

## **ACTUALIZATION OF GLOBAL CITIZENSHIP CONCEPT IN THE PERSPECTIVE OF CIVIC EDUCATION IN INDONESIA; CASE STUDY OF CONSTITUTIONAL MATERIAL**

**Suyahman**

Universitas Veteran Bangun Nusantara  
email [suyahman.suyahman@yahoo.com](mailto:suyahman.suyahman@yahoo.com)

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### **ABSTRAK**

Penelitian ini bertujuan untuk mendeskripsikan aktualisasi konsep warga negara global dalam perspektif Pendidikan kewarganegaraan di Indonesia. Jenis penelitian yang digunakan adalah deskriptif kualitatif. Subjek penelitian adalah dosen dan mahasiswa PKn, Metode pengumpulan data: observasi, wawancara dan dokumentasi. Validitasnya menggunakan triangulasi sumber dan metode. Analisis data menggunakan teknik analisis interaktif. Hasil observasi di lapangan ditemukan bahwa dosen ketika menyampaikan materi Pendidikan kewarganegaraan kurang mampu menyampaikannya secara menarik dan kurang mampu mengembangkan materi dengan fenomena yang terjadi saat ini sehingga daya tarik mahasiswa kurang maksimal. Dampaknya, ketika diadakan evaluasi hasilnya juga kurang maksimal. Dari hasil wawancara dengan dosen dan mahasiswa PKn diperoleh informasi bahwa dosen kurang menguasai materi, dosen kurang mampu menghubungkan materi ketatanegaraan dengan perkembangan global. Kesimpulannya: aktualisasi konsep warga negara global dalam perspektif Pendidikan kewarganegaraan di Indonesia mutlak diperlukan karena warga negara Indonesia merupakan bagian dari warga negara global.

### **ABSTRACT**

*This research aims to describe the actualization of the concept of global citizenship from the perspective of citizenship education in Indonesia. The type of research used is descriptive qualitative. Research subjects were Civics lecturers and students. Data collection methods: observation, interviews and documentation. Its validity uses triangulation of sources and methods. Data analysis uses interactive analysis techniques. The results of observations in the field found that lecturers when delivering citizenship education material were less able to convey it in an interesting way and less able to develop the constitutional material with current phenomena so that student attraction was less than optimal. As a result, when an evaluation was carried out the results were also less than optimal. From the results of interviews with Civics lecturers and students, information was obtained that lecturers lacked mastery of the material, lecturers were less able to connect the material with global developments. In conclusion: actualizing the concept of global citizenship from the perspective of citizenship education in Indonesia is absolutely necessary because Indonesian citizens are part of global citizenship.*

### **Kata kunci:**

Aktualisasi, warga negara global, Pendidikan kewarganegaraan, materi ketatanegaraan.

### **Keywords:**

Actualization, Global citizenship, civic education, Constitutional Material

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## **Introduction**



Citizenship education courses are one of the mandatory curriculum (MKWK) subjects (MKWK guide, 2023). Meanwhile, according to Law number 12 of 2012, citizenship education courses are a family of personality development courses (MPK). The government's policy of placing citizenship education courses as one of the MKWK and MPK provides clear evidence that citizenship education meta-courses have a strategic position in efforts to shape students into good and responsible citizens (Hamid s (2022,6).

The reality is that citizenship education courses are viewed by students only with one eye, meaning that students view citizenship education courses as subjects that are not that important so that when students take citizenship education courses they are not serious and seem to ignore them. In such conditions, the impact of learning outcomes in citizenship education courses is not achieved optimally. Seeing these conditions, various attitudes, behavior and actions of students emerge that do not reflect the learning outcomes of citizenship education. (Sriyono G (2022).

The results of research conducted by Handayani et al (2020) concluded that citizenship education courses lack appeal for students. There are many factors causing this, including student factors, lecturer factors, support factors for lecture facilities and infrastructure and so on. This is further supported by the research results of Bambang D (2019) which concluded that lecturers in teaching citizenship education courses tend to be conventional and lack the attraction for students to participate actively in lectures. According to Eni S (2021), one thing that can be done is to create new paradigms in citizenship education courses by emphasizing the actualization of citizenship education in lectures so that the implementation of the values of citizenship education courses for students in everyday life and relationships can be seen in real terms. According to Yudiningsih (2020), to realize these efforts, strategic steps need to be taken in actualizing citizenship education courses in the lecture process. The strategic efforts in question include 4 main things, namely: habituation, exemplary training, educational punishment and rewards.

This article emphasizes the actualization of the concept of global citizenship from the perspective of citizenship education in Indonesia. In this article, the context of Global Citizenship Education is interpreted as referring to individuals who prioritize and prioritize their "global citizen" identity above their identity as communal citizens.

Education for the 2014-2021 period. This program is based on the 2030 Education Agenda, especially Target 4.7 of SDG 4. Education. The approach used in the GCED program implementation process is a holistic and transformative approach. The focus of GCED revolves around global advocacy and policy, global GCED and ESD standards, peace and human rights education, and preventing eczema through education. In implementing this program, UNESCO collaborates with the Asia Pacific Center of Education for International Understanding (APCEIU), the UN Secretary-General's Global Education First Initiative (GEFI), and the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP).

Based on the introductory explanation above, the main problem formulation in this article is, how is the actualization of the concept of Global Citizen in the perspective of citizenship education in Indonesia? The purpose of this article is to describe the actualization of the concept of Global Citizen from the perspective of citizenship education in Indonesia

## **Method**

This type of research is qualitative descriptive research. According to Sukmadinata (2017) descriptive research is a characteristic of research that can specifically reveal or dissect various natural and social phenomena in society, while Arikunto (2019) descriptive research is research that

is intended to investigate a condition, situation or other event, then the results will be presented in the form of a research report.

Based on the opinions above, descriptive research is research that explains a specific picture of research data based on natural and social events that occur in society. The process of descriptive research must be sequential from beginning to end, so as to obtain good research results.

Descriptive research is research that is used to look for a description or result of an event, situation, behavior, subject or phenomenon in society. This research seeks to answer questions about what, when, who, where, and how related to the problem being studied.

According to Sugiyono (2005) The aim of descriptive research methods. like the one below.

1. Describe

The first goal is to describe. What this means is descriptive research at the initial stage, namely describing research findings based on the data analyzed.

2. Explain

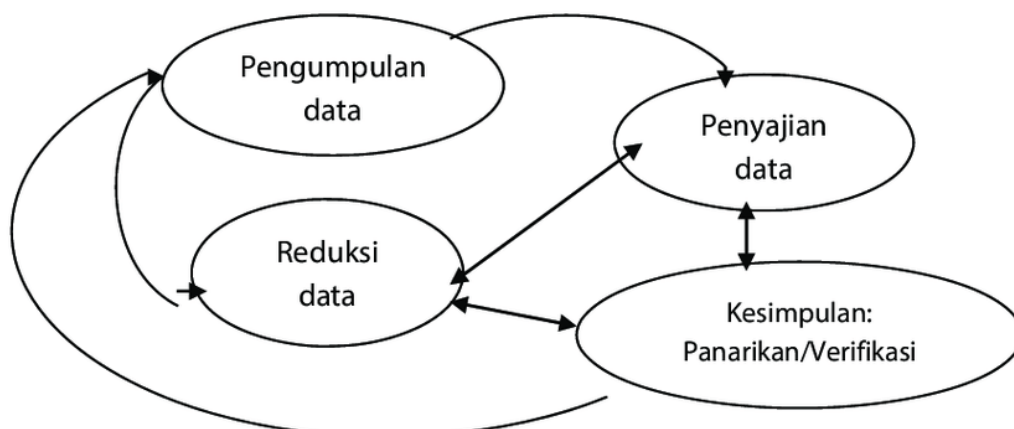
The second goal is to explain. What this means is that descriptive research will explain the results of research descriptions that have been found based on these data.

3. Validate

The third goal, namely validating. What this means is descriptive research at the final stage, after describing and explaining the findings, then According to Cahyono (2022), Global Citizenship Education (GCED) aims to empower students to play an active role in facing and overcoming global challenges and become proactive contributors to a more peaceful, tolerant, inclusive and safe world. GCED is for all students of all ages – children, teenagers and adults. GCED is one of the strategic areas of the UNESCO Field program The task of descriptive research is to validate the truth and accuracy of the findings.

The data collection methods used are: observation, interviews and documentation. The research instrument uses observation guidelines, interview guidelines and documentation lists.

Data validity uses triangulation of sources and methods. In accordance with the research, the data analysis technique used to analyze the data in this research is interactive model qualitative analysis. As proposed by Miles and Huberman, it consists of four main things, namely (Miles and Huberman, 1992:15):



Data processing is carried out using several stages including:

1. Data Collection

Data obtained from observations, interviews and documentation are recorded in field notes which consist of two aspects, namely description and reflection. Descriptive notes are natural data that contain what the researcher saw, heard, felt, witnessed and experienced without any opinion or interpretation from the researcher about the phenomena encountered. Meanwhile, reflection notes are notes that contain the researcher's impressions, comments and interpretations about the findings found and are material for data collection plans for the next stage. To obtain these notes, the researcher conducted interviews with several informants who were considered to know about the problem to be studied.

## 2. Data Reduction

Data reduction is a process of selecting, focusing, paying attention to steps to simplify and transform rough data that emerges from written notes in the field. The way to reduce data is by selecting, making a summary or brief description, classifying it into patterns by making research transcripts to emphasize, shorten, focus, remove unimportant parts and organize so that conclusions and final conclusions can be drawn appropriately according to the problem of focus. mainly. The term data reduction in qualitative research can be equated in meaning with the term data management (starting from editing, coding, to data tabulation) in qualitative research. It includes activities to ensure the results of data collection are as complete as possible, and Interviews with students obtained information: lecturers did not separate them into certain concepts or certain themes (Burhan Bungin, 2003:70).

## 3. Data Presentation

Data presentation is limited to an organized group of informants and provides the possibility of drawing conclusions and taking action. Presentation of data tends to lead to simplifying complex data into simple and selective units so that they are easy to understand. This presentation is intended to make it easier for researchers to present the data they have researched. The large amount of data obtained makes it difficult for researchers to see the results of their research because the research results obtained are still in the form of raw data, so researchers have to process and present the data so that their research can be presented.

## 4. Drawing Conclusions

Conclusions are the final step in making a report. Drawing conclusions is an attempt to find or understand meaning, regularity of explanation patterns, cause and effect flow or propositions. Conclusions drawn are verified by observing and questioning more precise understanding. By reviewing field notes and placing a copy of a finding in the data, referring to and utilizing the validity techniques used. The process carried out in drawing conclusions is one that requires a lot of consideration, because the researcher must not conclude the data incorrectly.

## **Result and Discussion**

Based on the results of field observations conducted from 2 to 15 August 2022 on the lecture process carried out by lecturers at Bantara Sukoharjo Univet, it was found that: the lecture process tends to be lecturer-centric, students are only seen as objects of lecture, student participation is very lacking, learning tends to be less prioritized on the knowledge aspect. in the affective and optomotor aspects, students are less motivated to attend lectures, lecturers are less able to develop material contextually, when lecturers present constitutional material students are less likely to respond, constitutional material is presented less interesting and less contextual, and lecturers are less able to develop material with the current phenomenon so that student attraction is less than optimal, the impact is that when evaluations are held the results are also less than optimal.

From the results of interviews with lecturers and students conducted from 20 to 25 August 2022, information was obtained that: in general, lecturers understand the material in citizenship education lectures, lecturers understand that in citizenship education material there is only 1 chapter that discusses the constitution, whereas there is not a single chapter that discusses education. global citizenship, according to lecturer Matahari regarding the constitution is quite difficult to convey let alone implement> From the results of being able to actualize constitutional material in the lecture process, lecturers are less able to develop constitutional material, the presentation of global citizenship material is very lacking, lecturers are less able to interact global citizenship material with the constitution, the examples given by lecturers lack appeal for students.

Based on the results of analysis of documentation data lists obtained from student attendance lists and teaching journals, it was obtained that many students often did not attend lectures. From teaching journals it was found that the presentation of constitutional material was only delivered in one face-to-face meeting, so the results were less than optimal

Darmono (2020) the term "citizenship" refers to the identity between a person and a city, state, or nation and his or her right to work, reside, and participate politically in a particular area. If you add the word "global", then Syafrudin, (2018) adds that the term citizenship defines someone who prioritizes the identity of a "global community" above their identity as a citizen. A person's identity crosses geographic or political boundaries and their responsibilities and rights are proof of their membership in "humankind." This does not mean that the person rejects or renounces his or her nationality or local identity. Global identity is a "second place" in membership in the global community. This concept also raises issues surrounding global society in the era of globalization. In general, the term has more or less the same meaning as "world citizen" or "cosmopolitan", but "global citizenship" has special meanings in different contexts.

According to Susanti (2009) global citizenship or world citizenship in a broad sense refers to someone who prioritizes the identity of "global society" above their identity as a citizen. According to this concept, a person's identity has crossed geographic or political boundaries and humans on planet Earth are interdependent with each other; humanity is one unit. This term is used in the fields of education and political philosophy and is known in social movements such as the world citizen movement and globalization. Furthermore, Hartono (2017) emphasized that global citizenship is a concept that has various interpretations and definitions, but in essence it is about being a member of the world. responsible and active in the global community. To be a global citizen requires intercultural skills and the ability to communicate effectively with people from various backgrounds. This is critical to solving problems and making progress towards a better world.

In today's increasingly technologically advanced world, being a global citizen has many benefits for personal, academic and professional goals. One benefit is recognizing the effects of technological automation, pandemics, and climate change. This knowledge allows individuals to invest in fast-growing areas such as technology and e-commerce. Become a global citizen too enabling individuals to develop a strong intellectual foundation to understand the reasons behind global developments and make wise financial investments in sectors that promise potential growth. On the other hand, cultural differences, stereotypes and global uncertainty are challenges in intercultural communication to create a positive impact on the world. The solution is to learn and develop the ability to communicate with different cultures, recognize stereotypes and prejudice, and create better understanding through global cooperation. By embracing diversity, we can create better solutions to complex global challenges. It is important to remember that globalization is here to stay, and global citizenship will help us adapt effectively to its impacts.

According to Syahroni, (2018), environmental sustainability and social justice are two important outcomes of global citizenship. Environmental sustainability involves recognition of the interdependence of individuals' own activities and the natural environment, as well as personal responsibility to protect it for future generations. This fosters a desire to act and become involved in important global issues and adopt environmentally friendly behaviors, such as reduce, reuse and recycle. Meanwhile, social justice is the concept that every individual is entitled to certain rights that cannot be separated from him and that each individual must be treated fairly and equally based on these rights. This reinforces a global perspective on the implementation of human rights and the need for equality across borders. Finally, according to Daryanti, 2028, Overall, global citizenship is about being part of a global, intercultural community, and having the skills to communicate effectively with people from different backgrounds. Being a global citizen has many benefits, but also many challenges. Environmental sustainability and social justice are two important outcomes of global citizenship that foster a desire to act on important global issues and put beliefs into everyday practice. By becoming global citizens, individuals can make a positive impact on the world and contribute to its future.

Based on the study of global citizenship material above, for lecturers, of course, when presenting material on national citizenship, it is not only presented in the form of discussions, through PPT, but can use case studies via video, then students analyze it and then actualize it in social life on campus and in everyday life.

In the context of the constitution, because the constitution has been amended 4 times, lecturers must be able to explain the constitution as amended systematically, clearly and easily understood by students. In this case, the interactive dialogue method and project method are very suitable for lecturers to use. With this method, students can participate actively in the lecture process, so that students understand the material more clearly.

In terms of the actualization of global citizenship from the perspective of strengthening the constitution in Indonesia, a common thread can be drawn, namely that if lecturers are able to actualize global citizenship then this can automatically be used to strengthen the constitution in Indonesia. Strengthening the constitution is meaningful namely comprehensive mastery of constitutional material in the form of actualization of global citizenship.

## **Conclusion**

Based on the discussion above, it can be concluded that implementing the actualization of the concept of global citizenship from the perspective of citizenship education in Indonesia is absolutely necessary because Indonesian citizens are part of global citizenship. In the case of learning material regarding the constitution, lecturers can connect the material studied from learning sources with the dynamics of the constitution that occur in various parts of the world and then relate it to local aspects in Indonesia so that as global citizens, Indonesian citizens also have sensitivity to global issues.

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