



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 mengembangkan 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 Schools 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 in the global land and help optimize the process of sustainable development in the humanitarian field. The purpose of this study is to develop a model of global

citizenship education based on multiculturalism in elementary schools. This study 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. The researcher conducted a reflection and finalization analysis of the Global Civics model based on Multiculturalism as a Sustainable Development Practice in the Humanitarian Field. The data obtained were narrated and described to obtain comprehensive results. The data shows that there are five stages consisting of relevance, core realization, reflection and massive socialization. This stage is carried out as an application of the global Citizenship Education model in elementary schools as a sustainable development practice 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. Civics Education has an important role in maintaining the honor and dignity of a nation and state, therefore Indonesia includes Civics 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 concern, personal responsibility, and global connectedness, so that it can be used in developing aspects of social responsibility, humanitarian values and sustainable development. Multiculturalism is an understanding of religious realities, diversity and plurality that exist in community life. Multiculturalism emphasizes cultural diversity in education based on the principles of equality and mutual respect between humans to create unity and oneness in the order of community life (Muh. Khaedir & Azis, 2019). Education requires

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the instillation of values and functions that must be realized through existing processes. So one of the places that can realize these values and functions is through educational institutions. Encouragement from educational institutions can provide a broad 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 conducted 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 competency. This substance emphasizes the importance of understanding multiculturalism in educational institutions that can start from elementary school level to PKn as Global Citizenship Education based on multiculturalism, considering that PKn exists in every country in the world with different nomenclatures but has the same vision, namely peace and humanity. , so it needs to be optimized as a practice of sustainable development in the field of humanity, more details about the nomenclature of Citizenship in each country as follows;

Tabel 1.

Nomenklatur kewarganegaraan di beberapa negara.

No	Nama negara	Nama Pendidikan Kewarganegaraan
1.	Irlandia	Pendidikan Kewarganegaraan, Sosial dan Politik (CSPE)
2.	Perancis	Pendidikan Kewarganegaraan, Peradilan dan Sosial (ECJS)
3.	Malaysia	Pendidikan Kewarganegaraan dan Kewarganegaraan (PSK)
4.	Orang Spanyol	Pendidikan Cinta Kewarganegaraan (EPC)
5.	Norway	Mandat Utama Ilmu Sosial

6.	Korea	Simin Gyoyung
7.	Finlandia	YH, YO YT (Ilmu Pengetahuan Sosial)
8.	Singapura	Pendidikan Kewarganegaraan dan Moral
9.	Amerika Serikat	Kewarganegaraan (Pendidikan Kewarganegaraan)
10.	Meksiko	Pendidikan Kewarganegaraan
11.	Bahasa inggris	Pendidikan Kewarganegaraan
12.	Jerman	Materi pelajaran
13.	Timur Tengah	Ta'limatul Muwwatanah, Tarbiyatul Al Watoniah
14.	Australia	Kewarganegaraan, Ilmu Sosial
15.	Hungaria	Manusia dan Masyarakat
16.	Afrika Selatan	Orientasi Hidup
17.	Selandia Baru	Penelitian sosial
18.	Rusia	Obsesif
19.	Jepang	Ilmu Sosial, Pengalaman Hidup dan Pendidikan Moral
20.	Cina	Daode Jiaoyu (Pendidikan Moral)
21.	Belanda	Pendidikan kewarganegaraan
22.	Italia	Kewarganegaraan
23.	Portugis	Pendidikan Kewarganegaraan
24.	Kamu punya	Penelitian sosial
25.	Swedia	Penelitian sosial

The Global Citizenship Education Model in Elementary 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 that they can collaborate and communicate effectively at various levels, both in local and global contexts. The reality of globalization requires students to develop the ability to actively participate and overcome national boundaries, such as volunteerism, political activity, and community participation (Walangadi & Palilati, 2020). With the

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existence of 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 Elementary 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 actively participate and transcend national boundaries. Global citizenship education based on citizenship 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 Elementary 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 PKn has an important role in developing global competencies and preparing students to actively participate in the era of globalization. This study resulted in students' understanding of appreciating cultural differences, so that 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 citizenship competencies that include knowledge, skills and attitudes in developing dimensions of global competencies 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 global competencies needed by students. The following are some countries with different names that have integrated global civics into their education systems.

Previous research by Kiwan (2007) on "Development of 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, it focuses more on the spirit of multiculturalism or diversity as the basis of global civics for sustainable development, not on the role of state institutions like previous studies. The novelty of the targeted research is the completion of a scientific study that develops a global citizenship education model based on multiculturalism as a practice of sustainable development and humanitarian development. Considering that basically although global citizens are of different tribes, races, tribes, religions and nations, they are brothers united by humanitarian values, then global civics needs to contribute in providing a comprehensive understanding to global citizens regarding the importance of maintaining peace, 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 practice of sustainable development in the humanitarian field. The targeted practical contribution is to realize positive practices of global citizenship that support sustainable development through PKn in elementary schools, by involving students so that PKn contributes to building world civilization.

2. METHODS

This research is based on a qualitative approach with a literature review method to complete the Global Citizenship Education Model in Elementary Schools (SD) Based on Multiculturalism as a Sustainable Development Practice in the Humanitarian Sector. The research process begins by searching for sources such as scientific journals and articles related to the topic, using keywords such as "Global Citizenship Education", "Multiculturalism", "Sustainable Development", "Elementary School" and "Humanity", with a total of 26 journals and 1 book that have been sorted and finalized. The application of the literature review method allows researchers to analyze, reflect and complete research and compile 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 Miles, Huberman & Saldana (2014) technique 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 peaceful, tolerant, inclusive, and safe global citizens. The approach used in

the GCED implementation program is a holistic approach, focusing on global advocacy and policy, GCED and ESD global standards, peace education, human rights, and prevention of extremism through education. GCED also aims to foster a sense of belonging in society, a sense of common humanity, and build respect for the 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 realizing it in action to bring about positive change. Therefore, GCED can play a role in building a more peaceful, sustainable, and inclusive global society through the empowerment of humanitarian 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.

Gambar 1. Materi GCED



Source: Unesco

First, multiculturalism-based global citizenship education has a very important relevance to the realization of globalization and a diverse society. Multiculturalism-based citizenship education aims to form responsible citizens, respect and accept diversity, and encourage international understanding and cooperation (Sati & Dewi, 2021). In addition, citizenship education can also increase awareness of ethics, morality and human values in facing global challenges. Therefore, multiculturalism-based global citizenship education plays an important role in preparing individuals to live and contribute in an increasingly globally connected and multicultural society (Usmi, 2023). The stages of relevance of the multiculturalism-based global citizenship education model include understanding, applying or implementing, fostering attitudes and values 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 recognize basic ideas about human rights, global responsibility, peace and justice. This helps form the foundation for their understanding of their role as multicultural global citizens. Students are encouraged to understand and appreciate differences in culture, language and traditions as part of global life. This recognition helps to shape attitudes of inclusion and respect for diversity.

The second stage of realization is the integration of sustainable development principles into the PKN curriculum, the initial aspects of which include motivation and supervision are very important in determining the success of its implementation. Motivation is the main driver in initiating change towards sustainable 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. By increasing understanding of global challenges and the role of each individual in their solutions, motivation can grow as an intrinsic drive to actively engage in sustainable learning.

In addition to motivation, strong and targeted supervision is an important foundation for ensuring the smooth and consistent implementation of sustainable principles. This supervision can be carried out through the active role of schools and educators in preparing lesson plans, providing training to teachers, and ensuring the availability of the necessary resources. A mentoring approach that focuses on mentoring and active 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). global 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 solving them. The process of discussion and elaboration 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 positive action 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.

The fourth stage of reflection, namely Citizenship Education (PKn) Learning, is a reflection and conclusion made by students after understanding and developing the skills needed to actively participate in national and state life. In closing, there are several aspects that must be considered, including the cognitive aspect. The cognitive aspect increases students' knowledge of global citizenship education concepts such as humanitarian values, multiculturalism and others. The next aspect is the affective aspect, the application of this aspect in global PKn is able to shape students to develop positive sentiments and emotions towards the country and nation, and appreciate participation in continuous learning. The psychomotor aspect functions as a citizen who is able to take real actions that support the interests of the country, such as communication skills. The last activity is the closing which is one of the stages in PKn learning that involves students and teachers together making conclusions and learning is accepted. This aspect makes students develop critical reflection and interpret the meaning of the learning they do (Abdillah, 2016). Character formation in this closing aspect is the main concern, because character education aimed at by Civics Global is to form students who have good attitudes and behaviors, understand and apply humanitarian values and are ready to face sustainable development in the humanitarian field. Fifth, the stage of massive socialization is by optimizing digital technology, digital, culture, ethics, and security (Pratama, 2022).

Gambar 2. Model Pendidikan Kewarganegaraan Global di Sekolah Dasar Berbasis Multikulturalisme sebagai Praktik Pembangunan Berkelanjutan di Bidang Kemanusiaan



Sumber: Dikembangkan oleh tim peneliti (2024)

This global multiculturalism model in PKn is a real effort to form inclusive, globally-minded, tolerant and globally competitive learners, including to support sustainable development practices in the humanitarian field. The scope of various approaches to cultural diversity, such as integration and assimilation, highlights the challenges and benefits of each approach in building a multicultural society that emphasizes the importance of community in shaping citizenship identity and values (Lumowa, 2022). This is different from the liberal view which tends to emphasize individual rights. In the context of multiculturalism, communitarian citizenship theory highlights the importance of maintaining shared identity and values in a diverse society.

4. CONCLUSION

This research is expected to contribute to the development of global citizenship education in Indonesia, especially in elementary schools, as well as support sustainable development in the humanitarian field. The application of the global citizenship education model in elementary schools based on multiculturalism can be implemented as a practice of sustainable development in the humanitarian

field by implementing five stages. These stages consist of the relevance stage, the realization stage, the core stage, the reflection stage, and the massive socialization stage. The benefits generated from this model are to ensure that global citizenship education (GCED) can be implemented effectively and efficiently, at stages that have interrelated roles and functions and foster humanitarian values for sustainable development in the humanitarian field.

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