran. Dalam makalah ini, kita akan membahas dampak globalisasi dan digitalisasi pada pendidikan, baik dari sudut pandang positif maupun negatif. Dampak positifnya meliputi peningkatan akses dan kualitas pendidikan, sementara dampak negatifnya mencakup penyalahgunaan teknologi dan degradasi moral.Pendidikan Islam juga tidak luput dari pengaruh globalisasi dan digitalisasi. Untuk menghadapi tantangan ini, pendidikan Islam perlu melakukan berbagai penyesuaian dan inovasi, termasuk dengan mengembangkan kurikulum yang relevan dengan kebutuhan zaman, menggunakan teknologi dengan bijaksana, dan menanamkan nilai-nilai moral yang kuat.

INTRODUCTION

Globalization and digitalization, two powerful forces shaping the modern world, have significantly transformed the landscape of education. These phenomena have ushered in an era where information flows seamlessly across borders and technology permeates every aspect of our lives, including the realm of learning.

One of the positive aspects of globalization in education is the unprecedented access to a wealth of information from around the globe. Students can now engage with diverse perspectives and cultures, broadening their horizons and fostering a global mindset. This interconnectedness has also led to collaborations between educational institutions worldwide, enriching the learning experience through shared knowledge and resources. Moreover, globalization has raised the bar for educational quality, as institutions strive to meet international standards and benchmarks, ensuring that students are well-prepared to compete in the global job market.

On the digital front, technological advancements have revolutionized the way education is delivered and received. Online platforms, interactive multimedia, and virtual classrooms have made learning more engaging and accessible, breaking down geographical barriers and providing education to remote or disadvantaged communities. Digitalization has also facilitated personalized learning experiences, catering to individual student needs and learning styles.

However, alongside these positive changes, there are challenges that cannot be ignored. The misuse of technology is a pressing concern, with issues such as plagiarism, cyberbullying, and online fraud becoming more prevalent. Moreover, the overreliance on digital tools might hinder the development of essential interpersonal and critical thinking skills, which are crucial for holistic personal and professional growth.

In the context of Islamic education, the impact of globalization and digitalization is profound. Islamic educational institutions are faced with the task of preserving the core values of their faith while adapting to the rapidly changing world. To navigate these challenges successfully, Islamic education must undergo significant adaptations and innovations.

Firstly, there is a need to develop a curriculum that is not only rooted in the teachings of Islam but also relevant to the contemporary world. This means

integrating traditional religious education with modern subjects, ensuring that students are equipped with both religious knowledge and practical skills that are essential for their future careers.

Secondly, the wise utilization of technology is crucial. Islamic educational institutions should embrace digital tools that enhance the learning experience without compromising the moral and ethical principles of Islam. This could include creating online platforms for Quranic studies, Islamic history, and theology, allowing students to access authentic religious texts and scholarly discussions from the comfort of their homes.

Lastly, instilling strong moral values is paramount. In the face of digital distractions and the rapid pace of globalization, nurturing a strong moral compass becomes even more critical. Islamic education should focus on character development, teaching students the importance of compassion, honesty, and social responsibility. These moral values are not only integral to Islamic teachings but also serve as a foundation for building a just and harmonious society.

In conclusion, globalization and digitalization have undeniably transformed the landscape of education, presenting both opportunities and challenges. For Islamic education, adapting to these changes requires a delicate balance between preserving religious traditions and embracing the benefits of modernity. By developing relevant curricula, utilizing technology wisely, and instilling strong moral values, Islamic education can prepare students to navigate the complexities of the modern world while remaining true to their faith.

Methods

This research employs a literature review approach to delve into the impact of globalization and digitalization on Islamic education. Firstly, the researcher identifies the research topic focusing on analyzing the positive and negative impacts of globalization and digitalization on teaching methods, curriculum, and moral values in Islamic education. Secondly, through the search and selection of literature sources, relevant data is gathered from various academic databases, books, journal articles, and related research reports.

This data is analyzed in detail to identify patterns in the responses of Islamic education to global changes and technological advancements. The findings of this analysis are then compiled into a research report, providing an overview of the impact of globalization and digitalization on Islamic education, along with practical

recommendations for Islamic educational institutions in addressing these challenges. This research provides a crucial theoretical foundation for education practitioners and policymakers to optimize the benefits of globalization and digitalization in enhancing the quality of Islamic education while preserving traditional values and moral principles in the educational process.

Data Collection Methods

The data used in this paper was collected through the library *research* method and this research focuses on qualitative *research*. The data collection process is carried out by exploring the literature that is relevant to the topic of this research. Data is obtained from various sources, such as books, journals, articles, and websites.

The data obtained were analyzed descriptively qualitatively. The analysis was carried out by describing and interpreting the data obtained.

Framework

The framework of this paper can be described as follows:

❖ Globalization and digitalization are two phenomena that have changed various aspects of human life, including education.

❖ The impact of globalization and digitalization on education can be seen from various sides, both positive and negative.

❖ Islamic education is also not immune to the influence of globalization and digitalization.

❖ To face these challenges, Islamic education needs to make various adaptations and innovations.

RESULTS AND DISCUSSION

A.   Impact of Globalization and Digitalization on Education

In the era of globalization, technology brings many influences in the world of education. Technological advances have brought various improvements to education policies around the world, including Indonesia. Globalization brings the world into the fourth industrial revolution triggered by the development of Information and Communication Technology (ICT). The technological basis is the intelligent automation of cyber-physical systems with centralized control and advanced connectivity (IoT/Internet of Things functionality). The impact of this new technology for industrial production systems is the reorganization of classical

hierarchical automation systems to self-organizing cyber-physical production systems that enable flexible mass custom production and flexibility in production quantities.

Especially during the Covid-19 pandemic, based on an appeal from the Government of the Republic of Indonesia through the Ministry of Education and Culture which states that to prevent the spread of Covid-19, school teaching and learning activities are carried out online or what is often known as Daring. Policies taken by many countries including Indonesia by closing all educational activities, making the government and related institutions must present an alternative educational process for students and students who cannot carry out the educational process at educational institutions. This is supported by Circular Letter Number 4 of 2020 concerning the Implementation of Education Policy in the Emergency Period of the Spread of Corona virus Disease (Covid-19) signed by the Minister of Education and Culture Nadiem Makarim on March 24, 2020.

The foldable world trend is characterized by foldable computers, workspaces that are only the size of a book. This trend initially didn't faze many people. But then the rapid changes in tools, culture and business cycles have opened people's eyes. The case of Nokia that had survived for about a dozen years in the world made the company complacent without competitors. Android, which brought Samsung to change everything by creating demand and trends, surpassed Nokia.

The above conditions show how technology is changing everything rapidly. This change has certainly hit the world of education. So far, it seems that the response of the world of education is still on the lifestyle, not on the essence. 21st century learning demands that media is no longer just a medium. Media can also act as an environment and even a learning resource.2 This is what seems to have not been taken seriously in the learning process in Indonesia.

On the other hand, the use of technology, in this case smartphones, has become part of everyday life. Smartphone users, for example, are not only adults, but also school-age children. Schools are a bit shy about revealing the difficulties in teaching and learning due to students accessing smartphones while the teacher is lecturing in class. Guidance counseling teachers are faced with new learning problems, which turn out to be the impact of digital progress. The world of education at that time was tightly closed to the impact of this digital on its students. Considering the vast impact of digital advancement, Elly Risman and

Buah Hati Foundation spoke from seminar to seminar about the impact of gadgets for children.

Today's learning demands in the midst of an unavoidable technological cultural reality. All lines of education are required to create humans who are able to: 1) communicate globally across countries, cultures and religions, 2) Collaboration Skill, the ability to cooperate with one's own nation and other nations in an open and transparent manner, 3) Creativity, creative in finding solutions, innovating and being able to produce something new, 4) Critical Thinking is able to think critically in dealing with domestic and global information. These four things are called the 4Cs of 21st century learning or global capabilities that students must have today and later.

Responding to globalization accompanied by rapid digital progress, especially the pandemic phenomenon which is a national disaster, requires all components of education to switch to an online learning system. The implementation of the 2013 curriculum by the government is the starting point of 21st century learning in Indonesia, where students as student centers, teachers as motivators, guides, or facilitators. The obstacles faced by the 2013 curriculum are 1) teachers as the main source of learning, the cause is the delay in socialization and K13 training provided by the government to teachers 2) minimal facilities and infrastructure.3 In a different study in 2018 said the same thing, namely the weak empowerment of teachers, because the K13 training was late.4

Globalization poses its own challenges as in the case of Canada, the government prepares civics teachers to be trained in the Educating for Global Citizenship program. This was done due to massive migration and urbanization. The study was conducted over 3 years and found that teachers were faced with unique opportunities and challenges in learning to educate for global citizenship. Furthermore, the research suggested the need to integrate global citizenship education into teacher education through a holistic approach. The teaching strategies used are project based learning, project oriented learning and cooperative learning strategies when integrated with web 2 technology, motivating curiosity, critical thinking, and communicative learners. The findings provide alternative 21st century learning strategies.

The rapid flow of information in cyberspace and the ease of access to information make information very cheap. Whenever and wherever a student can access. This convenience assumes that students can find out one material before the subject teacher teaches. So when teachers use monotonous strategies and

lecture methods, it will cause prolonged boredom which results in a less effective teaching and learning process. Therefore, the concept of the driving teacher expressed by the Minister of Education is relevant. This condition leads the teacher as a facilitator, guide, motivator and consultant.

The information spread in cyberspace this year has caused major problems for the nation. These hoaxes are easily accepted as if they contain the spell of truth. Even educated people are affected. Even the analysis and fundamental principles of science and religion that have been adhered to for decades are forgotten. This incident reflects the unpreparedness in responding to news. Islam teaches the concept of tabayun. The word tabayun means thorough, careful, and the attitude of caution is accompanied by recheck and crosscheck. Quraish Shihab interprets fathabayyanuu Al Hujurat Verse 6, be thorough in earnest, and tabayyun in the sense of language is an explanation with clarity. Thoroughness has a technical meaning, namely sorting, choosing, thinking about the logic of information, so that we are not trapped. Unfortunately, Muslims are the victims of hoaxes. This phenomenon is an indication of the need for critical thinking in the face of free information. shows that Islamic education has not provided results

The other side of the theological concept has long offered tabayyun behavior which is a noble character in Islam. This tabayyun behavior is a check and recheck when someone receives information where there is a process of tracing information to several sources, and when it comes to the core source, it is also required to see the morals of the main source. This is also exemplified by hadith narrators, who check the source of the hadith when recording the hadith. Patricia C. Seifert, defines a less formal and skeptical definition of critical thinking: deciding what to do and when, where, why and how to do it.7 It can be said that tabayyun is included in the category of critical thinking skills. The lack of tabayyun character among people today is the ease with which people, especially Muslims, are easily provoked by information on social media.

Technology-based education is a global impact of the Corona virus-19 pandemic, encouraging the process of digitizing education in the world, including in Indonesia. The poor infrastructure system, especially in the field of communication in Indonesia, which does not reach all regions, has contributed to the poor student learning system during the pandemic, although the government provides a subsidy program by providing credit for students, students, teachers and lecturers has not been able to help the learning process. So far, many Indonesian education systems still use manual or offline systems, rarely does

education use online learning media, with the corana virus changing all sectors in Indonesia including the world of education which is changing structurally. Technology-based learning systems are becoming a trend and developing rapidly but this development cannot be felt by lower socio-economic groups where they are unable to access better education. Unlike the case with upper socio-economic groups who are able to provide facilities and infrastructure to support distance learning implemented by the government. Collaboration between students, teachers, principals, government and the private sector is needed in this case. The government should make simple and easy regulations so that the private sector and international organizations can be involved in this process.

So it can be concluded that among the impacts that occur can be positive or otherwise lead to positive things including:

a) Positive Impact

The positive impacts of globalization and digitalization on education include:

1. Increased access to education: Globalization has opened up greater access to information and communication, enabling more people to obtain education. This can be realized through various distance education (PJJ) and e-learning programs.

2. Improving the quality of education: Digital technology can be utilized to improve the quality of education, among others through the use of interactive and innovative learning media.

3. More flexible learning: Digital technology allows for more flexible learning in terms of time, place and method.

b) Negative Impact

The negative impacts of globalization and digitalization on education include:

1. Misuse of technology: Digital technology can be misused for various negative things, such as the spread of pornographic content, hate speech, and radicalism.

2. Moral degradation: Globalization and digitalization can cause moral degradation, partly due to the influence of foreign cultures that are not in line with religious values and local culture.

3. Given that this digital era offers convenience and also offers high costs, which some educational institutions have not prioritized, so the use of digital has not been fully implemented.

B. The Impact of Globalization and Digitalization on Islamic Education

Islamic education is based on the Quran, which is divine revelation, and the hadith, which is conveyed through the messenger of God, is the implementation of divine revelation. The intellect places an important position in human development therefore 21st century learning which is dominated by the development of reason or thought, is one part of the development of human potential, while Islamic education is oriented towards the advancement of reason and spirituality.

The phenomena that occur during the rapid flow of globalization and digitalization leave very complex homework for Islamic education in the 21st century learning era. Islamic education must respond quickly both institutionally and the substance of education. Institutionally, Islamic education institutions are still organizationally weak but still trying to survive. In addition, educational institutions tend to maintain the disciplinary concept, which uses a theological approach. In terms of *content*, in this case the Islamic education curriculum is challenged to integrate Islamic education material into a concept that prepares students to have 21st century skills.

The impact of globalization and digitalization has brought its own challenges to Islamic education. To face these challenges, Islamic education needs to make various adaptations and innovations, among others:

1. Develop a curriculum that is relevant to the needs of the times: The Islamic education curriculum needs to be developed to meet the challenges of globalization and digitalization.
2. Utilize technology wisely: Digital technology can be utilized to improve the quality of Islamic education, but it needs to be used wisely to avoid negative impacts.
3. Instilling strong moral values: Islamic education needs to instill strong moral values so that students can face the challenges of globalization and digitalization well.

C. Linkages between Globalization and Digitalization in Education

The school platform can be seen from personalized learning, broadcast learning, testing and assessment, discussion forum. The government platform is a job portal, human resource planning and management, education curriculum policy, funding through financing and payment. Personalization-based services and student

learning development can be done through broadcast learning such as YouTube, Instagram, and other platforms. Student development can be done through discussion forums involving students, teachers and others. The Indonesian government is more responsive to rapid changes in responding to the learning world's needs for IT. For example, in higher education (campus) learning, the availability of the internet is currently expanding, there is starting to be video conferencing technology, all of which share the strengthening of the teaching and learning process on campus and educational institutions, it is also corroborated by research. (Cecilia, 2016) explains the benefits of information technology that is growing rapidly in the era of the industrial revolution 5.0 to improve the quality of learning and methods of supporting learning. Rusyan (2014: 27) says, to have the ability and expertise, teachers are required to increase knowledge, use and master technology, be it computers or other technological tools that can be used in learning.

Student learning and training allows for continuous iterative feedback and enables students to learn at their own pace using e-learning systems. Teacher training portals encourage teachers who are experts in a particular field to share their materials for other teachers to learn, training materials related to the provision of trainers from third parties, on the other hand, assessment of teachers can be done by students, colleagues, superiors such as principals, etc., and identify skill gaps and other developments. Matching portals such as platforms for internships, job searches and opportunities for students and teachers, in addition to exploration of quality educational materials such as literature, journals, ebooks, as well as building forums for scientific dialogue, to consultations / dialogues with experts in education around the world.

The utilization of industry 5.0 technology has increased in various sectors, including education. To achieve educational goals from the aspects of knowledge and understanding (cognitive) with the use of this technology is very supportive of significant acceleration, but to achieve the goal of the ability to have skills and adaptation to technological advances should still be done well. Someone with high insight into digital technology knowledge needs to be involved in this collaboration [15]. There are several relationships between the three forms of literacy which include information communication literacy, media and technology. Mastery of these skills can enable mastery of other skills and competencies necessary for successful life in the 21st century (Trilling & Fadel, 2009).

In Indonesia, online/distance learning is regulated through the Ministry of Education and Culture Circular Letter No. 4 of 2020 concerning the Implementation

of Education in the Corona virus Disease Emergency Period (Covid-19). There are three policy points related to online learning, first, online / distance learning to provide a meaningful learning experience, without being burdened by the demands of completing all curriculum achievements for grade promotion or graduation. Second, it can focus on life skills education, including the Covid-19 pandemic. Third, learning activities and tasks can vary between students, according to their respective interests and conditions, including considering gaps in   access / learning facilities at home. These three things are Merdeka Belajar's strategies in terms of building a technology-based national education platform: student-centered, interdisciplinary, relevant, project-based and collaborative. Globalization and digitalization are two interrelated phenomena that have had a significant impact on various aspects of human life, including education.

1. Globalization

Globalization can be defined as a process of international integration that includes economic, political, cultural, and technological aspects. Globalization has opened up wider access to information and communication, allowing people in different parts of the world to connect and interact with each other.

2. Digitization

Digitalization can be defined as the process of converting analog data into digital data. Digitalization has brought various technologies that can be utilized in the learning process, such as the internet, computers, and mobile devices.

The digital era has brought great changes in the world of Islamic religious education. Educational activities are increasingly effective and efficient with the presence of digital devices. In learning activities, it is also expected to form a community that is able to utilize digital devices or media in encouraging the creation of quality learning and being able to accommodate the potential and participation of students. This study aims to determine the relevance of Islamic education in the digital era in navigating modern challenges.

3. Relevance of Globalization and Digitalization in Education

Globalization and digitalization are closely related in the field of education. Globalization has opened up opportunities for education to become more global and

inclusive, while digitalization has provided various innovations in the learning process.

Here are some examples of the interconnectedness of globalization and digitalization in education:

a) Improved access to education: Globalization and digitalization have opened up access to education for more people, including people living in remote areas or who have physical limitations. This can be realized through various distance education and e-learning programs.

b) Improving the quality of education: Digital technology can be utilized to improve the quality of education, including through the use of interactive and innovative learning media.

c) More flexible learning: Digital technology allows for more flexible learning in terms of time, place and method.

4. Challenges and Opportunities of Globalization and Digitalization in Education

Globalization and digitalization also present challenges and opportunities for education.

Challenges that need to be faced include:

a) Misuse of technology: Digital technology can be misused for various negative things, such as the spread of pornographic content, hate speech, and radicalism.

b) Moral degradation: Globalization and digitalization can cause moral degradation, partly due to the influence of foreign cultures that are not in line with religious values and local culture.

The research findings in the era of globalization have had a significant impact on Islamic education, including: first, along with the increasingly sophisticated technology, it is easier to obtain various types of information, often harmful. The task of national education in the era of globalization strongly emphasizes the value system and philosophy. Second, the pressures of globalization place a qualified, educated and skilled workforce. Third, collaboration in schools is very important. The other side of the influence of globalization is international cooperation in the field of education.

Opportunities that can be utilized include:

a) Improving the quality of education: Digital technology can be utilized to improve the quality of education, including through the use of interactive and innovative learning media.

b) More flexible learning: Digital technology allows for more flexible learning in terms of time, place and method.

c) Improved access to education: Globalization and digitalization have opened up access to education for more people, including people living in remote areas or who have physical limitations.

CONCLUSIONS

In conclusion, the impact of globalizaion and digitalization on education, particularly in the context of Islamic education, is highly complex. Globalization offers new opportunities by connecting people to more inclusive information and education, while digitalization transforms teaching methods and learning environments, making education interactive and easily accessible. However, challenges emerge, such as technology misuse and the potential for moral degradation. Islamic education needs to adapt by integrating traditional values with modern skills, utilizing technology wisely as a tool to enhance learning experiences, and emphasizing moral values to guide students in critically evaluating digital information and behaving responsibly online. Collaboration between educators, policymakers, and technology developers is key to creating a progressive educational environment rooted in ethical principles. With a thoughtful approach, education can foster a transformative learning environment, preparing students to navigate the complexities of the modern world while upholding their core beliefs.

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