Developing Global Citizenship Education Materials and Values in the Indonesian School Curriculum

Asep Mahpudz[(✉)]

Universitas Pendidikan Indonesia, Bandung, Indonesia
asepmahpudz@upi.edu

Abstract. The rapid development of information, technology, and computing have an impact on the lack of direct communication between individuals. This article aims to describe the implementation of the development of global citizenship education in the context of Indonesia. The study method uses library research. The collection of data and information comes from documents, articles, manuscripts, and books that are relevant to the focus of the study. Analysis of data and information using content analysis method. Global citizenship values that can be developed into the school curriculum in Indonesia include; (1) values of social justice and equality, (2) respect for diversity and difference, (3) caring attitude toward the environment and sustainable development, (4) respect for diversity, (5) care for the environment and sustainable development, (6) interdependence, (7) prioritize and prevent conflict, (8) empathy, (9) cross-cultural communication. Steps to prepare prospective teachers and civic education teachers in a global perspective are important in a planned, coordinated, integrated multi-disciplinary, inter-disciplinary, and cross-disciplinary manner. The development of materials and values of global citizenship education into the school curriculum in Indonesia is expected to be a driving force to develop the knowledge, awareness, skills, values, and actions of students to play a more active and inclusive role and participate in world relations.

Keywords: Global Citizenship Education · Materials and Values · School Curriculum

1 Introduction

Globalization that is happening at this time is something that is unavoidable and covers all aspects of human life. Globalization has opened a very open space for access to information for developing countries regarding developments that have occurred in developed countries. The development of science and technology in the global era is very fast and massive and increasingly sophisticated [1]. Globalization has an impact as if the world is no longer limited by boundaries between countries. Technology and information have connected between regions and between individuals more quickly, including the better development of the national education system in each country [2]. The dynamic development of computing technology and science makes it easier for citizens to move without any more restrictions, as if they have become global citizens [3].

In this context, it has accompanied the transformation of education. The transformation of education from a mere academic aspect becomes more oriented towards building human awareness with an identity as a global citizen. However, it is hoped that through national education, it will still have a national identity and identity as a nation. Educational steps that are worth developing are efforts to transform knowledge, attitudes and skills that are important to have for fulfilling life needs in the global era.

Several emerging global problems such as violations of human rights, transnational crimes, environmental issues, democratization have an impact on the perspective of citizens. Therefore, efforts have been made to build citizen awareness as part of a global community called global citizenship education. Conceptually, global citizenship education is an effort to promote democratic values, human rights, tolerance, solidarity, justice and civic responsibility [4]. Global citizenship education as a vehicle to prepare young people to be inclusive and open to support the values of social justice and sustainable development. In this regard, fundamental changes will be needed in the educational process in schools. One that deserves to be developed is to incorporate global citizenship education values and materials into the school curriculum. This is so that students at school can better prepare themselves to become active and responsible global citizens. [5] understand transnational issues and understand the existence of socio-cultural differences [6].

Global citizenship education is assumed as a new educational paradigm to support the formation and culture of global citizens based on the same human aspects [7]. The global perspective is the basis for seeing changing values in life in the global era. In this context, aspects such as self-identity, ethnicity, religion, social responsibility, citizen participation are seen as something that can be maintained but needs to be harmonized with the dynamics of global life. Social change as a result of globalization has implications for the efforts that need to be made in the educational process in schools. One that needs to be continuously reviewed and revised is the school curriculum [8]. This article aims to construct global citizenship education values and materials into the school curriculum.

2   Method

The study method uses a library approach. The collection of data and information comes from documents, articles, manuscripts and books that are relevant to the focus of the study [9]. The procedure for carrying out the study applies the following steps; (1) designing the study by determining the choice of literature sources to be reviewed; (2) conducting a review of selected literature and in accordance with the focus of the study; (3) analyzing data and information on the contents of the literature which is the object of study; and (4) write down the results of the analysis into articles [10, 11]. The review process is carried out intensively to produce a synthesis and construction of articles that meet the scientific standards of the studies carried out [12].

3   Result and Discussion

3.1   The Essence and Urgency of Global Citizenship Education

Global citizenship education is a field of education that is difficult to define in a nutshell. This is because their positions are interrelated and integrated from several aspects, for example academic, political, socio-cultural, and economic aspects. In its development, global citizenship education is also associated with environmental issues, sustainable development, human rights, intercultural communication. In the educational process being developed, global citizenship education is difficult to map because of the interconnections between subjects, the complexity and variety of material discussed.

Global citizenship education can be seen as a vehicle for promoting shared values that citizens have to actively participate in global life. If examined theoretically, global citizenship education material which is the subject of discussion is related to aspects; (a) globally observable knowledge and dynamics of development; (b) the dynamics and concerns about shared life values, such as peace, human rights, tolerance, democracy, justice; (c) the skills needed in living together which have a variety of differences; (d) attitudes and human values. Global citizenship education will always focus on advancing universal human values. The values of tolerance and respect for human dignity are at the core of values that are worth developing. In addition, communication skills for different cross cultures, skills to find fast and appropriate solutions, critical thinking, empathy are the goals of global citizenship education.

Global citizenship education is an effort made to empower the younger generation as students to practice and take an active role in the social changes that occur. The younger generation as students are trained to actively build peace in living together in various differences. In this position, the values of inclusion and tolerance always need to be developed.

The learning process developed in global citizenship education needs to pay attention to cognitive, socio-emotional and behavioral aspects. On the cognitive aspect, it is directed at better understanding the complexity of knowledge and practicing critical thinking skills. The socio-emotional aspect trains students in learning to be able to live together with other people with mutual respect and appreciation. In this aspect it is hoped that the values, attitudes and social skills of students will develop so that they are emotionally and psychologically more responsible and enjoy life. In the behavioral aspect, students are directed to be able to behave well, perform and actively participate in cultural diversity, develop tolerance, pay attention to gender equality, human rights and peace [13, 14].

Thus, global citizenship education places more emphasis on efforts to advance human values and continuously internalize them in students through a continuous education process. Several areas for measuring indicators of global citizenship education are seen from several related components as shown in Fig. 1.

Global citizenship education positions citizens as subjects who have the same views and insights related to human values to advance life together in various differences in an ever-evolving global life. In turn, this is very supportive for their readiness as citizens of the world to give and take each other in facing all the challenges of global life. Efforts to
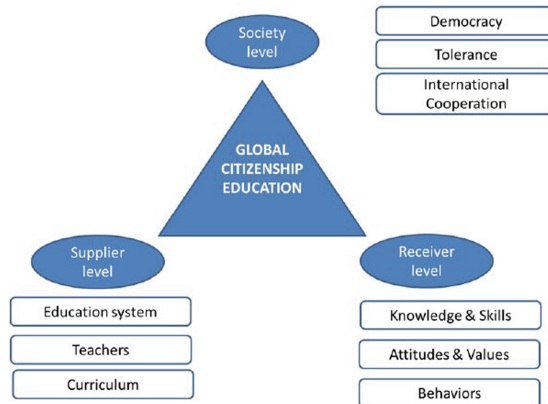
Fig. 1. Areas specifying the components of the composite indicator for the measurement of the Global Citizenship Education [4]

build citizen awareness to always think critically and behave well in cultural differences and global world interconnection [15].

3.2   Design of Global Citizenship Education into the School Curriculum

The development of skills needed in the 21st century should be the basis for efforts to develop educational processes in schools. Efforts to solve problems that arise in this century can not only be done academically. One of the steps that can be developed is through the development of a global outlook for students so that they are ready to face challenges according to their time. Strengthening identity as part of a nation, but also having global insight as part of a global community. This is called global citizenship education [16].

In several countries, global citizenship education has been developed into the school curriculum that is adapted to the characteristics of the country and its values. There are those who experience technical difficulties as well as difficulties in dealing with political policies, and dealing with socio-cultural conditions in their respective countries. Several countries are trying to integrate global citizenship education into the school curriculum, including Hong Kong, Canada, Spain, Poland, Greece, Scotland, Sweden.

From the literature review conducted, information was obtained that there were different positive impacts and obstacles in each country, related to integrating global citizenship education into the school curriculum. In general, information is obtained that educational policy makers face changing views and ideas about citizenship when the values and materials of global citizenship education are integrated into the school curriculum. More and more material is discussed related to national and global issues, cultural and linguistic diversity, poverty issues, population migration issues [17]. At the practical level in schools, problems are encountered related to changes in the perspective of teachers and students. The interdisciplinary approach helps teachers and students understand more in solving the problems they face. The attitude of social responsibility,
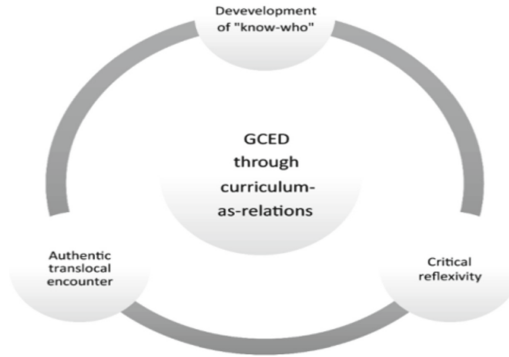
Fig. 2. Core elements of Global Civic Education through curriculum-as-relations [21].

understanding and being aware of the differences that exist, tolerance is the key in developing global citizenship education learning [18].

The application of learning that integrates the material and values of global citizenship education into the school curriculum, at least raises some of the same conclusions, including; (1) positioning the same universal values for national and global interests; (2) placing citizens as part of a global community by not eliminating their respective national identities. (3) facing challenges in ideological, programmatic and pedagogical aspects [19, 20].

Based on Fig. 2, it can be stated that learning transformation is needed in schools. Transformational learning that emphasizes listening and practice. Global citizenship education provides space and opportunities for good social interaction, to know and understand each other among students who study. In addition, efforts to involve students in thinking about several alternative solutions are also developed through critical and reflective thinking exercises. Furthermore, efforts to explore students' abilities in local and global relations are developed through the intensity of dialogue, so as to bring out the expected value of global citizenship.

From the description put forward, material that is feasible to develop global citizenship education into the school curriculum includes; (1) The rights and obligations of citizens who are also global citizens; (2) national identity, national identity, processes of social cohesion, democratization, economic modernization, access to technology and information, as an effort to grow national awareness as well as global awareness; (3) citizen political participation, citizen migration, cultural assimilation, intercultural communication; (4) challenges and opportunities for global citizenship education as an alternative solution to prepare citizens to become part of a global community [22].

In Indonesia, changes to the national education curriculum are always being made. In citizenship education, there was also a change in the school curriculum. Finally, there is a competency-based school curriculum to become an independent learning curriculum. This curriculum change raises challenges in the aspect of strengthening society in democracy. The aspect that stands out is the ideological aspect that regulates the relationship between citizens and the state. For the State of Indonesia, which has experienced being colonized, it will try to incorporate into the school curriculum aspects of values

and attitudes of nationalism and identity as a nation, as well as the growth of a democratic attitude of citizens [23].

The school curriculum will always experience changes according to the dynamics that occur in a country, including the school curriculum in Indonesia. However, the implementation of the school curriculum will essentially depend on the teacher as the executor of the school curriculum. The teacher is the determinant of the successful implementation of the curriculum in developed learning.

The design of learning global citizenship education into the school curriculum is an important part of growing students' awareness of global insight. Therefore, the role of the teacher as curriculum developer and implementer needs to be considered intensively. Teacher professionalism is a must. Teacher innovation and creativity need to be continuously developed and this can be done through intensive training. The material theme and values of global citizenship education will require good packaging by the teacher into challenging and fun learning. It is intended that students are motivated to want to learn.

Furthermore, the material and values of global citizenship education need to be analyzed using an interdisciplinary and cross-disciplinary approach by the teacher so that it becomes material that inspires students to actively participate in learning. An approach that is closer to problem solving and project-based for students will encourage students to be active in learning. Several phenomena that occur in life, such as violations of human rights, environmental pollution, transnational crimes, intolerance can be topics and themes developed by teachers in learning.

Furthermore, in order for global citizenship education to be implemented properly in the educational process in each country, it requires at least the following preconditions;

(1) It is necessary to standardize global citizenship education in all countries. Efforts to instill global citizenship values, such as perceptions of human rights, identity as part of a global community, active participation as global citizens, need to be strengthened.
(2) Teacher training is needed to increase capacity and competence regarding the implementation of global citizenship education in an effective and sustainable manner. This is adjusted to the characteristics of each country.
(3) It is necessary to exchange information and human resources in the aspects of strategies and approaches to global citizenship education in order to develop a better learning model for global citizenship education [24].

If examined further, citizenship education in Indonesia has included some global citizenship into the school curriculum. Material aspects regarding legal protection, aspects of cultural diversity, human rights, are the material discussed in the school curriculum. Meanwhile, the value aspects included in the curriculum include; mutual respect, tolerance, empathy, respect for diversity of ethnicity, religion, race, language [25].

The school curriculum in Indonesia is currently undergoing a transition from the 2013 curriculum to an independent learning curriculum. In terms of global citizenship education, it has not been fully integrated into the school curriculum. The relevance of the curriculum related to global citizenship education in the school curriculum has been well contained in its objectives. It still requires well-planned, systematic and programmed

efforts so that the material and values of global citizenship education are integrated into the school curriculum in Indonesia.

At least I am of the view that to be able to develop global citizenship education into the school curriculum requires attention to aspects of curriculum development, aspects of teacher professionalism, aspects of the pedagogical approach, aspects of practice and student projects to foster meaningful learning experiences. This is so that it is aligned to achieve the goals of global citizenship education [26]. The main objectives of the global citizenship education curriculum include; (a) emphasizing learning to live together as citizens of the world who have different languages, cultures and religions. (b). Fostering and introducing universal human values to students. (c) Equipping students with social skills to collaborate and work according to their competencies.

4   Conclusion

Materials that are feasible to be developed in global citizenship education into the school curriculum, include; (1) The rights and obligations of citizens who are also global citizens; (2) national identity, national identity, processes of social cohesion, democratization, economic modernization, access to technology and information, as an effort to grow national awareness as well as global awareness; (3) citizen political participation, citizen migration, cultural assimilation, intercultural communication; (4) challenges and opportunities for global citizenship education as an alternative solution to prepare citizens to become part of a global community. The values of global citizenship that can be developed into the school curriculum in Indonesia include; (1) the value of justice and social equality, (2) respect for diversity and difference, (3) caring attitude towards the environment and sustainable development, (4) respect for diversity, (5) care for the environment and sustainable development, (6) interdependence, (7) prioritizing and preventing conflict, (8) empathy, (9) cross-cultural communication.

Steps to prepare prospective teachers and teachers of civic education in a global perspective are important to be carried out in a planned, coordinated, integrated, multidisciplinary, inter-disciplinary and cross-disciplinary manner.

Development of material and values of global citizenship education into the school curriculum in Indonesia is expected to be a driving force for developing students' knowledge, awareness, skills, values and actions to play and participate more actively and inclusively in world association.

References

1. M. Murdiono, *Pendidikan Kewarganegaraan Global: Membangun Kompetensi Global Warga Negara Muda*, 2nd ed. Jogyakarta: UNY Press, 2018.
2. A. Akkari and K. Maleq, "Global citizenship: Buzzword or new instrument for educational change?," *Europe's Journal of Psychology*, vol. 15, no. 2. PsychOpen, pp. 176–182, 2019, https://doi.org/10.5964/ejop.v15i2.1999.
3. M. Murdiono, "Pendidikan Kewarganegaraan Untuk Membangun Wawasan Global Warga Negara Muda," *Cakrawala Pendidik.*, vol. XXXIII, no. 3, pp. 349–357, 2014.
4. V. Skirbekk, M. Potančoková, and M. Stonawski, "Measurement of Global Citizenship Education: Background Paper on Global Citizenship Education," 2013.

5. A. Akkari and K. Maleq, Eds., *Global Citizenship Education: critical and International Perspectives*. Springer with the support of the Swiss National Science Foundation, 2020.

6. E. Saperstein, "Global Citizenship Education Starts With Curricular Reform and Active Student Learning Background Modern Globalization and the Concept of Global Citizenship," vol. 7, no. 1, pp. 1–32, 2020.

7. Y.-G. Kim, "Holistic Global Citizenship Education & Global Entrepreneurship for the Challenge of the 21 st Century," *Am. J. Educ. Res. Rev.*, vol. 3, no. 25, pp. 1–13, 2018.

8. S. Zahabioun, A. Yousefy, M. H. Yarmohammadian, and N. Keshtiaray, "Global Citizenship Education and Its Implications for Curriculum Goals at the Age of Globalization," *Int. Educ. Stud.*, vol. 6, no. 1, pp. 195–206, 2013, https://doi.org/10.5539/ies.v6n1p195.

9. C. L. Winchester and M. Salji, "Writing a literature review," *J. Clin. Urol.*, vol. 9, no. 5, pp. 308–312, 2016, https://doi.org/10.1177/2051415816650133.

10. S. Kraus *et al.*, "Literature reviews as independent studies: guidelines for academic practice," *Rev. Manag. Sci.*, vol. 16, no. 8, pp. 2577–2595, 2022, https://doi.org/10.1007/s11846-022-00588-8.

11. H. Snyder, "Literature review as a research methodology: An overview and guidelines," *J. Bus. Res.*, vol. 104, no. July, pp. 333–339, 2019, https://doi.org/10.1016/j.jbusres.2019.07.039.

12. J. W. Knopf, "Doing a literature review," *Polit. Sci. Polit.*, vol. 39, no. 1, pp. 127–132, 2006, https://doi.org/10.1017/S1049096506060264.

13. S. Leite, "Using the SDGs for global citizenship education: definitions, challenges, and opportunities," *Glob. Soc. Educ.*, vol. 20, no. 3, pp. 1–27, 2021, https://doi.org/10.1080/14767724.2021.1882957.

14. C. Hughes, "Operationalising Global Citizenship Education : the Universal Learning Programme," *Educ. debate Comp. Anal. is made available under terms Creat. Commons Licens. - Attrib. 4.0 Int.*, vol. 10–1, no. September, pp. 122–138, 2020, https://doi.org/10.51186/journals/ed.2020.10-1.e370.

15. K. Kubacka, "Education for the Promotion of Culture of Lawfulness: Th e Role of Global Citizenship Education and Social and Emotional Skills," *Białostockie Stud. Prawnicze*, vol. 23, no. 3, pp. 43–54, 2018, https://doi.org/10.15290/bsp.2018.23.03.03.

16. Sutrisno, Sapriya, K. Komalasari, and Rahmat, "Pendidikan Kewarganegaraan Global Sebagai Resolusi Konflik Sosial," *JPK J. Pancasila dan Kewarganegaraan*, vol. 6, no. 2, pp. 43–54, 2021.

17. K. M. Al'Abri, A. K. Ambusaidi, and B. R. Alhadi, "Promoting Global Citizenship Education (GCED) in the Sultanate of Oman: An Analysis of National Policies," *Sustainability*, vol. 14, no. 12, p. 7140, 2022, https://doi.org/10.3390/su14127140.

18. S. J. Daniels, "Global Citizenship Education and Human Rights in Scottish education : An analysis of education policy," 2018, https://doi.org/10.1177/2047173418769910.

19. J. Leek, "Global citizenship education in school curricula. A Polish perspective." vol. 7, no. 2, pp. 51–74, 2016.

20. J. Xing, "Global Citizenship Education in Hong Kong," *Int. J. Inf. Educ. Technol.*, vol. 5, no. 2, pp. 2013–2016, 2015, https://doi.org/10.7763/IJIET.2015.V5.490.

21. E. Ji and A. Kim, "Global citizenship education through curriculum - as - relations," *Prospects*, no. 0123456789, 2021, https://doi.org/10.1007/s11125-021-09554-w.

22. C. A. Torres and E. Bosio, "Global citizenship education at the crossroads : and critical consciousness," *Prospects*, vol. 48, no. 3, pp. 99–113, 2020, https://doi.org/10.1007/s11125-019-09458-w.

23. F. K. Kalidjernih, "Post-Colonial Citizenship Education : A Critical Study of the Production and Reproduction of the Indonesian Civic Ideal Submitted by : Freddy Kiran Kalidjernih For the degree of Doctor of Philosophy," University of Tasmania, 2005.

24. J. Lee, J. Cho, and H.-S. Kim, *A Comparative Study on Global Citizenship Education between Korea and ASEAN*. Seoul, Korea: Nansim Cho Korea Institute for Curriculum and Evaluation, 2015.
25. Z. F. Luthfi, H. Muchtar, P. Bestari, A. Waldi, and W. H. Prasetiyo, "Civic Education: Fostering Global Citizenship among Indonesian Students," in *CONVASH 2019*, 2020, no. November, pp. 1–8, https://doi.org/10.4108/eai.2-11-2019.2294888.
26. E. S. Saperstein, "Perceptions and Experiences of Global Citizenship Education," 2019.