

# *SITUATIONAL ANALYSIS*

GLOBAL CITIZENSHIP EDUCATION DEVELOPMENT (GCED)  
IN INDONESIA NATIONAL CURRICULUM FRAMEWORK

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*NOVEMBER 2021*

Contract N°: 4500445774

(Please quote this reference in all correspondence and communications)

## CONTRACT FOR INDIVIDUAL CONSULTANTS

UNESCO INTERNATIONAL BUREAU OF  
EDUCATION

and

FATHURROHMAN Maman

(hereinafter called "UNESCO-IBE")

(hereinafter called "the Individual Specialist")

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15 Route des Morillons  
1218 Switzerland  
Switzerland

S-16 SERANG CITY RESIDENCE. TAKTAKAN  
42400 SERANG  
Indonesia

Vendor Number: 4016284

Hereby agree as follows:

### TERMS OF REFERENCE

1. Under the supervision of Opertti, Renato the Individual Specialist shall:

#### *Background*

*UNESCO International Bureau of Education (UNESCO-IBE) is a global center of excellence in curriculum and related matters based in Geneva, Switzerland. IBE 2021 work programme is conceived in line with its renewed mandate, adopted by UNESCO's Executive Board (209 EX/Dec.12). Among other aspects, the mandate entails consolidating and synergizing the work of the UNESCO in curriculum, fostering a forward-looking vision to contribute to equitable and inclusive education and sustainable development for all in the wake of global challenges and societal challenges.*

#### *Justification*

*Global Education Citizenship is an important component of education, and its development has recently increased at the global level, due the need for global understandings and actions in this area. Including Global Citizenship in education is a way of reinforcing the understanding, skills and values necessary to address the challenges of the 21st century. It aims for learners to become active citizens of their local, national and international environment. Likewise, it seeks to provide them with the competencies/skills and values that make them tolerant, open minded, supportive and peaceful, coupled with deep critical thinking. The need for Global Citizenship education is world-wide known.*

*In this context, the Asia-Pacific Centre of Education for International Understanding (APCEIU) and the UNESCO International Bureau of Education (UNESCO-IBE), have come together twice, first in 2016 to 2018, and then 2019 to 2021, to support the implementation of GCED in national curriculum of designated countries. This year, the partnership is renewed for another three-year project (2021-2023). Hence, APCEIU and UNESCO-IBE are together working in monitoring, developing and implementing GCED in four countries: Georgia, Indonesia, Lao PDR and Rwanda.*

*UNESCO-IBE will carry out the first stage of the project, which involves conducting a situational analysis of the GCED component on each one of the countries. Hence, the UNESCO-IBE is reaching out to local experts with a great knowledge of the country and expertise in curriculum and GCED, to support the development of the analysis.*

#### *Objectives*

- i. Identify the current situation regarding Global Citizenship Education in the national curriculum framework and/or related documents.*
- ii. Identify key stakeholders to support the development and implementation of GED in the country.*
- iii. Inform Phases II and III of the project.*

#### *Terms of reference*

*Under the authority of the Director of IBE, and the direct supervision of the Senior Expert Renato Operti, the incumbent will:*

- a. Prepare a methodology framework to conduct the situational analysis comprising targeted population, research methods, field work, data analysis and reporting.*
- b. Do a mapping of the overall structure of the national curriculum framework and/or related documents comprising objectives, contents, strategies and implications.*
- c. Identify synergies and gaps between national curriculum and GCED frameworks/guidelines with regard to mainstreaming GCED in the curriculum development process.*
- d. Map sociocultural and educational issues that impact upon the understanding and development of GCED.*
- e. Identify and interview an intentional sample of key stakeholders (minimum 10) with regard to the points addressed in the study.*
- f. Participate in events with regard to discussing the reports findings within an inter-country comparative perspective.*

#### *Deliverables*

*In collaboration with Prof. Dinn Wahyudin, the incumbent is expected to deliver:*

- 1. Final comprehensive situational analysis report in English with a maximum extension of 20.000 words excluding annexes.*
- 2. Power Point Presentation on the key features of the situational analysis report (not more than 20 slides).*

#### *Timeframe*

*Duration: 2 months*

*Deadline: 8 November 2021*

#### *Payment*

*USD 1.750 (one payment after approval of the report)*

## DURATION OF CONTRACT

2. If the contract is not signed by the Individual Specialist and returned to UNESCO-IBE by 10/09/2021 at the latest, it will be considered null and void. This date is subject to modification upon agreement of both parties.
3. This contract shall come into effect on 10/09/2021, and shall expire on satisfactory completion and delivery of the services described above, but no later than 08/11/2021, unless terminated earlier under the terms of this contract.
4. If, by the expiry date of the contract as defined in Article 3 above, the Individual Specialist has performed no part of the work assignment, and no advances have been paid by UNESCO-IBE, the contract shall be considered null and void.
5. After the expiration of the contract, the Individual Specialist cannot claim payment for any work not delivered on time, as stipulated in article 6.3 below.

## CONDITIONS OF PAYMENTS

### **6. Payments and Currency**

Contract N°: 4500445774

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- 6.1. UNESCO-IBE shall make payments to the Individual Specialist on a lump sum basis.
- 6.2. The contract shall be drawn up and all payments made in United States Dollars, Euros or currencies in which UNESCO-IBE holds a bank account. Only one currency can be used in any one contract. Where necessary, the United Nations' operational rate of exchange on the date a contract is signed should be used to convert amounts into another currency, but no adjustments will be made for exchange rate variations during the contract period, either to the overall amount or a staggered payment.
- 6.3. UNESCO-IBE shall make the following payments to the Individual Specialist for the services to be provided under the terms of this contract:

Payment N°	Upon submission to and approval by UNESCO-IBE of the following work	Article 1 Reference	Latest date for submission	Amount/Currency
01	Deliverable 1&2	1&2	08/11/2021	1750.00 USD

- 6.4. The final payment, or each payment in the case of staggered payments, shall be made only after receipt and approval as satisfactory by UNESCO-IBE of any deliverable that the Individual Specialist is required to submit for payment under the terms of this contract.
- 6.5. All payments (see article 6.3 below) shall be effected by bank transfer. UNESCO-IBE shall be responsible for its own banking fees but any possible intermediary banking fees, as well as the beneficiary's own banking fees, shall be the responsibility of the Individual Specialist.
- 6.6. No payments shall be made to a third party.

#### **7. Advance Payments**

Except for expenses necessarily incurred by an Individual Specialist in order to prepare for an assignment (e.g. travel or equipment), no advance payment shall be made.

#### **8. Travel**

If deemed necessary by UNESCO-IBE, the Individual Specialist who is required to travel in order to perform the work described in article 1, shall be paid a lump sum of 0.00 USD to cover all travel related expenses, including daily subsistence allowance, tickets for the authorized travel and other related expenses (e.g. visas, vaccinations and terminal expenses), in accordance with UNESCO's usual travel provisions.

#### **9. Reimbursement**

- 9.1. If any of the work corresponding to the instalments in article 6.3 is not completed to UNESCO-IBE's full satisfaction, and/or prior to the expiration of the contract, UNESCO-IBE shall have the right to the reimbursement of full or partial payments made, including any advanced payment, to the extent that the services already rendered are either unusable or inadequate in relation to the expenses incurred by UNESCO-IBE.
- 9.2. Any reimbursement shall be returned in the same currency as the payment was made.

#### **10. Banking Instructions**

- 10.1. The Individual Specialist should confirm below mentioned banking instructions for any payments arising from the present contract:

Name of the Bank: BANK NEGARA INDONESIA - PT (PERSERO)  
Address of the Bank: 1 JALAN JENDERAL SUDIRMAN JAKARTA 10001  
Name of the Account Holder: FATHURROHMAN Maman  
Number of Account: 016268\*\*\*\*  
SWIFT Address: BNINIDJA

Contract N°: 4500445774

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10.2. Only one banking instruction is allowed in any one contract.

## UNESCO TERMS AND CONDITIONS

11. This contract is subject to General Terms and Conditions as attached. Each page of these Terms and Conditions should be initialed by the Individual Specialist and UNESCO-IBE.
12. The Individual Specialist and UNESCO-IBE also agree to be bound by the provisions contained in the following documents, which form the only legally valid contractual arrangement between the parties and which shall take precedence in case of conflict in the following order: (i) the present contract and (ii) the General Terms and Conditions attached hereto.

Signed on behalf of the Director of UNESCO-IBE:

Name: YDO, Yao

Date: **9/8/2021 | 8:32:43 AM CEST**

Title: Director

Signature:

DocuSigned by:  
*Yao YDO*  
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Electronically approved in UNESCO's system on 07/09/2021 by YDO, Yao.

Individual Specialist:

"I acknowledge that I have read and accept the terms and conditions on the following page".

Name: FATHURROHMAN Maman

Date: **9/8/2021 | 10:53:15 AM CEST**

Title: Dr

Signature:

DocuSigned by:  
*F. Maman*  
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## A. Introduction

Education is a universal right for all citizens of the world. Education today is also seen as a fundamental right in the value of human life. It has a very important role to support human life. Basically, human cannot be separated from education. Therefore, the implementation and development of educational studies must also be adapted to the conditions and social situations that exist in society. Education is an experiment that will never end because education is part of human culture and civilization that continues to develop. This is in line with human nature that has creative and innovative potential.

Education does not only play a role in creating young generation as agents of change that bring about change, but younger generation must be able to become agents of producers who are able to create real change. Education must be a protector not only in terms of formal education but what is meant is education that is able to change the mindset of the nation's children and innovative education that encourages creativity and innovative power of the nation's children. The younger generation as agents of innovation who can make an important and significant contribution to implementing applicable sustainable development concepts.

The purpose of education will also be the foundation of the government's efforts to encourage sustainable development goals and objectives. Sustainable development Goals (SDGs) until 2030 based on the Directions of the United Nations Forum which was agreed on August 2, 2015. Improving education for the Indonesian people will encourage the achievement of other goals and targets in the 17 SDGs points, especially to increase Indonesia's human development index. In general, the goal of the SDGs is to achieve inclusive and quality education for all. This reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development. This goal ensures that all girls and boys complete free primary and secondary school by 2030. It also aims to provide equal access to affordable vocational education, to eliminate gender and wealth, and to achieve universal access to quality higher education.

The target of Sustainable Development Goal point 4, in Indonesia are as the following: To ensure inclusive and equitable quality education, while supporting opportunities for lifelong learning for all.

The more specific targets are as the following.

- 1) By 2030, ensure that all girls and boys complete free, equal, and quality primary and secondary education, leading to relevant and effective learning outcomes
- 2) By 2030, ensure that all girls and boys have access to quality early childhood development, as well as care and pre-primary education so that they are ready for entry into primary education
- 3) By 2030, ensure equal access for all women and men to quality and affordable tertiary, technical and vocational education, including universities
- 4) By 2030, substantially increase the number of youth and adults who have the relevant skills, including technical and vocational skills, for decent work and self-employment
- 5) By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including those with disabilities, indigenous peoples, and children in vulnerable situations
- 6) By 2030, ensure that all youth and most adults, both boys and girls, achieve literacy and numeracy
- 7) By 2030, ensure that they learn to acquire the knowledge and skills needed to support sustainable development, including, inter alia, through education for sustainability and sustainable lifestyles, human rights, gender, promoting a culture of peace and non-violence, global citizenship and appreciation to cultural diversity and the contribution of culture to sustainable development.

During the last decade, many programmes related to NDGs have been planned and implemented by the Ministry of Education, Culture, Research and Technology



Republic of Indonesia. As a ministry that has the mandate to manage human resource development through endeavor with all the nation's children to improve the quality of education and advance culture, the Ministry of Education and Culture in determining the vision of the ministry based on the achievement's performance, potential and problems, the President's Vision in the 2020-2024 RPJMN, and the Vision of Indonesia 2045.

Related to the target of Sustainable Development Goal point 4, related to global citizenship education program, it has been stated with national target By 2030, ensure that they learn to acquire the knowledge and skills needed to support sustainable development, including, through education for sustainability and sustainable lifestyles, human rights, gender, promoting a culture of peace and non-violence, global citizenship and appreciation to cultural diversity and the contribution of culture to sustainable development.

The term of Global diversity means that Indonesian students maintain their noble culture, locality, and identity, and still open-minded in interacting with other cultures, thus fostering a sense of mutuality appreciate and the possibility of the formation of a new culture that is positive and not contradictory with the noble culture of the nation. Key elements of global diversity include recognizing and respect culture, intercultural communication skills in interacting with others, and reflection and responsibility for the experience of diversity.

In relation to UNESCO & IBE Project named "GCED Curriculum Development & Integration Project" (2021-2023). The aim of this project is to identify, pilot, and sustainably implement Global Citizenship Education (GCED) in Rwanda, Indonesia, and Georgia, in line with target SDG 4.7 and the overall 2030 Agenda. The global citizenship Education Development (GCED) is an issue now newly attracting attention with the focus on universal human rights and global issues (UNESCO, 2014; KICE, 2015a). GCED is now arising as a new topic in the field of education. Global citizenship and global citizenship education can be regarded as an expansion of the idea of community to the world. In Global Citizenship Education Development, global citizens are not referred to as members who have rights and authority, but they are regarded as individuals who belong to and identify

with the global community (Choi, 2010). Global citizenship is a quality required for citizens of the global world, and GCE is about educating the qualifications, qualities, rights, and responsibilities of global citizens. In other words, GCED is aimed to empower learners to engage and assume active roles locally as well as globally, to face and resolve global challenges and ultimately to become proactive citizens to be more peaceful, tolerant, secure, and sustainable world.

In Indonesia, during the last two decades, various efforts have been made by Ministry of Education and Culture to reform education system and redesign system of curriculum related to improving and maintaining the Cross Culture Education (CCE) and Global Citizenship Education Development (GCED), as two aspects of the commitment in implementing SDGs or Sustainable Development Goals (UNESCO, 2014; and SEAMEO, 2017).

The purposes of this situational analyses document of GCED in Indonesia is as following.

**First**, describing policies and programs lead by MoECRT (Ministry of Education and Culture, Research and Technology) in Indonesia concerning with aspects of GCED that has been implemented on the existing curriculum.

**Second**, identifying formal document that questioning are there any more spaces or little spaces for developing GCED in terms of national education policy.

**Third**, identifying are there any general trends in schools and local communities of indigenous aspects in supporting and enriching teaching learning activities related to GCE for heterogeneous students for the benefit of nation and global community.

**Fourth**, presenting some practices created by schools in developing school culture and global citizenship that empowering students from diverse races, religions, ethnics, and cultural groups as global community.

**Fifth**, identifying school efforts in developing global citizenship curriculum in terms of core curriculum as well as extra-curriculum to meet with the challenge of living global citizenship in 21st century and changing technological, social, economic, national, and global environment.

To identify key practices in curriculum development processes of GCED at the national and local levels, it shall describe:

- 1) Mapping of overall structure of the national curriculum
- 2) Potential gap between national curriculum and GCED Framework
- 3) The socio cultural and educational contextual issues.
- 4) Key strategies and entry point in developing the next phase of GCED.

## **B. Methodology Framework**

The situational analyses project of GCED should involve a mix method approaches with combination of quantitative and qualitative analyses. Quantitative analyses strengthen the first dimension of report that providing a general understanding of GCED mapping in national curriculum framework and the national context (economic, educational factors influencing quality of education, equity, equality, gender, etc). Qualitative analyses: It will be mainly based on three aspects. They are:

- (a) context analyses of the main instructional material and national curriculum framework where GCED is included.
- (b) The perception of teacher and other educational stakeholders on the status of GCED.
- (c) Possible classroom observation on how GCED is enacted with the curriculum.

The coding scheme is based on three central categories of GCED:

- 1) cognitive,
- 2) socio-emotional and
- 3) behavioral.

Another category, pedagogy, will be included to study how these GCED dimensions are intended to be taught. Each category has distinct themes and sub-themes.

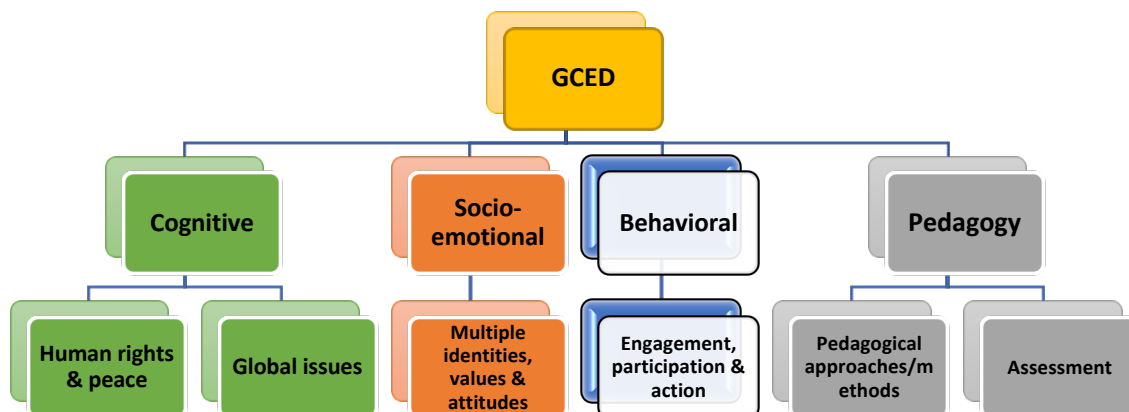


Figure 1. GCED framework

The following dimension will be undertaken for consideration during the discussion and analysis:

Table 1. Dimensions of analysis

<i>Dimensions</i>	<i>Description</i>
<i>General understanding of the national context</i>	<ul style="list-style-type: none"> <li>• <i>Sociocultural, economic &amp; education factors impacting quality education</i></li> <li>• <i>Vulnerable groups &amp; strategies to address the needs of these groups</i></li> </ul>
<i>Comprehensive review of the status of GCED</i>	<ul style="list-style-type: none"> <li>• <i>Existing policies that could enhance GCED</i></li> <li>• <i>Education sector or development plans and related documents</i></li> <li>• <i>Existing curricula or syllabi</i></li> <li>• <i>Showcase practices in forging GCED</i></li> </ul>
<i>Comprehensive national mapping of key stakeholders</i>	<ul style="list-style-type: none"> <li>• <i>Who is working in the field</i></li> <li>• <i>Who is playing a key role and</i></li> <li>• <i>What are the existing partnerships</i></li> </ul>

With detail as following:

Table 2. Detail of dimensions of analysis

<b>COGNITIVE DOMAIN</b>	
<p><b>1. Human Rights and Peace</b></p> <ul style="list-style-type: none"> <li>• Human rights, rights and responsibilities (children’s rights, cultural rights, indigenous rights, women’s rights, disability rights);</li> <li>• Freedom (of expression, of speech, of press, of association/organization), civil liberties;</li> <li>• Social justice;</li> <li>• Gender equality, gender equity, gender parity, gender-sensitive/responsive;</li> <li>• Democracy/democratic rule, democratic values/principles.</li> <li>• Human rights education; Peace education;</li> <li>• Peace, peace-building; and</li> <li>• Awareness of forms of abuse/harassment/violence (school-based violence/bullying, household-based violence, gender-based violence, child abuse/harassment, sexual abuse/harassment).</li> </ul>	<p><b>2. Global Issues</b></p> <ul style="list-style-type: none"> <li>• Globalization;</li> <li>• Migration, immigration, mobility, movement of people;</li> <li>• North-south relationships, interconnectedness;</li> <li>• Global poverty, inequalities/disparities;</li> <li>• War, conflict, genocide, terrorism;</li> <li>• Migrant, Refugees, Displaced People;</li> <li>• Diseases (Ebola, HIV/AIDS);</li> <li>• Climate change (global warming, carbon emissions/footprint);</li> <li>• Ecology, ecological sustainability (ecosystems, biodiversity, biosphere, ecology, loss of diversity);</li> <li>• Natural disasters; and</li> <li>• Sustainable, sustainability, sustainable development.</li> </ul>
<p><b>3. Multiple identities, values and attitudes</b></p> <ul style="list-style-type: none"> <li>• Global/international citizen(ship), global culture/identity/community;</li> <li>• Global-local thinking, local-global, think global act local, global;</li> <li>• National/local citizenship/ identity/culture/heritage</li> <li>• Multicultural(ism)/intercultural(ism);</li> <li>• Critical thinking;</li> <li>• Problem solving;</li> <li>• Conflict resolution/management, negotiation;</li> <li>• Collaboration/Collaborating, working well with others;</li> <li>• Respect/appreciation for diversity;</li> <li>• Tolerant/values of tolerance;</li> <li>• Attitudes of care, empathy and compassion;</li> <li>• Solidarity, global solidarity, common humanity (cosmopolitanism); and</li> <li>• Global citizenship education, global education, education for global citizenship</li> </ul>	
<b>BEHAVIOURAL DOMAIN</b>	
<p><b>4. Engagement, participation, and actions</b></p> <ul style="list-style-type: none"> <li>• Participation/skills to participate at local, national, global levels: Active citizen(ship), civic engagement, constructive participation, serving the community, volunteering; and</li> <li>• Socially/ethically responsible/ engaged</li> </ul>	
<b>PEDAGOGY</b>	
<p><b>5. Pedagogical approaches/methods</b></p> <ul style="list-style-type: none"> <li>• Student-centred learning (learner centred, child-centred, active methods, project-based methods, democratic/open classroom);</li> <li>• Peer learning/education (or peer to peer);</li> <li>• Inclusive education;</li> <li>• Whole-school approach, ‘friendly’ schools; and</li> <li>• (integrated) use of ICTs/social media in learning</li> </ul>	<p><b>6. Assessment</b></p> <ul style="list-style-type: none"> <li>• National/Standard(ized)/summative/traditional assessment;</li> <li>• Self-assessment, peer-assessment/ review/ evaluation; and</li> <li>• Alternative/customized/differentiated/creative/ authentic assessment, use of portfolios</li> </ul>

The key stake holder as follow

Table 3. Stakeholders

No	Educational Stakeholders	Respondents
1.	The Centre of Curriculum and Books Affairs	6 persons
2.	Teachers	4 persons
3.	Non-Government Organization (NGO)	1 person
	<b>Total</b>	<b>11 persons</b>

C. National, Socio-cultural and Law/Political Issues

Indonesia is the largest island country and the 14<sup>th</sup> largest country by area. Different with other countries, the socio-cultural and educational diversification of Indonesia is very high.



Figure 2. Map of Indonesia

Indonesia consists of hundreds of distinct native ethnic and linguistic groups. A shared identity has developed with the motto "Bhinneka Tunggal Ika" ("Unity in Diversity"), defined by a national language, ethnic diversity,

religious pluralism. This shared identity is very important, not only in national character building but also on how it is related with the global civic education. According to interview, some religious people already moved from traditionalist to be more adaptive to modern situation, including in the use of technology. Several religious schools are also move to more modern situation such as integration of information and communication technology in teaching and learning. There is a trend, possibly spurred by Covid-19 Pandemic, that acceptance of technology and tendency to modern living style among traditionalist strengthen.

In regard to politics and law, the constitution and its derivative laws already encourage Indonesian people to actively engage in peace, education, and national identity. Also actively contribute to world and globalization based on eternal peace and social justice.

### **1. Preamble of the Republic Indonesia 1945 Constitution**

*“To form an Indonesian state government that protects the entire Indonesian nation and the entire homeland of Indonesia and to promote public welfare, educate the nation's life, and participate in implementing world order based on independence, eternal peace and social justice”.*

- It means that in terms of the Preamble the Indonesian 1945 Constitutions, there are for main purposes in proclaiming Indonesia Independence (1945), one among others is to participate in implementing World order based on independence, eternal peace and social justice.
- It means that the preamble of RI Constitution has support fully the spirit of GCED. The statement of “to participate in implementing World order based on independence, eternal peace and social justice” on the Preamble of Constitution has strongly supported on peace world, human rights, rights and responsibilities, civil liberties, social justice, globalization, relationships, interconnectedness among nations, global poverty, inequalities/disparities, war, etc.

- It has also related to GCED, the importance of gender equality, democracy/democratic rule, democratic values/principles, human rights education, peace education and peace, peacebuilding among nations.

## 2. The Republic Indonesia 1945 Constitution

*“Education: Article 31: (1) Every citizen has the right to receive education. (2) The government shall endeavor and implement a national teaching system which regulated by law”.*

- It means that education is a human right and indispensable for the exercise of other human rights. Quality education aims to ensure the development of a fully rounded human being.
- It is one of the most powerful tools in lifting socially excluded children and adults out of poverty and into society. UNESCO shows that if all adults completed secondary education, globally the number of poor people could be reduced by more than half.
- For this human right to work there must be equality of opportunity, universal access, and enforceable and monitored quality standards.

## 3. Laws of The Republic Indonesia Number 20 Year 2003 About National Education System.

*“ Education is a conscious and planned effort to create a learning atmosphere and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, society, nation and state.*

*National education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia which is rooted in religious values, Indonesian national culture and responsive to the demands of changing times.”*

- It means that education is a conscious and planned effort to create a learning atmosphere and the learning process so that students actively develop their potentiality.
- It has relationship with GCED on the ability in developing global/international citizen(ship), global culture/identity/community; global-local thinking, local-global, think global act local, glocal;



national/local citizenship/ identity/culture(s)/heritage, Multicultural (ism) and intercultural(ism)

- It has relation with GCED in preparing new generation to be able in critical thinking; problem solving; conflict resolution/management, negotiation; collaboration and collaborating, working well with others; Respect/appreciation for diversity; tolerant/values of tolerance; attitudes of care, empathy and compassion; solidarity, global solidarity, common humanity.

#### D. National Curriculum Framework

The latest official version of Indonesian national curriculum, as suggested during interview with stakeholders, at the time of this document written, is *Kurikulum 2013* by the Ministry of Education and Culture, Republic of Indonesia. At the time this document is written, the ministry is preparing for a new simplified, new paradigm of curriculum to be implemented in a pilot project (year 2021) then for possibly of wider scale implementation (year 2022 and beyond).

*Kurikulum 2013* has innovative approach by the Indonesian government to split the competency to four domains of spiritual, social, knowledge, and skills, so it would be easy for schools and teachers to identify students' achievement through these four domains. In the previous version of national curriculum, as also in the new paradigm, the probably next version of curriculum, these domains collated in one learning outcome.

Following is typical list of courses for elementary school level, junior secondary school level, and senior secondary school level. The GCED is mainly related to Pancasila and Civic Education subject and Social Science Subject, including its Social Program in Senior Secondary Schools (highlighted in yellow). In common, there is three programs in Senior Secondary School Level: Science, Social Science, and Language. For the social science program, the compulsory subjects are as follow

Table 4 Typical List of subjects of Indonesian Kurikulum 2013

SUBJECT (Elementary School Level)	SUBJECT (Junior Secondary School Level)
<b>Group A</b>	
1. Religion	1. Religion
2. State philosophy (Pancasila) and civic education	2. State philosophy (Pancasila) and civic education
3. Indonesian language	3. Indonesian language
4. Mathematics	4. Mathematics
5. Science	5. Science
6. Social Science	6. Social Science
	7. English
<b>Group B</b>	
1. Art, Culture, Creative Work (including local contents)	1. Art and Culture
2. Physical, Sports, and Health Education (including local contents)	2. Physical, Sport, and Health Education (including local contents)
	3. Creative work (including local contents)

SUBJECT (Senior Secondary School Level))
<b>Group A</b>
1. Religion
2. State philosophy (Pancasila) and civic education
3. Indonesian language
4. Mathematics
5. History of Indonesia
6. English
<b>Group B</b>
1. Academic subjects (for general senior secondary schools)
2. Academic and vocational subjects (for vocational schools)

No	Social Science Compulsory Subject (Senior High School Level)
1	History
2	Geography
3	Economics
4	Sociology

According to stakeholders, started in year 2021 the ministry conducted pilot project for the change of curriculum paradigm in limited number of schools. There is no significant change on list of subjects and its total number of hours of study in one year, except for the following:

1. For all schools' level:
  - a. Separation of religion subject based on name of its religion (for example, Islamic Subject, Catholic Subject, etc)
  - b. Introduction of *Profil Pelajar Pancasila* (Pancasila student profile, through its five principles: 1. Faith in God, 2. Independent, 3. Critical reasoning, 4. Creative, 5. Working together, and 6. Global diversity)
  - c. Introduction of thematic project-based learning (around 30% of its total hours of study per year)
  - d. Emphasize to literacy and numeracy
2. For elementary school level
  - a. Integration of science (Ilmu Pengetahuan Alam) and social science (Ilmu Pengetahuan Soaial) subjects to be one subject (Ilmu Pengetahuan Alam dan Sosial/IPAS)
  - b. Introduction of computational thinking and English (optional)
3. For junior secondary school level
  - Informatics as compulsory subject
4. For senior secondary school level
  - a. More flexible options for students to choose elective subjects

- b. For vocational schools, the curriculum developed together with relevant industry
5. The MOECRT in line to the task and its authority, is also committed to creating Pancasila Students. Pancasila Students is the achievement of Indonesian students as lifelong students who have competence global and behave in accordance with the values of Pancasila, with six main characteristics: faith, fear God Almighty and have noble character, global diversity, cooperation, independent, critical reasoning, and creative.

#### E. GCED in Indonesia National Curriculum

##### 1. Curriculum mapping of GCED to Expected Contents (Knowledge and Skills))

Pancasila and Civic Education subject and Social Science Subject in elementary and junior secondary school levels are subjects target of GCED mapping due to its relevance of contents (knowledge and skills) to GCED (Cognitive Domain: Human Rights and Peace, Global Issues, Multiple Identities, Values, and Attitudes, and Behavioral Domain: Engagement, Participation, and Action).

Following is result of mapping:

1. For elementary and junior secondary school levels, GCED already scattered among these subjects, in basic competence of knowledge and skills, between 8.3 % to 75.0% for Pancasila and Civic Education and 25.0% to 83.3% in Social Science Subject.

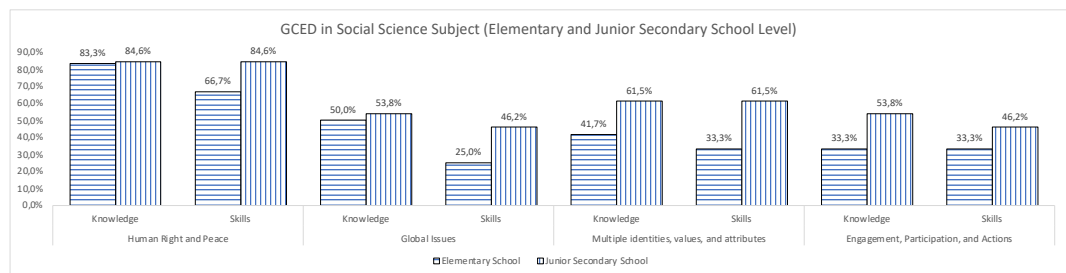
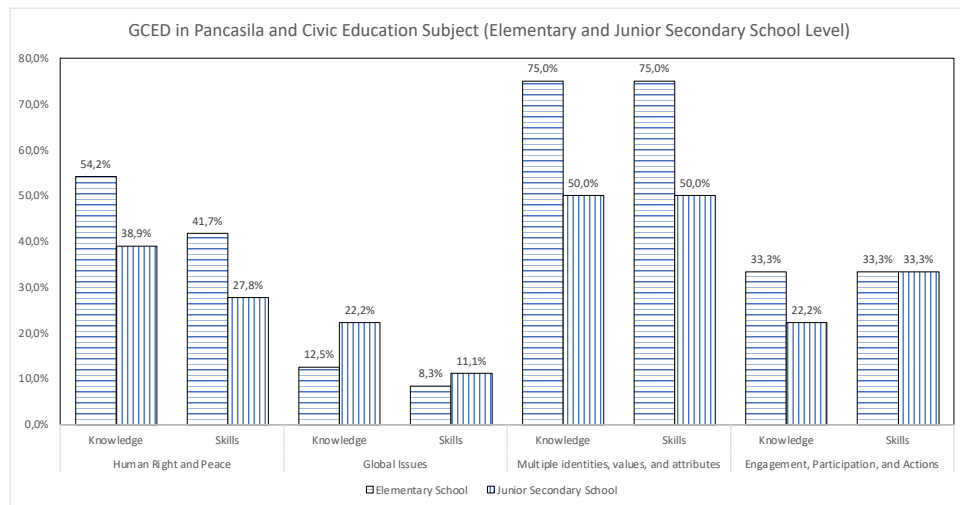


Figure 3. GCED in selected subjects of elementary and junior secondary school

2. For senior secondary school levels, GCED already distributed among Pancasila and Civic Education, History, Geography, Economics, and Sociology as following:

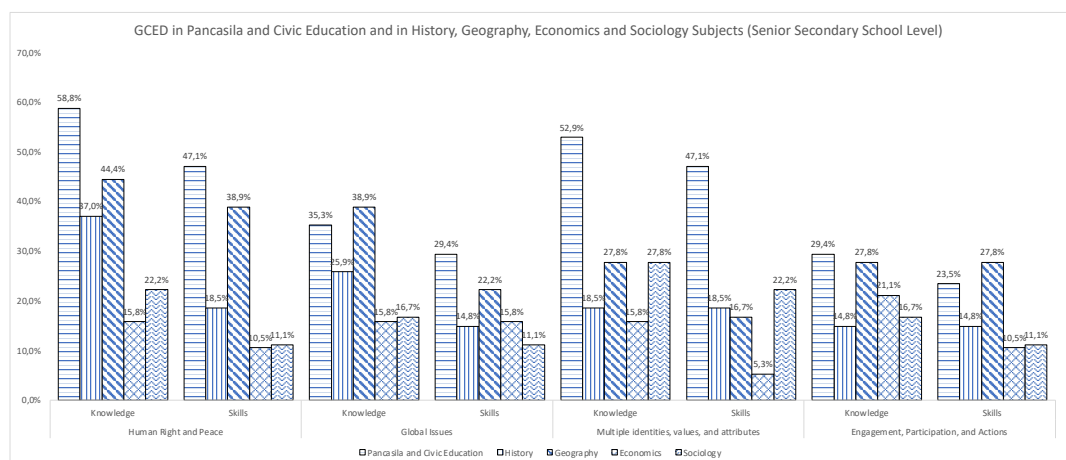


Figure 4. GCED in selected subjects of senior secondary school

3. It is noted that beside Pancasila and Civic Education Social Science Subject, including its program related subjects (History, Geography, Economics, and Sociology), GCED also could be included in other subjects while relevant, such as in Religion and Science.
4. GCED also can be strengthen in English and other language officially included as elective (or compulsory for Language program). List of foreign language offered is displayed in Table 5

Table 5. List of foreign language subjects

No	Foreign language (beside English) officially offered
1	Arabic Language
2	Mandarin Language
3	Japanese Language
4	Korean Language
5	Germanic Language
6	French Language

## 2. GCED relation to sample of books contents

According to interview with stakeholder, for practical implementation of curriculum in class, the text book is mainly used as reference. Following is a content analyses of Social Science Books that are commonly used in Primary school in Indonesia (K Grade 6), in connection with some key points on Global Citizenship Education Development.

## **I. SOCIAL SCIENCE BOOK,**

### **CHAPTER 1. Geographic Characteristics and Life of ASEAN Countries.**

#### **A. Basic Competence/Indicators:**

1. Identify the geographical character of Indonesia as an archipelagic/maritime and agrarian country and its influence in economic, social, cultural, communication and transportation life.
2. Presenting the results of the identification of the geographical character of Indonesia as an archipelagic/maritime and agrarian country and its influence in economic, social, cultural, communication and transportation life.

#### **B. Materials**

##### **A. Knowing the Geographical Character of ASEAN Countries**

Indonesia is in the Southeast Asian Region. Other countries in the Southeast Asia Region, namely: Indonesia, Singapore, Malaysia, Philippines, Brunei Darussalam, Cambodia, Laos, Vietnam, Myanmar, and Timor Leste. These countries (except Timor Leste) formed an organization called ASEAN (Asian South East Asia Countries).

The purpose of establishing ASEAN is to establish cooperation between countries in Southeast Asia.

The geographical character of ASEAN countries:

- 1) Has a large low-lying area
- 2) Has many rivers
- 3) Has a tropical climate
- 4) Has many volcanoes

##### **B. Knowing Social Problems in ASEAN Countries**

Geographical characteristics affect the social life of its people. The geographical characteristics of ASEAN countries have similarities, thus causing almost the same social problems.

Social problems are problems that occur in society.

The following are social problems that occur in ASEAN countries.

### Social Problems in ASEAN Countries:

- 1) Poverty
- 2) Crime
- 3) Environmental damage
- 4) High population density

### Alert Attitude to Social Problems in ASEAN

Various social problems that occur in ASEAN countries must be overcome together. To overcome these problems, the Government and the community must work together, namely:

- 1) Creating new job opportunities for the community
- 2) Implementing equitable development to remote villages.
- 3) Provide adequate educational facilities equally.
- 4) Provide adequate health facilities.
- 5) Creating security and order in the community.
- 6) Increase public awareness of the fate of others who need assistance.
- 7) Create a clean and safe green open space.
- 8) Implement family planning (KB) programs

## **C. Learning Activities and Assessment**

### 1. Practice Performance Skills.

Topic: Comparing the social phenomena of ASEAN countries

- Worked in groups
- Looking for information from book sources
- Comparing social problems
- Fill in the questions that have been prepared

### 2. Let's Build Competence.

- Worked independently
- Doing assignments prepared by the teacher

3. In addition to improving cognitive abilities, there are also aspects of Attitude that are developed:

- Cooperate in completing tasks in groups.



- Confident in expressing opinions.
- 4. Formative Exam according to the topic of discussion
- 5. Summative Assessment.

## **CHAPTER II: Socio-Cultural Changes in the Context of Modernizing the Indonesian Nation**

### **A. Basic competencies/Indicators:**

- Explaining social and cultural changes in the Modernization of the Indonesian Nation
- Presenting the results of an analysis of the impact of socio-cultural changes on the life of the Indonesian people.

### **B. Learning Materials**

#### Definition of Globalization

Globalization comes from the word global which means covering the whole world or worldwide. Globalization can be interpreted as a process of unifying the world. Globalization can also be interpreted as a process of interconnectedness of a person, group of people, or a country with other countries in the world.

Developments in the field of science and technology encourage globalization. Technological developments make borders between countries as if they no longer exist. With advances in technology, everyone can communicate with each other without being limited by distance and time.

#### Evidence of globalization

1. Communication field
2. Tourism
3. Fishery Sector
4. Transportation sector

#### The Impact of Globalization on the Life of the Indonesian Nation

1. Lifestyle
2. Food tastes
3. Clothes
4. Communication

## 5. Transportation

Foreign companies that have sprung up in Indonesia

1. Reasons for establishing a foreign company
  - a. Availability of raw materials
  - b. Big consumer
  - c. A lot of workers
  - d. Security stability
2. Advantages and Disadvantages of Foreign Companies in Indonesia
  - a. Profit
    - 1) Provide new job opportunities for the surrounding community and the people of Indonesia
    - 2) Increase state revenue through taxes imposed on foreign companies
    - 3) Increase mastery of technology through technology transfer.
  - b. Loss
    - 1) Environmental pollution, in the form of air, sound and water pollution.
    - 2) The change of land function, which was originally a forest into an industrial area.
    - 3) The results of natural wealth are not fully enjoyed by the people of Indonesia, because there is profit sharing.

Attitude towards Globalization

1. Attitudes towards societal change
  - a) Reducing smartphone use
  - b) Likes to visit relatives and neighbors
  - c) Likes to do social activities.
2. Attitudes towards cultural changes in people's lives
  - a) Living a consumptive and luxurious lifestyle.
  - b) Love your own culture more than the culture of others
  - c) Imitating the positive culture of other nations.
  - d) Loving domestic products.

## C. Learning Activities & Assessment

1. Let's Build Competence.

- Worked independently
  - Doing assignments prepared by the teacher
2. In addition to improving cognitive abilities, there are also aspects of Attitude that are developed:
    - Collaborate in completing tasks in groups.
    - Confident in expressing opinions.
  3. Formative Exam according to the topic of discussion
  4. Summative Assessment.

## **CHAPTER III INDONESIA'S ROLE IN ASEAN COOPERATION**

### **A. Basic Competences/Indicators:**

1. Explain the role of Indonesia in various forms of cooperation in the social, cultural, educational and political fields within ASEAN.
2. Presenting information about Indonesia's role in various forms of cooperation in the social, cultural, educational and political fields within ASEAN.

### **B. Learning Material.**

#### ASEAN Organization

1. The background of the formation of ASEAN.
2. ASEAN Emblem
3. ASEAN Membership
4. ASEAN Secretariat

#### Indonesia as a member of ASEAN.

1. Country boundaries
2. Total Indonesian Population
3. Indonesia's Natural Wealth.

#### Forms of Cooperation between Indonesia and ASEAN Countries.

1. ASEAN Cooperation in the Economic field.
2. ASEAN Cooperation in Education.
3. ASEAN Cooperation in the Social Sector.
4. ASEAN Cooperation in Technology
5. ASEAN Cooperation in the field of Culture.

6. ASEAN Cooperation in Politics and Security

7. ASEAN Cooperation in Sports.

#### Indonesia's role in ASEAN

1. The initiating country for the formation of ASEAN.

2. Country as the host of the SEA Games

3. Indonesia as the host of the ASEAN Summit

4. The initiator of the establishment of the ASEAN security community.

5. Mediator of Cambodia's peace talks with Vietnam.

6. Assist the Philippines and the Moro Liberation Movement.

7. Jakarta Informal Meeting.

#### **C. Learning Activities & Assessment**

1. Let's Build Competence.

- Worked independently

- Doing assignments prepared by the teacher

2. In addition to improving cognitive abilities, there are also aspects of Attitude that are developed:

- Collaborate in completing tasks in groups.

- Confident in expressing opinions.

3. Formative Exam according to the topic of discussion

4. Summative Assessment.

### 3. Potential synergy and gap

Based on the curriculum mapping and interview, following is gap and synergy analysis of GCED situational analysis

Table 6. Gap analysis

NO	GCED	CURRICULUM FRAMEWORK
	<b>COGNITIVE DOMAIN</b>	
	<p><b>1) Rights and Peace</b></p> <ul style="list-style-type: none"> <li>• Human rights, rights and responsibilities (children's rights, cultural rights, indigenous rights, women's rights, disability rights);</li> <li>• Freedom (of expression, of speech, of press, of association/organisation), civil liberties;</li> <li>• Social justice;</li> <li>• Gender equality, gender equity, gender parity, gender-sensitive/responsive;</li> <li>• Democracy/democratic rule, democratic values/principles;</li> <li>• Human rights education; Peace education</li> <li>• Peace, peace-building; and</li> <li>• Awareness of forms of abuse/harassment/violence (school-based violence/bullying, household-based violence, gender-based violence, child abuse/harassment, sexual abuse/harassment)</li> </ul>	<p>In some cases, frankly speaking, we still find some gap between GCED domains compared with the Indonesia national Curriculum, especially on gap of GCED domains compare with the implementation of Curriculum in school practices.</p> <p>Based on interview with some primary school, for instance the topic on gender sensitivity/responsive, civil liberty are such topics with less discussion with the students. Due to limited sources as well as inadequate teacher capability in developing such topics to be given in school.</p> <p>In term of forms of abuse and harassment, in some school, based on interview with respondent teachers, in some cases the example of bullying among students still be found even in small scale.</p>
	2). Global Issues	
	Globalization;	Based on interview with some sampled teachers, the topic of globalization has already introduced in

	<ul style="list-style-type: none"> <li>• Migration, immigration, mobility, movement of people;</li> <li>• North-south relationships, interconnectedness;</li> <li>• Global poverty, inequalities/disparities;</li> <li>• War, conflict, genocide, terrorism;</li> <li>• Migrant, Refugees, Displaced People;</li> <li>• Diseases (Ebola, HIV/AIDS);</li> <li>• Climate change (global warming, carbon emissions/footprint);</li> <li>• Ecology, ecological sustainability (ecosystems, biodiversity, biosphere, ecology, loss of diversity);</li> <li>• Natural disasters; and</li> <li>• Sustainable, sustainability, sustainable development</li> </ul>	<p>classes, in primary school as well as secondary school level. However, deep discussion and broad aspects of globalization need to be explored in class discussion, so that students have broad understanding concerning with globalization on a very broad spectrum. In addition, the availability of printed sources concerning with global poverty, refugees, displaced people, loss of diversity are still limited for students.</p> <p>In some schools, especially schools in remote areas, capabilities of teachers need to be improved. In many schools in remote areas, the quality and quantity of teachers are very luxurious.</p>
	3). Multiple Identity, Values, attitude	
	<ul style="list-style-type: none"> <li>• Global/international citizen(ship), global culture/identity/community;</li> <li>• Global-local thinking, local-global, think global act local, global; t</li> <li>• National/local citizenship/identity/culture(s)/heritage (<i>include a note if the overall feeling is one of precedence of the national over the international, e.g. maybe find terms such as 'nationalism,' 'patriotism,' 'motherland'</i>);</li> <li>• Multicultural(ism)/intercultural(ism);</li> <li>• Critical thinking;</li> </ul>	<p>Based on interview as well as documentation studies, Indonesia as a heterogenous country with multi ethnics, multi cultures and multi religions, at this moment, tend to be more focus on how to teach students to be a national good citizenship as Indonesian citizenship rather than as global citizenship. It needs some radical approaches, how national education curriculum system has also more spaces for managing and educating global citizenships to all young generation with multimedia approaches, not only during teaching learning activities in school setting, but also using</p>

	<ul style="list-style-type: none"> <li>• Problem solving;</li> <li>• Conflict resolution/management, negotiation;</li> <li>• Collaboration/Collaborating, working well with others;</li> <li>• Respect/appreciation for diversity;</li> <li>• Tolerant/values of tolerance;</li> <li>• Attitudes of care, empathy and compassion;</li> <li>• Solidarity, global solidarity, common humanity (cosmopolitanism); and</li> <li>• Global citizenship education, global education, education for global citizenship</li> </ul>	<p>more information on public communication, including using digital media.</p>
	<ul style="list-style-type: none"> <li>• B. BEHAVIORAL DOMAIN</li> </ul>	
	<ul style="list-style-type: none"> <li>• Engagement, participation and actions</li> <li>• Participation/skills to participate at local, national, global levels: Active citizen(ship), civic engagement, constructive participation, serving the community, volunteering; and</li> <li>• Socially/ethically responsible/engaged.</li> </ul>	<p>In terms of engagement, participation, and action, based on brief discussion, it can be described as the following.</p> <ol style="list-style-type: none"> <li>1. In national level and province level, the engagement and participation on GCED is highly appreciated. Many discussions have been initiated and products concerning Guidelines on Global Citizenship and Multi cultures have been published.</li> <li>2. However, the engagement and participation and action concerning with GCED in school level are relatively low. Many teachers in primary school level and secondary level need some extra capacity building in designing and practicing how such topic of GCED shall be developed and implemented in teaching learning activities in class. In addition, some</li> </ol>

		learning sources concerning with GCED shall be produced and distributed to schools equally and correctly.
	<p>5)Pedagogical Approaches/Methods</p> <ul style="list-style-type: none"> <li>• Student-centred learning (learner centred, child-centred, active methods, project-based methods, democratic/open classroom);</li> <li>• Peer learning/education (or peer to peer);</li> <li>• Inclusive education;</li> <li>• Whole-school approach, ‘friendly’ schools; and</li> <li>• (integrated) use of ICTs/social media in learning</li> </ul>	<p>In terms of pedagogical approaches that implemented in schools, it can be described as the following.</p> <ol style="list-style-type: none"> <li>1. In some urban schools, many teachers especially Social Science Teachers have initiated and developed innovation model of teaching on aspects of GCED. Some products have been uploaded on social medias such as YouTube as well as other social medias. Many teachers have developed active methods, project based learning, and use of ICT as social media for learning. They have used big media and internet for all things.</li> <li>2. However, again schools in rural and a very isolated area, teachers seem reluctant to develop and implement such innovation teaching on GCED, due to lack of competences and lack of creativity in developing innovative teaching learning activities. Many teachers in rural area, still use very traditional methods, with limited sources and facilities.</li> </ol>
	<p><b>6)Assessment</b></p> <ul style="list-style-type: none"> <li>• National/Standard(ized) /summative/traditional assessment;</li> <li>• Self-assessment, peer-assessment/ review/ evaluation; and</li> <li>• Alternative/customized /differentiated/creative/ authentic assessment, use of portfolios</li> </ul>	<p>In terms of assessment, nationally as well as locally in schools, it can be described as the following.</p> <ol style="list-style-type: none"> <li>1. In national level, the ministry has implemented some initiative concerning with Assessment. The Minimum Competency Assessment (AKM) is an assessment of the basic competencies needed by all students to be able to develop their own capacity and participate positively in society. There are two basic</li> </ol>



		<p>competencies measured by AKM: reading literacy and mathematical literacy (numbering).</p> <p>2. In school level, assessment has been implemented for formative and summative purposes. Some teachers have been familiar with test and non-test, variety of assessment included using portfolio. So far, we have limited data concerning with assessment on GCED.</p>

Following is list of possible synergy between GCED and Indonesia national curriculum.

Table 7. Synergy analysis

NO	GCED	CURRICULUM FRAMEWORK
	COGNITIVE DOMAIN	
	<ul style="list-style-type: none"> <li>• <b>Rights and Peace</b></li> <li>• Human rights, rights and responsibilities (children's rights, cultural rights, indigenous rights, women's rights, disability rights);</li> <li>• Freedom (of expression, of speech, of press, of association/organisation), civil liberties;</li> <li>• Social justice;</li> <li>• Gender equality, gender equity, gender parity, gender-sensitive/responsive;</li> <li>• Democracy/democratic rule, democratic values/principles;</li> </ul>	<p>Based on research documents on curriculum framework as well as text book review, it can be described that is close synergy between GCED and Indonesia national curriculum.</p> <ol style="list-style-type: none"> <li>1. The topic of human rights, right and responsibility, social justice, gender equality have been put as selected topics shall be introduced to students on primary and secondary schools.</li> <li>2. Topics on democracy, human right on education, peace education are core topics to be discussed in all level of schools.</li> <li>3. In terms of methodology, among teachers have a space of creativity, in developing teaching</li> </ol>

	<ul style="list-style-type: none"> <li>• Human rights education; Peace education</li> <li>• Peace, peace-building; and</li> <li>• Awareness of forms of abuse/harassment/violence (school-based violence/bullying, household-based violence, gender-based violence, child abuse/harassment, sexual abuse/harassment)</li> </ul>	<p>learning activities in her his class. They have developed variety of methods and strategies in developing such topics to be more interesting and joyful learning. Some teachers have also uploaded some topics concerning of peace and democracy on social media such as short video programs</p>
	2). Global Issues	
	<ul style="list-style-type: none"> <li>• Globalization;</li> <li>• Migration, immigration, mobility, movement of people;</li> <li>• North-south relationships, interconnectedness;</li> <li>• Global poverty, inequalities/disparities;</li> <li>• War, conflict, genocide, terrorism;</li> <li>• Migrant, Refugees, Displaced People;</li> <li>• Diseases (Ebola, HIV/AIDS);</li> <li>• Climate change (global warming, carbon emissions/footprint);</li> <li>• Ecology, ecological sustainability (ecosystems, biodiversity, biosphere, ecology, loss of diversity);</li> <li>• Natural disasters; and</li> <li>• Sustainable, sustainability, sustainable development</li> </ul>	<p>Based on interviews with national stakeholders, it can be concluded that synergy spirit on GCED has been initiated by the Ministry. Some guidelines and reading materials on global citizenship have published by national publishers.</p> <p>In curriculum 2013, the topic concerning with Globalization, Global poverty, climate change, and ecology, multi-culture have been put as initial topics that shall be implemented and discussed in teaching learning activities in schools.</p> <p>However, in school level, teachers need some capacity building concerning with topic on global citizenships. Many teachers need some extra training concerning on how to develop and use appropriate method on global citizenship.</p>
	3). Multiple Identity, Values, Attitude	
	<ul style="list-style-type: none"> <li>• Global/international citizen(ship), global culture/identity/community;</li> </ul>	<p>In national level, synergy on GCED and the Curriculum has been relatively achieved. As</p>

	<ul style="list-style-type: none"> <li>• Global-local thinking, local-global, think global act local, global;</li> <li>• National/local citizenship/identity(ies)/culture(s)/heritage <i>(include a note if the overall feeling is one of precedence of the national over the international, e.g., maybe find terms such as ‘nationalism,’ ‘patriotism,’ ‘motherland’);</i></li> <li>• Multicultural(ism)/intercultural(ism);</li> <li>• Critical thinking;</li> <li>• Problem solving;</li> <li>• Conflict resolution/management, negotiation;</li> <li>• Collaboration/Collaborating, working well with others;</li> <li>• Respect/appreciation for diversity;</li> <li>• Tolerant/values of tolerance;</li> <li>• Attitudes of care, empathy and compassion;</li> <li>• Solidarity, global solidarity, common humanity (cosmopolitanism); and</li> <li>• Global citizenship education, global education, education for global citizenship</li> </ul>	<p>mentioned on Sustainable Development Goals, the Ministry has made national program of how SDG shall be accomplished. It is included with how global citizenship shall be implemented as national policy.</p> <p>Global/international citizen, global culture/identity/community and global-local thinking, local-global have been initiated.</p> <p>In school level, teachers have encouraged themselves on how global citizenship and multi-culture shall be taught to her/his students. So far, it needs some extra and continuous efforts to do that.</p>
	<b>B. BEHAVIORAL DOMAIN</b>	
	<p>4) Engagement, participation and actions</p> <ul style="list-style-type: none"> <li>• Participation/skills to participate at local, national, global levels: Active citizen(ship), civic engagement, constructive participation, serving the community, volunteering; and</li> </ul>	<p>Engagement and participation can be included in the curriculum as required. As it is can be personalized through operational curriculum.</p>

	<ul style="list-style-type: none"> <li>• Socially/ethically responsible/engaged.</li> </ul>	
	<p>5)Pedagogical Approaches/Methods</p> <ul style="list-style-type: none"> <li>• Student-centred learning (learner centred, child-centred, active methods, project-based methods, democratic/open classroom);</li> <li>• Peer learning/education (or peer to peer);</li> <li>• Inclusive education;</li> <li>• Whole-school approach, ‘friendly’ schools; and</li> <li>• (integrated) use of ICTs/social media in learning</li> </ul>	<p>In terms of pedagogical approaches that implemented in schools, it can be described as the following.</p> <ol style="list-style-type: none"> <li>1. Synergy between GCED and national curriculum has been strengthened. Some initiative program on GC have been launched.</li> <li>2. In some urban schools, many teachers have initiated and developed innovation model of teaching on aspects of GCED.</li> </ol> <p>However, teachers in rural and isolated area, they seem having difficulties in developing and implementing such innovation teaching on GCED, due to lack competences and lack of creativity in developing innovative teaching learning activities.</p>
	<p><b>6)Assessment</b></p> <ul style="list-style-type: none"> <li>• National/Standard(ized) /summative/traditional assessment;</li> <li>• Self-assessment, peer-assessment/ review/ evaluation; and</li> <li>• Alternative/customized /differentiated/creative/ authentic assessment, use of portfolios</li> </ul>	<p>Synergy on assessment concerning GC and curriculum has been initiated. However, capacity building on global citizenship assessment is significantly important. The implementation curriculum (included assessment) is still supervised. Teachers should be improved on how to conduct GC assessment on the proper way.</p>

## **F. Conclusion and Recommendation**

Based on curriculum mapping, gap and synergy analyses, following is conclusion, and some recommendations in regard to implementation of GCED in Indonesia national curriculum framework:

1. For elementary and junior secondary school levels, GCED already scattered among these subjects, in basic competence of knowledge and skills, in Social Science Subject. For senior secondary school levels, GCED already distributed among Pancasila and Civic Education, History, Geography, Economics, and Sociology.
2. It is note that beside Pancasila and Civic Education Social Science Subject, including its program related subjects (History, Geography, Economics, and Sociology), GCED also could be included in other subjects while relevant, such as in Religion and Science. GCED also can be strengthen in Englis and other language officially included as elective (or compulsory for Language program). List of foreign language offered
3. In Indonesia, the Global Citizenship Education Program (GCED) has not full implemented yet. In national level, during two last decade, some initiative on GCED has been launched. Guideline program and related topics on GCED have been put on the Curriculum 2013. However, it is a big varied among schools in implementing GCED. Some teachers in rural areas have lack capabilities in encouraging students to have capabilities and competencies on global citizenship.
4. In Curriculum 2013, school teachers have introduced topics concerning with GCED. The teaching activities mostly focus on cognitive aspect of GCED. It is necessary for teachers to be more focus on reinforcing students with related competencies on GCED, rather than cognitive aspects. Approaches on collaboration among students is more valuable related to GCED rather than competitiveness activities among students in the classes. It means the approach of GC shall be moved beyond knowledge based to lead bring change of positive behavior on global issues. Frankly speaking, Indonesia

just beginning on GCED. It is a long journey to guide students to possess of positive behavior on global issues.

5. It seems, that it is important to spread student interest of cross cultures education of their own, such as in her/his local communities, then spread out to have interest on regional cross culture, then finally they have full capabilities on global citizenship.

Following is recommendation

- 1) GCED can be branded by collating the scattered curriculum contents throughout Indonesia national curriculum framework. Some subjects need to improvement in percentage of GCED relevant contents (see curriculum mapping results)
- 2) Cross Culture and Global citizenship education shall be moved beyond knowledge-based education and aim to lead bring changes in students' behaviour there by empowering them to settle global issues. For the actual implementation of curriculum, the cultural distinctiveness of each country and the differences by groups should be considered.
- 3) It is important to help students spread their interest to diverse ethnic, cultures in their own counties, then spread in regional countries such as ASEAN, Asia countries, and global countries.
- 4) The objective of cross culture and global citizenship education is suggested to develop young generation as citizens are cultivated to form their identity as Asians based on their interest and knowledge of Asia and to participate in settling global issues. Through this, their qualities to participate in issues concerning all humanity are eventually cultivated.

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## H. Appendices

### 1. Relevant publications

*EDUCARE: International Journal for Educational Studies,*  
Volume 10(1), August 2017

Published every February and August      ISSN 1979-7877



**DINN WAHYUDIN & ANDI SUWIRTA**

## The Curriculum Implementation for Cross-Cultural and Global Citizenship Education in Indonesia Schools

**ABSTRACT:** *The CCE (Cross-Cultural Education) and GCE (Global Citizenship Education) are two issues now newly attracting attention with the focus on universal human rights and global issues. If the first is a process of education by which individuals and groups can learn to internalize the facts of cultural pluralism to bring about a society that recognizes cultural diversity; while the later is about educating the qualifications, qualities, rights, and responsibilities of global citizens. Many efforts have been made by MoEC (Ministry of Education and Culture) of the Republic of Indonesia to reform the education system and redesign system of curriculum. One of hot issue is concerning with cross culture and global citizenship that can be implemented in primary school as well as secondary school curriculum, as it is one of the requirements in implementing the SDGs (Sustainable Development Goals). The paper, by using the qualitative method and explanation descriptively, discussed some topics concerning CCE and GCE. They are: (1) informing policies and programs lead by MoEC of the Republic of Indonesia in redesigning of new curriculum that give more spaces for increasing the CCE and GCE; (2) identifying general trends as well as indigenous aspects in supporting and enriching teaching-learning activities related to cross-cultural and global education for heterogeneous students; (3) presenting best practices created by schools in developing school culture and global citizenship that empowering students from diverse races, religions, ethnics, and cultural groups; and (4) identifying schools efforts in developing cross-cultural and global citizenship curriculum as meaningful learning experience for students.*

**KEY WORDS:** *Cross-Cultural Education; Global Citizenship Education; Curriculum Development; Education Sustainable Development; Indonesia Schools.*

#### INTRODUCTION

The CCE (Cross-Cultural Education) and GCE (Global Citizenship Education) are two issues now newly attracting attention with the focus on universal human rights and global issues (UNESCO, 2014; KICE, 2015a and 2015b; and Vickers & Kumar

eds., 2015). CCE is a process of education by which individuals and groups can learn to internalize the facts of cultural pluralism to bring about a society that recognizes cultural diversity (Boyer & Babtiste, 1996; and Ramsey, Williams & Vold, 2003). In parallel, CCE deals with the process of comprehensive

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**Suggested Citation:** Wahyudin, Dinn & Andi Suwirta. (2017). "The Curriculum Implementation for Cross-Cultural and Global Citizenship Education in Indonesia Schools" in *EDUCARE: International Journal for Educational Studies*, Volume 10(1), August, pp.11-22. Bandung, Indonesia: Minda Masagi Press owned by ASPENSI, ISSN 1979-7877.

**Article Timeline:** Accepted (March 2, 2017); Revised (June 1, 2017); and Published (August 30, 2017).

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ISSN 1979-7877 and [www.mindamas-journals.com/index.php/educare](http://www.mindamas-journals.com/index.php/educare) | 11



## PEACE EDUCATION CURRICULUM IN THE CONTEXT OF EDUCATION SUSTAINABLE DEVELOPMENT (ESD)

Dinn Wahyudin

### ABSTRACT

Many efforts have been done by Ministry of Education and Culture (MoEC) in Indonesia in redesigning curriculum in primary schools as well as secondary schools related to peace education as requirements in implementing sustainable development goals (SDGs). The purpose of this paper is to (1) unpack some concepts and theoretical point of views on global education and peace education in the context of education sustainable development (ESD); (2) discuss policies and programs lead by MoEC in Indonesia in redesigning soft skills on peace education in the context of education sustainable development (ESD); (3) identify indigenous aspects in supporting and enriching teaching learning activities on peace education in the context of education sustainable development (ESD). Based on analyses conducted for this study, three points are noteworthy: (1) policies and programs concerning with the implementation of new curriculum that give more spaces on peace education in the context of education sustainable development (ESD); (2) some indigenous aspects in supporting and peace education in the context of education sustainable development (ESD); and (3) schools efforts in developing peace education program and resolution on conflicts in terms of core curriculum as well as extra curriculum in order to avoiding conflicts and meet with the challenge of living global citizenship in 21<sup>st</sup> century and changing technological, social, economic, national and global environment.

### KEYWORD:

*Peace education, curriculum development, sustainable education*

### I. INTRODUCTION

Peace education is a global issue. It can be approached in many perspective point of view. Nevertheless, all approaches used in interpreting this peace education, lead to three main points. The first approach is knowledge-based peace education. In this approach, peace education is interpreted as an eye for the knowledge that can be taught in the school curriculum. The second approach, peace education is defined as a set of skills and attitudes that are explicitly and not directly taught as teaching materials for each lesson. Thus peace education is a set of skills and attitudes that can be explored or taught or more subtly infused in a variety of educational contexts. The third approach, namely peace education is seen as a join between the two approaches. That is peace education is the subject as a regular piece of knowledge that can be taught on the school curriculum and also as well as a tool of ability / skills and attitudes that must be “mastered” by learners.

In detail the three approaches to peace education can be put described as follows.

#### 1) *The knowledge based subject approach*

In accordance with the consortium of US

Peace Research, Education and Development, Peace education is interpreted as a multi disciplinary academic and moral studies to solve problems in the problems of war and injustice through institutional development and movements capable of contributing to a peaceful effort based on justice and equity reconciliation. (COPRE, 1986).

#### 2) *The skills and attitudes approach*

In accordance with the record of Cremin (1993) which emphasizes the importance of skills and attitude factors in peace education. Peace Education is a global terminology for implementing all educational activities and focuses on the importance of efforts in promoting peace knowledge and building peace construction itself through strengthening the capacity of learners in attitude and tolerance as well as the ability to work together, avoid conflict and solving conflicts, so learners have the strengthening of capacity and motivation, both individually and in groups to live in peace with others.

#### 3) *Combining knowledge, skills, and attitudes.*

The basic assumption of this third approach is that peace education will be realized when there is a harmonious and quite dominant combination of knowledge, skills, and attitudes in interpreting and

2. Relevant photos (flag raising in school and religious togetherness)



Source: Yayasan Sultan Iskandar Muda, Medan