

Meta-Analysis of the Impact of Globalization on National Education Policy

Teguh Triwiyanto

Department of Educational Management
Universitas Negeri Malang, Universitas Negeri Yogyakarta, Indonesia
teguhtriwiyanto.2018@student.uny.ac.id

Suyanto

Department of Educational Management
Universitas Negeri Yogyakarta, Indonesia
suyanto@uny.ac.id

Lantip Diat Prasajo

Department of Educational Management
Universitas Negeri Yogyakarta, Indonesia
lantip@uny.ac.id

Abstract: The purpose of this study is to determine the impact of globalization on national education policies. The type of research used is meta-analysis. The analysis technique is done using a quantitative approach. The analysis used in this study is comparing the difference in scores of the variables studied, namely the impact of globalization on various sectors, educational policy models, national education policies developed, and forms of government support. The results showed various impacts of globalization on various sectors, national education policy models, national education policies developed, and forms of government support.

Keywords: the impact of globalization, national education policies

I. INTRODUCTION

All countries in Southeast Asia except Thailand have a colonial history, and their education system is strongly influenced by their colonial heritage. Colonialism creates unbalanced relations between countries, colonizers and colonized, there are exploitation of resources that have unspeakable impacts. The exploiting motives of the colonial economy became a nightmare and the vigilance of the emergence of new forms of colonialism, through globalization in the form of liberalization in various sectors.

This new form of colonialism is not substantially different from the previous history of colonialism, in which there is exploitation of resources, with various regulations of power and policies appearing to be legal. Yudice (2018) states the current dominance of neoliberalism - a set of policies that includes trade liberalization, privatization, reduction (and in some cases almost eliminated) of state-subsidized social services such as health care and education, wage reductions, and expenditure of labour rights - providing contributing to a shift in political views in political attention from taking over state power (which in many cases has not yet resolved the issue of sovereignty) to the problem of civil rights and human rights and quality of life.

Globalization has pushed a series of state policies to adapt international agendas that insist on their interests. In fact, these international interests are the fruit of the interests of powerful countries, as well as the manifestation of the helplessness of economically weak countries. Paul (2019) states that liberalism expects that small countries do not have much power and influence alone in relation to powerful countries.

The power of economically established countries, in the name of international interests and institutions pushing their agendas to make maximum profits, there is exploitation of resources there. The exploitation of these resources has many faces, the potential of each country is the main driving factor. Roy and Biswas (2017) state that the Indian tea plantation industry faces fierce competition due to reduced tariff barriers and easing restrictions on the number of imports due to the LPG (Liberalization,

Privatization and Globalization) policy enacted in 1991. As a result, workers, who are largely dependent on plantations tea for survival. To eat, they are forced to sell their children also in various tea plantations. Death of tea workers due to malnutrition in this region has become a common phenomenon. All this has caused workers to become harder.

Asher (2017) states that the effects of privatization, corporatization, efficiency, and accountability are clearly visible in the context of education in India, educators and scholars face challenges in rejecting recolonization in terms of curriculum, pedagogy, research, and discourse. Farzanegan and Hassan (2017) state that in Egypt, globalization has an impact on education, government spending, industrial production, and labor force participation.

In Indonesia the power of globalization has an impact, one of which is on the cultural sector and work environment. Kis-Katos, Pieters, and Sparrow (2018) state that there is a gender-specific effect of trade liberalization on participation in market work, domestic duties and marriage rates in Indonesia. Women's work participation increases and participation in domestic tasks decreases, reduction in input rates leads to the relative expansion of more intensive sectors of women reduction in sectoral gender segregation, especially among the low-skilled, and delayed marriages between the sexes and reduced fertility among less educated women.

In Thailand, Emmons (2019) states that changes along with increased migration and competition caused by globalization have affected women disproportionately, making many of them look for work in the sex industry. Heterogeneous societal structures, under the control of the forces of globalization are encouraged to be homogeneous, there is relatively similar economic, social and cultural uniformity between countries. Supported by the advancement of science and communication technology, homogenization takes place quickly. Crawford (2000) states that globalization is often regarded as a force for economic, social and cultural homogenization. The deterioration of capitalism's main rivals in the early 1990s paved the way for a truly global

economy in which all participants increasingly operated under the general logic of capitalism - that is, market-oriented production and exchange systems, private ownership and flexible labour markets based on personal interests.

The strength of globalization has contributed to the characteristics of inter-state policies being homogeneous, economic institutional structures being the forces that determine the direction of state development policies, including national education policies. Arbolino, Carlucci, Cirà, Simone, Ioppolo, and Yigitcanlar (2018) state that institutional and economic variables play a very important role for policy transfer in achieving sustainable development.

Development in the field of education, as the biggest contributor to the availability of reliable human resources, cannot release the snares of institutional and economic hegemony, so that educational policies are born to serve them. Education policy is only a subordinate of the country affected by various interests of globalization, which of course national interests can be ignored. The national interest in education has lost its limits due to the impact of globalization, which is feared to bring further adverse effects to society. Based on that, the purpose of this study is to determine the impact of globalization on national education policies.

II. METHOD

The type of research used is meta-analysis, which is research conducted by researchers by summarizing research data, reviewing and analyzing research data from several existing research results. Research data collection is carried out by researchers with techniques to search for articles contained in research journals in the repository, using various search engines on the internet. The keywords that researchers use in searching for articles are the effects of globalization and national education policies.

Based on the search using keywords the impact of globalization and education national policies obtained several articles and then selected that meet the criteria of the availability of data in the form of scores. The scores obtained are analyzed by finding a percentage. The analysis technique used is a quantitative approach with a comparison method to determine the impact of globalization on national education policies. The analysis used in this study is to compare the differences in the scores of the variables studied, namely: (1) the impact of globalization on various sectors; (2) national education policy models; (3) national education policies developed; and (4) forms of government support.

Analysis of research data is carried out through four stages: (1) data management by tracking the results of research that has been carried out on the relationship of the impact of globalization and national education policies, not just testing one dimension of the impact of globalization alone or one national education policy. There are several dimensions that are measured, and sometimes there are also different dimensions between one research with another even though the name of the variable is the same, in fact there are also different variables that are different but the meaning can be categorized the same so that the coding needs to be done;

(2) coding is done by grouping variables that are more or less meaningful to the impact of globalization and national education policies; and (3) descriptive analysis is carried out to determine the weight of each variable and indicator.

Based on the data analysis stage above, data collection from various journals can be downloaded through various search engines available on the internet. The keywords used in the variations consist of the impact of globalization on various sectors, national education policies, and government support. From these steps a total of 39 texts were obtained, which after examination and analysis of the suitability of the theme, were determined to be 19 texts, see Table 1.

III. RESULTS

The percentage of the impact of globalization on various sectors, presented successively from highest to lowest as follows: economics / *ekonomi* (9.68%), curriculum / *kurikulum* (9.68%), education funding / *pendanaan pendidikan* (9.68%), inequality / *ketidaksetaraan* (8.06%), environment / *lingkungan* (8.06%), teachers / *guru* (4.84%), quality of education / *mutu pendidikan* (4.84%), unemployment / *pengangguran* (4.84%), politics / *politik* (4.84%), social culture / *sosial budaya* (4.84%), educational technology / *teknologi pendidikan* (4.84%), crime / *kejahatan* (3.23%), against globalization / *menentang globalisasi* (3.23%), agriculture / *pertanian* (3.23%), law / *hukum* (1.61%), infrastructure / *infrastruktur* (1.61%), community / *komunitas* (1.61%), quality of life / *kualitas kehidupan* (1.61%), science education / *pendidikan sains* (1.61%), higher education / *pendidikan tinggi* (1.61%), education distribution / *penyebaran pendidikan* (1.61%), consumer behavior / *perilaku konsumen* (1.61%), mindset / *pola pikir* (1.61%), and students / *siswa* (1.61%), see Figure 1.

The national education policy model undertaken by the country studied shows diversity in responding to the effects of globalization. Table 2 shows the national education sector from highest to lowest, namely: education funding (19%), curriculum (19%), social culture (10%), teachers (10%), politics (10%), quality of education (10%), educational technology (10%), students (3%), education distribution (3%), science education (3%), and tertiary education (3%).

National education policy indicators found in this study averaged 7.69%, the highest obtained the same value (12.50%), namely indicators of student behavior, state policy, and state income. For other indicators the value is equal to 6.25%, namely the attitude of the government, regional integration, policy choices, local aspects of higher education, psychological effects, actors to adapt, long-term strategies, policy adaptation, change management, and the composition of government spending, see Table 3.

Forms of government support as a result of globalization on national education policies take many forms. Table 4 shows these forms, from highest to lowest: economic liberalization (26.09%), privatization of the public health and education sector (13.04%), performance management (8.70%), participation in international organizations (8.70%), providing a more skilled workforce (4.35%), total quality management (4.35%),

integrated international financial market development (4.35%), risk management (4.35%)), eliminating barriers to trade in goods and services (4.35%), cross-cultural exchanges (4.35%), lean production (4.35%), encouraging exports (4.35%), decentralization for higher education (4, 35%), and increase autonomy (4.35%).

Table 1
Research Related to the Impact of Globalization on Education Policy

| No | Researcher | Articles title | Year |
|-----|--|--|------|
| 1. | Streeten, Paul | Globalization and its impact on development co-operation. | 1999 |
| 2. | Axel Dreher, Jan-Egbert, Sturm., & Ursprung, Heinrich W. | The impact of globalization on the composition of government expenditures: Evidence from panel data. Public Choice. | 2008 |
| 3. | Clothey, Rebecca., Mills, Michelle., & Baumgarten, Jacqueline. | A closer look at the impact of globalization on science education. | 2010 |
| 4. | Kim, Dae-Young | The impact of globalization and technological innovations on crime and punishment in the United States 1945-2007. | 2010 |
| 5. | Martin, Sonya N | Act locally, publish globally: international/ multi-disciplinary research efforts needed to understand the impact of globalization on science education | 2010 |
| 6. | Kurian, V. Mathew., & Manikandan, A.D. | Impact of the India Sri Lanka free trade agreement on pepper trade in Kerala | 2011 |
| 7. | Karunakara, Rao R., Temesgen, Asfaw. | Globalization and its impact on cooperatives – a case of Oromiya Regional State, Ethiopia. | 2014 |
| 8. | Pohlmann, Markus., & Lim, Hyun-Chin. | A new “spirit” of capitalism? – Globalization and its impact on the diffusion of neoliberal management thinking in Germany and the east Asian economies. | 2014 |
| 9. | Samimi P, Jenatabadi HS | Globalization and economic growth: empirical evidence on the role of complementarities. | 2014 |
| 10. | Rushubirwa, Leonce., Ndimande-Hlongwa, Nobuhle., & Mkhize, Nhlanhla. | Globalization, Migration, and Local communities, one adverse upshot: a case review of xenophobia in Ethekewini Municipality, Durban, KZN, South Africa. | 2015 |
| 11. | Liu, Sida., Trubek, David M., & Wilkins, David B. | Mapping the ecology of China’s corporate legal sector: globalization and its impact on lawyers and society. | 2016 |
| 12. | Mikalauskiene, A., Štreimikiene, D., & Mulagalejeva, K. | Assess the Impact of Globalization Processes by Indices. | 2016 |
| 13. | Lawal-Adebowale, O. A. | Effect of mobile telecommunication technologies on globalization of Nigerian rural areas. | 2017 |
| 14. | Hanus, Gabriela. | The impact of globalization on the food behavior of consumers – literature and research review. | 2018 |
| 15. | Mao, J., Ifenthaler, D., Fujimoto, T. et al. (2019). | National Policies and Educational Technology: a Synopsis of Trends and Perspectives from Five Countries. | 2019 |
| 16. | Balkar, Betül., Öztuzcu, Rabia., & Akşab, Şahabettin (2019). | Inferences on Turkish education policies in the light of international education policy studies following the compulsory education reform. | 2019 |
| 17. | Afip, Liyana Ahmad., Hamid, M. Obaidul., & Renshaw, Peter. (2019). | Common European framework of reference for languages (CEFR): insights into global policy borrowing in Malaysian higher education. | 2019 |
| 18. | Akhtar, Uzma., & Hussain, Bashir. (2019). | An analysis of existence of localization for the implementation of triplication in higher education Pakistan at policy and practice level. | 2019 |
| 19. | Rautalin, Marjaana., Alasuutari, Pertti., & Vento, Eetu. (2019). | Globalization of education policies: does PISA have an effect? | 2019 |

Table 2
National Education Policy Models

| Sector | USA | Australia | Ethiopia | Japan | Lithuania | Malaysia | Nigerian | Pakistan | Swiss | Turkey | Grand Total |
|----------------------|-----|-----------|----------|-------|-----------|----------|----------|----------|-------|--------|-------------|
| Educational funding | | 38% | | | | 50% | | | 25% | 100% | 19% |
| Curriculum | | 25% | | | | | | 60% | 25% | | 19% |
| Socio-cultural | | | 50% | 33% | | | 33% | | | | 10% |
| Teacher | | 25% | | | | | | 20% | | | 10% |
| Political | 50% | | | 33% | | | 33% | | | | 10% |
| Quality of education | | | | | 100% | | | | 50% | | 10% |
| Education technology | 50% | | | 33% | | | 33% | | | | 10% |
| Student | | | | | | | | 20% | | | 3% |
| Spread of education | | | 50% | | | | | | | | 3% |
| Science education | | 13% | | | | | | | | | 3% |
| Higher education | | | | | | 50% | | | | | 3% |

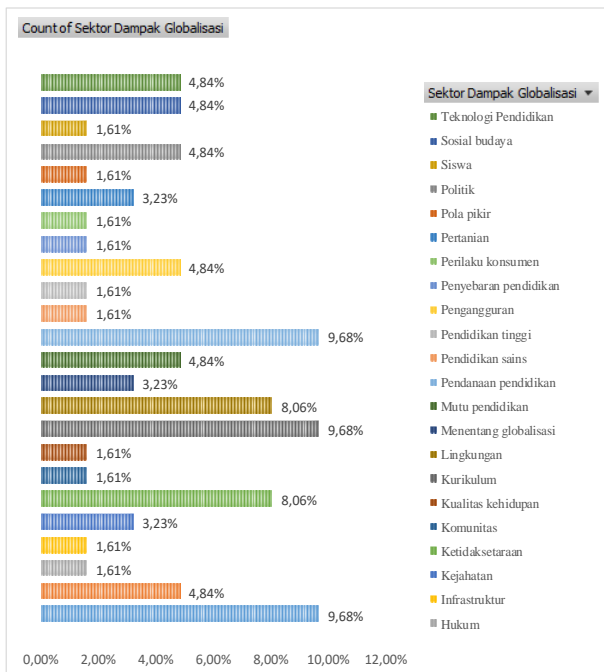


Figure 1 Impact of Globalization in Various Sectors

Table 3 National Education Policy Indicators

| Indicator | Score |
|---|--------|
| Student behavior | 12,50% |
| Curriculum Policy | 12,50% |
| Country income | 12,50% |
| Attitude of the government | 6,25% |
| Regional integration | 6,25% |
| Policy Options | 6,25% |
| Local aspects of higher education | 6,25% |
| Psychological effect | 6,25% |
| Actors to adapt | 6,25% |
| Long term strategy | 6,25% |
| Policy Adaptation | 6,25% |
| Change management | 6,25% |
| The composition of government expenditure | 6,25% |

Table 4 Forms of Government Support

| Form of Support | Score |
|---|--------|
| Economic liberalization | 26,09% |
| Privatization of the public health and education sector | 13,04% |
| Performance management | 8,70% |
| Participation in international organizations | 8,70% |
| Providing a more skilled workforce | 4,35% |
| Total quality management | 4,35% |
| Integrated international financial market development | 4,35% |
| Risk management | 4,35% |
| Eliminating barriers to trade in goods and services | 4,35% |
| Cross-cultural exchanges | 4,35% |
| Lean production | 4,35% |
| Encouraging exports | 4,35% |
| Decentralization for higher education | 4,35% |
| Increase autonomy | 4,35% |

IV. DISCUSSION

The results showed the impact of globalization on various sectors, namely economics, curriculum, education funding, inequality, environment, teachers, quality of education, unemployment, politics, social culture, education technology, crime, opposing globalization,

agriculture, law, infrastructure, community, quality life, science education, tertiary education, dissemination of education, consumer behavior, mindset, and students. Increased knowledge makes the size of the globalization market increases from local to national and now to international. The impact of this globalization occurs in various countries, Guo, Jiang and Shen (2019) stated that the prairie land in China is used to meet domestic consumption and international trade demand. Chen, Ul-Haq, Visas, and Cheema (2019) stated in Pakistan because globalization of women's working conditions deteriorated as a result of the gradual elimination of various tariffs related to the work environment. To reduce the negative impact of globalization, Salifou and Cao (2018) stated the need for economic integration and mutual dependence between local or global entities, so as to produce a smooth flow and relatively free production factors of goods and services, small business practices, innovation and risk business will objectively generate profits. Furuta (2019) explains, of the 139 countries studied the impact of globalization has made the country more committed to individual rights and the universalistic concept of the education process and tends to track students at the junior secondary level; some country-specific characteristics, such as the level of economic development, also form tracking at the lower school level.

Education as a service product cannot be separated from the effects of globalization, both on national and academic policies. Open access to technology and ease of relations between countries and foreign educational institutions, accelerate and strengthen cooperation. But because science producers are in developed countries, third world countries have only become consumers. Various international education standards and ratings have pushed the educational institutions and policies of third world countries to be forced or forced to follow the tide of globalization. The dependence of science and technology makes third world countries always rank in the bottom of the standard and ranking of international education. Globalization has not been able to encourage equality of mastery of science and technology, which allows third world countries to be producers of science and technology.

The perspective of the impact of globalization can indeed be done from various angles, in general it can be seen through the status of the country, whether the country is a winner or a loser. Walter (2010) found that globalization losers were more likely to express feelings of economic insecurity. Such feelings, in turn, increase preferences for the expansion of the welfare state. Goldberg, Pinelopi, Koujianou, and Pavcnik (2007) stated that globalization affects income inequality in developing countries. Losers and winners of globalization differ significantly with regard to their social policy preferences and their propensity to make political choices.

National education policy cannot escape from globalization, as well as a choice of state politics as a form of political choice. Globalization was responded to by the state through its national education policies. Nguyen and Tran (2018) state the power of globalization and internationalization has placed Vietnamese tertiary education under the pressure of change. Yulia, et.al (2016) states education in the globalization era must be

able to identify organizations, educational institutions, which reveal the need for significant changes in their education systems based on government and business partnerships; education service quality assurance system, optimal methodology for assessing quality; trend analysis, effective models of systems and process approaches within the organizational framework - economic mechanisms for improving the quality of education services. Bhatia and Panneer (2019) state the impact of globalization on the quality of contemporary education in India, which leads to an increasingly widespread skills-work gap.

The results of this study indicate that the model of national education policies carried out shows diversity in responding to the effects of globalization, namely funding for education, curriculum, social culture, teachers, politics, quality of education, educational technology, students, dissemination of education, science education, and higher education. Globalization is often only accepted as a necessity, even though as Chew (2019) states that the problems of education policy are only understood as an examination of the main assumptions that underlie the concept that is taken for granted. Ramirez (2019) states that an approach with consideration of educational policy initiatives separately has caused many policy conflicts, complications, and unintended consequences, that ineffective policies are often because they have input losses.

Through various development inputs, national education policies carried out by governments in many countries are used to encourage improvements in the quality of life of its people. These inputs then become the basis for carrying out the process of human resource development through various educational policies. Unfortunately, the existing national education policy inputs do not produce output in accordance with the expected key words. Lee (2016) states various educational policies include key concepts such as access and equality, unity and identity, quality and relevance, efficiency and effectiveness.

The key concepts of national education policies are the ranking by various criteria, which shows the quality of human resources with international comparisons. Almost all of these ratings show the dominance of developed countries towards underdeveloped countries, as well as showing the poor performance of globalization. That is, prosperity that should be enjoyed equally by the people in every corner of the world does not happen. The control of economic assets by the power of many transnational corporations, which does not affect the common people, straddles the boundaries of nationalism. Until now access to and equality in education is still a problem in many third world countries, unity and identity are still issues that give birth to violent practices, and the quality and relevance of education are still far from expectations, which ultimately do not achieve efficiency and effectiveness. national education policy.

The results of this study also show that national education policy indicators consist of indicators of student behavior, state policy, state income, government attitudes, regional integration, policy choices, local aspects of higher education, psychological effects, actors to adapt, long-term strategies, policy adaptation, management

changes and composition of government expenditure. The results of the study are relevant to what Spillane, Seelig, Blaushild, Cohen, and Peurach (2019) say that educational policies are identified in standard systems, accountability, equality, evidence-based decision making, teacher working conditions, teacher development, community development, which market driven, compliance, and academic excellence.

The adoption of educational policies was identified from globalization trends into a series of programs and activities to encourage the fulfilment of international indicators. There are many strong reasons for thinking about reforming global education policies in the form of international student assessments at the moment being carried out because of the globalization trend. As a result, educational reforms emerged that relied on a set of basic assumptions to improve the quality of education and correct other education deficiencies. Model measurements for the Program for International Student Assessment (PISA) initiated by the Organization for Economic Cooperation and Development (OECD), TIMSS (Trends in International Mathematics and Science Study), ISO (International Organization for Standardization), various accreditations, licenses, and international quality assurance. Many educational institutions around the world have also signed agreements that partly make them responsible for adapting their curriculum so that students become fluent with the problems needed in educational programs that care for the environment. Newbury and Yakova (2006) state work interdependence is positively related to standardization preferences, while local attachment is negatively related to standardization preferences.

Local aspects are often ignored to meet various education standards, national education policies are not able to reach remote areas and far from urban centres. Problems of poor students, school dropouts, and unequal distribution of teachers in terms of quality and quantity are common scenes in the region. Educational resources are directed towards achieving international measurements, which ignore local needs. Knight (2019) states that the least experienced teachers are still concentrated in poor and high minority schools, both throughout and within the district. Unesco data (2019a) states that in 2018, 258.4 million children, adolescents and teenagers drop out of school, representing one-sixth of the global population of this age group. This number is 3.4 million lowers than the number of children dropping out of school issued by UIS in September 2018 (261.8 million). The data shows countries that are weak in global competition are the biggest contributor to dropout rates, more than one in five children of primary school age do not attend school in sub-Saharan, West Asian and South Asian countries. Countries with the highest dropout rates include South Sudan (62%), Equatorial Guinea (55%), Eritrea (47%), and Mali (41%).

Globally, 20% or 12 million of all elementary school age children never attend school and may never start if current trends continue. One third of all children who did not attend school were in the past but did not continue their education, and 45% were likely to be late for school and become too old for their age. In South Asia, more than one in four school dropouts may never set foot in a

classroom. This is also the case for one in five school dropouts in sub-Saharan Africa, North Africa and West Asia, and Oceania.

National education policies have not been able to overcome the problem of dropping out of school because of the acute poverty that is holding them back. The level of poverty is also closely related to gender disparities in education. Comparison of male and female dropout rates shows that in low-income countries women are generally more likely to be out of school than men, whereas the opposite can be observed in high-income countries. This is especially true for high school-aged adolescents, where female dropout rates are higher in low and middle-income countries, while male dropout rates are higher in upper middle income and high-income countries.

The main cause of dropping out of school is the economic crisis that wraps families, encouraging children not to continue school. Saepuloh and Suherman (2018) state the causes of dropping out of school namely: a weak community economy, lack of effort from parents in persuading their children to continue their education, and lacking even data collection from the local government in responding to education programs so that many people who are less able do not get the program. The results of the research of Dewi, Zukhri, and Dunia (2014) showed that there were six factors causing children to drop out of primary school age. These factors are the economy, parents' attention, learning facilities, children's interest in school, culture, and school location. The parent's attention factor becomes the most dominant factor, meaning that the attention of parents is able to explain the cause of a child dropping out of primary school age. Aristin (2015) states the factors of dropping out of school are due to the distance of residence to school, type of work of parents, number of dependents, educational background of parents, and income level.

Furthermore, the results of this study show the form of government support as the impact of globalization on national education policies carried out through many forms, namely: economic liberalization, privatization of the public health and education sector, performance management, participation in international organizations, providing more skilled labor, quality management total development of integrated international financial markets, risk management, elimination of barriers to trade in goods and services, cross-cultural exchange, lean production, encouraging exports, decentralization for tertiary education, and increasing autonomy. The effectiveness of national policies needs to pay attention to gaps that are very likely to occur. Because, as Bernal (2005) said that globalization creates social inequalities, everyone has the same rights, but does everyone enjoy the same conditions or possibilities? The struggle between the public education monopoly and the market system produces a greater difference between social classes.

Differences in social class and various privatization policies have plunged people into poverty, access to basic sanitation, and many conflicts and wars in many countries. Unesco (2019b) states data on a global scale shows that half of people who drink water from unsafe sources live in Africa. In Sub-Saharan Africa, only 24% of the population has access to safe drinking water, and 28% have basic sanitation facilities that are not shared

with other households. Significant discrepancies in access exist even in countries, especially between the rich and the poor. In urban areas, those who are less fortunate are housed in temporary accommodation without running water often pay 10 to 20 times more than their neighbours in richer environments for water of the same or less quality purchased from water vendors or tank trucks.

Educational practitioners in the community must continue to make their voices heard in the policy debate on privatization. Gollust and Jacobson (2006) state privatization raises fundamental questions about the essential nature of public health, ensuring equality, and appropriate public health coverage to balance personal health and population services. The privatization approach, with their claim to improve efficiency, access, and quality, has an undeniable appeal, but must be subject to rigorous research and evaluation. Political or ideological justification for this arrangement is not enough when public health is at stake. National policies on education related to privatization in many countries, Whitty and Power (2000) state the emphasis on consumer rights in marketing and privatization policies with a new concern for the rights of citizens traditionally associated with the social-democratic approach to education policy.

National education policies in various countries have not been able to eradicate illiteracy, the world's poor are the biggest contributors, in addition to natural situations and war. Unesco (2018) in the 2018 global education monitoring report put the total number of illiterate adults at 750 million, of which 102 million were young people and two-thirds were women. National education policy is very important to put this issue on the priority list. Unesco (2019b) states that illiteracy is a more pressing problem for the elderly than the younger generation; there are 40% of the elderly who are illiterate more than the current illiterate teenager, with the majority of illiterate people living in Central and South Asia. Adult education and access to lifelong learning opportunities are becoming increasingly important as technology changes and skills demands shift. In a fast-changing but aging society, the education of adults and the elderly becomes increasingly relevant to ensure that social contracts work for all generations.

Finally, globalization, the origin of love, is a piece of desire to grow in economic prosperity, technological progress, and more democratic regimes, by making liberalization and privatization as pillars of support. However, globalization is not merely a story about the neurotic need of a nation for such love - not trivial love - because the nation must come out of the problem of alienation and self-formation of inferior nations to stand in line with other nations, which then the desire to dominate. This exploiting colonial economic motive became a nightmare and alertness to the emergence of new forms of colonialism, through liberalization, privatization and globalization in various sectors, including national education policies.

V. CONCLUSION

The study concluded that the impact of globalization on various sectors, namely economy, curriculum, education funding, inequality, environment, teachers, quality of education, unemployment, politics, social

culture, education technology, crime, opposing globalization, agriculture, law, infrastructure, community, quality life, science education, higher education, education dissemination, consumer behavior, mindset, and students. The national education policy model carried out shows diversity in responding to the effects of globalization, namely funding for education, curriculum, social culture, teachers, politics, quality of education, educational technology, students, education dissemination, science education, and higher education.

National education policy indicators found in this study are indicators of student behavior, state policy, state income, government attitudes, regional integration, policy choices, local aspects of higher education, psychological effects, actors to adapt, long-term strategies, policy adaptation, change management, and the composition of government expenditure. Forms of government support as a result of globalization on national education policies are carried out through many forms, namely: economic liberalization, privatization of the public sector health and education, performance management, participation in international organizations, providing more skilled labour, total quality management, development of international financial markets integrated, risk management, eliminating barriers to trade in goods and services, cross-cultural exchanges, lean production, promoting exports, decentralization for higher education, and increasing autonomy.

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