



APCEIU

Asia-Pacific Centre of  
Education for  
International Understanding  
유네스코 아시아태평양 국제이해교육원

# A Situation Analysis for the GCED Curriculum Development & Integration (CDI) Project in Indonesia

GCED CDI PROJECT  
ROUND 3

# A Situational Analysis for the GCED Curriculum Development & Integration (CDI) Project in Indonesia

Publisher



The Asia-Pacific Centre of Education for International Understanding (APCEIU) is a UNESCO Category 2 Centre established in 2000 according to the Agreement between UNESCO and the Government of the Republic of Korea, with the mandate to promote Education for International Understanding (EIU) and Global Citizenship Education (GCED) toward a Culture of Peace. APCEIU has been at the forefront of promoting GCED and thereby supporting UNESCO Member states to achieve the Sustainable Development Goals, SDG 4.7 in particular.

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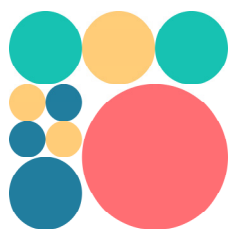
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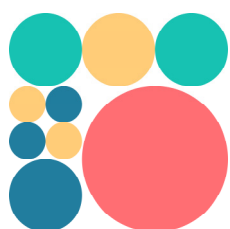


## Project Introduction

This situational analysis was commissioned by APCEIU as a background paper to inform key issues and strategies for its GCED Curriculum Development and Integration (GCED CDI) Project in Indonesia (2021-2023).

### **Global Citizenship Education Curriculum Development and Integration Project (GCED CDI)**

In the face of the global challenges of the 21<sup>st</sup> century, the need for global citizenship education became ever more evident and increasing, eventually leading to the integration of GCED into the Sustainable Development Goals (SDGs 4.7) in 2015. To effectively respond to such growing needs, APCEIU launched the GCED Curriculum Development and Integration Project (GCED CDI) in 2016, with the support of the government of the Republic of Korea. Designed as a three-year project for each round, the GCED CDI aims to support the participating countries with mainstreaming GCED into their educational system specifically by embedding GCED into their curricular materials and/or enhancing the capacity to integrate GCED into curricular implementation. Starting from the 1<sup>st</sup> Round (Cambodia, Mongolia, Uganda, and Colombia, 2016-2018), APCEIU completed the 2<sup>nd</sup> Round (Kenya, Lebanon, Sri Lanka, and the Philippines, 2019-2021) of the Project and is currently operating the 3<sup>rd</sup> Round (Georgia, Indonesia, Lao PDR, and Rwanda, 2021-2023) and the 4<sup>th</sup> Round (Bangladesh, Bhutan, Ghana, and Malaysia, 2022-2024).



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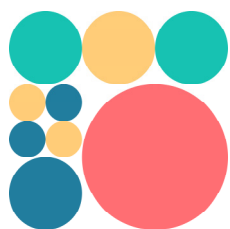


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# Introduction

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## 1. 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 in supporting human life. Basically, humans 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 the young generation as agents of change that bring about change, but the younger generation must be able to become agents of producers who can create real change. Education must be a protector not only in terms of formal education but also in education that can 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 can make a 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. The Sustainable Development Goals (SDGs) for 2030 based on the Directions of the United Nations Forum were agreed on August 2, 2015. Improving education for the Indonesian people will encourage the achievement of other goals and targets in the 17 SDGs, especially to increase Indonesia's human development index. In general, the objective 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 effective 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, eliminate gender and wealth disparities, and achieve universal access to quality higher education.

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The target of Sustainable Development Goal point 4 in Indonesia is to ensure inclusive and equitable quality education while supporting opportunities for lifelong learning for all.

The more specific targets are 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, among other things, 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 SDG programs have been planned and implemented by the Ministry of Education, Culture, Research and Technology (MoECRT) of the 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 determined the vision of the Ministry based on the achievement's performance, potential and problems, through 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, and related to the global citizenship education program, it has been stated in the national target by 2030 to ensure that children 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.

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

The APCEIU project named the Global Citizenship Education (GCED) Curriculum Development and Integration (2021-2023) aims to identify, pilot, and sustainably implement GCED in Georgia, Indonesia, Lao PDR, Rwanda in line with target SDG 4.7 and the overall 2030 Agenda. 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. GCED can be regarded as an expansion of the idea of community to the world. In GCED, global citizens are not referred to as members who have rights and authority, but 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 GCED is about educating the qualifications, qualities, rights, and responsibilities of global citizens. In other words, GCED aims 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, thus creating a more peaceful, tolerant, secure, and sustainable world.

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

The purposes of this situational analysis document of GCED in Indonesia are as follows:

**First**, describing policies and programs led by MoECRT in Indonesia concerning aspects of GCED that have been implemented in the existing curriculum.

**Second**, identifying formal documents that question whether there are any more spaces to develop GCED in terms of national education policy.

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**Third**, identifying any general trends in schools and local communities of indigenous aspects in supporting and enriching teaching and learning activities related to GCED 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 empower students from diverse races, religions, ethnicities, and cultural groups as a global community.

**Fifth**, identifying school efforts in developing global citizenship curriculum in terms of the core curriculum as well as extra-curricula to meet with the challenge of living in the 21<sup>st</sup> 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 the overall structure of the national curriculum.
2. The potential gap between the national curriculum and the GCED Framework.
3. The socio-cultural and educational contextual issues.
4. Key strategies and entry points in developing the next phase of GCED.

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## 2. Methodology Framework

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

1. Context analyses of the main instructional material and national curriculum framework where GCED is included.
2. The perceptions of teachers and other educational stakeholders on the status of GCED.
3. 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.

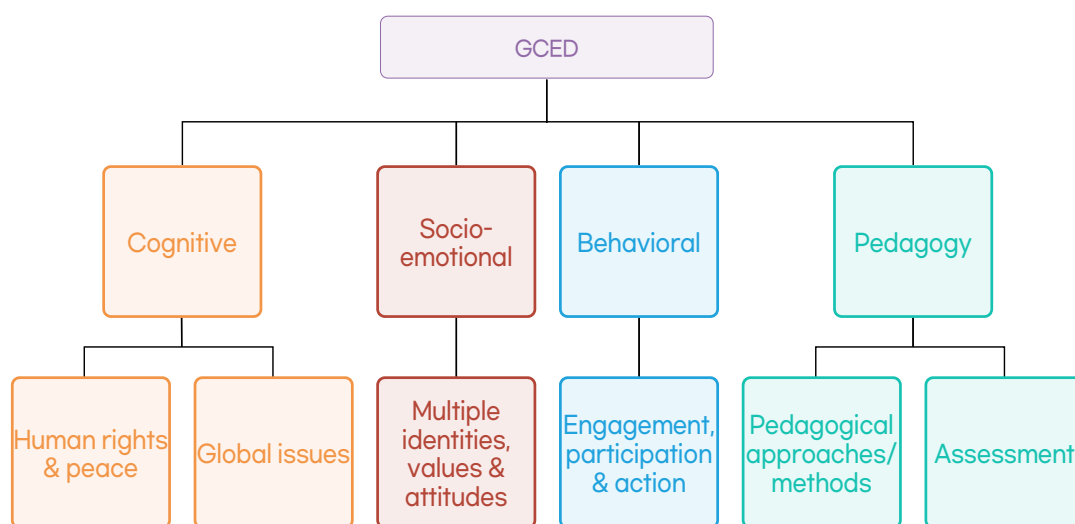


Figure 1. GCED framework

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

**Table 1.** Dimensions of analysis

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

With detail as following:

**Table 2.** Detail of dimensions of analysis

<b>COGNITIVE DOMAIN</b>	
<b>1. Human Rights and Peace</b>	<b>2. Global Issues</b>
<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>	<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>

## SOCIO-EMOTIONAL DOMAIN

### 3. Multiple identities, values and attitudes

- Global/international citizen(ship), global culture/identity/community;
- Global-local thinking, local-global, think global act local, global;
- National/local citizenship/identity/culture/heritage;
- Multicultural(ism)/intercultural(ism);
- Critical thinking;
- Problem solving;
- Conflict resolution/management, negotiation;
- Collaboration/Collaborating, working well with others;
- Respect/appreciation for diversity;
- Tolerant/values of tolerance;
- Attitudes of care, empathy and compassion;
- Solidarity, global solidarity, common humanity (cosmopolitanism); and
- Global citizenship education, global education, education for global citizenship.

## BEHAVIOURAL DOMAIN

### 4. Engagement, participation, and actions

- Participation/skills to participate at local, national, global levels: Active citizen(ship), civic engagement, constructive participation, serving the community, volunteering; and
- Socially/ethically responsible/engaged.

## PEDAGOGY

### 5. Pedagogical approaches/methods

- Student-centered learning (learner-centered, child-centered, active methods, project-based methods, democratic/open classroom);
- Peer learning/education (or peer to peer);
- Inclusive education;
- Whole-school approach, 'friendly' schools; and (integrated) use of ICTs/social media in learning.

### 6. Assessment

- National/Standard(ized)/summative/traditional assessment;
- Self-assessment, peer-assessment/review/evaluation; and
- Alternative/customized/differentiated/creative/authentic assessment, use of portfolios.



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The key stakeholders are as follows:

**Table 3. Stakeholders**

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

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### 3. National, Socio-cultural, and Law/Political Issues

Indonesia is the largest island country and the 14<sup>th</sup> largest country by area. Unlike other countries, Indonesia's socio-cultural and educational diversification 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 in how it is related to global civic education.

According to the interview, some religious people have already moved from traditionalists to be more adaptive to the modern situation, including in the use of technology. Several religious schools are also moving to a more modern situation, by, for example, integrating information and communication technology in teaching and learning. There is a trend, possibly spurred by the Covid-19 pandemic, that acceptance of technology and tendency to modern living style among traditionalists strengthen.

Regarding 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 the world and globalization based on eternal peace and social justice.

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### 3.1 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 of the Indonesian 1945 Constitutions, there are four main purposes in proclaiming Indonesia Independence (1945), and one is to participate in implementing world order based on independence, eternal peace, and social justice.
- It means that the preamble of the RI Constitution fully supports the spirit of GCED. The statement of “to participate in implementing world order based on independence, eternal peace, and social justice” in the Preamble of the Constitution has strongly supported world peace, human rights, rights and responsibilities, civil liberties, social justice, globalization, relationships, interconnectedness among nations, global poverty, inequalities/disparities, war, etc.
- It is also related to GCED through the importance given to gender equality, democracy/democratic rule, democratic values/principles, human rights education, peace education and peace, peacebuilding among nations.

### 3.2 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 is regulated by law”*

- It means that education is a human right and indispensable for exercising 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, the number of poor people globally 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.

---

### 3.3 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 potential.
- 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, global; national/local citizenship/identity/culture(s)/heritage, Multicultural(ism) and intercultural(ism).
- It has relation with GCED in preparing a 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, shared humanity.

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## 4. National Curriculum Framework

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

*Kurikulum 2013* has an 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 the national curriculum, as well as in the new paradigm and probably next version of the curriculum, these domains are collated in one learning outcome.

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

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)****Group A**

1. Religion
2. State philosophy (Pancasila) and civic education
3. Indonesian language
4. Mathematics
5. History of Indonesia
6. English

**Group B**

1. Academic subjects (for general senior secondary schools)
  2. Academic and vocational subjects (for vocational schools)
- 

Table 4. Typical List of subjects of Indonesian Kurikulum 2013

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

According to stakeholders, starting in the year 2021, the Ministry conducted a pilot project for the change of curriculum paradigm in a limited number of schools. There is no significant change on the list of subjects nor in the total number of hours of study in one year, except for the following:

1. For all school levels:
    - a. Separation of religious subject based on the name of its religion (for example, Islamic subject, Catholic subject, etc)
    - b. Introduction of Profile *Pelajar Pancasila* (Pancasila student profile, through its 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. Emphasis to literacy and numeracy
- 2. For elementary school level
    - a. Integration of science (Ilmu Pengetahuan Alam) and social science (Ilmu Pengetahuan Sosial) 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
    - a. Informatics as a 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 with 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 global competence and behave in accordance with the values of Pancasila, with six main characteristics: faith and fear of God Almighty with a noble character, global diversity, cooperation, independence, critical reasoning, and creativity.

## 5. GCED in Indonesia National Curriculum

### 5.1 Curriculum mapping of GCED to expected contents (knowledge and skills)

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

Following is the result of mapping:

1. For elementary and junior secondary school levels, GCED is 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.

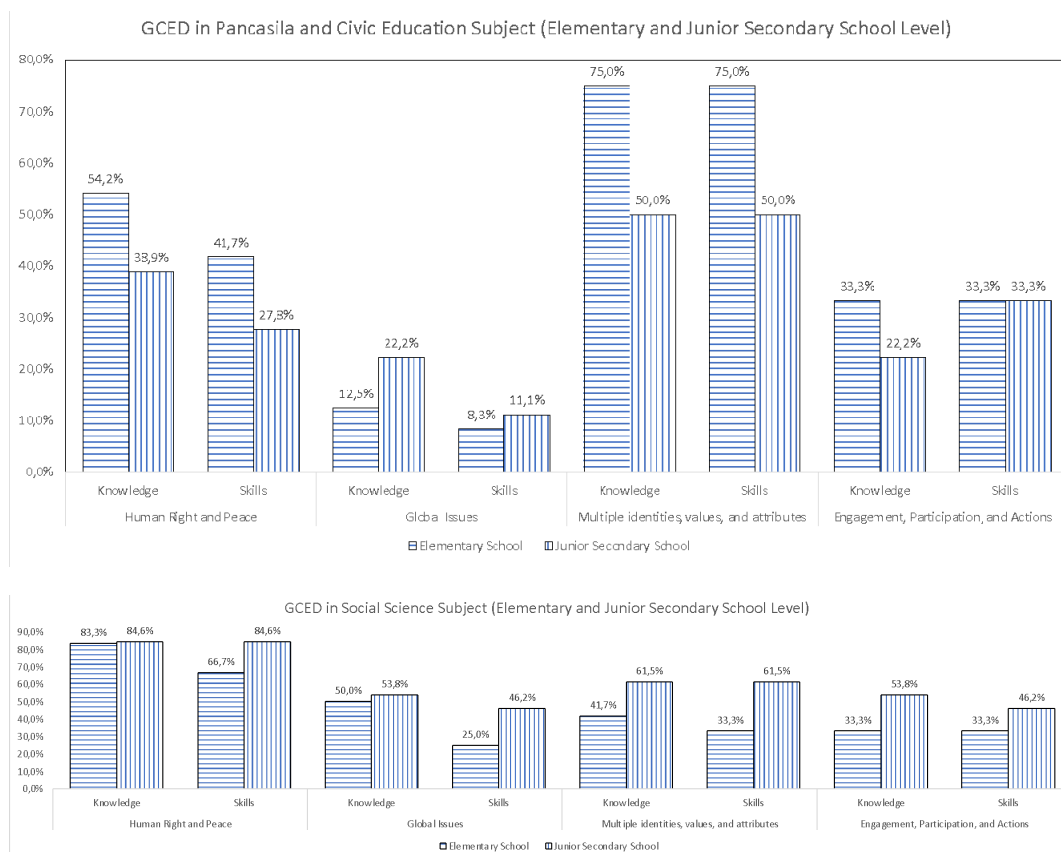


Figure 3. GCED in selected subjects of elementary and junior secondary school



- For senior secondary school levels, GCED is already distributed among Pancasila and Civic Education, History, Geography, Economics, and Sociology as follows:

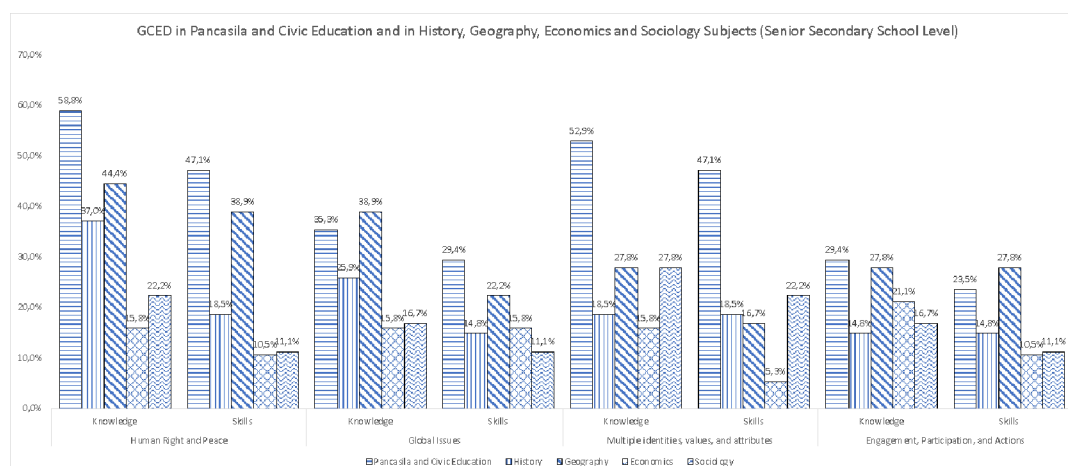


Figure 4. GCED in selected subjects of senior secondary school

- It is noted that besides Pancasila and Civic Education, and the Social Science subject, including its program-related subjects (History, Geography, Economics, and Sociology), GCED also could be included in other relevant subjects, such as in Religion and Science.
- GCED also can be strengthened in English and other languages officially included as elective (or compulsory for Language program). The list of foreign languages 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

---

## 5.2 GCED relation to sample of books contents

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

### 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 on 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 on economic, social, cultural, communication and transportation life.

#### B. Materials

##### *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, Lao PDR, Vietnam, Myanmar, and Timor Leste. These countries (except Timor Leste) formed an organization called ASEAN (Association of Southeast Asian Nations). 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

##### *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

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)
  - a. Worked in groups
  - b. Looking for information from book sources
  - c. Comparing social problems
  - d. Fill in the questions that have been prepared
2. Let's Build Competence
  - a. Worked independently
  - b. Doing assignments prepared by the teacher
3. In addition to improving cognitive abilities, there are also aspects of attitude that are developed:
  - a. Cooperate in completing tasks in groups
  - b. Confident in expressing opinions
4. Formative Exam according to the topic of discussion
5. Summative Assessment

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## 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 the 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
    - i . Provide new job opportunities for the surrounding community and the people of Indonesia
    - ii . Increase state revenue through taxes imposed on foreign companies
    - iii. Increase mastery of technology through technology transfer
  - b. Loss
    - i . Environmental pollution, in the form of air, sound, and water pollution
    - ii . The change of land function, which was originally a forest into an industrial area
    - iii. 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
    - a. Worked independently
    - b. Doing assignments prepared by the teacher
  - 2. In addition to improving cognitive abilities, there are also aspects of attitude that are developed:
    - a. Collaborate in completing tasks in groups
    - b. Confident in expressing opinions
  - 3. Formative exam according to the topic of discussion
  - 4. Summative assessment
-

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

## 5.3 Potential synergy and gap

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

Table 6. Gap analysis

NO	GCED	CURRICULUM FRAMEWORK
COGNITIVE DOMAIN		
	<b>1) Rights and Peace</b> <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> </ul>	<p>In some cases, frankly speaking, we still find some gap between GCED domains compared with the Indonesia national Curriculum, especially on the gap of GCED domains compared with the implementation of Curriculum in school practices.</p> <p>Based on interviews with some primary schools, for instance, the topic on gender sensitivity/responsive, civil liberty are such topics with less discussion with the students. This is due to limited sources as well as inadequate teacher capability in developing such topics to be given in school.</p>

<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>In terms of forms of abuse and harassment, in some schools, based on interviews with respondent teachers, in some cases the example of bullying among students can still be found even on a small scale.</p>
<p><b>2) Global Issues</b></p> <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>Based on interviews with some sampled teachers, the topic of globalization has already been introduced in classes, in primary school as well as secondary school levels. However, deep discussion and broad aspects of globalization need to be explored in class discussion, so that students have a broad understanding concerning globalization on a very broad spectrum. In addition, the availability of rited sources concerning global poverty, refugees, displaced people, and loss of diversity are still limited for students.</p> <p>In some schools, especially schools in remote areas, the capabilities of teachers need to be improved. In many schools in remote areas, the quality and quantity of teachers are very luxurious.</p>
<p style="text-align: center;"><b>SOCIO-EMOTIONAL DOMAIN</b></p>	
<p><b>3) Multiple Identity, Values, attitude</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(s)/heritage;</li> <li>• Multicultural(ism)/intercultural(ism);</li> </ul>	<p>Based on interviews as well as documentation studies, Indonesia as a heterogenous country with multi ethnicities, multi cultures, and multi religions, at this moment, tends to be more focused on how to teach students to be a national good Indonesian citizen rather than a global citizen. It needs some radical approaches, how national education curriculum system has also more spaces for managing and educating global citizenships to all young generations with multimedia approaches,</p>



<ul style="list-style-type: none"> <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>not only during teaching learning activities in school settings, but also using more information on public communication, including using digital media.</p>
<b>BEHAVIORAL 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>	<p>In terms of engagement, participation, and action, based on brief discussions, it can be described as the following.</p> <p>At the national and provincial 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.</p> <p>However, the engagement and participation and action concerning 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 topics of GCED shall be developed and implemented in teaching learning activities in class. In addition, some learning sources concerning GCED shall be produced and distributed to schools equally and correctly.</p>
<p><b>5) Pedagogical Approaches/ Methods</b></p> <ul style="list-style-type: none"> <li>• Student-centered learning (learner centered, child-centered, active methods, project-based methods, democratic/open classroom);</li> <li>• Peer learning/education (or peer to peer);</li> </ul>	<p>In terms of pedagogical approaches that are 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 innovative models of teaching on</li> </ol>

<ul style="list-style-type: none"> <li>• Inclusive education;</li> <li>• Whole-school approach, ‘friendly’ schools; and</li> <li>• (Integrated) use of ICTs/social media in learning</li> </ul>	<p>aspects of GCED. Some products have been uploaded on social media such as YouTube as well as other social media. Many teachers have developed active methods, project based learning, and use of social media for learning. They have used big media and internets for all things.</p> <p>2. However, again schools in rural and a very isolated area, teachers seem reluctant to develop and implement such innovative teaching on GCED, due to lack of competences and lack of creativity in developing innovative teaching learning activities. Many teachers in rural areas still use very traditional methods, with limited sources and facilities.</p>
<p><b>6) Assessment</b></p> <ul style="list-style-type: none"> <li>• National/Standard(ized) /summative/ raditional 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> <p>1. At the national level, the Ministry has implemented some initiatives concerning 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 competencies measured by AKM: reading literacy and mathematical literacy (numbering).</p> <p>2. At the school level, assessment has been implemented for formative and summative purposes. Some teachers have been familiar with test and non-test, a variety of assessments included using portfolios. So far, we have limited data concerning assessment on GCED.</p>

Following is a list of possible synergies between GCED and Indonesia's national curriculum.

Table 7. Synergy analysis

NO	GCED	CURRICULUM FRAMEWORK
COGNITIVE DOMAIN		
	<b>1) Rights and Peace</b> <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>Based on research documents on curriculum framework as well as text book review, it can be described that there is close synergy between GCED and Indonesia national curriculum.</p> <ol style="list-style-type: none"> <li>1. The topics of human rights, rights and responsibility, social justice, gender equality have been put as selected topics and shall be introduced to students in primary and secondary schools.</li> <li>2. Topics on democracy, human rights on education, and peace education are core topics to be discussed in all levels of schools.</li> <li>3. In terms of methodology, teachers have a space of creativity in developing teaching learning activities in her or his class. They have developed a variety of methods and strategies in developing such topics to be more interesting and joyful for learning. Some teachers have also uploaded some topics concerning peace and democracy on social media such as through short video programs.</li> </ol>
	<b>2) Global Issues</b> <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</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 been published by national publishers.</p> <p>In curriculum 2013, the topics concerning Globalization, Global poverty, climate change, ecology, and multi-culture have been put as initial topics that shall be implemented and discussed in teaching and learning activities in schools.</p> <p>However, at the school level, teachers need some capacity building concerning topics on</p>

<p>emissions/footprint);</p> <ul style="list-style-type: none"> <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>global citizenship. Many teachers need some extra training concerning how to develop and use appropriate methods on global citizenship.</p>
<b>SOCIO-EMOTIONAL DOMAIN</b>	
<p><b>3) Multiple Identity, Values, Attitude</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(ies)/ culture(s)/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>	<p>At a national level, synergy on GCED and the Curriculum has been relatively achieved. As mentioned, the Ministry has made a national program of how the SDGs 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, and local-global have been initiated.</p> <p>At the 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>BEHAVIORAL OMAIN</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>	<p>Engagement and participation can be included in the curriculum as required. It can be personalized through an operational curriculum.</p>

<p><b>5) Pedagogical Approaches /Methods</b></p> <ul style="list-style-type: none"> <li>• Student-centered learning (learner centered, child-centered, 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 are implemented in schools, it can be described as the following.</p> <ol style="list-style-type: none"> <li>1. Synergy between GCED and the national curriculum has been strengthened. Some initiative programs on GCED have been launched.</li> <li>2. In some urban schools, many teachers have initiated and developed an innovative model of teaching on aspects of GCED.</li> </ol> <p>However, teachers in rural and isolated areas seem to be having difficulties in developing and implementing such innovative teaching on GCED, due to lack of 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 GCED and curriculum has been initiated. However, capacity building on global citizenship assessment is significantly important. The implementation curriculum (including assessment) is still supervised. Teachers should be improved on how to conduct GCED assessment in the proper way.</p>

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## 6. Conclusion and Recommendation

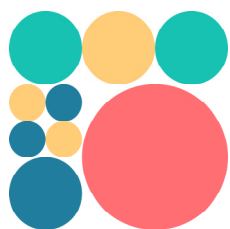
Based on curriculum mapping, gap, and synergy analyses, the following are the conclusions and some recommendations in regard to the implementation of GCED in the Indonesian national curriculum framework:

1. For elementary and junior secondary school levels, GCED is already scattered among these subjects, in basic competence of knowledge and skills, and in the Social Science subject. For senior secondary school levels, GCED is already distributed among Pancasila and Civic Education, History, Geography, Economics, and Sociology.
2. It is noted that besides Pancasila and Civic Education and the Social Science subject, including its program-related subjects (History, Geography, Economics, and Sociology), GCED also could be included in other subjects that are relevant, such as in Religion and Science. GCED also can be strengthened in English and other languages officially included as electives (or compulsory for Language program).
3. In Indonesia, GCED has not been fully implemented yet. At the national level, during the last two decades, some initiatives on GCED have been launched. Guideline programs and related topics on GCED have been put on the Curriculum 2013. However, there is a wide variety among schools in implementing GCED. Some teachers in rural areas lack capabilities in encouraging students to have capabilities and competencies on global citizenship.
4. In Curriculum 2013, school teachers have introduced topics concerning GCED. The teaching activities mostly focus on the cognitive aspect of GCED. It is necessary for teachers to be more focused on reinforcing students with related competencies on GCED rather than cognitive aspects. Approaches to collaboration among students are more valuable related to GCED than competitiveness activities among students in the classes. It means the approach of GCED shall be moved beyond knowledge-based to bring a change of positive behavior on global issues. Indonesia is just beginning GCED. It is a long journey to guide students to possess positive behavior on global issues.
5. It seems that it is important to spread students' interest in cross-cultural education of their own, such as in her/his local communities, then spread out to have interest in regional cross-culture, then finally they have full capabilities on global citizenship.

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Following is the recommendation:

1. GCED can be branded by collating the scattered curriculum contents throughout Indonesia's national curriculum framework. Some subjects need to improve in the 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 bring changes in students' behavior, thereby empowering them to settle global issues. For the actual implementation of the 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, Asian countries, and global countries.
4. The objective of cross-culture and global citizenship education is suggested as to develop the young generation as citizens, cultivate 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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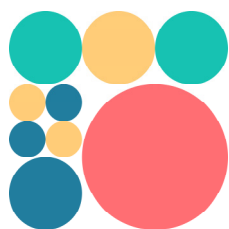
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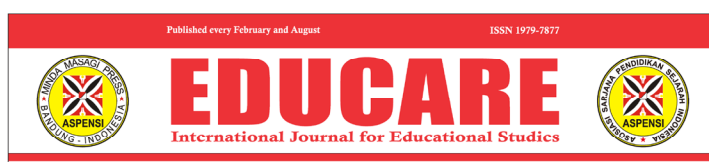
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# Appendices

## 1. Relevant publications

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



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 & Babbiste, 1996; and Ramsey, Williams & Vold, 2003). In parallel, CCE deals with the process of comprehensive

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## 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

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



*Source: Yayasan Sultan Iskandar Muda, Medan*





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