

CHAPTER II

HISTORY OF EDUCATION IN MALAYSIA AND MALAYSIAN EDUCATION POLICY

In this chapter the author will explain the development of education in Malaysia which will be divided into several stages, there are education before the British colonialism, education during British colonialism, education before independence, education post-independence before and after the National Education Philosophy (FPN) in 1988 and education of the millennium era.

A. History of Education In Malaysia

1. Education Before the British Colonialism

Education is gained through hereditary inheritance from generation to generation or from family and communities around. In that time education was also still attached to the eastern customs and strong religious islamic teachings, emphasized the moral values such as, manners, tact, language and also the basic skills of life. For example every individual should speak with a good word and also respect the other individual especially to an older person.

For the boys, they will be educated and prepared to become the leaders of family members, usually they are asked to help their father to run economic activities, such as gardening, going to the rice fields, catch the fish and this continues until they reach adolescence and adulthood. For the girls, they will be educated household activities because they are prepared to be a good wife, usually girls are asked to assist their mothers in preparing household needs such as babysitting, washing clothes, cleaning the house, sewing and doing work in the kitchen.

Education in Malaysia development began by the addition of a formal studies about islamic religion, by establishing

boarding school and *madrasah* (Islamic School) as a place to study more broadly. besides boarding school and *madrasah*, at that time the mosque is also used as the place to study the islamic religion, memorize Al-Quran, memorize prayers, memorize hadith, study Islamic law, study about Islamic way of life and also learn other science. The main teacher is the ulema who is considered as an educated person. The place of learning that was conducted at homes and mosques and have been informally practiced among the Malays since hundreds of years ago”¹.

For kingdom of Malaka invited teachers and provided a place to teach their children, with additional lessons such as learning to read, write and calculate anan other usual life skills. In other words, the royal families and noble groups has played an important role in the development of science, education and Islamic preaching in Tanah Melayu.

2. British Colonialism

During the British colonial period, people in "Tanah Melayu" consisted of elite class society, nobility class society, middle class society, and the lower classes society. The British implemented a colonial system that separated the society with one another, maintaining culture and heritage based on the class freely thus creating the pluralism among the society. And there was no attempt to unite among society between the elite class society, the nobility class society, the middle class society and the subordinate society, the urban and rural society, especially among the tribes one and the other.

The colonial system that had been carried out by the British influenced the education system in Tanah Melayu, the British introduced the schools system which know by Vernacular systems. The Vernacular schools is the schools developed by

¹ Abdullah Ishak, 1995. *Pendidikan Islam dan pengaruhnya di Malaysia*, Kuala Lumpur: Dewan Bahasa dan Pustaka. p. 135

ethnic groups using their own language, curriculum, books and teachers. The vernacular schools that were established are the Melayu vernacular school, Chinese vernacular school and India vernacular school.

In 1855, the Melayu school was opened in the Bayan Lepas, Penang Island and in 1856 it was also opened in Teluk Belanga and Kampong Gelam, Singapore. In Melayu Vernacular Schools, Malayu language were used as the language of instruction, while roman and jawi writing are used as simultaneously in all Melayu schools. In 1871, AM Skinner introduced a Melayu school equipped with the Al-quran class, which in practice the academic lessons was held in the morning and the Al-quran lessons held in the afternoon, the first school using this combined system is a school located in Bayan Lepas, Pinang Island and Kampong Gelam, Singapore. This step aimed to attract Malaysians to send their children to school, as the Malay community gave a cold welcome to vernacular schools.

Chinese vernacular schools were first established in the southern states of Malacca, Chinese vernacular schools also received less warm welcome from the Chinese community. In the mid of 19 century, the Chinese people came to the Tanah Melayu in bulk, most of Chinese schools are founded and financed by Chinese community itself, both in group or individually. The aim of the establishment of this school was to preserve the cultural and linguistic heritage of Chinese, the teachers and the curriculum are adopted from the Chinese country. The British did not interfere or prohibit efforts made by Chinese community, so that the enrollment enactment of the school was held in the year 1920 in which all Chinese schools had to register their opening.

In 1925 the Tamil vernacular school began to emerge in the Tanah Melayu, when the "Labor Code" was implemented, each plantation farm with more than 10 children of school age was required to open the school, therefore so many Tamil

Vernacular schools were opened at that time. The features of the Tamil vernacular school was like a Chinese vernacular school which was oriented to where they are from. In order to solve the illiteracy problems, the curriculum in Tamil vernacular schools also taught the spiritual and cultural elements of Hinduism, and they use the Indian language as the communication. At that time the majority of Tamil people in Tanah Melayu were still loyal to their home country, as the example the political problems that occurred in India at that time was also felt tamil people in Tanah Melayu.

In 1816, the British school also began to open, R. Hutching opened the first free school in Penang Island, but the British school was prioritized for the children of the British royal employees, nobility society and the elite group of Malayu. The British school applied the colonial ideology including the studying of the power of British as the superpower state. Other than that, religious schools or Christian preachers such as methodist, catholic and anglican also run in accordance with their respective systems. The vernacular school system actually had no clear principles and no mission to unite the nation.

At the second world war, Tanah Malay was colonized by the Japanese soldiers. Many schools were closed and converted as the headquarters Japanese army, and the Japanese army opened the Japanese school know as the Nihongo. Nihongo School used the Japanese language as the instruction in delivering lessons and the subjects were learnt Japanese. The student were also taught to Japanese classical songs, Japanese cultures and activities that were related to the value of obedience and loyalty to the kingdom and emperor of Japan. More at that time Japanese soldiers also instructed the Malay people to send their children to Nihongo schools and at that time Japanese soldiers used the slogan "Asian for Asia".

Education for the society continue to develop but there was no progress and development for Tanah Melayu, such as the

establishment of a national identity, community unity, humanitarian development in society. At that time the education system created more gaps among the people. For the local people, education at that time only equipped them with life skill such as farming or just as a fishing. For the ethnic immigrants, British was not interested in interfering with their educational affairs. British thought that the education provided easy access to form the soul of unity with each other and in this case British striving to continue to strengthen and show its power as the colonizing state.

However, some institutions were also established to review the implementation of education in Tanah Melayu during the British colonialism. The institution has issued reports such as Cheeseman's Report (1946), Holgate Report (1949), Barnes Report (1950) and the Fenn Wu Report (1951). Although the institution received report of education in Tanah Melayu, however its implementation can not be done for several reasons even though the curriculum 1959.

3. Education Before the Independent

The formation of the Malayan Union in 1946 encouraged the spirit of independence fighters such as Onn Jaafar, Tunku Abdul Rahman, Abdul Razak Hussein and others to gain the independence. In order to create independent and sovereign state, something should be done or should be change with the education system in Tanah Melayu. Measures should be taken to formulate an appropriate national education system for sovereign states with their own direction and goals. This was realized by local leader and community on how important to have a national education system to take over the colonial education system as the independent state. Local leaders such as Onn Jaafar, Tunku Abdul Rahman, Abdul Razak Hussein and other politicians made various preparations towards an independent state. The national education system was one of the aspect that was very seriously discussed and focused on the agenda to gain the independence from the colonialists.

In preparation for the independence, the committee set up the Ministry of Education 1956 that was prepared to study the education system that to be implemented after gaining the independent. The Minister of Education was Abdul Razak Hussein and he released his report known as Razak Statement 1956. The Razak Statement become the basis of the educational regulation in 1957. Although the educational regulation was gazetted in 1957, but this regulation was not enforceable or enforced because Tanah Melayu soon to be the independence state.

We believe that the basic purpose of education in this country is to unite the people from all the ethnic in this country, by using one rule covering all ethnics by using the national language as the instruction, though this can not be implemented immediately but rather must be done gradually. After the independence, the efforts made by Malaysia to realize the national education system by the implementation of the education was based on Razak Statements in 1956. and After that, the other commission was formed that was Rahman Talib Sempena commission which was led by Abdul Rahman Talib who was the Minister of Education at that time. The aims of establishment of this commission was to examine the Razak's Statement in 1956 and also the education lesson 1957, which was still in use even though Malaysia had already achieved the independence. This commission was obliged to provide and give the report on the Rahman Talib's statement 1960. The Deed of Lesson 1961 was drafted based on Razak 1956 and Rahman Talib 1960 statements. The basic objectives of education contained in the Deed of Lesson 1961 was follows that the basis of the lesson was declared in the Ordinance Lesson 1957 is to establish a learning system that will be able to fulfill the national needs and promoting cultural, social, economy, and politics.

The issue of unity was a big problem and that became the main agenda in implementing educational activities by used Malaysian language as the main language for the instruction in

every schools; the same curriculum and examination system will hopefully foster the unity among students. In addition education is to eradicate illiteracy among the society, therefore, free education is provided to all students in Malaysia and it focuses on literacy.

The curriculum of education 1961 was still in use until the new curriculum was arrived in 1996. In that period the various amendments was changed to a better direction adjusted to the condition. In September 1974, one comission was established as the cabinet to review the implementation of the National Education System that was implemented since 1961. This comission was set up by Mahathir Mohammed as the Education Minister at that time. The purposes of this commision are first, to review its goal and impact the present of educational system including curriculum in the framework of the foundation of national education with the aim of ensuring that the national labor need can be fulfilled in both short and long terms. Second, it is to ensure that this educational system can fulfill the national goal toward giving the united society, disciplined and well-trained "Cabinet Office Report: Reviewing the education Implementation".

The commision was issued the Statistics report on 7 November 1979 as the Cabinet's Proceedings of the Cabinet Reviewing the Implementation of Basic National Lessons, know as the Mahathir Report. Based on this report, some amendments have been made on the basis of national education to give the meaning to the implementation of the education system. Based on Mahatir report the educational system focuses on 3 skills (reading, writing and calculate) and spiritual education. Implications of this report is the introduction of the New Curriculum Sekolah Rendah by Musa Hitam as the Education Minister in 1982 and also New Curriculum Secondary School in 1988 to replace the previous curriculum. In addition, this Cabinet Commisision Report also becomes the beginning of the establishment of the national educational philosophy whic is more clear and explicity.

4. Education in Millennium Era

The millennium era is the global challenge across the geographical or sociological boundaries. Every country is facing the new challenges the impact from the globalization, liberalization, internationalization and rapid development in science and technology. Thus, the implementation of education can not be in the old version, it is necessary to be modified. Education in the millennium era needs to have be characteristic but at the same time does not leave the origin GLOCAL (Global + Local). Education must be capable to create the citizens who are able to plan their future; able to face a new challenges; and able to make a choices wisely, precisely and in line with the current challenges encountered. In this regard, education needs to be linked to the current and future that can be seen from the current development and technology advances. Education planning generally needs to be futuristic, flexible, and dynamic in order to determine the pattern of society and the profile of the nation and the expected citizens. This is reflected in the Eighth Malaysia Plan (RMKe-8), Ninth Malaysia Plan (9MP) and Ninth Malaysia Plan (10MP) related to education.

RMKe-8 is for 2001 to 2005 period. In this plan, the education system would be strengthened for Malaysia to be promoted as the excellence of a regional center in education. RMKe-9 is for 2006 to 2010 priode. In this plan, the education system is prepared to create the world class and first class individual capacity. RKMKe-10 is for 2011 to 2015. In the 10 plan the education agenda is the continuation from 8th and 9th plan by the theme is "Developing and Maintaining a World Class Human Capital" which is part of the RKMKe-9.

Education System according to A. Sigit quoted by Imam Barnadib argues that the education system consists of

everything related and interconnected one with each other.² So in this sense, the education system is everything related in an education in order to reach good educational goals. This is certainly related to some elements such as student, teachers, curriculum, co-curriculum and parents.

Developing countries should have a good education system, and the main factor to be prepared is teachers with good competence. The system in an education is actually linked to the process of development that exists in society, if the national education system should also be linked to the development and needs of a the State, the function of an education system must necessarily be an agent of change in cultural, social and scient, be accompanied with a moral and ideal values.³

B. Malaysian Education Policy

1. General Requirements Education in Malaysia

The education system in Malaysia has four levels of education that are low education that takes for 6 years, comprehensive high school that takes for 3 year, high school that takes for 3 years and academic education and it's run 2 years. Then after the comprehensive school for 2 years and if the student pass the test and they want to continue their study, they have to go to secondary school (pendidikan purna sekolah menengah) for 2 years. Afterwards they have a Cambridge certificate that can be used to apply to the university through selection.⁴

² Imam Barnadib, 1991. *Pendidikan Perbandingan Buku 1 Dasar-Dasar*, Yogyakarta, Andi Offset. p. 65

³ M. Arifin, 1995. *Ilmu Perbandingan Pendidikan*, Jakarta, Golden Teerayon Press. p. 95

⁴ Drs. Abd, Rachman Assegaf, 2003. *Internasionalisasi Pendidikan Sketsa Perbandingan Pendidikan di Negara-negara Islam dan Barat*. Yogyakarta, Gama Media. p. 118

One thing the Malaysian government does is that the government requires all parents to send their children to school when the child is 6 years old, if the parents do not send their children to school, the government will give the punishment with a maximum payment of 5000 RM or maximum for 6 months into jail.⁵ In addition, the government has its own educational cost policy, for example the elementary school is only charged by RM 50 to RM 70 per year and the book is used also does not change every year. So, the textbooks can still be used by the next generation.

2. Basics and Purpose of Education In Malaysian

The basic education owned by Malaysia is "Pendidikan Kebangsaan". It has been implemented since 1957. Basic education in Malaysia has three goals, there are; First, to create a learning system that can meet the needs of the country and promote cultural, social, economic and political developments. Second, it is to create a student discipline, adherence and respect to their parents where this principle is in line with basic educational and policies to provide efficient teaching and learning processes with the need to avoid unstable public expenditure. The third, it aims to ensure that this basic education can be implemented effectively particularly in determining the progression of a progressive educational system and the national language to be the primary language of instruction.⁶

While Abdurrahman As-Sheghaf explains that Malaysian educational goal is to develop the potential or capabilities of a

⁵ Arif Rahman, 2013. *Pendidikan Komparatif Dasar-Dasar Teori Perbandingan Pendidikan Antar Bangsa*. Yogyakarta, Aswaja Pressindo. p. 187

⁶ Muhammad Hilmi. *Dasar Pendidikan di Malaysia*. Retrieved on September 14, 2017. From: <https://www.scribd.com/doc/2882268/Dasar-Pendidikan-Di-Malaysia>

holistic and integrated individual in order to created human with intellectual, spiritual, emotional and physical harimony along with God's trust and obedience. This goal is expected to produce Malaysians knowledgeable, skills, noble character, and responsible to society and the State.⁷

3. Malaysian Education Curriculum.

The education system in Malaysia has change a lot after gaining the independence in 1980s. Based on the Report of the Cabinet Committee reviewing the implementation of the National Education Policy (1979), New Curriculum primary School was implemented in all primary schools since 1983. This curriculum Plan to emphasize to be expert of 3 basic skills there are; reading, writing and counting. In addition, it also focus on the individual's development which include in the aspects of physical, emotional, spiritual, intellectual and social. In 1989, the Plan for Integrated the High School New Curriculum was also introduced in all high schools. This curriculum wasdesigned to develop the potential of individual aspect of physical, emotional, spiritual, intellectual and social and was also integrated in order to create knowledgeable students, who had noble character and strive to contribute to the progress, prosperity and development of the country.

The education curriculum in Malaysia is set by the Malaysian education ministry. Education curriculum in Malaysia is relatively stable, for example The New Curriculum for Elementary School that had been run from 1982 to 2007 and its still in use. In Malaysia the welfare of teachers is very important, in 2007, they were paid by the government for around RM 755 each month.

⁷ Drs. Abd, Rachman Assegaf, op.cit. p. 117

4. Education Philosophy

Education can be seen in terms of philosophy, here we are going to discuss like the purpose of education in Malaysia, curriculum character, educational strategy and education materials. In Binti Maunah's books, she explained about the purpose of education which is to shape the personality and to produce knowledgeable students which will improve their social quality life. From this education purpose is made of the foundation for education curriculum such as selecting subject to be used as a teaching material.

The Education curriculum is the basis of education which becomes the foundation to deliver or transferring the knowledge. Education strategy is the way that the educators or teachers use to make their students thinking or study, so this strategy will add the insights and skills of the students. The subject material which going to be deliver or transferring to the student, in Malaysia there are several things to consider in subject material, there are 1) Applied science such as mathematics which must be taught at all levels of education from pre-education to higher education. 2) Local culture studies besides the Islamic culture studies is only taught at the college level of which materials are not opposing Islamic value. 3) Islamic cultural studies (branches of Islamic studies both in the field of tauhid, fiqh, etc.) must be taught at all levels of education it becomes various departments or faculties and 4). Artistic sciences can be categorized as knowledge that can be learned without any restrictions at every level of education as long as it does not violate the views of Islam.⁸

5. Education Orientation In Malaysia

The national education system includes pre-school education to higher education. In 2004, pre-school, elementary

⁸ Binti Maunah, 2011. *Perbandingan Pendidikan Islam, Vol.1*. Yogyakarta : Teras. p.161

and secondary education was under the jurisdiction of the Ministry of Education. While higher education is the responsibility of the Ministry of Higher Education. All forms of educational organizing are based on vision and mission. Whatever the vision and mission of the Malaysian government is to make Malaysia as a qualified education center and ready to compete with higher education institutions in other countries such as Singapore and Australia.⁹

In October 2011, the Ministry of Education reviewed the comprehensive education system in Malaysia in order to develop a new blueprint on national education. This policy was made in order to improve the international standard of education and to see the market demand for qualified labor, where the government strives to prepare Malaysian student for the needs of the 21st century, and increase the expectations of the society, especially parents towards improving the quality of education policy. During 11 months, the Ministry of Education Malaysia received many resources as inputs from educational experts at UNESCO, the World Bank, the OECD, and six universities in Malaysia, the headmaster, teachers, parents, and students from every state in Malaysia. The result is a blueprint as a first step in evaluating the performance of Malaysia's education system by looking at education history as an important factor and international benchmark. Blueprint also offers a vision of education system that Malaysian students should have a decent educational need.¹⁰

Support and resources availability make schools play an important role in providing effective teaching for student. Therefore, the investment of a country in the education system is an important measure. The Government of Malaysia has

⁹ Ibid, p.182

¹⁰ Ministry of Education. *Preliminary Report, Malaysia Education Blueprint 2013-2025*. Retrieved September 13, 2017. from: <http://www.moe.gov.my/userfiles/file/PPP/Preliminary-Blueprint-Eng.pdf>

been continuously investing in education for 55 years since its independence. In early 1980, Federal Government spending in primary and secondary education, as a percentage of Gross Domestic Product (GDP), was the highest in East Asia. In 2011, the amount spent by government was 3.8% of GDP or 16% of total government spending, higher than the OECD average of 3.4% of GDP and 8.7% of total public spending. In 2012, Malaysia has education budget for about RM 37 billion, this shows the government's real commitment to education as a national priority.¹¹

More than five decades since its independence, Malaysia education system has gone through several important milestones, starting with the introduction of new curricula such as Integrated Elementary School, School or Low Integrated Curriculum (KBSR) and Secondary School Integrated School Curriculum (KBSM) developed after Report Cabinet (1979), through the development of National Philosophy Education (1988) and the Education Law Amendment (1996). With a few steps, Malaysia has clearly succeeded over the past 50 years. Literacy rate in 2010 for population aged 15 years and over was 92%. About two-thirds of students continue post-secondary education or training, from pre-university foundation or matriculation programs at vocational institutions. The education system also consistently generates students and schools comparable to the international scale.¹² In the process of making education policy in Malaysia, there are several phases in the process of developing strategic plans for improving education in Malaysia. Here's an education policy process in Malaysia:

¹¹ *ibid*

¹² *ibid*

Table 2.1

Process the Education Policy in Malaysia

Current				Future			
	Planning & Policy	Network & Coordination	Delivery Provision		Planning & Policy	Network & Coordination	Delivery Provision
Policy Development	Federal			Policy Development	Federal		
Programme Development		State		Programme Development		State	
Delivery Planning		District		Delivery Planning		District	
Delivery Provision			School	Delivery Provision			School
Evaluation & Feedback				Evaluation & Feedback			

<ul style="list-style-type: none"> ▪ Similar functions. JPN and PPD structures and roles are mirrors of MOE ▪ Overlapping functions. Overlap of functions in multiple levels ▪ Generalised responsibilities. Lack of specialisation within various functions 	<ul style="list-style-type: none"> ▪ State as coordinator and administrator. JPN will assume more coordination, procurement and administration work from PPD ▪ District as support partner and monitor. No direct intervention to school from Head Office and JPN; PPD to have greater decision-making power, and to be the main coaching and support partner to principals and teachers ▪ Greater school based management for schools that meet minimum performance criteria
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Blueprint includes the action plans and priority interventions for the transformation of the education system as a whole. Education transformation will take more than 13 years, where:

Step 1 (2013-2015): builds the a systematic framework with the teacher support and focusing on basic skills, with key successes that the student able to speak Malaysian Language 100% and English.

Step 2 (2016-2020): accelerates the system improvement with the performance of Malaysian graduate students equivalent to average international standards and 50%

reduction in urban and rural education gaps as well as a 25% drop in socio-economic gap and gender gap.

Step 3 (2021-2025): moves towards excellence with increased the operational flexibility with Malaysia's performance on TIMSS and PISA ranks third in the education system.

The educational policy is also conducted through 3 phases, there are:

Phase 1: It is a comprehensive study and diagnosis of education system. This phase begins with a detailed evaluation of the performance of the Malaysian education system, focusing on achievement generated by students, assessing the root causes and key drivers for improving performance, and recognizing examples of excellence contained in other educational systems as models for emulation and replication.

Phase 2: It focuses on the development of preliminary education blueprint by identifying the priority of development and the creation of more detailed policy programs. This phase combines the results of national dialogue with the GTP 2.0 education lab as input. In April 2012, the ministry held a national dialogue to extract feedback from the people as inputs from the education system. This dialog involves the role of parent, teachers, and students, the dialogue was led by Tan Sri Dato Dr. Wan Mohd. Zahid Mohd. Noordin who heads 16 townhalls (Putrajaya, Perak, Kedah, Sabah, Sarawak, Labuan, Negeri Sembilan, Melaka, Selangor, Penang, Pahang, Kelantan, Terengganu, and Johor) attended by 12,000 members of public representatives and 20 roundtable sessions with 325 participants. Members also have the opportunity to give ideas or feedback through the MyEduReview, Facebook, and Twitter online portal. More than 150 memorandum has entered the ministry with a total of more than 7,000 recommendations. About 90 members of the relevant ministries such as the Ministry of Finance, the Human

Resources Department, the Ministry of Higher Education and the Women, Family and Community Development Department are involved on a full-time basis. The Ministry reviews all inputs both from national dialogue and lab carefully, then integrates them into blueprint based on 4 criteria: First, every action taken should contribute to the system and represent the results of the students. Second, the department adjusts to international circumstances in identifying and prioritizing factors that make a huge difference in system and student improvement. Third, the proposal should be relevant to the system's starting point and be within the department's ability to make it happen. Fourth, the benefits of implementing proposals should be greater than financial and operational losses.

Phase 3: It Focuses on the final decision of the blueprint. During this process, the ministry's efforts are to obtain an independent input from the Malaysian community and the International Review Panel. Member feedback is backed by face-to-face interaction, either directly or through video. Malaysia Review Panel: A total of 12 leading Malaysian citizens from professional background and private sector gathered, under the leadership of Tan Sri Dato 'Dzul kifli bin Abdul Razak, Rector of Albukhary International University. The government holds international Review Panel workshop which is involving four leading global educators. These educator conducts studies and donate transformational initiatives, and propose their perspective on the basis of Malaysia. The panel members also traveled to Malaysia to conduct field workshops and field trips in Q4 2012 and will provide feedback before finalizing the Blueprint at the end of 2012.

6. The Objectives Malaysian International Education

Fielden argues that there are three reasons why a country especially educational institutions do internationalization. The first reason is the implementation of internationalization is

considered capable of developing human resources to face competition in the global market. This reason is the main reason for a country especially educational institutions to carry out internationalization in order to prepare its graduates have an international dimension in entering the labor market. The second reason Internationalization also encourages research activities as a form of contribution in solving global problems. It is based on the idea that global issues require international cooperation between academia, universities, business and government. The third reason, internationalization can also play an educative role in promoting international values, based on the idea that universities should prepare their graduates to become global citizens and understand cultural differences.

According to Knight there are four main reasons the internationalization of education institution for the country, there are; Political, economic, academic and socio-cultural. the political reasons for developed countries that are known as exporting countries of education, internationalization of higher education is seen as a tool to implement foreign policy, especially related to national security, political interests and peace cooperation between country. Economic reason is the utilization of internationalization of higher education through international cooperation to find the alternatives for the development of national universities as well as to expand the market share of education abroad mainly developing countries. Academic reason is as a means to obtain international recognition of the quality of teaching and research conducted by universities. Social and cultural reasons are to promote the culture and national identity of the developed countries as an effort to introduce the diversity of inter-ethnic or national culture.

In many developing Asian countries, internationalization is generally regarded as a strategy to enhance institutional competitiveness, reform the system of higher education and change organizational culture. Asian universities are enthusiastic to adopt global standards for faculty evaluation,

reforming academic programs, and degree standards. Internationalization is done through the signing of mutually beneficial agreements with foreign agencies for exchange programs, joint titles, as well as exchange of students and faculty members. Malaysia is currently nationalizing its educational institutions, by doing various preparations with goals of gaining international recognition, increasing state revenues or Gross National Income and improving cultural understanding.

a. Gaining international reputation.

This idea is in line with Jung Cheol Shin and Harman's view that globalization for higher education creates global collaboration and competition between universities in the world. The challenges of globalization are proactively answered by governments in various parts of the world through international cooperation in the form of teaching, research, and service of the university. Organizing cooperation in international dimension is done through various programs and activities by integrating international or global insight into the main function of a university. Globalization also encourages higher education institutions to improve competitiveness to a world class university through the internationalization process. Internationalization is one of the ways in which a country responds to globalization and improves competitiveness, but is expected to respect the individuality of the nation (de Wit, 2006: 3, Knight and de Wit, 1997: 15). Thus, internationalization and globalization can be viewed differently but dynamically are two interrelated concepts. Globalization is understood as a catalyst while internationalization is the response, ie response in a proactive way.

b. Teaches tolerance.

Higher education teaches ethics, morals, living habits, creates an attitude of inclusiveness, and opens the possibility

of changing attitude for individual socialization and modernization as well as the overall transformation of society by protecting and promoting community values. In addition, higher education also helps the establishment of a strong nation-state, teaches democracy by producing more responsible citizens who actively participate in community, political, social, cultural and economic activities, with community members who understand, interpret, preserve, promote national, regional, international and historical cultures. In this context higher education teaches pluralism and cultural diversity. Malaysia is a country that consists of many tribes, it is prone to generate conflicts between communities, especially the school system implemented in Malaysia consists of many streams, this is causes unity among them are not good. Therefore education in view as a medium to teaching tolerance that creap a peace among other.

c. Increasing Gross National Income.

General Agreement on Trade in Services said that the function and role of higher education can create market potential by eliminating trade barriers through the process. commodification is a changing of public service into a product that can be bought and traded. This idea confirms that market pressure has given birth to a commodity of changing the education of a public good into something that is competed in a competitive industry. Educational commodities are a market venture to create external revenue by creating an increasingly vague boundary between market, government and higher education. Commodification is a concept that can be exchanged for commercialization and closely related to privatization. An interesting case of the phenomenon of educational commodity can be found in developed countries like Australia, New Zealand and Britain that actively attract international students to generate income from education. These countries generally charge higher education fees for international students than for domestic students. Asian

countries such as Singapore and Malaysia have adopted the phenomenon of commodification.

NKEA also seeks the leverage Malaysia's strategic location and access through out Southeast Asia and infrastructure to make the country a regional education center. The industry's entry-point project reflects this ambition, with the initiative has made great strides in increasing private sector participation, attracting top-level foreign universities to the coast of Malaysia and developing new educational clusters, in game development and accounting

Table 2.2
Revenue from NKEA Sector

NKEA SECTOR	GNI Value at current prices (RM billion)
Agriculture	64.5
Palm Oil/Rubber	61.0
Oil, Gas & Energy	171.1
Electric & Electronic	53.0
Wholesale & Retail	168.6
Education	9.0
Healthcare	9.8
Communication Content & Infrastructure	51.0
Tourism	67.1
Financial Services	62.7
Business Services	46.2
Other Industries	360.8
TOTAL GNI	1,124.7

The implementation of NKEAs, there are 12 sectors which contributing to the Gross National Income that education sector contributed about RM 9.0 Billion. Government revenue increased particularly the from education sector, eventhough

this sector did not contribute significantly to the country's revenue in the previous year, after the inclusion of NKEAs in 2011, in 5 years the government tried to improve the education sector in order to give the contribution to the country's revenues, and by 2016 the education sector contributes RM 9.8 billion. This also reduces malaysia dependence on oil commodity.

Table 2.3

Government Less Dependent from Oil Sector

