REVITALIZATION GLOBAL EDUCATION TO ESTABLISH CHARACTER AND IDENTITY STUDENT

Firdaus Malaya Dewi
Faculty of Education
State University of Yogyakarta, Yogyakarta, 55281
Telepon: (0274) 586168 (Hunting) Faks: (0274) 565500
virda.virdutz@gmail.com

ABSTRACT

Globalization has been pervasive in all parts of the country, like two sides of a coin that can not be separated, globalization has a positive and negative impact on various aspects of life. Global education emerged as a solution to the problems in the global era. Global education emphasizes on several aspects such as awareness of global perspectives, to understand global systems, the history of globalization, understanding the culture of other nations.

Utilization of local and global excellence in economic, cultural, human, language, information and communication technology, ecology into the school curriculum, useful for the development of competencies of learners that can be utilized for global competition. So the global education educate students to be able to live wisely and responsibly, as individuals, human beings, and as members of a global society. For that in this paper the authors initiated the importance of global education applied to shape the character and identity of the student. So that learners are able to act locally with based global insight.

Writing method used is descriptive qualitative study of literature from a variety of sources. The authors collected data, process data, analyze the data and then draw conclusions.

1. Introduction

State that the longer the time the more developed and developing countries in the 21st century is to make human entrance-century science as a knowledge society (the knowledge society). In this century the opportunity and make the widest possible extent in all aspects, while providing outstanding problem, which previous generations have never experienced them.

Currently the state of the world as if there is no more distance and boundaries (placeless society). Globalization has penetrated to all parts of the world. Swift currents of globalization have an impact in many aspects of human life, so the challenge of how people can access as much as possible the positive and negative impacts of globalization filter.
The development and progress of the age, a significant impact on various aspects. Advances in technology, makes it easy for one man to interact. Namely the internet world seems without limit, simply humans in the outside world and interact with new cultures. Economic development shot up because of the association established cooperation with domestic and foreign companies. In the global era of competing countries and highlight the power that they have.

Globalization easily absorbed and adapted, especially by the young generation. Curiosity is high and easy to accept new things, making globalization easily adopted. Advances in technology make it easier for someone to be able to penetrate the outer world cross country, as well as use of the internet. As well as the introduction of foreign culture on a nation as a mission to flatten the culture that goes without filtration and a bulwark against the nation.

Problems faced as a negative impacts of globalization are not able to influence someone in filtering the erosion of one’s character and identity as a nation. It appears that the entry of foreign cultures to easily accepted and adopted so that the culture of the country itself sidelined and even forgotten. And even cultures can change the character entry in a person due to not understand the negative side of globalization.

Education has a strategic role in controlling both positive and negative consequences of globalization. Education as a means of membelajarkan students and students understand what they are learning relevant. Education is an influence, help or guidance given by the teacher to the students. Education should be able to develop all the potential of human capital towards kedewasan so they can live independently and be able to also develop a system of life with a better fit with the challenges or the needs of the times.

Issues of globalization are impacting negatively on the younger generation needs to do an act of solution, so that young people are able to fortify themselves to the negative effects and harness the positive side of globalization in the Bohemian and as citizens. Present global education as a strategy for membelajarkan students a global perspective. Global education emphasizes on several aspects such as awareness of global perspectives, to understand global systems, the history of globalization, understanding the culture of other nations.

So the need for revitalization of global education as a step in the face of global influence and confront globalization that has spread to all parts of the world. Where in the global era requires the understanding / knowledge, attitude and broad outlook on the students so that they can anticipate and identify closely and carefully. In order to adapt information and new situations to be more precise, so it is not wise to sacrifice personal identity as the identity of the student.

2. Theoretical Framework

2.1 Effect of Globlisasi

Globalization is the spread of the practice, relationships, awareness, and organizations worldwide. Globalization promote the establishment of an open society types in many dimensions. The emergence of various types of people is a consequence of the times that provide value to all individuals, the rights and obligations so that all people have equal opportunities to develop their potential and ability to progress meyumbangkan particular nation and the progress of mankind in general (Nursid Sumaatmaja and Kuswaya Wihardit: 2001 ).
Globalization makes the depletion of the world limit the positive and negative effects on many aspects of life. The rapid globalization that has penetrated into the community, especially among the young generation. The positive influence of globlisasi seen that the state of more advanced age and growing. Pins influence of globalization in terms of the technology has developed very rapidly. Internet technology is a technology that provides unlimited information and can be accessed by anyone. In terms of culture, the cultures are very easy in and out in and be known. The effect is to adopt the mindset of such good work ethic, discipline, customs, science and technology that have been developed to enhance the progress of the nation. From an economic perspective, economic development can be seen that the opening of international markets so that the countries of the world can perform economic activities across the country. The influence of globalization is not only a positive impact, but many are also caused negative side in the current global era. In economic terms, globalization is able to erode the love of local or domestic products. This shows that the impact of globalization asymptomatic people lack a sense of nationalism to the nation. Globalization in terms of socio-cultural, able to make many young people lose the personality self Waraga sebangai country. This is evident from the symptoms that arise in everyday life of young people now. Lifestyle tend to imitate foreign cultures that do not fit with the culture of the country, so forget about identity as a nation in the country. A variety of both positive and negative impacts have been caused by globalization, and globalization is a necessity that must be faced by all citizens of the world.

2.2 Character and Identity Student
Swift currents of globalization has brought considerable changes strongly against the mindset and behavior of people, especially the younger people who tend to be affected the values and culture that goes beyond that is not in line with the personality and character of the nation. According to Wynne (1991), the term character is taken from the Greek, which means 'to mark' (mark). The term is more difokuskn on how efforts pengaplikasian virtue in the form of action or behavior. Character is a system of beliefs and practices that direct the actions of an individual. Therefore, if knowledge of a person's character can be known, it can be seen also how the individual will behave to certain conditions. Muslich Mansur (2011) expressed the character the values of human behavior related to Almighty God, ourselves, our fellow human beings, the environment, and nationhood embodied in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, and customs. Thus the character of a person behave in life. In education, character formation can be integrated into subjects, so in addition to well-developed cognitive aspects of affective aspects need to be developed, so it can be a balance in human beings to live a life of growing. Because of the character as a foundation in behavioral manifestation and imaging someone to behave as citizens to stick to the wisdom held by the country or choose the bow turned to other countries. In the state and nation, the character is very necessary to be fostered and developed, as a powerful nation berkarater not easily distracted and behave positively in life as good citizens (good citizen). The influence of globalization tidah only have a negative impact on the character of the nation, but also affect a person's identity as citizens. Identity is that human nature is a potential for eye development and growth of the human heart is clean, healthy, and not
closed. The identity of the affected environment will grow into the character and then the character will underlie the thinking, attitudes and human behavior. By karenaitu, our task is to prepare the environment that can affect the identity of a good character, so that the resulting behavior is also good. So the effect of globalization in various aspects of life threatening also to the character and identity of the people who are in a global era. Erosion of character in a person due to the inability of the various currents in memfiltrasi intake. The character of the nation as the foundation of a person in the act, and act as good citizens as if he had turned the bow of the characters themselves from other countries that have been affected. Not only is the character in a person, the globalization of national identity capable of depriving the fading sense of nationalism in which the ways of thinking, behaving and acting that are no longer showing loyalty, awareness, and appreciation of the language, the physical, cultural, economic, and political nation.

2.3 Global Education

Global education or so-called global perspective is the science or study of the implant to the perspective and way of thinking to a problem, event or activity in terms of global importance (Narsid Sumaatmadja and Kuswaya Wihardit: 2001). Global Education kedaan world arises because there is no longer perceived limits. The global education gives you the basics of understanding and awareness of such perspectives and ways of thinking to a problem, event or activity from the viewpoint of global importance (Arif Rohman: 2010)

Barbara Benham Tye and Kenneth A. Tye (1992) is a global education: Global education involves (1) the study of problems and issues cut across national boundaries roomates, and the interconnectedness of cultural, environmental, economic, political, and technological systems, and (2) the cultivation of cross-cultural understanding, roomates includes development of the skill of "perspective-taking"-that is, life being able to see someone else’s point of view. Global perspective are important at every grade level, in every curricular subject areas, and for all children and adults. Global education is about the content-cutting issues and the border line nasional linkage system, ecological, cultural, economic, political, and technological. Educational use perspective, seeing things through the eyes, minds and hearts of others, so that someone or a group should look at the world differently, because they also have the same wants and needs. (Robert G. Hanvey: 1982) Thus, in the current global era into human behavior in demand to be global perspective for a global interests. So where in the global education of teachers and students jointly develop perspectives and skills to investigate a related global issues. These elements need to be developed in global education; perspective of awareness and respect other sides of the world, cross-cultural awareness in the general sense in defining the characteristics of cultures in the world, with an emphasis on understanding kesmaan and differences, awareness of other countries in the an associated planet-depth understanding of global issues, as well as an understanding of the systemic nature of familiarity with the system and the introduction of an international system in which all aspects of the complex will be connected to a pattern of dependency and dependency-intern in a wide range of issues,

According to Robert Hanvey (1976) the need for relevance in the study, including the student-world problems such as global warming, terrorism, and disease pandemic. Five dimensions are the focus of global education in providing awareness of the value and
realize that the world is composed of many different cultures of each country. The five dimensions are:
a. Consciousness perspective, to bring awareness to students that not all people share the same views with them. This is an early stage and the basic path to self-awareness, the stage of development that everyone should experience.
b. Knowledge of the condition of the world, encouraging awareness of students to realize that the conditions around them may not be too universal.
c. Cross-cultural awareness, respect and knowledgeable about different ideas, values and practices that are found in human societies around the world. By providing a comparison of stereotypes of the policy on the independence and freedom of the nation, with many cultures around the world that promote the values of group harmony, mutual relationships and family systems.
d. Knowledge of global dynamics, to understand how the world works, and especially to understand the key features and mechanisms of global systems (e.g., cultural, economic, political, ecological, and social). Making students aware of the relevance of the cultural perspective of the unintended consequences of the exchange of culture and influence.
e. Knowledge of alternative, namely awareness of human choices.
Thus, in global education covering various aspects of life that need to be noticed the impact of globalization. Providing perspective on all subjects. So that students are able to understand global kondisi and selecting positive and negative impacts and appropriate action in response to a variety of problems that occur.

3. Methodology
Writing method used is descriptive qualitative study of literature from a variety of sources. The authors collected data, process data, analyze the data and then draw conclusions.

3.1 Analysis of Data

3.1.1 Data Collection
The data collection process is done by the study of literature from a variety of sources to obtain data and is used to strengthen the arguments in the writing of this paper

3.1.2 Data Reduction
In reducing the data analysis done is to strengthen, organize, eliminate unnecessary, menyususn the data in such a way. From these results, then the conclusion can be drawn and verified. The conclusion is based on analysis of the research results proving the correctness of the formulation of the problem.

3.1.3 Analysis of Data
The data have been collected, and then grouped according to their respective data to strengthen the argument in the writing of this paper. This grouping will allow the authors to determine the need for global education, the problems of the current and proposed solutions.

3.1.4 Conclusion Withdrawal
Inferences made by presenting arguments based data processing. Data are grouped in order to facilitate tercaipainya result of the problem. Of the conclusions reached, the data diperolaeh then assessed to measure the quality of the data. How the assessment is by triangulation data.
4. Discussion
Revitalization of global education in shaping the character and identity of the student. Globalization is a necessity that has happened to the world’s citizens. Effect of both negative and positive globalization has hit many aspects of life. The problem faced is how local people to become global citizens without uprooted or without loss of identity. A decision that should be selected is closing down or being exclusive will be obsolete, opening up the risk of losing identity or personality. This needs to be initiated to see the state of that era continue to rotate forward and how to respond and to filter out all the things that go on self citizens.

Education as a means to internalize the re-activation of the noble character of a nation and character as well as innovative and competitive domestic mobilization potential to improve the competitiveness of the nation. That education has a strategic role in instilling the values of character and strengthen the identity of the young generation.

Looking mirisnya problems caused by globalization, global education emerged as a solution to the problems in the global era. Global education needs to be in because of improved communication and transportation increasingly narrow the perceived world, national boundaries become blurred, the process of universalization hit many aspects of life especially in the young generation that is easy to accept and adopt the turmoil of globalization.

So the revitalization of the global education needs to be intensified to prevent negative impacts to students especially in the cultivation of character and identity of students as citizens and the global community. Global education is enforced by integrating a global perspective into the school curriculum. School curriculum as an antidote fortress negative things, including efforts to do to address global permaslahan. With memanfaatan excellence in local and global economic, cultural arts, human resources, languages, information technology, communication and ecology into the school curriculum.

Teaching practices provide students with a variety of lenses to see the world, at the same time providing them with the tools and options for creative problem solving, which are necessary in a diverse world cultures with challenges and opportunities. By looking at the picture and the condition of the world, students are directed to integrate the global strength with local forces. Kekutan so that both are able to develop students' personal and ward off negative influences coming.

Entering the five-dimensional perspective raised by Harvey Lincoln by integrating it into the subject matter, is a step in the teaching of global education. 1) Integration of awareness perspective one is to discuss national issues of the premises to see the perspective of other countries. 2) Integrate the knowledge state of the world on the subjects by encouraging awareness of students to be aware of the condition of the world that focus on a local problem with global impact that occurs, 3) integrate cross-cultural awareness in the subject by looking at the effect that occurs in the globalized world of the country’s local awareness, 4) Integrate the knowledge of global dynamics by providing a global perspective of issues related to going into the subjects being studied, 5) and then integrate the knowledge of alternative solutions to problems that occur in a lesson by asking students to try to think of looking for a solution to a problems.

So with integrating global perspectives on each subject in shaping the character and identity of the student to make students able to face the global challenges and opportunities as well as upholding indigenous wisdom possessed by the country. To be global and local forces can stand equal and mutually reinforcing.
In global education, global educators need to have certain characteristics to instructional strategies. They face stereotypes and exotica and resist simplification of other cultures and global issues, encouraging the habit of testing the various perspectives; teach about power, discrimination, injustice, and provide cross-cultural learning experience (Merryfield, 2002). So that educators are able to direct students to understand the global world and still act locally (Think Global, Act Local). Thus, in integrating global education into the school curriculum, students are able to think globally and act locally fixed, so that the character and identity of the student and the student remains embedded. In this case, the global education really has a strong role to be able to grow and strengthen student katakter and identity in the era of globalization. So it becomes a positive human being in a state and as a world community that is able to think globally and act locally for the peace, equity and justice.

5. Conclusions and Suggestion

5.1 Conclusion
Seeing the state of the world that seemed increasingly narrow without restriction, and the negative effects of globalization that goes on as if virtually impossible to avoid. The need for global education in the face of influence to the applicant so as to alter the character and self-important. Making the need for planting and awareness to be able to address itself to the effects of globalization membentangi both negative and positive. Global education in schools can terintegrasi in various subjects. If the teacher in search of intelligent discussion topics and concepts that are relevant, then the global education can be integrated in all subjects and at all levels of education in schools. So that students get the learning experience of social, cultural, and personal. In learning a global perspective, the selection of learning related national values will be able to help shape the nation's character early on. And the most important thing is the teachers should understand bagimana to implement character education and also established the identity of the students. So that global education is important to apply in mengahdapi negative impact of the current global era, so that the learners are able to think globally and act locally (Think Global Act Local).

5.2 Suggestion
5.2.1 Implementation of the Global Education thus, requires a global educator who has the insight to be able to membelajarkan.
5.2.2 Need instructional media facilities and support in the implementation of global education so that students are able to apply directly.

6. References


