

Civic Education, Global Issues, and Global Citizen

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Abstract— Issues or global problems occur within such short time. This is driven by globalization penetrative in various aspects of social life, state and nation. Responding to these global issues, the needs of their citizens who have a global competence is a necessity that cannot be bargained again (*condition sine qua non*). This article examines the essential matters that any global issue, the implications thereof and competencies required to respond to these global issues. With a global citizen competencies possessed, then the global issues that occur, not only be identified but is able to be handled or resolved by every citizen the best solution to ensure the continuity of life of the nation.

Keywords: *global issues, competence, citizenship, globalization*

I. INTRODUCTION

Global issues today is not nonsense, but really has no case. Consciously or not, we have experienced or feel alone. As a good citizen and intelligent, of course is a must, to know and understand the issues, especially in order to anticipate the impact or effect that these global issues in various dimensions of people's lives.

The existence of a global trend that includes problems: ecology, the extent of poverty, communal violence, drugs, population growth, refugees, trade and debt. Korten affirmed, that these problems are critical issues faced in today's global life [1]. Identify the things that become global issues that include human rights, population growth, refugees, the environment, energy resources, health and nutrition, the global economy and global security [2].

Based on the expert view of the above, how wide the scope of global issues, so that the optimal treatment requires the efforts of various nations in all parts of the world. Handling is partially on global issues are seen as ineffective in solving social problems arising from the global issues. In the context of civic education, John Cogan posited the existence of a global trend that is closely related to citizenship education. These tendencies are:

- Economic disparities between countries and between people in the country will significantly widening.
- Dramatically, information technology will reduce the problem of privacy or individual rights.
- Inequality between who has access to information and those without access will increase.

- Conflicts of interest between developed countries and developing countries will increase the environmental damage.
- Deforestation will dramatically affect the diversity of life, air, soil, and water.
- In developing countries population growth will result in a dramatic increase in the percentage of the population, especially children living in poverty.

In his famous book "future shock" even earlier have predicted the occurrence of major changes in the life of the world community in general and the industrial society in particular [3]. Followed by the next book entitled The Third Wave in 1980, describes the changing world which includes three waves of the first wave (the first wave), known as the "green revolution" began about 8,000 years BC. Furthermore, the second wave (the second wave) is marked by the industrial revolution in a chapter XVII which brought major changes compared to earlier periods of life. Then, in the twentieth century as the third wave (the third wave) is marked by the advancement of information technology and communications. These waves are known as the "information revolution".

To understand the global issues, as noted above, the most important thing that should be owned by every citizen, and nations around the world is the importance of global awareness (global consciousness). Basically this global awareness, tipped-estuary to the ability of citizens to be aware and critical in receiving or responding to these global issues. In this regard, in our view, global awareness is constructed or to be constructed is the awareness of the importance of having knowledge, attitudes, and skills that support or criticize to respond to global issues that come to the surface. In detail, can identify some of the manifestations or manifestations of global awareness must be improved, namely:

- Global Issues is a necessity, which occurs as a result of development of human life, the nation and the state.
- Global Issues are not solely to be known, but must be solved a way out or a solution that does not cause a negative impact on the wider society.
- To solve the problem of global issues, requires integrative cooperation among the various elements of society and the nation. In other words, do not solely rely to solving efforts undertaken by the government.

It should be realized, it is not easy to develop a global awareness that, given the background and interests of people who are very diverse or different from one another. In

addition, there are other issues that affect the development of global awareness with regard to the condition or situation unfavorable towards fostering global awareness, such as political, economic, security, and so on.

II. THEORETICAL REVIEW

Global Citizen Characteristics

Who are the citizens (global citizen), and how its characteristics? This is an important question that relates to the current atmosphere of globalization are felt in our lives.

To answer that question, should be listened to opinions expressed [1], that a global citizen is a citizen who is responsible for fulfilling the requirements of institutional and cultural sake of the greater good for society. The other characteristic of a responsible citizen's look of its commitment to the values of integrative and on the application of active critical awareness: the ability to think independently, critically and constructively, the ability to see the problem in the context of long-term, and to make judgments based on a commitment to the interests of the community long-term.

According to Korten, in carrying out such citizens are the means by which citizens to determine the identity and legal recognition or their joint efforts. The Facility is a voluntary organization that provides organizational support systems and means to mobilize resources fatherly efforts require more than individual action. The term global citizens who expressed Korten, a term that refers to the level of citizenship. Global citizen is a level more than the level of communal citizens and nationals. John Cogan give citizens some of the characteristics associated with the current global. These characteristics include:

- a. Approaching the problem from the perspective of global society.
- b. Work together with others.
- c. Responsible for the roles and responsibilities of the community.
- d. Think critically and systematically.
- e. Resolving conflicts without violence.
- f. Adopt a way of life that protects the environment.
- g. Respect and defend human rights.
- h. Participate in public affairs at all levels of learning Civics; and take advantage of information-based technologies.

Meanwhile, in the opinion quoted, there are three world-class human traits (world class), namely the concept (concept), competence (competence), and the connection (connection) [4]. Concept relates to the development of knowledge and cutting-edge ideas. While competence with respect to the development of the ability to work in multidisciplinary. Then, the connection associated with the development of social networks (social network) to conduct informal cooperation.

Furthermore, two more requirements to complete the world-class human condition as stated Kanter [4]. Two terms that are credibility (credibility), and care (caring). Credibility associated with integrity: honest, running what was said (walk the talk), hold fast to the promise, to be fair, that would

build confidence (trust) and respect (respect) of others. Then care (caring) that is sensitive and responsive to the needs and circumstances of others, selflessly give their best, share knowledge and information in order to enrich the knowledge and mentality (abundant mentality).

Based on the understanding of global citizens Korten, as presented above, would be affirmed that global citizens are citizens of the country where the attitude, commitment, and responsibility were able to cross the boundaries of the local culture both locally and nationally to the global community culture. In short, global citizen is a state cross-country, cross-cultural citizen interstate, or cross the interests of citizens more broadly beyond the interests of individual and institutional interests even national interests.

III. RESEARCH METHOD

In this study, researcher used qualitative approach. This research try to describe about civic education's purposes, characteristics of global citizen, and the role of civic education to empowering citizen's character. Research subjects are: the expert of civic education from Bandung, Jakarta, and Yogyakarta. Data collecting with interview, observation, and documentation analysis. Data analysis based on qualitative research method, according to Miles and Hubermans account.

IV. RESULTS AND DISCUSSION

Why is there a global citizen? This is not out of the reality of global interdependence (global interdependent) in the nation's interstate-establish contacts with other nations throughout the world. Korten considers that interdependence would create a situation in which countries and people have a legitimate interest in the affairs of each and have the right to influence matters that go beyond what can be sanctioned by the concept of sovereignty more traditional [1]. Based on these opinions, global citizens cannot be released to the global dependence in which the nation-state (nation-state) involved in their interests respectively. Global citizen according to Korten, a very important role to formulate implement the agenda for social transformation. This is where the role of global citizenship soul (mind of the global citizen) in mempertautkan and unite the people in this world to get together social transformation.

From the description of global citizens as expressed Korten, presumably it is understood that the notion of global citizens are closely linked to their strong dependency between countries in the world, and therefore required the involvement of citizens of the world to establish cooperation in various spheres of life, regardless of differences or discrimination any of each of these nations.

To be a global citizen who is involved in the global dependency can play its role well, then of course the required number of capabilities or competencies that support toward the attitudes, actions, and deeds that reflect the characteristics of global citizens, as has been stated previously. In this context of global education (global education) was instrumental to equip citizens with the competence or skills relevant to the needs and demands of the global life.

For a comprehensive understanding of the meaning/

significance of global education and its contribution to the preparation of the ability of global citizens, it systematically will be described below on the meaning of global education (global education). Global education is education that is directed at the development of global insights that prepare students to young people to become humane, rational, as citizens are able to participate in the life of the world are increasingly showing interdependence [5]. (Global Education, commonly referred to as education for a global perspective, is to prepare young people to be humane, rational, participating citizens in the world that is becoming increasingly interdependent). Meanwhile, in the view global education are [6]:

Global education involves (1) the study of problems and issues which cut across national boundaries, and the interconnectedness of cultural, environmental, economic, political, and technological systems, and (2) the cultivation of cross-cultural understanding, which includes development of the skill of "perspective-taking" - that is, being able to see life someone else's point of view. Global perspective are important at every grade level, in every curricular subject area, and for all children and adults.

The definition of global education, as presented above, stressed that global education including the study of the problems and issues that cross national boundaries, the interconnectedness of cultural, environmental, economic, political and technological system. And cross-cultural understanding which includes the development of skills "determine perspective or view" as a person's viewpoint. Global perspective it is very important for all ages, children and adults.

Meanwhile, Jiro Nagai, was quoted, in the life of an increasingly open today in the XXI century, international awareness, deep thinking about the world, including global views and insights, has become part of the life of every nation [5]. Therefore, the international education and global education or education should be part of Social Sciences. To enter the threshold of XXI century, already can not ignore the international level or the global level. Interpret global education as education that aims to help students understand the concepts of global and issues and directed also to act as citizens [2]. (Global education is a pedagogy that aims at global student learning of concepts and issues and leads to citizen action). The definition above emphasizes global education goals which is to membelaajarkan students about global issues, global issues, global concepts.

Based on the understanding of global education according to the experts noted above, it can be concluded that global education is basically education to help students understand concepts and global issues, among others, include politics, economy, culture, environment, human rights, etc. . Thus, students will be able to determine the angle of view (point of view) as a global perspective (global perspective), in his capacity as a citizen to intelligently respond to and critiquing these global issues.

Importance of education of Social Sciences globally oriented, with educational displays global (global education) [7]. Further, he said, "... the dynamics of society and

globalization are felt especially teaching materials which have too much weight to the theories and non-functional knowledge. The contents of teaching materials as such, cannot be practically enrich or adjust to the dynamics of society and the rapid globalization in theory and symptoms and social problems related to one another. "Thus, we see the importance of global education are to prepare global citizens, citizens who know, understand, and respond to critical global problems or issues raised in today's life. Keep in mind, that due to the globalization occurring in various fields and aspects of life among nations, by itself because global interdependence among nations, among others reflected in the form of cooperation between nations. This is where the need of citizens who have a global perspective as a basic requirement to engage in various forms of participation of citizens in relation to the growing relationship or interaction among nations in all parts of the world.

Given that argument, it is reasonable for emerging ideas or thoughts to strengthen the social sciences including the study of citizenship (civic education) to be more oriented to education global perspective, in order to prepare students to be citizens of the world (global citizen) who has commitment and responsibility in life as a member of the community of nations, and members of the community of nations in this world. In this regard, should be listened to opinions expressed Robert Hanvey's [2] that the dimensions of the global education include:

- a. Awareness perspective, the awareness and the ability to appreciate the thoughts of others in this world, and the willingness to accept differences of opinion occur.
- b. Awareness of the nation on the planet of the universe, which is a deep understanding of global issues, global events, as well as a variety of conditions in the global life.
- c. Cross-cultural awareness: a common understanding of the meaning of the characteristics of cultures in the world, to understand the differences and similarities across cultures.
- d. Knowledge about the global dynamics: global awareness of the existence of complex international system which is done either by state or non-state carried out the interdependence and mutual need between nations.
- e. Awareness of human choices: reviewing the strategy for action on issues of local, national, and international.

Social Studies and civic education as a field of study or science that emphasizes focus his studies and behavior towards citizens, particularly relevant to efforts to prepare for the global citizen. In this regard, John Cogan recommends the concept of multidimensional citizenship to provide basic theory in building civic education in this XXI century. Citizenship multidimensional include personal dimension, the social dimension, the dimension of space, the earthly dimension. Each of these dimensions will be systematically explained as follows:

Personal dimension

The personal dimension of citizenship includes developing the capacity and commitment to the ethics of citizenship that characterized the habit of thinking, heart and

actions that reflect social responsibility. Individual citizens must have a commitment to the way of life in the world and organize their lives.

Social dimension

The social dimension of citizenship in respect of social activity. As stated by Dewey and Parker, citizenship is a social activity that includes the people who live and work together in diverse circumstances and context. In this regard citizens should be involved in activities such as discussion and public debate, solve problems encountered with the use of force, respect for different ideas or thoughts.

Social engagement of citizens is a key point in the multidimensional construct citizenship. Moreover, in the XXI century citizens will be faced with a very complex global problem that requires citizens to participate in the coverage in the political, economic, and social spheres of life.

Spatial dimensional

In this space dimension, citizens should have the realization that he was a member of a number of people who played the local, national, regional, and multinational. XXI century challenges beyond national boundaries, and therefore require a multinational settlement. The era of globalization will be the interdependence among nations- countries across the world.

Sense of national identity that is rooted in the local and national culture to be very important in the global arena with the intensity of the high interdependence.

Earth dimension

In this connection citizenship associated with contemporary challenges which the citizens should not only pay attention to the present only and have little or no attention to the past and the future even more. Multidimensional citizenship requires that the present and the challenges placed on the context of the past and the future so that problem solving in ways shortcuts can be avoided as early as possible. However the future should be noted. So that every citizen action is always oriented to the future (future oriented). Actions of citizens who do now will impact on citizenship in the future.

The dimensions of multidimensional citizenship as described above have dependencies or interconnections with each other. Although the discussion is discrete, but in fact an integral part or that cannot be separated across these dimensions. Cogan asserted that the sense of identity of citizens should be placed on a variety of levels, from local, national, to the international.

In my analysis, the dimensions in citizenship multidimensional as proposed Cogan, is relevant in order to strengthen the identity of civic education that contextualize the global trends arising in the XXI century is full of different, fundamental changes regarding the existence of the nation-state, role citizens, as well as the complexity of the problems arising therein.

V. CONCLUSION

Importance of Civic Education to incorporate the study of global education in the learning material is motivated

arguments for global problems that arise in the life of today's global demands the involvement or participation of the citizens in this world to get together to solve critical and constructive.

With reference to the views futurolog Alvin Toffler, [7] asserts that the explosion of social sciences and societal problems of national, regional, and global is expected to continue. In fact, up to 100 years the world will continue to be marked by rampant poverty and violence. This era marks the western world by the appearance issues of democracy, the environment, human rights, and free market economy. This is a demanding social science education to organize themselves with these developments, both in the country and abroad which today can easily be identified and accessed via the internet.

The above opinion emphasizes the importance of civic education to start reorganizing themselves oriented to the problems that occur not only in the scope of national and regional, but international or global in scope.

Here are a few issues that need to be global orientation of civic education in developing the educational mission of global citizenship, among others:

First, the shift from representative democracy to participatory democracy. This is important, considering the people in various countries today have the courage to voice the aspirations or demands for obtaining their rights. People are very critical of the actions or policies of their leaders. If the policy does not reflect the aspirations of the people, then the people's reaction appeared very heavy and fast. Authoritarian rule and repression carried out by the authorities to encourage people to do various actions including through demonstrations or protests to reject all forms of authoritarian measures and repressive. Thus, the role of social control of the people today is really being implemented by all the people in the world to supervise or oversee the government to always pay attention and siding with the people.

Second, orientation towards solving the conflict by use of force (nonviolent manner), given the intensity of conflicts today both nationally, regionally, and internationally happen very quickly. In this context, it is necessary the ability of citizens to solve problems or conflicts using peaceful means (peacefulness).

Third, the orientation of the global issues that are currently going on in various parts of the world. This is important, given the emergence of global issues that need to be addressed critically and proportionally. Citizens should have the ability to understand global issues as an important part of efforts to establish a global citizen intelligent and critical.

And the Fourth, orientation towards strengthening civil society (civil society), in view of today's participation or the participation in different spheres of life and the guarantee of transparency and fairness, as well as to uphold the freedom of civil society (civil society).

Seminar on the anniversary of Compass to 25, under the theme "Towards a New Indonesia: Anticipating the Challenges of the XXI Century," produced in the form of the idea of a human figure that is ready and able to face the challenges of the 21st century. The characteristics that mark the Indonesian people are ready and able to face the challenges of the 21st century, namely (1) be aware of the science and technology (science and technology), (2) creative, and (3) have ethnic solidarity. (St.Sularto, 1990).

The first characteristic, namely humans are aware of the science and technology (science and technology), among others have indicators: (a) well informed that omniscient, appreciate the importance of information, are able to understand or digest the rapid flow of information, make a sharp analysis of the problem it faces. (B) Capable of reasoning in a rational (rational reasoning) so that it provides more based reaction to rational consideration than the things that are irrational, in addition, be able to think creatively-integrated, and conceptual.

The second feature, among other creative people have indicators: (a) free, in the sense of not depend on others, (b) work resilient, for the pursuit of achievement, perseverance, planning and realizing expectations; (C) initiative in the sense of being able to think and act in original; (D) restraint (internal locus of control), in the sense of the ability to overcome the problems encountered, unable to control his actions and be able to affect the environment on his own; (E) the stability of the self (self-esteem, self-confidence), which includes believing in yourself and obtain satisfaction on his own account.

The third feature, human beings who have ethnic consciousness, with the indicator of which is (a) sensitive to fairness and solidarity; (B) have the moral-ethical guidelines that underlie any act or acts committed.

Meanwhile, in the opinion of Dorothy Rich quoted introduce the concept "mega skills" that should be owned and actualized in the context of global life. The skills in question, including: (a) self-motivation; (b) motivation; (c) responsibility; (d) power struggle; (e) initiatives; (f) within the meaning of diligent hard-hearted; (g) concerns; (h) teamwork; (i) the senses; and (j) troubleshooting.

Capabilities and skills, as noted above, of course, must be actualized in real life in accordance with the capacity or ability possessed by citizens in both the local, national, regional, and international levels. The figure Civics and citizenship education with the mission of global education in its execution would not go easy, given the various factors that influence such as teachers, students, media, learning materials, availability of infrastructure and facilities, atmosphere, social and political conditions of society, etc. For the purposes of analysis, the factors as mentioned it can be separated. However, for in reality the relationship between these factors very closely, so it is impossible to separate the factors that one with the other factors. Thus, a comprehensive study into the factors above is very necessary, to strengthen the social studies education and civic education are more oriented to the problems that occur in the global life.

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