Analysis of Global Citizenship Education (GCE): Challenges and Opportunities of Realizing Global Citizenship Education

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Abstract. One of the main problems in this research is the increasingly fierce competition in various fields. In order to compete and develop, knowledge and skills are needed that are in line with global demands. Citizenship education focuses on the era of globalization and global citizenship. This is due to the fact that societies around the world are interconnected, and citizenship education requires a deeper understanding of global citizenship. Global Citizenship Education (GCE), which combines elements of education and global citizenship, has become an important topic in educational literature. This research method uses a qualitative descriptive approach. This type of research uses Library Research. In general, according to research from this journal, there are at least three global dimensions that will continue to develop and benefit global citizens, especially young citizens.

INTRODUCTION

The main problem in this research lies in the increasingly fierce competition in various fields. To be able to compete and develop, you need to have knowledge and skills in accordance with global demands. The era of globalization in the context of global citizenship is becoming increasingly important in citizenship education. This is because society is globally interconnected, citizenship education needs to explore a deeper understanding of global citizenship. Global Citizenship Education (GCE) has become a critical topic in Education literature that combines aspects of global citizenship and Education. In line with this, Swanson & Gamal (2021) explained that global citizenship began to become a public concern during increasing globalization. Thus it can be explained that the capital of being part of a global society is by becoming citizens of a new world that is globalized and connected to one another. According to Buckner & Stein (2020), based on their analysis of leading professional institutions in international higher education, globalization is increasingly apolitical.

GCE has become a prominent topic of discussion in civic education in recent years, spurring a great deal of scholarly inquiry globally (gaudelli, 2016; Goren & Yemini, 2017). Nationally limited citizenship models are seen inadequate by proponents of GCE for contemporary global situations and

subjectivities (Bauman, 2001; Bethke, 2017; Robertson & Dale, 2008).

These themes of global education, international education, human rights education, peace education, development education, and other subjects are particularly prevalent in the educational literature that is directly tied to GCE, demonstrating a significant interest in the "global." Davies (2006) claims that the merger of all global education trends and CE viewpoints led to the creation of GCE. However, he is not the only academic who views GCE as a unifying idea that unites many educational programs centered around global and citizenship issues.

Not surprisingly, given the apparently endless amount of scholarly work produced about the concepts and goals of global citizenship education (lan Davies et al., 2018; Goren & Yemini, 2017), similar conversations began to acquire traction in talks about teacher education (TE). Government officials and education authorities have been concentrating more on how instructors can better prepare students for life in a global society, according to Erik Jon Byker (2016), One aspect of this preparedness is helping young people become global citizens. Globally, more teacher training programs are include aims linked to preparing their students for global citizenship, even though they are not the majority (Bamber et al., 2016; Hunt et al., 2011). Some examples of these programs are Partnership for 21st

Century (Estellés & Fischman, 2021) and (Tarozzi & Inguaggiato, 2019).

However, there have been others who disagree with the GCE notion. Its underlying Western cultural biases have been criticized by several academics (V. D. O. Andreotti, 2015; V. de O. Andreotti & Souza, 2012; Dill, 2013; Wang & Hoffman, 2016). "GCE in its dominant forms is not universal but rather highly articularized in Western liberal individualism," according to Dill (2013) Other academics have also noted that under accountability regimes, GCE frequently turns into a tool for educational elitism (DiCicco, 2016; Weenink, 2008). Furthermore, cosmopolitanism is described by writers like Marshall (2011), Veugelers (2011) and Weenink (2008) as a type of social capital that is employed to increase the commercialization of educational options. International schools are particularly evident in the usage of the GCE as a tool for socioeconomic differentiation (Gardner-McTaggart, 2016).

Apart from that, something related to the era of globalization is digitalization which is the result of advances in the world of technology, communication and information that enable humans to survive in the 21st century. However, digitalization brings consequences and problems that affect the lives of people and countries in this century 21. For work, social life, and self-actualization, complex skills, expertise, and creativity are required. This is due to increasing global

competition and interdependence. This is in line with theory Veriesa et al., (2020), which states that the shift in values in people's lives is caused by increasing digitalization in this century. Therefore, society must master the knowledge and skills that support it in order to face challenges and development. According to studies Trilling et al., (2009), which is quoted in Yuni et al., (2016) There are several shifts that have occurred in the 21st century, including: 1) The world has become more connected and limitless thanks to advances in technology and transportation; 2) there has been a significant increase in technology services and information media; 3) economic improvements around the world impact employment and income; 4) management of resources such as water, food and energy is very important; 5) managing the environment requires greater cooperation; and 6) increasing awareness of the importance of partnerships in environmental management.

In simple terms, the global community can be understood as citizens who are part of the global community who have an active role in international issues, but do not lose their identity as part of a cultured nation (Global Citizenship). Many educational institutions around the world have responded to this global competency goal by implementing an internationally minded curriculum. This curriculum aims to increase intercultural understanding and encourage an international outlook Hill et al., (2018) It is believed that this

method helps students better understand the interdependence and diversity of the global environment Hameed et al., (2023). It also helps them become better prepared to participate in global society. According to Nur et al., (2023) Bomantarain the seminar "Global Citizenship and Educating on Globalization" by prof. Dr. Ayami Nagaya, organized by Gadjah Mada University, explained that global citizenship can be characterized by several characteristics, namely: 1) being able to obtain diversity while being able to respect Human Rights (HAM); 2) have collaborative and cooperative thinking with other individuals; 3) take an active role and have positive characteristics in the realm of global society; and 4) has the most important elements of global citizenship that must be developed by human resources, including attitudes, knowledge, cognitive skills, non-cognitive skills, and behavioral capacity.

Efforts to develop students' global citizenship are part of the Pancasila student profile project. The main characteristic of the independent curriculum is creating character based on the dimensions of the Pancasila student profile. The Pancasila student profile serves as the main reference in making educational policies to improve student character and abilities. Pancasila students are Indonesian students who have global abilities and act based on Pancasila values. These values are reflected in the six dimensions of the Pancasila student profile, namely (1)

having faith, being devoted to God Almighty and having noble character, (2) global diversity, (3) working together, (4) being independent, (5) thinking critically, and (6). These six characteristics are the application of developing the cultural foundations that exist in Indonesia.

Apart from that, based on Indonesia's cultural identity and the Pancasila values which are ingrained in Indonesian society, it is hoped that students can play an active role as part of an inclusive society and have global citizenship. This means they can have a role in various resources, life experiences, and uphold the values of various existing cultures, while still being part of Indonesian society as part of the global community.

The aim of this research is to provide an in-depth understanding of the concept of global citizenship and its relevance in the context of Citizenship Education. Apart from that, this research is also to identify best practices in implementing global citizenship education and explore the obstacles faced in integrating global citizenship into the citizenship education curriculum.

RESEARCH METHODS

This research approach uses descriptive qualitative. This type of research uses library research. Library research is a type of research that uses literature (libraries), including books, notes, reports of previous research results, and supporting documents Cahyono et al., (2023).

Specifically, this research uses literature study Jaakkola, (2020) as a theoretical synthesis. Several stages make up this methodology. First, a conceptualization of the existing phenomenon is created, then an investigation of the research domain is carried out. Second, a summary of the various existing phenomena is made, then the most relevant topics are sorted by the most dominant phenomena. Finally, create a theoretical framework that can be used to provide a broad explanation and division of the structure of ideas.

As for getting results from research, this research uses online journal databases such as Scopus, Google Scholar, or Emerald to obtain literature from previous research that is relevant to the research topic.

The data used as a reference for this research consists of articles in the Scopus categories indexed Q1, Q2, Q3, and Q4, as well as several SINTA journals. The data collection process consists of the following stages. First, the researcher determines the main keywords that will be used to view the desired literature. Second, researchers grouped literature based on the year of observation and publisher of the journal obtained, as well as the main topic of the research article. Third, researchers narrow the topic by sorting data that is relevant to the research topic, such as global diversity, Pancasila profile, character, and global citizenship.

RESULT

Data from literature studies from several research journals related to global citizenship in the context of citizenship education can be seen in table 1 below

Table 1. Journal Analysis

Journal	Title	Author/Year	Research result
Globalisation, Societies and Education, Vol: 19, No. 4, July 2021	Mobilizing Global Citizenship Education for Alternative Futures in Challenging Times: an introduction	(Pashby et al., 2020)	This article introduces a special issue on Global Citizenship Education (GCE) in response to the increasing interest and critical perspectives on GCE, especially since GCE was included in the UN Sustainable Development Goals. The author notes two important things that are worth highlighting, namely insights regarding critical and practical approaches in various global contexts, then the need for continuous revision and new approaches to GCE to overcome current global challenges.
Policy Futures in education International Journal, Vol: 12, No. 3, January 2014	Securing the State through the Production of 'Global' Citizens: Analyzing Neo-Liberal	(Hantzopoulos & Shirazi, 2014)	The results of the discussion in this article say that although the orientation of Global Citizenship Education (GCE) is very diverse, they argue that the Global Citizenship Education (GCE) typology is framed by many
	Educational Reforms in Jordan and the USA		possibilities, one of which is considered to be related to modern colonial ideas. This article also suggests a new set of distinctions between methodological, epistemological, and ontological Levels to strengthen the future possibilities of GCE.
Globalisation, Societies and Education, Vol: 19, No. 4, March 2021	Global Citizenship Education as a Pedagogy of dwelling: re-tracing (mis)steps in practice during challenging times	(Blanco, 2021)	Global citizenship education (GCE) is full of contradictions and tensions. Neither global nor citizenship are neutral concepts, and both have a history full of conflict. Although global citizenship education is often discussed from a policy or institutional level perspective, it is important to thoroughly examine the practices that make this idea real, both in the classroom and outside of it. This article provides a direct analysis of the shortcomings of implementing global citizenship education in higher education through domestic internationalization practices.

DISCUSSION

In general, after analyzing the research results sourced from journals (in table 1) above, researchers obtained important facts related to global citizenship in the perspective of citizenship education which will then be discussed in this discussion, namely the challenges and opportunities in realizing global citizenship education.

Challenges and Opportunities for Realizing Global Citizenship Education

Along with the development of globalization, the idea of global citizenship has become an interesting topic to be discussed in all parts of the world. But in reality, Usmi, (2023) explains that this idea is still vague or unclear. This is in line withUNESCO, (2023) who said that supporters of Global Citizenship Education (GCE) only considered it a metaphor rather than an official status.

Apart from that, the concept of global citizenship is still a challenge today, this occurs because of different opinions from educational and socio-political scientists who continue to debate that to democratize the global governance system and create broader moral and ethical commitments, one must become world citizens. However, there is little research on global citizenship as an obligation of universities (Lilley et al., 2015).

Meanwhile, scientists with a socio-political background view that global citizenship is not only a moral value or obligation, but global citizenship is a political conceptualization. This means using new terms that challenge the belief that a person's primary obligation is only to his or her own country.

Because based on this, the fact that there is no definite agreed definition for the term 'Global Citizenship' is that many people misperceive the presence of global citizenship education itself. This is the biggest challenge in realizing global citizenship education (GCE).

However, on the other hand, from several experts who have different opinions about the status of global citizenship education, there are several important opportunities that will have quite a positive impact if global citizenship education is implemented.

There are at least 3 global dimensions that will continue to develop and have good implications for global citizens, especially young citizens, if this opportunity continues to be utilized. Morais & Ogden, (2011)discover aspects of global citizenship that can be developed when studying global citizenship education at school. These three aspects or dimensions of global citizenship are: 1) social responsibility; 2) global competence; 3) global civic engagement.

First, social responsibility. Basit & Komalasari, (2023) stated that social responsibility must be understood and implemented by all school members through

tolerance (respect for differences), building ethics and good behavior to overcome global issues. It aims to understand inequality and social justice, empathy and care, personal responsibility and global interconnectedness.

In line with this, social responsibility is understood as the perceived level of interdependence and social concern to others, to society and to the environment (Braskamp, 2008; Braskamp et al., 2014; Julio & Alessio, 1999; Morais & Ogden, 2011; Westheimer & Kahne, 2004)

Socially responsible students evaluate social issues and identify instances and examples of global injustice and disparity (Lagos, 2022; Wan-Jan, 2006). They examine and respect diverse perspectives and construct an athic of social service to address global and local issues (Noddings, 2005). They understand the interconnectedness between local behaviors and their global consequences.

1. Global justice and disparities. Student evaluates social issues and identifies instances and examples of global injustice and disparity

2. Altruism and empathy. Students examine and respect diverse perspectives and construct and ethic of social service to address global and local issues.

3. Global interconnectedness and personal responsibility. Students understand the interconnectedness between local behaviors and their global consequences.

Second, global competence. Global competence is defined as the ability to have an open mind and actively try to understand other people's cultural norms and utilize the knowledge they have to interact, communicate and work effectively. The global competence dimension in the concept of global citizenship education (GCE) is closely related to the process of preparing the characteristics of young citizens so that they have an understanding and commitment to the values of global citizenship as a moral attitude (Sumartini, 2016).

In line with the opinion above, global competence is understood as having an open mind while actively seeking to understand others' cultural norms and expectations and leveraging this knowledge to interact, communicate, and work effectively outside one's environment (Deardorff, 2006; Hunter et al., 2006; Morais & Ogden, 2011; Schenker, 2019; Westheimer & Kahne, 2004). Globally competent students recognize their owb limitations and abilities for engaging in intercultural encounters. They demonstrate an array of intercultural communications skills and have the abilities to engage successfully in intercultural encounters. Globally competent students display interest and acknowledge about world issues and events.

1. Self-awareness. Students recognize their own limitations and ability to engage successfully in an intercultural encounter.

2. Intercultural communication. Student demonstrates an array of intercultural communication skills and has the ability to engage successfully in intercultural encounters.

3. Global knowledge. Students display interest and knowledge about world issues and events.

Third, Global civic engagement. Citizen involvement in global social life is a hope for realizing the ideals of society (Gusmadi, 2017, 2018). Civic engagement is one of the main concepts of community civics to be able to participate in public life. Jacoby & associates argue that citizen involvement includes actions where individuals participate in private and public care activities that are individually mutually enriching and socially beneficial to society (Gusmadi, 2018).

According to (Julio & Alessio, 1999; Lagos, 2022; Paige et al., 2009), global civic engagement is defined as the manifestation of action and/or disposition toward identifying local, state, national, and global community issues and responding through actions such as volunteerism, political activism, and community participation. Students who are involved in the community offer their time or support international groups that promote civic engagement (Howard & Gilbert, 2008; Parekh, 2003; Westheimer & Kahne, 2004). They synthesize their experiences and knowledge from throughout the world in the public sphere to create their political voice, and they intentionally act locally to further a global agenda (Pillay & Karsgaard, 2023).

1. Active participation in community groups. Students participate in voluntary activities or lend support to international civic organizations.

2. The voice of politics. By combining their experiences and knowledge of the world at large, students create their political voice.

3. Local civic engagement. Students participate in intentional local actions that further global goals.

Table 2. Dimensions of Global Citizenship Education

Social Responsibility	Global Competence	Global Civic Engagement
Description Interdependence and social responsibility towards others, society, and the environment	Understanding one's own and others' cultural norms and expectations, and using this information to interact, communicate, and work effectively outside of one's context	Acknowledging issues pertaining to the local, state, national, and international communities and taking appropriate action by volunteering, being politically active, and participating in the community
fundamental presumptions Altruism and empathy, personal accountability and global connection, and global justice and inequalities.	Global awareness, multicultural communication, and self-awareness.	Participation in political discourse, engagement in community organizations, and local civic activism.
A few examples of	"I am knowledgeabl	"I work to help

viewpoints "I respect and care about everyone's rights, everywhere."	e about current matters relating to international relations."	individuals or communities as a volunteer"
"No nation or people group should rule over and take advantage of others in the world."	"I can facilitate cross-cultural interactions by assisting individuals in understanding the beliefs and customs of one another."	"I refuse to purchase goods or brands that are known to harm vulnerable populations or environments ."

Source: (Morais & Ogden, 2011)

According to social responsibility, global competence, and global civic engagement are the three interconnected characteristics that form the foundation of the multifaceted concept of global citizenship (see Table 2). Every one of these characteristics is what makes someone a global citizen. For example, it is possible to possess the global competency and sense of social responsibility necessary to interact with the world, yet to do little more than debate problems. Like a coffee shop intellectual, this person doesn't participate in or make deliberate efforts to promote global citizenship.

Likewise, it is possible to be completely involved in local and global concerns and feel a sense of social duty, yet still lack the skills necessary to interact with others in a productive way. This individual, a naïve idealist, could not be aware of their own knowledge gaps or possess the intercultural communication abilities necessary to interact with others across cultural boundaries. Lastly, even when someone is competent and actively participating in the world, they may not have a true care for other people or a feeling of social duty. This individual could be more influenced by market dynamics and global economic forces than by a sincere desire to create a just and fair civil society.

CONCLUSION

The concept of global citizenship is still unclear and is still being debated among scientific experts, besides that there is still no clear and mutually agreed definition regarding global citizenship education (GCE) itself. However, besides that, there are three important dimensions of global citizenship which can have a positive impact if applied in global citizenship education, these dimensions are: 1) Social Responsibility; 2) Global Competence; 3) and Global Civic Engagement. These three dimensions include understanding and handling global issues, having intercultural communication skills, and actively participating in local and global communities.

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