

Global Awareness Learning Through Multicultural Value Transformation

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Abstract- Awareness of various global problems is a psychosocial aspect that must be taught to students. This is important in the midst of various global problems that affect the lives of citizens both locally and nationally. For this reason, learning is needed to build student awareness through strengthening the multicultural values of the Indonesian nation contained in Pancasila and the teachings of Culture and Religion. This study aims to find out (1) how students' awareness of global problems; (2) how learning can build global awareness through the transformation of multicultural values. The method used is descriptive analysis. This research was conducted in the Civics Education course at the University of Medan Area (UMA). With research subjects are Civics Education experts, lecturers, and students. The results showed (1) Students lacked awareness of global problems; (2) studying global awareness through the transformation of multicultural values can be done by holding the principles of openness, respect, mutual respect, freedom, independence, and pleasure. The learning process is carried out collaboratively and participatively. The results of this study are expected to strengthen the role of Citizenship Education as a curricular program in Higher Education.

Keywords: *global awareness, multicultural values, global issues, citizenship education*

I. INTRODUCTION

At present the world is being confronted by various global problems that affect the lives of citizens both at the local and national level. The occurrence of climate change and extreme weather are a result of global warming. The impact of global warming continues to increase and is felt by almost all living things on earth. Likewise global humanitarian problems, such as conflicts that occur in various countries, causing many civilians to become victims. A study conducted by the International Institute for Strategic Studies (IISS) shows that the number of fatalities due to global conflict during 2015-2017 reached 167,000 lives [1]. In 2018 there were 68.5 million people displaced by violence and conflict. Even 120 million people around the world depend on humanitarian assistance [2]. As well as various other global humanitarian conflicts that affect the lives of people in the world As part of the world community, we must have responsibility for the occurrence of various global problems. Good global citizens are those who feel guilty about the occurrence of various global problems. Because guilt can trigger socially responsible

actions [3]. To build this responsibility, learning is needed that can strengthen student awareness of various global problems. The results of research conducted by [4] several reasons for the need for education for sustainable development and global citizenship are related to the global challenges facing now and the future. This is very important because everyone must recognize that the world in which we live is a world characterized by great problems and challenges [4].

Furthermore, the results of research conducted by [5] on Citizenship Education and Student Social Movements in responding to global issues at Medan State University. The results show that Citizenship Education learning at Medan State University still does not accommodate the development of student global awareness and responsibility. So that this affects the concern of students in responding to global issues. Whereas global learning will provide an opportunity for students to better understand various communities that they did not know before and critically engage with these communities to promote and global justice [6]. One form of global citizen learning model developed by [7] This model identifies reflexivity, relationality, criticism, and social imaginary as the capacity of global thought patterns in students [7].

From some of the results of this study indicate the need for learning that can encourage students to be more concerned with various global problems. This is intended to build and expand students' knowledge, mindsets, attitudes and skills on various global problems. In the Indonesian context, the learning of global awareness in question is through the transformation of multicultural values. This multicultural value is a view for the Indonesian people to see and accept the diversity of world life. So that it strengthens identity as an Indonesian nation that has an attitude of respect, respect, tolerance, tolerance towards others, both countrymen and non-countrymen. To strengthen this behavior, learning of global awareness is needed through the transformation of multicultural values. Multicultural values are an outward view needed by citizens to strengthen national interests through an internationalist approach [8]. Learning referred to can be done through the course of Citizenship Education in Higher Education. This article tries to examine how students look at various global problems, as well as how learning global awareness through the transformation of multicultural values.

II. THEORETICAL REVIEW

Global Awareness Learning

In such a global era collaboration, creativity, critical thinking and communication skills are needed to solve various global problems. Through collaboration various global problems will be easier to solve. Creativity is also needed to produce constructive solutions that have an impact on solving various global problems. In addition to creativity, every student must be able to think critically to reason, analyze, and provide solutions to various needs needed for various global problems. This ability must be supported by communication skills. Because effective communication will convey a message that is able to build perceptions and interpretations on everyone. All of these capabilities must be carried out critically so that they are able to build arguments in solving various global problems. These four skills are essential skills that are needed by citizens in the 21st century. To build these skills requires learning that can increase global awareness in learners through Citizenship Education courses.

Global awareness is a psychosocial aspect that is built into the learning process in order to encourage students to be actively involved in solving various global problems. Something is said to be a global problem if (1) it affects a large number of people on various sides of the national boundary; (2) receives significant direct or indirect attention on all or most of the world's countries or institutions in the world; and (3) has an impact that requires a global regulatory approach [9]. Further [9] classifies global problems in the table below:

Table 1. A List of Global Issues by Thematic Area

Thematic area	Global issues
Global Economy	International trade, financial stability, poverty and inequality, foreign aid, debt relief, international migration, food security, intellectual property right
Global Human Development	Universal education, communicable diseases, humanitarian emergencies, hunger and malnutrition, refugees
Global Environment and Natural Resources	Climate change, deforestation, access to safe water, loss of biodiversity, land degradation, sustainable energy, depletion of fisheries
Peace and Security	Arm proliferation, armed conflict, terrorism, removal of land mines, drug trafficking and other crime, disarmament, genocide.
Global Governance	International law, multilateral treaties, conflict prevention, reform of the United Nations system, reform of international financial institution, transnational corruption, global compacts, human rights.

The table above shows various global issues based on 5 themes namely (1) Global Economy; (2) Global Human Development; (3) Global Environment and Natural Resources; (4) Peace and Security and (5) Global

Governance. Furthermore, what is our role as citizens in responding to various global problems above. Then what innovative actions will we take to place our locality in or meet with various global issues [10]. To answer this, the education system has a very big role. The education system must be able to promote diverse values of justice, diversity, inclusion, non-discrimination, non-violence, and respect for human rights, the rights of young people and the rights of children [11]. This awareness needs to be taught, so students realize that local, national, and global problems are real problems faced by humanity.

In the Symbolic Interaction Theory, Blumer explains that each person is a conscious being active in shaping his own behavior. Every person has a capacity that can be developed for his involvement in the community through social interactions namely "mind" and "self" [12]. This theory ultimately explains that each person is a purposive being who acts in a variety of situations [12]. To develop responsible action it is necessary to construct someone's behavior based on the meaning that we associate with the situation where we are [12]. This statement clarifies the meaning that everyone has a conscious capacity to be responsible for various problems that occur at the local, national, and global level. One form of responsibility that can be done is through active involvement. Starting from the smallest actions (simple) to a variety of large actions that support the resolution of global problems. The response to various global problems is a real form of citizens' concern to create a better world now and in the future.

When humans understand the importance of a better world life in the future, then this knowledge must be built through learning that encourages global responsibility and awareness. Schools must prepare students to live in a real and challenging world [13]. Because the globalization process and its challenges require joint action on a global scale [14]. For this reason, learning must pay attention to the cultural context of the school and the cultural background of students in the classroom. Because each student may have a different culture, which must be understood and respected by other people who are also different. Students who are globally competent must recognize their own limitations and ability to engage in various meetings between cultures [15]. Thus, the learning process must involve knowledge, attitudes and skills. So students can know and feel the suffering and consequences arising from various global problems. This is very necessary to build global awareness and responsibility in students. In the view of constructivism according to William James and John Dewey, that the teacher is not just giving information to the minds of children, but must encourage children to explore their world, find knowledge, reflect and think critically [16].

For this reason, education reform not only builds students' knowledge, but also encourages students to reflect on their obligations as part of global citizens. Learning that can strengthen a sense of togetherness, compassion, respect for differences, and the ability to empathize with various global problems that currently occur. This is what is called

global learning awareness. Namely learning that teaches students to see a different world and encourage students to create a better, tolerant, just and peaceful world. With the learning of global awareness, it is very much needed to encourage the strengthening of human values that require partiality of the truth for a better world sustainability

Multicultural Values of the Indonesian Nation

Indonesia is a plural country with diverse ethnic, linguistic, religious and cultural diversity. The desire to acknowledge, accept and appreciate this diversity is a multicultural value of the Indonesian nation which is still maintained today. For the Indonesian people diversity is a gift given by God. On the one hand it has a good impact on a nation, but on the other hand diversity will potentially lead to conflict. But along with the development of globalization, multicultural ideas are gradually leaning towards more moderate ideas and are widely accepted by many people [17]. Multicultural values are continuously promoted, as an effort to maintain the integration of a nation. Its values serve as ethics in behaving both at the local, national and global level.

For the Indonesian people, multicultural values are the most effective way to foster awareness that life requires other people, both national and non-national, cultural or non-cultural, both religious and non-religious. To strengthen this value, the Pancasila is used as a foundation in diverse lives. As the nation's ideology, Pancasila is used as a guide to regulate how it should live with people who have differences. In addition, Pancasila teaches how to uphold the values of humanity and justice to all people, including those who are not of the same nationality. This is called the awareness of humanity and universal justice. Universal humanitarian awareness in Indonesia is a small note on earth, but it is an important part of the planet [18].

Indonesia upholds the independence of every nation based on the values of humanity and justice. This proof is written in the preamble to the 1945 Constitution of the Republic of Indonesia namely "That independence is the right of all nations and therefore, colonialism over the world must be abolished, because it is not in accordance with the requirements of humanity and justice". This proves that the Indonesian people uphold the global commitment of creating a fairer world through respecting the basic rights of everyone. These values will then bring the Indonesian people to respect each other and accept differences, tolerance, tolerance, and cooperation with anyone including non-nationals.

In addition to the multicultural values above, the values contained in the teachings of culture and religion are social capital that currently brings the Indonesian people to live in peace. The belief to respect differences, help, love and be fair are the universal values of every religious teaching that is currently a guideline for followers. For example, the appeal applies fairly to Muslims as stated in Surah Al-Hujurat / 49: 9 which means "*And is fair. Surely Allah loves those who are just.*" As well as on Christianity (the call to be fair). "*Justice from God will produce peace and security on earth*" (Yesaya 32: 16-18). Likewise in

Hinduism (a call to be fair) which states "*May all human beings and living beings treat me with kindness and friendliness. In return, I hope that I treat them with kindness too. May we all behave as friends*" (Yajur Veda XXXVI. 18). As well as various other universal values, which encourage humanity to uphold human values.

In addition to the values in religious teachings, the Indonesian people also recognize various local wisdom values that serve as guidelines for instilling the value of compassion, respect for others, mutual cooperation, tolerance, and respect for the environment as a provider of human life's needs. Values are continuously passed on and implemented from one generation to another or called localization. Localization refers to the transfer, adaptation, and development of related values, knowledge, technology, and norms of behavior from or to local contexts [19].

For example, how the Sundanese view the relationship between humans and fellow human beings known as "*Silih asih, Silih asah, dan Silih asuh*" (living loving one another, honing / teaching and nurturing). Another term is used by Javanese people known as "*Rukun Agawe Santosa, Crah Agawe Bubrah*" (living in harmony, being friendly and loving one another will make us peace, while making a riot will make life difficult). This expression aims to create a peaceful, respectful and respectful community life. And there are still many local wisdom values from various tribes in Indonesia that teach about the importance of protecting the environment, doing justice, compassion, tolerance, respect for others, and various other values. These multicultural values need to be strengthened in learners, so they are able to understand and realize their identity as a civilized nation that upholds human values, care, compassion, fairness, peace, mutual respect and mutual respect, tolerance and grace taste. Exploration of multicultural values can be done through Citizenship Education

III. RESEARCH METHODS

This study aims to describe how students' awareness of global problems and how the learning process is able to build students' global awareness through strengthening multicultural values. Therefore this research uses a qualitative approach with descriptive analysis method. The sample in this study were Citizenship Education experts, Citizenship Education Lecturers and Students at the University of Medan Area, totaling 50 people. The lecturers referred to in this study sample are those who teach the Civics Education course at Medan Area University. Sampling was done using Purposive Sampling. Purposive sampling is carried out to maximize information from research respondents [20]. The instrument used to obtain research data was a questionnaire and an interview. The questionnaire uses a closed questionnaire, while interviews are needed to gather information and verify answers.

The data analysis technique was done descriptively by using the conversion of value classification using a Likert scale that is 1-4. To measure the results that have been obtained, researchers use guidelines for value conversion namely (1) an average score > 80% then it is classified

higher; (2) score 65% < average score of $\geq 80\%$ then it is classified as moderate and (3) average score $\leq 65\%$ then it is classified as low. [21]. This value conversion is then adjusted to the very good, good, enough and less good categories. For the results of the interviews, the data analysis uses an interactive data analysis model from Miles and Huberman, which consists of three components namely data reduction, displaying, and drawing conclusions (verification). The research procedures used are: (1) conducting interviews and distributing questionnaires to determine student awareness in responding to global issues; (2) explore the principles of learning global awareness based on multicultural values through Citizenship Education experts and lecturers.

IV. RESULTS AND DISCUSSION

Results

Description of Student Awareness in Responding to Global Issues at the University of Medan Area

To find out student awareness in responding to global issues, the authors distributed questionnaires and conducted interviews. The questionnaire was given to measure students' responses to awareness of global problems, awareness of intercultural communication, awareness of cultural values and beliefs about people around, global justice and inequality, caring and empathetic attitudes, and a desire to respect people from different cultural backgrounds different [22]. The questionnaire uses a Likert scale with a score of 1 to 4. The results are illustrated in the table below:

Table 2: Student Awareness in Responding to Global Issues

Aspect	Average value	Category
Awareness of global problems	3,07	Good
Awareness of intercultural communication	3,12	Good
Interest in Learning Other People's Culture	3,25	Good
Awareness of cultural values and beliefs about people around	3,55	Good
Justice and global inequality	3,12	Good
Caring and empathetic attitude	3,17	Good
The desire to respect people from different cultural backgrounds	3,23	Good

The results of the table above, show that student awareness in responding to global issues can be categorized properly. To strengthen this opinion, the authors conducted interviews related to student awareness in responding to global issues. Interviews were conducted on 20 students. The results of the interview are presented in the table below:

Table 3: Results of Student Awareness Interviews on Global Issues

Aspect	Interview result
Awareness of global problems	Students know the impact of global problems, but do not understand why those problems can occur. Like why global warming and climate change occur, what causes international conflicts, etc.
Awareness of intercultural communication	Students understand with people from different cultures.
Awareness of cultural values and beliefs about people around	Almost all students believe that all religions on earth teach goodness to others, including living things. In addition to religious values, students also state that their cultural values also teach virtues, especially how to respect others. The occurrence of various damages in the world due to the large number of religious people who do not live the values taught by their religion.
Justice and global inequality	Most students agree that justice must be given to anyone.
	Most students said they "did not want" to help if there were immigrants from other countries who sought protection
Caring and empathetic attitude	Some students said they would help the global problem, if the victims of the conflict were people who shared the same cultural ties. Students agree that global warming can be overcome if everyone has an attitude of caring for the environment
The desire to respect people from different cultural backgrounds	His students said they really appreciate people from different cultural backgrounds. Some students said they would treat everyone with respect regardless of their background. But not a few students who say that cultural ties (ethnic and religious similarities) greatly influence a person to treat others.

The results of the interview above, show that students are aware of the impact resulting from various global problems. In addition, students also realize the importance of communication with people of different cultures. In the belief in cultural values and belief in people around, students state that each religion teaches the values of goodness to its people (such as fairness, compassion, caring, tolerant, respecting differences, etc.). However, students also realize that the occurrence of various damages in the world is a result of humans who do not practice religious teachings in their entirety.

In addition, students realize that justice is needed to create a better world. However, this answer is contrary to the answers of some students who say they do not want to help if there are "immigrants" coming to their area. Or some students said they were ready to provide assistance to victims of various humanitarian conflicts in various parts of the world. While not a few students who stated that cultural ties (ethnic and religious similarity) greatly influenced a person to treat others. This means that someone only wants to help victims of conflict if they have ethnic and religious similarities. This shows that primordialism still exists in students.

In addition, also on other global issues, such as environmental issues where some students do not yet understand why global warming is happening, and what are the impacts on life in the future. This certainly affects the student's awareness of the environment which affects their attitudes and behavior. Students are less aware of the impact of littering, not excessive use of electrical energy, not using plastic bags when shopping and various other environmental impacts. The results of this interview show that there is still a lack of student awareness of various global issues that affect local and national life.

Multicultural Based Global Awareness Learning

The results of the study above, indicate that there is a need for learning that builds global awareness of students through strengthening multicultural values. To find out how learning global awareness through the transformation of multicultural values, researchers conducted interviews with Citizenship Education experts and Citizenship Education lecturers. The interview resulted in several principles that must be present in learning global awareness based on multicultural values.

1. Learning is carried out more openly, respectful, appreciative, free and independent.

learning process must be designed to respect, care, take responsibility, not criticize but give support, and not differentiate themselves and others. In addition, the learning process must be carried out more freely, independently and pleasantly. It is intended that students can provide ideas and ideas to solve various global problems. In addition, free and independent learning will train students' creativity and critical thinking skills. This ability will be stronger if the learning process is done in a fun (happy) so as to give an impression and experience that is more valuable and meaningful in students. This principle is implemented in accordance with 21st century learning. So that Civics

courses become strong learning subjects, and are able to train students to become more caring, fair and responsible individuals.

2. The learning process is done collaboratively

This principle is based on an assumption that global problems can only be solved by involving all parties. For that reason, collaborating is needed to build a caring attitude and cooperation within students. The learning process must contain various activities that encourage students to work collaboratively. Learning like this will reduce stereotypes of cultural differences. Because collaborative learning will foster effective interaction with people from various cultures. Thus encouraging awareness in students that global problems are a shared responsibility that must be solved together.

3. Learning is carried out by holding participatory principles.

The success of this learning when students consciously want to take various forms of action (response) in response to various global issues (global civic engagement). For this reason, the principle of participation is needed in every stage of the learning process carried out. Active participation as a form of concern and responsibility of students towards various global problems. Forms of concern and responsibility for example can be done by starting a global media campaign at school or campus, disseminating personal perspectives on the refugee crisis through social media, contributing to victims of natural disasters and humanitarian conflicts, making videos of concerns due to global warming, etc.

4. Using moral reflection learning.

The learning process must be carried out through moral reflection learning. Students must realize that in essence life has become the destiny of God Almighty. So students must realize that life requires other people, both compatriots and non-compatriots, both religious and non-religious, culturally or non-culturally, both ideologically and not ideologically. If this awareness is created, there will be world peace and respect for both national citizens and world citizens. To build this awareness, learning is needed that touches the conscience of students. So students have empathy and are able to feel the pain felt by others. Thus learning moral reflection will stimulate as well as encourage students to care more about others and the environment so that a sense of belonging arises in students.

5. Utilization of Information, Communication and Technology (ICT).

As part of 21st century learning, global awareness learning is carried out by utilizing Information, Technology and Communication (ICT). Information, Communication and Technology (ICT) can be used by lecturers and students in the use of media, learning resources, assessments, etc. Utilization of ICT is needed so that students can access various kinds of information that supports the development of student global insights. In addition, the use of ICT will enable every student to communicate and connect both nationally and globally, to contribute to contribute ideas and ideas in solving various global problems together.

A more open learning will make communication between students and others better. Building good communication starts from the ability to empathize with others. To build this attitude, the

6. Learning Based on the Search for Multicultural Values.

In the context of Indonesia, the learning of global awareness has different characteristics compared to other countries. The desire to strengthen nationalism and national identity, requires learning global awareness while maintaining the cultural values of the Indonesian nation. So insights and responsibilities must be in accordance with the values of the Indonesian nation. For that reason, in one stage of learning carried out, there is a section where students are asked to conduct a search and explore the cultural values of the Indonesian nation.

Aside from being an effort to strengthen the identity of students, the search for Indonesian multicultural values is an effort to show the world, that the Indonesian nation has universal values that uphold justice, peace, humanity to create a better world life. This effort is also a way to reduce the attitude of stereotype and primordialism in solving various global problems. For example how the teachings of Moslem, Protestantism, Catholicism, Hinduism, Buddhism and Konghucu teach about compassion among human beings, justice, human values, protecting the environment, tolerance, and other universal values. Likewise the values of local wisdom derived from various cultural customs in Indonesia. These values are then used as material for reflection to build student awareness and responsibility for various global problems.

Discussion

In the current global era, young people need education that can help them face the world's challenges. Young people need a variety of skills, knowledge and understanding and values to create a better world and survive in the future [4]. Thus, education is the most effective way to make social change. Amid the occurrence of various global problems that need to be resolved through the strength of a nation's multicultural value.

The results of the above study indicate that there is still a lack of student awareness of various global issues that affect local and national life. Weak student awareness of various global problems cannot be separated from two aspects. First, the attitude of primordialism is too strong, so it has a stereotype view on various victims of humanitarian conflict. The high level of social prejudice makes everyone forget their responsibilities to fellow human beings. So it is not surprising if we find people involved in helping victims of conflict if they have the same cultural ties. This attitude of primordialism is inseparable because of the socio-cultural hatred that arises from differences in cultural characteristics, destinies and past historical experiences [23]. This of course resulted in the occurrence of socialization of hatred that took place in all social institutions in the community (ranging from families,

schools, villages, places of worship, mass media, political organizations, and so on) [23]. This requires developing reflective and autonomous personalities among young people by encouraging greater tolerance and respect for ethnic and racial groups and promoting pride in local values through social justice and equality and promoting world peace to strengthen democracy and citizen awareness [24].

Second, lacks a strong view of the impacts caused by various environmental problems. Most students are not aware of the effects of behavior that is damaging to the environment now or in the future. Situations and environments that are not supportive, contribute to the weak insight and awareness of students on environmental issues such as forest fires, water pollution, excessive use of energy, use of plastics, etc. This is in accordance with the idea of sengekis interaction theory which explains that "people are purposive beings who act in and against situations". This means that each person constructs his behavior based on the meaning that we associate with the situation where we are [12]. Everyone should understand their existence to create a better world.

Third, Citizenship Education has not touched aspects of developing global awareness and responsibility in students. Citizenship Education Learning prioritizes the improvement of citizens' knowledge, and less attention to the development of citizens' attitudes and skills. So the learning carried out does not touch the vision of educating citizens who are ready to take part in various global challenges. Learning that does not dare come out in a broader and complex social context makes students less aware of their responsibilities as part of global citizens (global society). So students do not understand the ecological concepts, environment, sustainability, justice, etc. For this reason, we need to learn global awareness in Citizenship Education:

1. The lives of citizens are strongly influenced by people in other countries. So we need to understand this as a global challenge;
2. Learning global awareness provides the knowledge, understanding, skills and values they need if they want to participate and make a positive contribution to a better world life;
3. Learning global awareness promotes respect for various cultures, thereby eliminating stereotypes that threaten national life;
4. Learning global awareness encourages everyone to act through various social activities.

In the Indonesian context, learning the most appropriate global awareness is through strengthening multicultural values. This is because the formation of educated and democratic citizens in the local, national and global contexts can only be done through a learning process that touches the knowledge, attitudes and skills of citizens. The knowledge, attitudes and skills in question keep in mind the multicultural values of the nation. This is necessary so that students do not lose their national identity. So that in practice the values of Pancasila are guidelines that must be maintained to strengthen national identity and cultural pluralism [25].

Furthermore, learning what kind of global awareness is appropriate to the Indonesian context. From the results of the above research there are 4 principles that are needed (1) learning is carried out more openly, mutually respectful, appreciative, independent and fun; (2) the learning process is carried out collaboratively; (3) learning is done by holding participatory principles; (4) using moral reflection learning; (5) utilization of Information, Communication and Technology (ICT); (6) Learning Based on the Search for Multicultural Values. The whole principle of learning can be achieved if Citizenship Education can open itself from various perspectives both theoretical and practical. Especially in building enthusiasm and taking collective action in the unity of local, national and global communities. Therefore, to build this perspective and global awareness, it is necessary to make Civics as a strong learning subject "which is curricularly characterized by learning experiences that are meaningfully integrated, value-based, challenging, and activating [26].

This collaborative, participatory, appreciative, open, fun and independent principle in learning encourages students to have an interest in showing a variety of behaviors that reflect their attachment as global citizens towards sustainable development. This opinion is in accordance with what was stated by Durkheim that "Individuals become moral beings when they become aware of their involvement in society, where they will tie their obligations [27].

In addition, the internalization of Indonesia's multicultural values in learning global awareness will foster collective behavior over universal human values contained in Pancasila and religious or cultural teachings in Indonesia. Students are expected to be able to realize that their actions for caring, empathy, being fair, respecting differences are sourced from the identity of the Indonesian people. The design of learning that can be done is that students are asked to explore and explore the cultural values of the Indonesian nation that can be used as a basis and guide in solving various global problems. This is done so students can understand that Indonesia has historically had Universal values to create a better world life and be responsive to community injustices such as poverty, hunger, inequality, and forms of human oppression and exclusion.

The importance of extracting multicultural values is in line with what is explained in the Social Interference System. This theory states that humans want to develop an organized and meaningful view of their world by seeing events as integrated needs. [28] This theory again explains that one's views are strongly influenced by past events which construct thoughts to achieve better goals. One view of the past in question is the multicultural values of the Indonesian nation. The values that until now have been maintained from one generation to another. In addition, the success of multicultural-based global awareness learning because it is implemented using interactive and collaborative principles. The Interactive and Collaborative Principles developed encourage people of different cultures

to understand and appreciate different perspectives and worldviews [22]. As well as creating a learning environment that can invite students to understand the world outside them, be able to interact and respect the dignity and dignity of others [22]. The success of multicultural-based global awareness learning when able to build moral imagination in students. This is a way to build student awareness of rights and responsibilities outside national and national borders [11]. For this reason, learning global awareness can encourage students to reflect on how they and their countries are involved in local and global issues, and to engage in intercultural perspectives [11]. Thus educators must understand how to educate students to understand the peaceful resolution of conflicts as needs at the local, national and global level [29]. This is an effort to shape citizens to be active. Active citizens who are a combination of citizens who are "personally responsible" with "participatory citizens" [30]. Every participation is framed in "problem solving and decision making" skills. So it is needed "students who work collaboratively, negotiate and develop strategies to solve problems, and plan various actions [30].

V. CONCLUSION

Learning global awareness through the transformation of multicultural values is a 21st century learning need that aims to strengthen the competencies of citizens in responding to global problems and challenges. This learning aims to build student awareness in responding to various global issues. Unlike other global awareness learning, this learning focuses on strengthening the multicultural values of the Indonesian nation such as Pancasila and universal values in every religious teaching in Indonesia such as compassion, caring, cooperation, fairness, and respect for differences. The principles that become the principles in multicultural-based global awareness learning are (1) learning is carried out more openly, respectful, appreciative, independent and enjoyable; (2) The learning process is carried out collaboratively; (3) learning is done by holding participatory principles; (4) using moral reflection learning; (5) Utilization of Information, Communication and Technology (ICT); and (6) learning based on the search for multicultural values.

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