

GLOBAL COMPETENCE AND MULTICULTURAL EDUCATION IN INDONESIA AND MALAYSIA

by Mami Hajaroh, Siti Irene Astuti D, Riana Nurhayati

ABSTRACT

Global competence is a multidimensional capacity. Individuals with global competence can analyze local, global and intercultural issues, understand and appreciate different perspectives and worldviews, and successfully interact and respect others, taking responsible action towards sustainability and collective well-being. Economic, digital, cultural, demographic and environmental forces shape the lives of young people across the planet and increase intercultural encounters in their daily lives. This study aims to find the global competence profile of junior high school students in Indonesia and Malaysia. This primary research uses a positivistic paradigm, quantitative approach, and descriptive analysis. The sampling determination used cluster sampling in junior high schools in Yogyakarta Special Region, Indonesia, and students in Kuala Lumpur, Malaysia. The instrument used the global competence instrument from PISA—data analysis with confirmatory factor analysis (CFA) and descriptive statistics. The results showed that the global competence ability of Indonesian students was 9% in the excellent category, 39% in the good category and 45% in the fair category. The unfavourable category is owned by 6%, and as much as 1% is included in the unfavourable category. While the ability of Malaysian students' Global Competence shows that as many as 18% of students are in the excellent category, 61% are in the "Good" category, and as many as 20% are in the "Fair" category. Students in the category Less Good are not good each as much as 1%. These results indicate that the global competence skills of Indonesian and Malaysian students tend to be good, although the percentage score is higher for Malaysian students.

Kata Kunci: *Global Competence, Multicultural, Education, OECD, PISA*