



Received: 09-05-2024
Accepted: 19-06-2024

International Journal of Advanced Multidisciplinary Research and Studies

ISSN: 2583-049X

Cultural Globalization and Education Strategy to Develop Cultural Literacy and Digital

¹ Adzra Ahadiyyah, ² Eko Purwanto, ³ Korry Elyana, ⁴ Kayla Aisyah Azahra, ⁵ Angelita Niken Chaniago, ⁶ Nida Nabilah Handayani, ⁷ Lulu Nafaisah, ⁸ Verina Urbach, ⁹ Eka Rifki Ayala

^{1, 2, 3, 4, 5, 6, 7, 8, 9} Faculty of Social and Political Sciences Communication Science Study Program, University of Muhammadiyah Tangerang, Banten, Indonesia

DOI: <https://doi.org/10.62225/2583049X.2024.4.3.2989>

Corresponding Author: **Kayla Aisyah Azahra**

Abstract

The globalization of culture and education has had a significant impact on how people and communities engage, learn, and prosper. This globalization process facilitates a faster and broader exchange of cultural concepts, values, and customs through digital tools, enhancing global perspectives and increasing the availability of a wide variety of educational materials. Within this framework, cultural and digital literacy is increasingly important as a key skill that individuals need to have in today's world.

Cultural literacy includes awareness and appreciation of cultural diversity, along with the capacity to communicate and engage effectively with people from diverse cultural backgrounds. On the other hand, digital literacy involves the skills to utilize information and communication technology in a professional and ethical manner. Literacy advancement requires an approach that is embedded in the academic

syllabus, incorporates the use of digital tools for education, and highlights the teaching of values such as tolerance, empathy, and acceptance of cultural differences.

Strategies to increase cultural and digital literacy consist of: (1) Increasing accessibility and utilization of digital tools in education, (2) Combining project-based learning with international and cross-cultural collaboration, (3) Providing professional development for educators in using inclusive technologies and teaching methods, and (4) Advocate for cultural and virtual exchange programs to provide students with first-hand experience of global cultural diversity. Therefore, cultural and digital literacy not only increases individual capacity to adapt to changes in globalization but also forms a society that is more inclusive and ready to face future challenges.

Keywords: Cultural Globalization, Education, Cultural Literacy, Digital Literacy, Development Strategies, Digital Technology

Introduction

Cultural globalization in today's digital era has a significant impact on education, as it requires the adaptation of teaching approaches to integrate digital tools (Prada Núñez *et al.*, 2022) ^[25]. The shift towards digitalization in education is driven by global market requirements, underscoring the critical role of technological proficiency for students to excel in an interconnected world (Gargiulo Labriola, 2019) ^[14]. Additionally, there is increasing use of digital technology in teacher training programs and public schools, demonstrating the importance of preparing students for digital and global work environments. (Behera & Karmakar, 2022) ^[6]. Embracing digital instructional technologies not only encourages principles such as collaboration and mutual respect but also advances cultural diversity and unity through global digitalization, thereby demonstrating the potential for cultural revitalization in the educational environment (Keengwe, 2020) ^[19]. Ultimately, educators must provide students with the digital skills and cultural competencies essential to thrive in an evolving educational landscape shaped by cultural globalization and digital advances.

Educational strategies can be adapted to promote cultural and digital literacy amidst globalization by incorporating visual and digital arts into higher education, highlighting the importance of cultural identity and the influence of globalization (Farmer & Farmer, 2023) ^[13]. These adjustments require a collaborative and iterative process model for cross-cultural fairness, integrating expert input and virtual focus groups to ensure agreement and openness in cultural adjustments (Ozorio Dutra *et al.*, 2023) ^[23].

Additionally, innovative methods in formal education settings can engage students in their educational journey, fostering cultural awareness and proficiency in digital languages as global citizens (Elicker *et al.*, 2022) ^[12]. As globalization and digital culture change the educational landscape, educators need to acquire appropriate technological resources and embrace multiculturalism to redefine and reconstruct an all-encompassing educational experience (Prada Núñez *et al.*, 2022) ^[25]. Additionally, combining online and traditional face-to-face learning encounters can enrich the educational approach, providing a holistic approach to the digital evolution in education (Stikhina, 2021) ^[29].

Technology plays an important role in facilitating local and global cultural learning through enabling cross-cultural interactions and enhancing educational experiences. A number of studies emphasize the importance of technology in fostering intercultural communication and understanding (Shadiev *et al.*, 2020) ^[28]. For example, speech-enabled language translation technology helps overcome language barriers, allowing students from diverse cultural backgrounds to effectively communicate and share information to gain insight into each other's traditions and values. (Carpenter & Justice, 2020) ^[7]. In addition, multimedia-based learning that includes local wisdom values increases cross-cultural understanding by presenting cultural gaps in an interactive and captivating way, especially in times like the current COVID-19 pandemic when face-to-face interactions are limited. (Wahidin, 2019) ^[32]. In essence, technology not only connects individuals from diverse cultures but also enhances educational methods by offering innovative tools to explore and appreciate the intricacies of global and local cultures.

Educational institutions can address the problem of cultural globalization by integrating universal values, instilling global knowledge within an Islamic framework, promoting intercultural communication, encouraging global citizenship, nurturing critical thinking, fostering tolerance and inclusion, and cultivating cultural sensitivity (Yuwan Sari Juniarsih & Hinggil Permana, 2022) ^[34]. Additionally, building a flexible education system that allows for diverse pathways, highlights Islamic values in local culture and wisdom, and utilizes modern technology in education to enhance knowledge acquisition is an important step (B. Beribe, 2023) ^[5]. Additionally, involving parents and communities, investing in teacher professional development, and ensuring the preservation of Islamic teachings while incorporating global perspectives are key strategies to achieve a balance between traditional teachings and global skills (Syladiy, 2020) ^[30]. By adopting this approach, educational institutions can effectively navigate the challenges presented by cultural globalization and equip students for a global world (Janebova, 2022) ^[17].

Success in cultivating cultural and digital literacy in the era of globalization can be assessed using various indicators. These indicators include evaluating students' social awareness and understanding of local wisdom (Alrianingrum *et al.*, 2020) ^[3], measuring the effectiveness of literacy campaigns in improving the quality and competitiveness of the workforce (Putri, 2019) ^[26], recognizes the importance of cultural literacy in preventing ethnocentrism and promoting cultural relativism (Trisiana, 2020) ^[31], and examine the impact of literacy initiatives on raising literacy standards locally and globally (Ade

Zaenudin, 2022) ^[2]. Through examining these aspects, educational institutions and policymakers can evaluate the progress and results of efforts directed at nurturing cultural and digital literacy in a global environment, ensuring the comprehensive development of individuals capable of navigating the intricacies of the contemporary world (Ceylan, 2020) ^[8].

Incorporating various cultural perspectives into the educational curriculum during the era of globalization brings many benefits. Multicultural education encourages cultural awareness, empathy, and respect among students, which increases diversity and critical thinking skills (Naz *et al.*, 2023) ^[22]. It also promotes camaraderie and inclusivity across classrooms, improving student relationships and classroom dynamics (Abid *et al.*, 2022) ^[1]. Furthermore, integrating multicultural viewpoints allows students to understand concepts from different angles, especially those of historically marginalized groups, promoting educational equity and social justice (Naz *et al.*, 2023) ^[22]. Global education, by providing access to schools and emphasizing meritocracy, expands the curriculum to address progressive issues such as student empowerment and environmental considerations, thereby enhancing the learning journey (B. Beribe, 2023) ^[5]. By using a cultural diversity perspective in curriculum design, one can bring attention to aspects of equity and difference, thereby creating a more inclusive educational experience that reflects the diverse backgrounds of students (Chu, 2022) ^[9].

Research methods

This research method uses literature studies such as journals, online articles. The aim of literature studies is to analyze, interpret and understand literary works and their context. Literature experts study literary works to uncover the meaning, values and messages contained in them, as well as to understand how these literary works reflect social, political and cultural conditions at a particular time. Results and Discussion.

Results and Discussion

Basic Concepts of Cultural Globalization

Cultural globalization is a complex concept defined by the spread of ideas, knowledge, and customs across national borders, driven by factors such as multinational corporations, digital media, and the Internet (Peng, 2023) ^[24]. This involves fostering connection and unity within communities, but poses risks to the preservation of local cultural identity and customs (ATEŞ & AYTEKİN, 2022) ^[4]. This process includes the dissemination of cultural goods through diverse cultural systems and transnational connections, shaped by various ideological commitments and aspirations for a global artistic order. (Levitt & Siliunas, 2023) ^[20]. Globalization, which includes economic, political, social, and cultural interconnections, results in the proliferation of cultural diversity, cultural fusion, and the psychological impact on individuals' reactions to cultural mixing. The interaction between globalization and culture drives the dynamic evolution of culture, broadens its scope, and fosters mutual understanding and respect among different populations (Jagić & Vučetić, 2020) ^[16].

The Importance of Cultural and Digital Literacy

Cultural and digital literacy is essential in contemporary global society where visual and digital arts play an

important role in communication and education (Farmer & Farmer, 2023) ^[13]. The incorporation of digital media into cultural literacy practices, exemplified by the Yogyakarta Palace, displays the merging of traditional cultural practices with modern technology, underscoring the importance of embracing both cultural and digital elements (Iswanto, 2020) ^[15]. Furthermore, the use of digital educational tools such as games and animation to teach grammar concepts underscores the need to improve communicative skills through multiliteracy and digital media in educational settings (Alrianingrum *et al.*, 2020) ^[3]. In the context of globalization and modernization, digital literacy has become increasingly important to access diverse sources of information and foster critical thinking skills, especially among students, to navigate the digital landscape effectively. Media literacy, which includes digital advancement and critical thinking skills, is increasingly important in fighting the spread of misinformation and fake news, emphasizing the importance of understanding media platforms and origins in the digital age (Mrisho & Dominic, 2023) ^[21].

Strategy for Developing Cultural and Digital Literacy

To effectively foster cultural and digital literacy, a multifaceted approach is essential. Initially, the incorporation of digital literacy in educational settings through training, practice, and evaluation initiatives can increase students' capacity to access and utilize digital content (Saragih *et al.*, 2021) ^[27]. Furthermore, involving families in digital literacy efforts, with parents taking an important role as instructors, can further strengthen these competencies within the household (Alrianingrum *et al.*, 2020) ^[3]. Additionally, highlighting the importance of fundamental values such as privacy and intellectual property rights is essential for the holistic advancement of digital literacy in society. Additionally, promoting critical literacy in educational contexts can bridge democratic principles in cultural and digital education, foster a deeper appreciation for diverse viewpoints, and increase digital literacy.

Evaluation, on the other hand, is used to assess performance and consequences, providing guidance for future adjustments to the curriculum. In the realm of Road Transport Telematics (RTT) initiatives, methodical assessment and evaluation is necessary to determine project feasibility and resource efficiency, which includes technical aspects, user acceptance, impact, socio-economic, financial and market-related aspects. Evaluation in the field of language education is complex due to the many functions and values it embodies, so it requires close examination to prevent adverse effects on students. In the healthcare sector, assessment and evaluation play an important role in the diagnosis of conditions such as deep vein thrombosis, where non-invasive tests help in formulating a diagnostic approach for patients with immobile lower limbs. This broad spectrum of applications underscores the importance of evaluation and assessment in improving outcomes and decision-making processes in various sectors.

Integration in the Curriculum

Integration in the curriculum requires the intentional combining of various subjects to build a comprehensive and interconnected educational experience for students. These strategies range from integration to interdisciplinary frameworks (Wang, 2023) ^[33]. Designed to break down

barriers between disciplines, promoting the acquisition and utilization of knowledge and competencies in authentic situations (Drake & Reid, 2022) ^[11]. An integrated curriculum, characterized by student-centered and constructivist methodology, fosters deep understanding, scholastic achievement, communal benefits such as encouragement and cooperation, and increased self-efficacy in students (Kasarla *et al.*, 2022) ^[18]. Studies show that an integrated curriculum not only improves educational outcomes but also increases student engagement, attitudes, and favorable behaviors, resulting in benefits for students and educators.

Evaluation and Assessment

Evaluation and assessment are important in areas such as education, training, and health, with evaluation involving the comparison of goals and results to improve teaching methods (Wang, 2023) ^[33]. Rather, assessment aims to evaluate performance and impact, thereby guiding future adjustments in the curriculum (Drake & Reid, 2022) ^[11]. In Road Transport Telematics (RTT) projects, methodical evaluation and assessment is essential to determine project feasibility and resource efficiency, covering technical, user acceptance, impact, socio-economic, financial and market aspects (Kasarla *et al.*, 2022) ^[18]. Assessment in language education is complex because of its diverse functions and values, requiring thorough testing to prevent adverse effects on learners (Constantin & Popovici, 2022) ^[10]. In the healthcare field, evaluation and assessment are essential to diagnose conditions such as deep vein thrombosis, where noninvasive tests help in formulating a diagnostic approach for patients with paralyzed limbs. These varied applications underscore the importance of evaluation and assessment in improving outcomes and decision-making processes in various domains.

Conclusion

Conclusion Cultural globalization shows that intercultural interactions have increased significantly through trade, technology, and communication. In the educational context, strategies to develop cultural and digital literacy are important to equip individuals with a deep understanding of various cultures as well as skills in using digital technology. Thus, education must integrate learning about local and global cultures, as well as strengthen digital skills so that students can become skilled and connected global citizens.

References

1. Abid S, ApanecatI-ibarra E, Wanger SP. Fostering Diversified Cultural Perspectives in a New Era of the Globalized Higher Education System. *Journal of Comparative & International Higher Education*. 2022; 14(1). Doi: <https://doi.org/10.32674/jcihe.v14i1.2989>
2. Ade Zaenudin. Literacy in the Era of Globalization towards Learning Society in MTsN 3 Kota Tangerang. *International Journal of Social Science*. 2022; 1(5):785-790. Doi: <https://doi.org/10.53625/ijss.v1i5.1215>
3. Alrianingrum S, Listyaningsih M, Jacky M. Digital Literacy Building Social-Cultural Awareness. *Proceedings of the 1st International Conference on Social Sciences (ICSS 2018)*, 2020. Doi: <https://doi.org/10.2991/icss-18.2018.11>
4. ATEŞ E, AYTEKİN H. Küreselleşme sürecinde yaşanan dilsel ve kültürel değişimler ve topluma

- yönelik etkileri. *RumeliDE Dil ve Edebiyat Araştırmaları Dergisi*. 2022; 28:398-407. Doi: <https://doi.org/10.29000/rumelide.1132599>
5. B Beribe MF. The Impact of Globalization on Content and Subjects in the Curriculum in Madrasah Ibtidaiyah: Challenges and Opportunities. *At-Tasyrih: Jurnal Pendidikan Dan Hukum Islam*. 2023; 9(1):54-68. Doi: <https://doi.org/10.55849/attasyrih.v9i1.157>
 6. Behera SK, Karmakar R. Revitalisation of Cultural Diversity through Global Digitalisation: A Critical View in Education. In *Digitalization of Culture through Technology* (pp. 1–5). Routledge, 2022. Doi: <https://doi.org/10.4324/9781003332183-1>
 7. Carpenter JP, Justice JE. Can Technology Support Teaching for Global Readiness? The Case of the Global Read Aloud. *LEARNing Landscapes*. 2020; 11(1):65-85. Doi: <https://doi.org/10.36510/learnland.v11i1.923>
 8. Ceylan C. How to Read Cultural Literacy Globally in Digital Age, 2020, 331-347. Doi: <https://doi.org/10.4018/978-1-7998-1534-1.ch016>
 9. Chu Y. *Multicultural Curriculum*. Routledge, 2022. Doi: <https://doi.org/10.4324/9781138609877-REE16-1>
 10. Constantin AI, Popovici AF. Curriculum Integration and Learning Motivation of the Secondary School Students. *Journal of Education, Society & Multiculturalism*. 2022; 3(2):61-85. Doi: <https://doi.org/10.2478/jesm-2022-0018>
 11. Drake SM, Reid JL. *Integrated Curriculum*. In *Integrated Curriculum*. Routledge, 2022. Doi: <https://doi.org/10.4324/9781138609877-REE135-1>
 12. Elicker AT, Barbosa D, Martins DRL. Creative Approach as a Teaching Proposal to Develop the Digital Literacy. *International Journal for Innovation Education and Research*. 2022; 10(6):147-159. Doi: <https://doi.org/10.31686/ijer.vol10.iss6.3779>
 13. Farmer LSJ, Farmer CJ. Visual Cultural Arts as a Gateway to Digital Literacy, 2023, 16-35. Doi: <https://doi.org/10.4018/978-1-6684-6339-0.ch002>
 14. Gargiulo Labriola A. Processes of Cultural Change and Health Education. *American Journal of Biomedical Science & Research*. 2019; 3(6):539-540. Doi: <https://doi.org/10.34297/AJBSR.2019.03.000735>
 15. Iswanto A. Keraton Yogyakarta dan Praktik Literasi Budaya Keagamaan Melalui Media Digital. *Jurnal Lektur Keagamaan*. 2020; 17(2):321-348. Doi: <https://doi.org/10.31291/jlk.v17i2.598>
 16. Jagić S, Vučetić M. Globalizacijski procesi i kultura. *Acta Iadertina*. 2020; 9(1). Doi: <https://doi.org/10.15291/ai.1257>
 17. Janebova E. The challenge of culture. In *Mestenhauer and the Possibilities of International Education* (pp. 111–119). Routledge, 2022. Doi: <https://doi.org/10.4324/9781003159810-14>
 18. Kasarla RR, Verma A, Pathak L. Methodologies and Models for Integration of Medical Curriculum for Effective Teaching and Learning: A Theoretical Review. *Journal of Universal College of Medical Sciences*. 2022; 10(01):77-80. Doi: <https://doi.org/10.3126/jucms.v10i01.47250>
 19. Keengwe J. Globalization, Digital Technology, and Teacher Education in the United States. In *Oxford Research Encyclopedia of Education*. Oxford University Press, 2020. Doi: <https://doi.org/10.1093/acrefore/9780190264093.013.366>
 20. Levitt P, Siliunas A. Cultures of Cultural Globalization: How National Repertoires and Political Ideologies Affect Literary and Artistic Circulation. *Cultural Sociology*, 2023, 174997552211476. Doi: <https://doi.org/10.1177/17499755221147653>
 21. Mrisho DH, Dominic NA. Media Literacy: Concept, Theoretical Explanation, and its Importance in the Digital Age. *East African Journal of Arts and Social Sciences*. 2023; 6(1):78-85. Doi: <https://doi.org/10.37284/eajass.6.1.1087>
 22. Naz FL, Afzal A, Khan MHN. Challenges and Benefits of Multicultural Education for Promoting Equality in Diverse Classrooms. *Journal of Social Sciences Review*. 2023; 3(2):511-522. Doi: <https://doi.org/10.54183/jssr.v3i2.291>
 23. Ozorio Dutra SV, Chee V, Clochesy JM. Adapting an Educational Software Internationally: Cultural and Linguistical Adaptation. *Education Sciences*. 2023; 13(3):237. Doi: <https://doi.org/10.3390/educsci13030237>
 24. Peng Y. Are we becoming part of a global culture? *Journal of Education, Humanities and Social Sciences*. 2023; 15:195-201. Doi: <https://doi.org/10.54097/ehss.v15i.9254>
 25. Prada Núñez R, Avendaño Castro WR, Hernández Suarez CA. Globalización y cultura digital en entornos educativos. *Revista Boletín Redipe*. 2022; 11(1):262-272. Doi: <https://doi.org/10.36260/rbr.v11i1.1641>
 26. Putri A. Digital Graphic Novel as a Learning History Media in Digital Literacy Era. *Proceedings of the 6th International Conference on Educational Research and Innovation (ICERI 2018)*, 2019. Doi: <https://doi.org/10.2991/iceri-18.2019.8>
 27. Saragih M, Syukri Nst H, Harisma R, Batubara IH. Digital Literation Models Development Based School Culture to Improve Students' Life Skill in the 21st Century. *AL-ISHLAH: Jurnal Pendidikan*. 2021; 13(1):307-316. Doi: <https://doi.org/10.35445/alishlah.v13i1.362>
 28. Shadiev R, Shadiev N, Fayziev M. Facilitating online cross-cultural learning project with speech-enabled language translation technology. 2020 IEEE 20th International Conference on Advanced Learning Technologies (ICALT), 2020, 223-225. Doi: <https://doi.org/10.1109/ICALT49669.2020.00072>
 29. Stikhina I. Educational strategy in digital environment. *E3S Web of Conferences*. 2021; 296:08030. Doi: <https://doi.org/10.1051/e3sconf/202129608030>
 30. Syladiy I. Development of Education in the Context of the Main Challenges of Globalization. *Educational Discourse: Collection of Scientific Papers*. 2020; 27(10):60-69. Doi: [https://doi.org/10.33930/ed.2019.5007.27\(10\)-6](https://doi.org/10.33930/ed.2019.5007.27(10)-6)
 31. Trisiana A. Digital Literation Models for Character Education in Globalization Era. *Humanities & Social Sciences Reviews*. 2020; 8(1):522-531. Doi: <https://doi.org/10.18510/hssr.2020.8164>
 32. Wahidin W. Inovasi Pembelajaran Melalui Peningkatan Media Teknologi. *Al-Falah: Jurnal Ilmiah Keislaman Dan Kemasyarakatan*. 2019; 19(2):223-241. Doi: <https://doi.org/10.47732/alfalahjkk.v19i2.134>
 33. Wang H. Transcendent Integration in the Everyday

- Practice of Curriculum. In *Curriculum Histories in Place, in Person, in Practice* (pp. 94–101). Routledge, 2023. Doi: <https://doi.org/10.4324/9781003349020-10>
34. Yuwan Sari Juniarsih, Hinggil Permana. Globalization and Competitiveness in Meeting the Problems and Challenges of Education and Cultural Management SMPIT Gameel Akhlaq Bekasi. *Dirasah: Jurnal Studi Ilmu Dan Manajemen Pendidikan Islam*. 2022; 5(2):11-22. Doi: <https://doi.org/10.29062/dirasah.v5i2.448>