



# MODEL PENDIDIKAN KEWARGANEGARAAN GLOBAL DI SEKOLAH DASAR BERBASIS MULTIKULTURALISME SEBAGAI PRAKTIK PEMBANGUNAN BERKELANJUTAN DI BIDANG KEMANUSIAAN

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## ABSTRAK

Pendidikan Kewarganegaraan Global di Sekolah Dasar merupakan ilmu yang membentuk peserta didik menjadi warga global yang kompeten, dengan mengembangkan dimensi kompetensi global seperti pengetahuan, keterampilan dan karakter. Penyelenggaraan pendidikan kewarganegaraan di sekolah dasar perlu menanamkan pendidikan Kewarganegaraan Global yang berbasis multikulturalisme agar mampu mempertahankan eksistensi PKN di tanah global dan membantu mengoptimalkan proses pembangunan berkelanjutan di bidang kemanusiaan. Tujuan penelitian ini adalah untuk mengetahui model pendidikan kewarganegaraan global berbasis multikulturalisme di sekolah dasar. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi literatur dari berbagai sumber seperti jurnal ilmiah, artikel dan sumber lain yang relevan dengan topik penelitian. Peneliti melakukan analisis, refleksi dan finalisasi mengenai model Global Civics berbasis Multikulturalisme sebagai Praktik Pembangunan Berkelanjutan di Bidang Kemanusiaan. Data yang diperoleh dinarasikan dan dideskripsikan untuk memperoleh hasil yang komprehensif. Data menunjukkan ada lima tahapan yang terdiri dari relevansi, realisasi, inti, refleksi dan sosialisasi masif. Tahapan ini dilakukan sebagai penerapan model Pendidikan Kewarganegaraan global di sekolah dasar sebagai praktik pembangunan berkelanjutan di bidang kemanusiaan..

## ABSTRACT

Global Citizenship Education in Elementary School is a science that shapes students into competent global citizens, by developing dimensions of global competence such as knowledge, skills and character. The implementation of citizenship education in elementary schools needs to instill Global Citizenship education based on multiculturalism in order to be able to maintain the existence of PKN on global soil and help optimize the process of sustainable development in the humanitarian sector. The aim of this research is to determine a global citizenship education model based on multiculturalism in elementary schools. This research uses a qualitative approach with a literature study method from various sources such as scientific journals, articles and other sources relevant to the research topic. Researchers carried out analysis, reflection and finalization of the Global Civics model based on Multiculturalism as a Sustainable Development Practice in the Humanitarian Sector. The data obtained is narrated and described to obtain comprehensive results. The data shows that there are five stages consisting of relevance, realization, core, reflection and massive socialization. This stage is carried out as an application of the global Citizenship Education model in elementary schools as a practice for sustainable development in the humanitarian field.

## 1. INTRODUCTION

Global Citizenship Education in Elementary Schools is a new paradigm in Civics in shaping students into competent global citizens, by developing dimensions of global competence such as knowledge, skills and character. One learning model that can be used is the Global Citizen Project which can be applied from elementary school to university level. Citizenship Education has an important role in maintaining the honor and dignity of a nation and state, therefore Indonesia includes Citizenship Education in the national education system (Iswanda & Dewi, 2021). Global Civics in Elementary Schools can help students learn important issues such as global justice and inequality, sympathy and care, personal responsibility, and global connectedness, so that they can be used in developing aspects of social responsibility, human values and sustainable development.

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Multiculturalism is an understanding of the religious reality, diversity and multiplicity that exist in people's lives. Multiculturalism emphasizes cultural diversity in education which is based on the principles of equality and mutual respect between people to create unity and unity within order of social life (Muh. Khaedir & Azis, 2019). Education requires the instillation of values and functions which must be realized through existing processes. So one forum that can realize these values and functions is through educational institutions. Encouragement from educational institutions is able to provide ample space for students to understand the importance of living without division, especially in multiculturalism (Azra, 2006).

The problem of intolerance is also the reason why this research was carried out in developing a global citizenship learning model based on multiculturalism and communitarian citizenship. The issue of intolerance is also a topic of discussion in the context of contemporary identity politics. Efforts to overcome intolerance need to be carried out comprehensively and involve various parties, including government, society, media and education. The development of this learning model is expected to improve students' global citizenship competencies. This substance emphasizes the importance of understanding multiculturalism in educational institutions which can start from elementary school level to Civics as Global Citizenship Education based on multiculturalism, considering that Civics exists in every country in the world with different nomenclature. -different but have the same vision, namely peace and humanity. , so it needs to be optimized as a sustainable development practice in the humanitarian sector. More details regarding the nomenclature of citizenship in each country are as follows;

Table 1.

Nomenclature of citizenship in several countries.

| NO  | Country name             | Name of Citizenship Education                      |
|-----|--------------------------|--|
| 1.  | Ireland                  | Citizenship, Social and Political Education (CSPE) |
| 2.  | France                   | Citizenship, Justice and Social Education (ECJS)   |
| 3.  | Malaysia                 | Citizenship and Citizenship Education (PSK)        |
| 4.  | Spaniard                 | Citizenship Love Education (EPC)                   |
| 5.  | Norway                   | Main Mandate of Social Sciences                    |
| 6.  | Korea                    | Simin Gyoyung                                      |
| 7.  | Finland                  | YH, YO YT (Social Sciences)                        |
| 8.  | Singapore                | Citizenship and Moral Education                    |
| 9.  | United States of America | Citizenship (Citizenship Education)                |
| 10. | Mexico                   | Civic education                                    |
| 11. | English                  | Civic education                                    |
| 12. | German                   | Subject matter                                     |
| 13. | the middle East          | Ta'limatul Muwwatanah, Tarbiyatul Al Watoniah      |
| 14. | Australia                | Citizenship, Social Sciences                       |

Source: Developed by researchers (2024)

The Global Citizenship Education Model in Primary Schools (SD) based on multiculturalism reflects the urgency to appreciate and develop different cultures in a country. Multicultural education helps students understand and appreciate cultural differences, so they can collaborate and communicate effectively at various levels, both in local and global contexts. The reality of globalization means that students need to develop the ability to actively participate and overcome national boundaries, such as volunteerism, political activity and community participation (Walangadi & Palilati, 2020). With global citizenship education based on multiculturalism, elementary school students can develop the global competencies needed to become global citizens who have an understanding and involvement in social responsibility in the era of globalization.

Global Citizenship Education in Primary Schools (SD) Based on Multiculturalism as a Sustainable Development Practice in the Humanitarian Field shows that global citizenship education based on multiculturalism has a positive contribution in building an inclusive understanding of cultural differences in the educational environment, as well as helping students develop the ability to participate actively and go beyond boundaries. -country borders. Citizenship-based global citizenship education can also help students develop the global competencies needed to become global citizens who have an understanding and involvement in social responsibility in the era of globalization (Dwintari, 2018). The development of a Global Citizenship Education model in Primary Schools (SD) Based on Multiculturalism as a Sustainable Development Practice in the Humanitarian Sector has the potential to build an inclusive understanding of cultural differences and prepare students to actively participate in the era of globalization and become initiators in realizing global peace.

The study of sustainable development certainly has relevance to global Citizenship Education (PKn), because Civics has an important role in developing global competencies and preparing students to participate active in the era of globalization. This research produces students' understanding of appreciating cultural differences, so they can collaborate and communicate effectively in local and global contexts. There is a global citizen project learning model used in citizenship education to prepare students to become global citizens who have an understanding and involvement in social responsibility in the era of globalization. (Humaeroh, & Dewi, 2021). Global Citizenship Education plays a role in building civic competence which includes knowledge, skills and attitudes in developing dimensions of global competence demonstrated in collaboration, communication and media literacy to realize sustainable development. Therefore, it is important for countries to integrate global Civics into their education systems to build the global competencies needed by students. The following are several countries with different names that have integrated global Civics into their education system.

Previous research from Kiwan (2007) regarding "Development of an Inclusive Citizenship Model 'Institutional Multiculturalism' and Citizen-State Relations emphasizes the importance of inclusive citizenship, for multicultural life, and productive relations, between citizens and the state. The difference with this research is that it focuses more on the spirit of multiculturalism or diversity as the basis for global Civics for sustainable development, not on the role of state institutions as in previous studies. The novelty of the targeted research is the completion of a scientific study that developed a global citizenship education model based on multiculturalism as a practice for sustainable development and humanitarian development. Considering that basically, even though global citizens are of different ethnicities, races, tribes, religions and nations, they are brothers united by human values, the global CCP needs to contribute in providing a comprehensive understanding to global citizens regarding the importance of maintaining peace and compassion. , tolerance and sustainable development. The theoretical contribution targeted in this research is the completion of Applied Theory related to the Global Civics model based on Multiculturalism as a sustainable development practice in the humanitarian field. The targeted practical contribution is to realize positive practices of global citizenship that support sustainable development through Civics in elementary schools, by involving students so that Civics contributes to building world civilization.

## 2. METHODS

The research method applied in the article on the Global Citizenship Education Model in Primary Schools (SD) Based on Multiculturalism as a Sustainable Development Practice in the Humanitarian Sector is a qualitative approach using a qualitative literature review method. The research process begins by looking

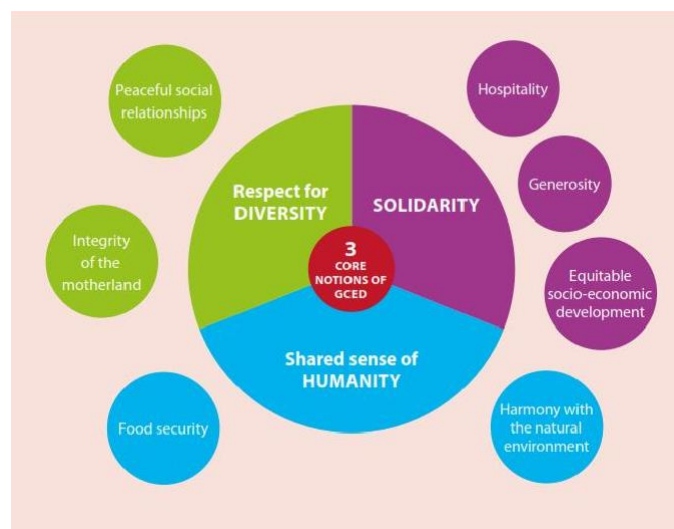
for sources such as scientific journals and articles related to the topic, using keywords such as "Global Citizenship Education", "Multiculturalism", "Sustainable Development", "Primary School" and "Humanity". The application of the literature review method allows researchers to analyze, reflect and complete research and organize it based on a scientific approach, so that it becomes a Global Civics model based on Multiculturalism as a Sustainable Development Practice in the Humanitarian Sector. Data analysis optimizes the technique of Miles, Huberman & Saldana (2014) which explains qualitative data analysis in stages, namely reduction, display and verification.

### 3. RESULT AND DISCUSSION

Global Citizenship Education (GCED) aims to empower students to play an active role in facing global challenges and become global citizens who are peaceful, tolerant, inclusive and safe. The approach used in the GCED implementation program is a holistic approach, with a focus on global advocacy and policy, global GCED and ESD standards, peace education, human rights, and preventing extremism through education. GCED also aims to foster a sense of belonging in society, a sense of shared humanity, and build respect for the values of society values of human rights, democracy, non-discrimination and diversity (Indarti, 2018).

Through this education, students are expected to become agents of social change, by encouraging knowledge, touching hearts, and putting it into action to bring about positive change. Therefore, GCED can play a role in building a more peaceful, sustainable and inclusive global society through empowering human values and cross-border cooperation. GCED is the result of UNESCO's response to contemporary challenges that threaten the rule of law and are a source of concern for the wider community. The existence of GCED is to provide the skills, knowledge, values and attitudes needed to provide an understanding of tolerance, world peace and equality.

Figure 1. GCED material



Source: UNESCO

First Global citizenship education based on multiculturalism has very important relevance to the realization of globalization and a diverse society. Multiculturalism-based citizenship education aims to form citizens a country that is responsible, respects and accepts diversity, and encourages international understanding and cooperation (Sati & Dewi, 2021). Apart from that, education citizenship can also increase awareness of ethics, morality and values humanity in facing global challenges. Hence, education global citizenship based on multiculturalism plays an important role in preparing individuals to live and contribute in an increasingly connected society global and multicultural (Usmi, 2023).

Stages of relevance of the global citizenship education model based multiculturalism includes understanding, application or implementation, fostering attitudes and the value of multiculturalism in a global context. Understanding the concept of global citizenship is the main foundation of the multicultural

citizenship model. This stage includes how students get to know basic ideas about human rights, global responsibility, peace and justice. This helps form the foundation for their understanding about their role as multicultural global citizens. Students are encouraged to understand and respect cultural differences, languages and traditions as part of global life. This recognition helps establish an attitude of inclusion and respect diversity.

*Second* The realization stage is the integration of development principles sustainability into the Civics curriculum, the initial aspects of which include motivation and supervision greatly determines the success of its implementation. Motivation is the main driving force in initiating changes towards continuous learning (Safitri, 2022). Teachers and students need to be driven by an awareness of the urgency and positive impact of learning that focuses on sustainability issues. Through increased understanding of global challenges and each individual's role in their solutions, motivation can grow as an intrinsic drive to actively engage in continuous learning.

Apart from motivation, strong and directed supervision is an important foundation to ensure the smooth and consistent implementation of sustainable principles. This supervision can be carried out through the active role of schools and educators prepare learning plans, provide training to teachers, and ensure availability of necessary resources. A mentoring approach that focuses on active mentoring and support helps create a supportive environment for all parties involved. With motivation strengthened by effective supervision, schools can become centers of innovation and transformation, creating sustainable learning that has a long-term impact on students and society (Usmi, 2023).

*Third*, the core stages of integrating sustainable development principles in Civics learning are key elements that enable students to develop critical skills and manage sustainable change. Discussions and elaborations carried out by students play an important role in increasing understanding and preparing them to become agents of change. Through discussion, students can convey views, questions and ideas related to sustainability issues, while elaboration allows them to develop ideas or concepts in more depth through research projects, presentations or written work. Student engagement in these core aspects not only creates an inclusive learning environment, but also gives them the skills and confidence to actively contribute to creating positive change towards the global challenges of sustainable development (Korotayev, 2020).

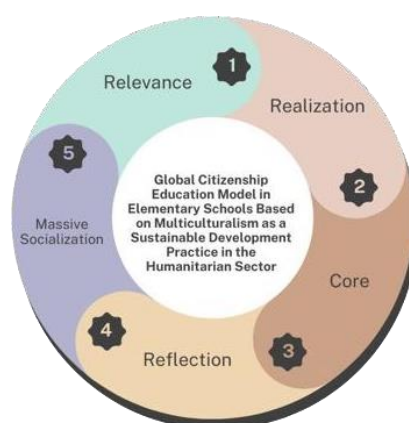
In the context of sustainable Civics learning, core aspects enable students to gain a critical understanding of global challenges and the role of each individual in their solutions. The discussion and elaboration process helps create an inclusive and supportive learning environment, where diverse views are valued (Maksum, 2016). By utilizing core aspects in integrating sustainable development principles, Civics learning can develop into a dynamic experience that encourages critical thinking and action positive towards sustainable development. Through active interaction on core aspects, students can gain a deep understanding of the complexity of sustainability issues and feel encouraged to take an active role in finding sustainable solutions to these challenges.

*Fourth* The reflection stage, namely Citizenship Education Learning (PKn), is a reflection and conclusion made by students after understanding and developing the skills needed to actively participate in the life of the nation and state. When closing, there are several aspects that must be considered, including the cognitive aspect. The cognitive aspect increases students' knowledge regarding global citizenship education concepts such as human values, multiculturalism and others. The next aspect is the affective aspect, the application of this aspect in global Civics is able to shape students to develop positive sentiments and emotions towards the country and nation, as well as appreciate participation in continuous learning. The psychomotor aspect functions as a citizen who is able to carry out concrete actions that support the interests of the state, such as communication skills. The final activity is the closing which is one of the stages in Civics learning which involves students and teachers together making conclusions and learning is accepted. This aspect makes students develop critical reflection and interpret the meaning of their learning (Abdillah, 2016). Character formation in this closing aspect is the main concern, because character education aimed at Civics Global is to form students who have good attitudes and behavior, understand and apply human values and are ready to face sustainable development in the humanitarian field.

*Fifth*, the stage of massive socialization is to optimize digital technology, considering the phenomenon of increasingly developing digital technology in Indonesia which of course makes it easier to carry out socialization and campaign for Global Civic based on Multiculturalism in Elementary Schools as a

sustainable development practice in the humanitarian field. Considering that Civics has a Digital Citizenship study, it needs to be optimized in providing understanding to global entities, including the world education, to utilize Global Civics based on multiculturalism in efforts sustainable development and humanity. This model can be socialized because practical and can be integrated into the Citizenship Education curriculum in schoolsbase. Therefore, digital literacy is needed that does not only focus on technical matters only, but are able to utilize digital media with full responsibility with human values in sustainable development. This is supported by The Ministry of Communication and Information is conducting outreach regarding the literacy model digital. The values listed in sustainable global Civics must also be fulfill digital literacy, culture, ethics and security skills (Pratama, 2022).

Figure 2. Global PKN stage model



Source: Developed by researchers (2024)

This global multiculturalism model in Civics is a real effort to to form students who are inclusive, have a global perspective, are tolerant and have global competitiveness, including to support sustainable development practices in the humanitarian sector. Covers various approaches to cultural diversity, such as integration and assimilation highlighting the challenges and benefits of each approach to community building multicultural which emphasizes the importance of community in forming identity and values citizenship value (Lumowa, 2022). This is different from the liberal view tend to emphasize individual rights. In the context of multiculturalism, theoryCommunitarian citizenship together in a diverse society.

#### 4. CONCLUSION

It is hoped that this research can contribute to the development of global citizenship education in Indonesia, especially in elementary schools, as well as supporting sustainable development in the humanitarian sector. The application of a global citizenship education model in elementary schools based on multiculturalism can be implemented as a sustainable development practice in the humanitarian field by implementing five stages. These stages consist of the relevance stage, realization stage, core stage, reflection stage and massive socialization stage. The benefits resulting from this model are ensuring that global citizenship education (GCED) can be implemented effectively and efficiently, at stages that have interrelated roles and functions and foster human values for sustainable development in the humanitarian field.

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