Editorial

Globalization as a Challenge to Education: Integrated and Holistic Approach for Developing Human Capital And Strategic Skills

Globalization is a process of Westernization and Western hegemony from the world's great powers. It is the emission from the summit of western material civilization which makes equipment and communications technology as the core of the 'invasion' in new forms. The open sky technologyand the satellite technology enable the globalization to be easier and more effective. Consequently, the real world becomes smaller, the restructuring of the system, geopolitical boundaries and cultures are more open and lifestyle is more 'utilitarian' in nature. The objective of globalization is to create an informative and knowlegeable society and its effects will directly involve the socio-economic, educational, cultural, multi-media and research of a country. Although there are comparative advantages in the process of globalization, but from the perspective of philosophy and objective of globalization itself, it can threaten the fundamental strength of a nation or a group with regards to the value systems, religions, cultures and ways of life.

Education is an area which is influenced by the globalization directly because the globalization process affects the human resource development aspects in training and education. The initial effects of this process are the restructuring and readjustment of the world education system. In order to feed on the idea of developed countries, the Western model made the informative process and the core of knowledge; in a form of softwares that would become imperative in the developing strategies for the curriculum, teaching and learning. The more pedagogical approach provides opportunities for students as a guide and teacher as facilitator.

The scope of knowledge and information would be far more extensive and diverse. Users will be more creative and innovative, more skillful in the electronics and the digital arena that would uphold sophistication at its prime be it in the communication technology or any other fields.The teacher or facilitator will be exposed to a variety of ways to facilitate information transfer and knowledge application. Students will have access to a lot of choices and using various software, the Internet can enrich the information. Form of information that may be beyond the boundaries of the local culture, local socio-political and even what is happening all over the world can be found in a very short time as the role of communication and telecommunication devices become closely related to human life.

Modes of teaching-learning will be different. The conventional approach would be replaced with a delivery system that is based on the method of electronic and telecommunications. Distance learning, open universities and an interactive education will become more apparent.

The educational community was introduced to the importance of information. The concept of smart schools was made popular to prepare teachers and the students to embrace the ongoing globalization process. Programs that offer information and telecommunications field becomes increasingly in demand among students and they will feel inferior if they do not know how to use computers.

In addition to the positive aspects attributed to the communications and telecommunications technology, several major issues that form the basis and meaning of education itself, must be examined. Education in the moral understanding is not merely a process of transferring information and knowledge, but it is a process of transformation (change) within the students themselves. Education seeks to develop a more holistic excellence, character and physical ability. For example, in Malaysia, National Education Philosophy aims to develop a well balanced and harmonious individual who could achieve the objectives of education that inspire to achieve not only good citizens, but also a good man. The process of teaching (educating) and nurturing (form) will be central in the development of mankind. Our education shouldaspire to inculcate manners as the objective and to nurture the heart (taadib) as the core of the character building and personnel.

In fact, technology and equipment is seen as tools. Technology facilitates and accelerates a certain process, but it should not be seen as a goal. The nature of technology is ambiguous, the creation and innovation propel further research and to always look into the future. Revolutionized inputs enable technology to penetrate into every sector of human lives and its impact on consumers is beyond words. The nature of change and development of technology is dynamic because the focus of research in the West is growing at all times. As consumers, we often make the West as a measure of progress or a 'bench-mark' of quality and creativity, and sometimes feel that our products do not meet the world standard.

In the educational world, tools and interests go hand in hand. If technology is seen as a tool, there are other more important aspects of developing human resources that should focus in producing students who are sensitive about the importance of tools and at the same time not to disregard the educational goal itself, which is to form personality and a good value system. In addition to the wealth of information resources and skills, it too develops positive values such as integrity, honesty, trust, excellence, and others. It is becoming increasingly relevant as aspects of being humane became extinct because of the influence of materialism and the attraction due to the use of advanced technology caused a drop in contact to human touch. The robotic characters and mechanistic become increasingly dominant, which lead to the lost of compassion. For instance, genetic engineering which defines the basis of science in cloning, not only raises moral and ethical issues but also touches on the nature of human which guides and arranges a variety of sources in a certain order. Hence, if this order is in any way tampered with, may have a negative impact on family systems and culture of a nation or community.

In the context of comparative advantage in education, the explosion of information and communication is overwhelming. But it requires a huge effort to filter. The strong value system is very helpful in benefiting these resources. Not all of the information displayed by the system, in accordance with the objective of building-related factors, is human.

A key challenge for our educators and software developers is to produce educational modules based on our own mold. This matter is urgent because we do not have to always be loyal users of information resources and knowledge from other people, but should be contributing to the software based on our

own molds. Software development outside of our culture and traditions, are usually value-free. The psychic and set-up system of social groups outside our environment is based on its own norms. The user communityhas a psychic and setup established upon norms based on a system with noble values. At present, there is a crisis of values between what is presented in the software to the users themselves.

In the context of education, the emergence of experts who can determine the development of our own reference-based software is required. Educators are highly demanded, to act not only as a facilitator, but also able to benefit the interests and software tools to develop well-educated generation who has the power of information, knowledge, skill and high value systems. These factors are crucial in sustaining human factors that would continue to exist eternally.

Developing a personality that is well balanced and in harmony as encrypted in the objective of the Malaysian National Education Philosophy, is a very challenging task. This aim should be reviewed in the context of implementation in its effectiveness. In its implementation, has it developed and continuesto grow? Have viable methods of teaching andlearningbecomemorecreativeanddynamic in terms ofteacher quality in the development andappreciation of knowledge? Iseducationalenvironment formal?Is it conducivetowardsexcellence andphilosophy? All these factors would only be an expression ofhistory if they are not elevated in accordance with the rapidly growingchallengesof globalization.Globalization asks for an educational system without a philosophy, which means just to eliminate the vision and mission, the purpose of education itself.

In the context of Malaysia, developing a nation using our own mold is an important factor in order to articulate the philosophy of a dynamic and creative structure so that the tendency of educational change towards a more 'utilitarian' can be balanced. Holistic and integrative approach as the foundation for human development do not only focus on the promotion of rational and intellectual knowledge alone. It should be harmonized in the building of internal strength (spiritual) and the development of physical ability. Therefore, the teaching-learning methodologies in the context of the above applies not only prescriptively but should be digested and articulated through the model.

Observations on the rise of civilization in the past did not deny the importance of science, technology, mathematics, logic, art as a fundamental force. But a variety of disciplines that could articulate the philosophy and values to track the source of strength to build a civilization. Confronting the challenges of globalization in the context of education should not make us over confident towards science and information and deny the holistic and integrative factor that takes into account the result of religious subjects, historical subjects which consigned the 'Ibrah' nature of life, and cultural subjects (humanities) that lead to our identity. Although students will specialize in science and technology, but the study of worldview should be taken into consideration the knowledge and manners, politeness, high ethical and being human as the core factors that drive our career and life events.

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