

GLOBAL CITIZENSHIP IN PLURALISTIC SOCIETY: THE ROLE OF EDUCATION GLOBAL CITIZENSHIP AS STRATEGIC INSTRUMENTS

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ARTICLE HISTORY

Received : 20-05-2026

Revised : 07-06-2026

Accepted : 30-06-2026

KEYWORDS

*Social Capital,
Mangrove,
Conservation*

ABSTRACT

The era of globalization has fundamentally transformed modern society, creating greater cross-national interdependence and increasing the need for cross-cultural understanding. This article examines the concept of global citizenship and its role in fostering social cohesion within increasingly pluralistic societies. Using a comprehensive literature review approach, the study analyzes the definition of global citizenship, the characteristics of global and pluralistic societies, and the role of citizens in responding to contemporary social challenges. The findings indicate that Global Citizenship Education (GCE) serves as a strategic instrument for developing the knowledge, skills, values, and attitudes required for active participation in an interconnected world. The study identifies several key challenges in implementing GCE, including curriculum integration, educator capacity, local cultural resistance, unequal access to educational resources, and difficulties in assessing learning outcomes. As a contribution to the existing literature, this article offers an integrated analytical framework that connects global citizenship, pluralism, implementation challenges, and educational strategies within a single discussion, providing a more comprehensive understanding of GCE in contemporary contexts. Strategic recommendations include curriculum development, teacher professionalization, multi-stakeholder collaboration, and the effective use of educational technology. The study concludes that GCE represents a long-term investment in preparing future generations to become responsible global citizens capable of contributing to a more peaceful, inclusive, and sustainable world.

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INTRODUCTION

The contemporary world has entered an era of globalization characterized by unprecedented increases in interconnection, interdependence, and cross-border mobility. The exponential development of information and communication technology has broken down traditional geographical boundaries, creating a global society that is increasingly integrated yet remains pluralistic in its diversity of cultures, religions, and values.

local values. In the context of this fundamental change, the traditional concept of citizenship, which focuses only on the relationship between individuals and the nation-state, is no longer adequate to address the complexities of modern life. Conventional citizenship is narrowly defined as a legal status that confers rights and obligations within the borders of the national state, but this concept fails to recognize responsibilities and rights that transcend national borders. Contemporary challenges such as climate change, global pandemics, mass migration, extreme economic inequality, and multicultural conflicts cannot be solved through a national approach alone, but require collaboration and shared understanding at the global level. Global citizenship emerged as a response to the complexity of modern societies facing transnational challenges. Citizens are not only required to understand their obligations and rights in a national context, but also to possess global awareness and the ability to interact harmoniously in a pluralistic society. Global Citizenship Education (GCE) is a strategic instrument in preparing the younger generation to become responsible and competent citizens in facing global and pluralistic dynamics.

Based on this background, the problem formulation in this research is:

1. What is the definition and context of global citizenship in the contemporary era?
2. What are the characteristics of a global and pluralistic society and the challenges it faces? faced?
3. What is the role of citizens in pluralistic dynamics and their contribution to sustainable development?
4. Why is Global Citizenship Education a strategic solution? important?
5. What are the challenges of implementing PKG and what are the recommendations for overcome it

This research provides benefits on three levels: Individual Benefits: This research helps individuals develop flexible and inclusive identities, enhance career opportunities in the global economy, and develop the confidence to make positive changes. Community Benefits: This research contributes to strengthening social cohesion through understanding diversity, increasing citizen participation in democratic processes, and reducing identity-based conflict. Global Benefits: This research encourages a shared response to global challenges and builds a global movement for sustainable development and social justice.

The contemporary world has entered an era of globalization characterized by unprecedented levels of interconnectedness, interdependence, and cross-border mobility. Rapid advances in information and communication technology have reduced traditional geographical barriers, creating a global society that is increasingly integrated while remaining highly pluralistic in terms of culture, religion, ethnicity, and values. In this context, the traditional concept of citizenship, which primarily emphasizes the relationship between individuals and the nation-state, is no longer sufficient to address the complexities of contemporary life. Conventional citizenship is generally understood as a legal status that grants rights and obligations within national boundaries; however, such a perspective does not adequately recognize the responsibilities and challenges that transcend national borders.

Contemporary issues such as climate change, global pandemics, international migration, economic inequality, and intercultural conflict require collaborative responses that extend beyond the capacity of individual states. Consequently, the concept of global citizenship has emerged as an important framework for understanding how individuals can contribute to addressing global challenges while respecting cultural diversity. Global citizenship encourages individuals to develop global awareness, intercultural competence, social responsibility, and a commitment to sustainable development. In this regard, Global Citizenship Education (GCE) has become a strategic educational approach aimed at preparing future generations to participate actively and responsibly in an interconnected and diverse world.

Previous studies have extensively discussed the conceptual foundations, objectives, and benefits of Global Citizenship Education. However, much of the existing literature focuses on global perspectives and normative frameworks, while relatively limited attention has been given to the specific challenges of implementing GCE in pluralistic societies such as Indonesia. As a multicultural nation characterized by significant ethnic, religious, linguistic, and cultural diversity, Indonesia presents a unique context in which global citizenship values must be balanced with local identities, national values, and social cohesion. Questions therefore remain regarding how GCE can be effectively implemented in such a context, what obstacles may emerge during its implementation, and how educational institutions can respond to these challenges while maintaining sensitivity to local realities.

Based on these considerations, this article seeks to examine the concept of global citizenship in the contemporary era, explore the characteristics and challenges of global and pluralistic societies, analyze the role of citizens in promoting social harmony and sustainable development, and evaluate the strategic importance of Global Citizenship Education in addressing contemporary challenges. Furthermore, this study identifies key obstacles to the implementation of GCE and proposes recommendations that can strengthen its effectiveness within pluralistic societies, particularly in the Indonesian context.

This study contributes at three levels. At the individual level, it highlights the importance of developing inclusive identities, intercultural competencies, and the capacity to act as agents of positive change. At the societal level, it emphasizes the role of GCE in strengthening social cohesion, encouraging democratic participation, and reducing identity-based tensions. At the global level, it underscores the importance of fostering collective responsibility and collaborative action to address shared global challenges and support sustainable development. By integrating discussions of global citizenship, pluralism, implementation challenges, and educational strategies, this article offers a more comprehensive perspective on the relevance of GCE in contemporary society.

METHOD

This research employed a comprehensive literature review method. Data were collected from various academic sources, including scientific journals, textbooks, international organization reports, and official government publications. A critical analysis was conducted to identify key themes, contextualize findings, and develop evidence-based recommendations. The hermeneutic approach is used to interpret the meaning of global citizenship concepts from various academic perspectives.

This study employed a qualitative literature review approach to examine the concept of global citizenship and the role of Global Citizenship Education (GCE) in pluralistic societies. The literature search was conducted through several academic databases and sources, including Google Scholar, Scopus-indexed journals, the Garuda Portal, international organization reports (such as UNESCO and the United Nations), and relevant academic books. The search process utilized keywords including “global citizenship,” “global citizenship education,” “pluralistic society,” “multiculturalism,” and “citizenship education.”

The inclusion criteria consisted of (1) peer-reviewed journal articles, books, and official reports relevant to global citizenship and GCE; (2) publications written in English or Indonesian; and (3) literature published between 2014 and 2024 to ensure the relevance and currency of the discussion. Meanwhile, sources that were not directly related to the research focus, lacked academic credibility, or contained duplicate information were excluded from the analysis.

Data analysis was conducted using a hermeneutic approach, which emphasizes the interpretation of meanings embedded within texts and scholarly arguments. The selected literature was first categorized according to major themes, including the concept of global citizenship, characteristics of pluralistic societies, the role of citizens in contemporary society, the implementation of Global Citizenship Education, and the challenges associated with its application. Subsequently, a thematic synthesis was carried out to identify recurring patterns, similarities, differences, and emerging issues across the literature. The findings from each theme

were then critically interpreted and integrated to develop a comprehensive understanding of the opportunities and challenges of implementing Global Citizenship Education in pluralistic societies, particularly within the Indonesian context. This process served as the basis for formulating the conclusions and recommendations presented in this study.

RESULTS AND DISCUSSION

The coastal area of Buruk Bakul Village, Bukit Batu District, Bengkalis Regency is one of the areas that has the potential for a strategic mangrove ecosystem but faces various challenges of environmental degradation. The geographical condition of the village located on the east coast of Sumatra makes this area vulnerable to the impact of climate change, coastal abrasion, and human activities that are less environmentally friendly (Kadarisman & Susanti, 2022). The mangrove ecosystem in this region is under significant pressure due to land conversion for various economic interests, environmental pollution, and lack of public awareness of the importance of mangrove forest conservation (Susanti et al, 2024). Concern about the degradation condition of the mangrove ecosystem is what moved a group of people from Bad Bakul Village to form a conservation initiative known as the Mangrove Block Group. The formation of this group began from the anxiety of several individuals who witnessed the increasingly massive destruction of mangrove forests and its negative impact on the lives of coastal communities. The initial preservation efforts carried out by this group did not necessarily receive full support from all levels of society, even facing various challenges ranging from skepticism of residents, limited resources, to lack of formal institutional support. However, the group's commitment and consistency in carrying out the conservation mission gradually began to show positive results that could be felt by the surrounding community.

Global citizenship is a concept that transcends traditional national boundaries. Oxfam (2015) defines global citizenship as "a framework for education that aims to equip young people with the knowledge, skills, values, and behaviors that will enable them to make the world a more just, peaceful, and sustainable place. This definition emphasizes the practical aspects of global citizenship as an empowering educational framework. UNESCO (2015) conceptualizes global citizenship as the feeling that all people are part of the same global community, and that the actions we take have an impact on people elsewhere[This definition emphasizes the interconnectedness and collective responsibility of people around the world. From an academic perspective, Appiah (2006) conceptualizes cosmopolitanism—which is closely related to global citizenship—as a commitment to universal justice while respecting local cultural diversity. He emphasizes that individuals can maintain their local identities while recognizing moral obligations to all humanity. This perspective harmonizes local authenticity with global awareness, avoiding the pitfalls of universalism that is insensitive to cultural diversity

Global citizenship refers to an individual's awareness of being part of an interconnected world community, where local actions have global implications. This concept emphasizes the values of universal justice, shared responsibility, and respect for human rights. In a pluralistic society, global citizenship becomes a normative framework to manage diversity inclusively without eliminating local and national identities. From a theoretical perspective, it is rooted in cosmopolitanism which emphasizes the moral obligations of individuals towards all of humanity. Individuals can maintain their national identity while having a commitment to universal human values.

Global citizenship emerges in contexts where global problems exceed the capacity of individual nations to address them alone. Beck (2006) identifies a “globalization of the methods of production” that produces a “global risk society” where the consequences of local actions have global impacts.[This context encompasses several critical dimensions:

1. Global Economic Interdependence: Global supply chains, trade international, and integrated financial markets make national economies interdependent . A financial crisis in one country can quickly spread throughout the world, as happened in the 2008 global financial crisis.
2. Transnational Environmental Challenges: Climate change, forest reduction biodiversity, and transboundary pollution require global collaborative solutions Carbon emissions from one country affect air quality in neighboring countries and contribute to global climate change.
3. Public Health Crisis: The COVID-19 pandemic has demonstrated how rapidly diseases can spread and requires a coordinated global response. Viruses do not recognize national boundaries, emphasizing the need for international cooperation in public health.
4. Migration and Human Mobility: Increased international migration creates multicultural societies that require in-depth cross-cultural understanding. This phenomenon raises questions about identity, citizenship, and rights in a more complex

Interconnection and Interdependence: Castells (2000) in his book *The Rise of the Network Society* describes how the global economy is based on information networks that connect actors in various places.[6] This interdependence is not only economic but also social, cultural, and political. The rapid growth of online communities shows how individuals can connect across continents and form a shared identity based on shared interests or values. Flows of Ideas, People, and Goods: Appadurai (1996) uses the concepts of “ethnoscapes, technoscapes, finanscapes, mediascapes, and ideoscapes” to explain how global society is characterized by the movement of various cultural and material elements across geographical boundaries[6]. Appadurai’s

ethnography shows that globalization is not a process of homogenization, but rather a local reinterpretation of global forms. Time and Space Compression: Harvey (1990) calls this phenomenon “time-space compression,” where modern communication technologies eliminate distance and time, making the world feel smaller and more connected[6]. Video conferencing, social media, and the internet enable real-time interaction between individuals across time zones and geographic locations.

Pluralism refers to the presence and recognition of diversity. A pluralistic society has the following characteristics: Cultural Diversity and Identity: Pluralistic societies accommodate individuals with different cultural, religious, ethnic and ideological backgrounds. This diversity is not an anomaly but a norm that must be well managed through inclusive policies and practices. Coexistence of Different Value Systems: True pluralism recognizes that there is no single universal value system that is acceptable to all. Parekh (2006) in *Rethinking Multiculturalism* states that "Pluralism is not a celebration of diversity for its own sake, but a recognition that people differ in their basic ways of life, beliefs, and values." [7] This perspective avoids extreme relativism while respecting the diversity of perspectives. Rule of Law and Protection of Minorities: A healthy pluralistic society must be based on a strong legal system that protects the rights of minorities and ensures that one group cannot dominate another. Strong democratic institutions guarantee justice for all groups. Public Dialogue and Deliberation: Pluralistic societies require arenas for cross-group dialogue. Habermas (1989) emphasized the importance of the "public sphere" as a place for rational discussion involving citizens from diverse backgrounds. [8] A healthy public sphere allows for constructive debate on public issues.

Education is the primary means of realizing a better human life. The quality of education is a benchmark for a nation's progress and the quality of its human resources. As Ki Hajar Dewantara put it, education is a process of cultivating and cultivating philosophical values in the younger generation. The education system in the global era must be oriented towards developing human capabilities to solve various global problems. With the advent of the industrial revolution 4.0, the role of humans is starting to be replaced by technology; therefore, the education system must always have a global perspective to prepare a young generation capable of competing and utilizing technology professionally. Globalization has a significant impact on every country, especially developing countries like Indonesia. Banks (2008) explains that the influence of globalization will have a broad impact on the development of global citizens, from aspects of beliefs, norms, behavior, values, to economics and trade. Globalization in general challenges the application of elements of identity and can destroy the noble values of the nation. Globalization will have a negative impact on the younger generation if it is not anticipated properly, including a decline in the spirit of nationalism [12]. Therefore, global-minded Citizenship Education is an educational concept that is oriented towards the basic philosophical values of the Indonesian nation—belief in

divinity, humanity, unity, democracy, social justice, competition, respect for others, independence, and peace.

Globally-minded Citizenship Education will be the basis for the formation of global values taught in the civic education learning process, so that if each learning process can be developed well, it will have a positive impact in strengthening students' learning and innovation skills. Thus, various effective approaches and strategies are needed in developing students' global insight so that they can solve various problems and issues that occur, until students' civic virtue is formed properly which is based on the basic values of Pancasila.

According to Tilaar (2019), education must be a vehicle for developing resilient character amidst the rapid flow of globalization. Sapriya (2020) emphasized that Civics Education has a dual function: as a tool for teaching national values and as a counter to the influence of foreign cultures that are inconsistent with Pancasila values. The ultimate goal of Civic Education is not only how society can be responsive, critical, and socially creative, but the ultimate goal is to instill morals that are expected to shape the noble morals of society.

Civic Education is not just memorizing concepts, but must be implemented in the daily lives of students which are applied to actions based on the values of Pancasila. Global Citizenship Education plays a strategic role in addressing the challenges of conflict and inclusion in a heterogeneous society. Through PKG, individuals are taught empathy, appreciation for diversity, and the ability to engage in intercultural dialogue. This effort aims to create a strong, harmonious society with high resilience in countering various extremist ideologies that could divide unity.

One of the main challenges in implementing Global Citizenship Education (GCE) is the issue of curriculum integration. Currently, GCE is often considered only as an additional subject or supplementary content, making it difficult to fully integrate into an already dense curriculum structure. This situation results in global citizenship material not receiving adequate time and depth of discussion. Human resources are a crucial obstacle, particularly related to educator capacity.

There is a significant lack of training and professional development for teachers to enable them to teach sensitive and complex global issues. Without adequate competencies, educators will struggle to deliver material that requires multidimensional understanding and an inclusive pedagogical approach. The implementation of PKG often encounters local resistance. Concerns have arisen in some communities that focusing on a global perspective could erode national identity and deeply rooted national and local values. This fear of global cultural homogenization presents a challenge in itself in balancing awareness as global citizens with maintaining one's identity as nationalists.

The challenge relates to the equity aspect of education—the existence of unequal access. There is a clear gap between schools or countries with abundant resources and those with limited access to materials and supporting technology for PKG. This disparity results in the uneven

distribution of the benefits of global citizenship education. An equally important aspect is evaluating the impact of PKG learning itself. Currently, the education system still faces significant challenges in measuring affective learning outcomes, such as changes in attitudes and the internalization of human values. Unlike cognitive material, which is easily assessed through standardized tests, measurable and consistent changes in student behavior as global citizens require far more complex and comprehensive assessment instruments.

A more integrative strategy is needed so that PKG no longer stands alone, but is integrated into the spirit of learning across disciplines. This can be achieved through the development of cross-subject modules, for example, integrating PKG values into science, history, or language learning, and promoting Problem-Based Project (PBL) methods that focus on real-world global issues. In this way, PKG is no longer an additional burden, but rather an integral part of the student learning experience. Strengthening human resources must be done through continuous professional development for educators. Intensive training provided for teachers needs to focus on mastering critical pedagogy, the ability to conduct intercultural dialogue, and improving digital literacy.

Competent teachers are the key. Building a global education ecosystem requires a solid multi-stakeholder partnership. This collaboration must involve governments, NGOs, the private sector, and local communities in designing and delivering inclusive PKG resources. This partnership creates synergies that strengthen the implementation of PKG at various levels. The use of technology (EdTech) such as digital platforms and artificial intelligence (AI) must be maximized to provide global access to high-quality materials and facilitate direct collaboration between students across countries. Digital learning platforms enable students from diverse backgrounds to collaborate on global projects without geographical boundaries.

CONCLUSION

This study highlights that global citizenship is no longer merely an idealistic concept but a practical necessity in addressing transnational challenges beyond the capacity of individual states. In pluralistic and globally interconnected societies, citizens face both opportunities for cross-border collaboration and risks such as polarization and cultural conflict. Therefore, individuals are required to act as active agents who contribute to social, economic, and political dynamics through informed participation and a strong commitment to social justice. In this context, Global Citizenship Education (GCE) emerges as a crucial strategic instrument for developing awareness, competencies, and character aligned with contemporary demands. However, its implementation still encounters structural, cultural, and accessibility challenges, necessitating integrative and sustainable solutions, including curriculum integration, enhancement of teacher professionalism, multi-stakeholder collaboration, and the use of educational technology. Ultimately, GCE aims to foster an inclusive global society by strengthening social, economic, and participatory inclusion,

and must be embedded as a core educational philosophy to prepare future generations as agents of positive change capable of building a more just, peaceful, and inclusive world.

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