

Doctoral Dissertation

**International Education (IE) at High School Level in Indonesia:
Globalization, Nationalization and Individualization**

(Summary)

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This study is an inquiry toward an understanding of the International Education (IE) phenomena at the high school level in Indonesia. In this study, IE is defined as an international program (i.e. International Baccalaureate, Cambridge Program or Global Assessment Certificate) adopted at national high schools which is characterized by the usage of English as its official language and instructional language, western education approach and the provision of a curriculum that serves students with international mindedness and a university preparation in order to equip the students to become a global citizen. The “triplization” paradigm that is applied as theoretical framework serves multiple levels of analysis, relating the significance of the three processes including individualization, nationalization and globalization. This analysis is utilized to further locate the meanings of IE which are assumed to be originated from those three-level processes.

This study is conducted on a concern which has been happening in the last two decades. The corrosive impact of globalization has been affecting the national identity among young generation of IE students in Indonesia. They more become cosmopolitans in which less attach to their national roots and tends to articulate themselves with a global identity. As IE schools have a massive growth nurturing the IE students, this phenomena to some point threatened for the sustainability of the country. Moreover, based on the literature review, how students and parents perceive IE in such context is still unclear and the study about it with the critical perspectives was underexplored. The problems above show the importance of knowing the students and parents’ perspectives on the impact of IE policy.

With such concerns, this study aims to ascertain the meanings of IE for students and parents in the specific features of IE policies in Indonesia. This study takes Japanese experience as a mirror case in order to illuminate the global dimension of IE phenomena and sharpen the analysis. Japan is chosen because of its long history in dealing with westernization and modernization while successfully preserving its own culture and tradition. Moreover, since 2011, Japan has pushing forward IB 200 Schools Project. Recently, Japan implements the local attachment-oriented and love of country policy. Such policy highlighted the position of Japanese IE policy in balancing between global and local/national. In addition to that, Japan has similarity with Indonesia as a non-western country/ non-English speaking

country. Such few aspects of Japan's background are considered to provide lessons for Indonesia as the developing country in the context of developing an international education.

To reach the aim, the study focuses on the following two research questions: (1) What are the specific features of IE policy in Indonesia with regards to the need to foster globally competent workers, nation-building and global citizenship? (2) What are the meanings of IE for students and parents? Parallely-structured research questions are offered for Japan. This study is a phenomenological qualitative case study research. Seven students and eight parents of three IE school from Indonesia and four students and six parents of one IE school in Japan participated in a semi structured interview.

The study demonstrates that specific features of IE policy in Indonesia have always been correlated with the country's efforts to nurture national character. This correlation also applies to Japan. National character, as designated in citizenship education, is not statically defined. Rather, it is redefined dynamically as an adaptation to a country's particular historical situation, such as modernization, colonization, independence, decolonization, and globalization. Consequently, features of IE policy have dynamically been in constant change, i.e. to suit itself with the dynamic changes in national character conception.

Until 2019, in response to globalization challenges, the Indonesian government has been promoting 'national standardized' character education under conception of patriotism with religious perspectives. It applied in the features of IE policy in endeavoring a well-trained workforce who combine a global competence and national identity. However, the Indonesian government implement IE in SPKs, thus limiting IE to children from rich families. Conversely, Japanese government policy on IE is more varied. Under the character conception of a 'love for country and region/re-patriotism in the context of globalization and local attachment engagement', Japan applied a more populist IE (i.e. SGHs and IB programs) which was implemented not only in private schools but also in public one. In turn, such varied implementation strategies have resulted in different meanings for students and parents as their IE primary users.

The findings of this study unraveled the understanding of students and parents in IE through their (students') learning experiences. Eight meanings of IE for students and parents

from both Indonesia and Japan are yielded. The meanings for students relate to university preparation, language usage that creates identity, social responsibility, and self-identity. While meanings for parents identify with university preparation, IE for education quality, IE for life after college and IE for self-identification.

Seeing from the triplization paradigm in education that involves three processes of globalization, nationalization, and individualization determining the development of individuals and society, it is revealed that students develop their own individualization within the implementation of the government's IE policy and the IE curriculum that combine with the school's vision and mission. The meanings of IE for students and parents as the findings of this study show how those dynamics are constructed in redefining the concepts of global citizenship, national citizenship, and personal development through the individualization. The study also demonstrates that understanding IE at its individual practical level offers a way to apprehend the IE as part of national character building. It is reflected particularly in students' comprehension of civic practices as well as their parents' perception of their future career/working opportunities. Thus, at the national level, policies that are taken by the government or any other state agencies in tackling the globalization challenges should consider those two intertwined areas of IE as a real form of national character-building.