

21st Century Civic Education: Creating Awareness of Cultural Diversity as Citizens of the World

Surya Dharma, Sapriya, Udin S Winataputra, Kokom Komalasari
Doctoral Program in Civic Education
Indonesia University of Education
Bandung, Indonesia
suryappkn@unimed.ac.id

Abstract-As pedagogical response to challenge and demand in 21st century, Civic Education needs an approach which is more holistic, that is, the approach which capable to build awareness of various global problems such as migration, environmental crisis, human crisis, terrorism, etc. This awareness can be grown if student has understanding that he or she is social creature who has cultural diversity. This paper aims to explore (1) How students' perception of cultural diversity as world citizen; (2) How Civic Education can build students' awareness of cultural diversity in the life as global citizen. This study was conducted in 3 universities, namely State University of Medan, University of South Sumatera, University of Medan Area. As for the subject of study were students in those three universities with total of 540 students along with lecturers and Civic Education experts. This study used analytical descriptive as research method, with two research approaches namely qualitative (qualitative descriptive) and quantitative (survey). The study result showed that (1) Students are able to see the difference and willing to cooperate with people from different cultures in responding to global problem. But the survey result also showed that cultural difference and cultural bonding very influence someone to respond to global problem. (2) Civic Education is the course which play important role in building students' awareness as global citizen through an approach which is more holistic and integrative. This study result recommended that there is need of Civic Education learning which capable to build knowledge, awareness and responsibility as global citizen.

Keywords-*Civic Education, Global Awareness, Cultural Diversity, Global Citizen*

I. INTRODUCTION

Today, the country in various parts of the world face global issues. The global issues which are very difficult to be faced are poverty, famine, conflict, climate change, pollution, infectious disease such AIDS, avanza flue, anthrax, etc. This issue can be solved only through state's collective action. The first process which should be done is make each people aware that they are part of global citizen and citizen in their own country [1] To build that belief, then it needs to create awareness that each individual live based on cultural diversity. Because global issue can be solved if each people is able to understand, respect, and accept cultural diversities [2], [3]. The effort to build this awareness can be done through Civic Education both as curricular as well as socio cultural program.

Civic Education in global context suggest two main approaches. Those approaches are (1) build global competence which aims to give students with skill required to compete in global society, and (2) global awareness approach which aims to build students' global orientation, empathy, and cultural sensitivity [4]. Those two approaches aims that students can express their view about global issue through positive interaction with people who have different cultural background. Positive interaction will be build if each people aware that life needs the others people whether or not from the same nation, religion and culture. The awareness which is based on mutual respect toward difference, will drive peace in this world.

The study which was conducted by Bank revealed some ideas related to Civic Education in global era [5]. The result of this study mentioned that Civic Education should be transformed effectively to educate students in 21st century. Furthermore, according to Bank, that Transformative Civic Education, will make students become fair as multicultural society in the midst of various global issues occurs [5]. It is very needed in the midst of intercultural conflict occurs in various countries. Huntington explain that the new world today, the most dangerous and easiest pervading conflict is culture clash conflict, such as interethnic and religion dispute [6]. The strong sense of ethnical solidarity is the basic of conflict in the history of human kind [7].

The result study conducted by Pusat Pengkajian Islam dan Masyarakat (PPIM) of State Islamic University of Syarif Hidayatullah, Jakarta in 2018 mentioned that almost 29% of Muslim teachers in Indonesia agree to do *jihad* in South Philippine, Syria, Iraq in struggling for Islamic state. This result study showed that there is fundamentalist view toward conflict occurs in the name of religion in various countries. The viewpoint tend to be closed. Inward looking and exclusive. If some teachers have different preference in seeing global conflict, then it will influence the way of their student's thinking. Whereas higher education not only produce many graduates, but how its graduates have global awareness, who are able to use their mindset to see themselves in the relation to the others surrounding them, have sensitive culture, and social responsibility [8], [9]. Therefore, it needs Civic Education learning which capable to (1) examine the relation among local issue, global issue and

culture, understand and appreciate different perspective and world view; (3) build positive interactive with people with ethnical, religion, socio cultural, or sex difference; and (4) ability to take action constructively toward sustainability development and collective welfare [3].

This article will explore how to create awareness of cultural diversity as global citizen through Civic Education in Higher Education. It is very important because Indonesia is plural country which is potentially resulted in dispute, riot and national disintegration. So it is possible if global conflict will influence conflict nationally. Therefore, it needs understanding of awareness as global citizen, which should be grown through Civic Education. From this background, there are two things which become focus of this article: (1) how students view of cultural diversity as global citizen and (2) how Civic Education can build students' awareness of cultural diversity in life as global citizen.

Almost in last two decades, many literatures study about Civic Education in global era. Various challenges and demands in 21st century, require Civic Education to self adapt to the change in era. Because 21st century citizenship need active involvement of citizen and see themselves not only as national citizen but global citizen who jointly accountable in fighting injustice, and various continuous global challenges [10]. Therefore, Civic Education should be made to become learning subject which give emphasis on students' development as active citizen. Active citizens are classified into three parts, namely those who are responsible for themselves, obey the law, and willing to become volunteer during the time of crisis [11]. Moreover, Peterson & Bentley reveal that active citizen will support change through collective effort which oriented to justice[11].

To become active citizens, they should be strengthened with knowledge, attitude and skill. Civic Education as curricular program is the means to build that civic competence. It is the integrative effort to build students' potential in order to become good and smart citizen. Good citizen not only possess civic knowledge and skill, but also have civic virtue, disposition to act consciously for the sake of nation goodness, tolerate difference, respect human dignity, love motherland, respect democracy and law supremacy [12]. Because the challenge of Civic Education in the future, students not only faced by various national problems, but global transformation which capable to change social nature of society. This weakness should be anticipated in Civic Education in Indonesia.

Related to it, Setiawan reveal that in implementation of Civic Education in Indonesia, at least there are some main weakness, such as (1) weakness of Civic Education philosophically; (2) indoctrinative and too emphasize behavior moral; (3) there is gap between the material and the basic of citizenship science and (4) less develop participative democracy life[13]. In responding to that challenge, Civic Education in 21st century should be

implemented through more holistic approach which is marked by refinement and consistency in its content and coverage [10]. Civic Education should be done both inside class and outside of class, so it is not only cover school's structure and ethos themselves but also the activity in society [14]. Because Civic Education is a process which not only formal education, but also institution and community participation in political binding [15].

It is in accord with what had been said by Tawil that Civic Education is teaching and learning field, both formal and non formal, for children, adolescents and adults, centered on social education, citizenship and politic which are considered as important part of citizenship formation[16]. Therefore, for someone who learn Civic Education not only in school context, but continued until adulthood through complex formative system [14]. Civic Education paradigm which is called progressive approaches is Civic Education which focus on skill and attitude development to participate and contribute to better social order [16]. As for the shift of Citizenship in education is described in the table below.

TABLE I. THE SHIFT OF CITIZENSHIP IN CIVIC EDUCATION

From more conservative approaches	To more progressive approaches
Civic Education	Citizenship Education
Education About Citizenship	Education through/for citizenship
Reproduction of social order	Transformation/Adaptation to change
Conformity/Compliance	Action & Civic Engagement
Conten-led	Process-led
Knowledge-based	Principles-based
Didactic transmission	Interactive approaches Critical interpretation

Source: [16]

The shift of citizenship approach in education above shows that Civic Education today has paradigm in facing 21st century. Various global challenges and demand require Civic Education in Indonesia to do reorientation and revitalization of curriculum content and learning material [13]. So the aim of Civic Education can be felt not only in nation and state life, but in society in global era.

Awareness as global citizen in the frame of Culture Diversity

Today various social movements are done to demand justice, equality, protection for civil citizen particularly children as conflict victim and the desire to create the world without environmental crisis. Those various movements can be said as the form of citizen responsibility toward global issue. Why does each people do that? Firstly, to play the role in various global justice issues, secondly that human agency is in natural cause-effect flow. Whenever humans act, individually or collectively, their actions can be potential and can be explained by the causes of human action and decision [17]. Because biologically, humans have the same

environment and share their needs [18]. Without cooperation and recognition of collective goal, then we are destined to always have conflict and waste human resource and nature [18]. Of course it will be dangerous for human life in the future. Therefore, each person should has belief that what happens in the world is the law of cause-effect, so they will have responsibility for various disasters occurs. Building this perspective need sincerity in thinking so the awareness as global citizen emerges. In its context, the awareness is cultural diversity awareness in the life as global citizen.

Global citizens are people who understand connectedness, open minded, celebrate and maintain diversity needs [19]. The characteristic of such citizen is very needed for the life of sustainability world. Imagine a world in which diversity is welcomed, there is open dialog, and we are connected with empathy and affection values [19], then each person will has awareness to maintain and preserve that diversity. Respect to diversity is the key to do various social changes. Because the social change only can be done if there is harmonization among cultures which uphold tolerance values, tolerance, and respect. Therefore, global awareness is very needed to build global right and responsibility, and sense of relation and respect to diversity values. Problem solving through dialog is solution to build perspective of diversity [18].

Balancing unity and diversity is continuous challenge for multicultural nation-state [5]. Unity without diversity will result in oppression and hegemony; diversity without unity direct to balkanization of nation-state [5]. Therefore, to realize just, peaceful and continuous world, it needs the effort to respect various existing differences. If each country introduce its difference to its citizens, then respect for the group of ethnic group, language and religion will be stronger. Sometimes the variety of conflicts as the behalf of ethnicity in another country influence the life of local society in a country. For example, the controversies of wearing veil for Muslim women in France, influence the relation between Muslim people and Christian people in another country including Indonesia. Or if terrorism for most of countries in the world is identified with Islam religion, then it will influence the emotional atmosphere among religions in a country. Therefore, respect for religion diversity is the main key in building citizen's global awareness.

II. RESEARCH METHOD

This study is conducted in 3 University, namely State University of Medan, South Sumatera University, and University of Medan Area in Medan City, North Sumatera. Medan City is one pluralistic city from the aspects of religion, ethnic, tribe and group. In addition, the selection of those three university, because it had represented among public and private university, education and non education, and students in those three universities have different religion, ethnic and group. As for the subject of research study are students in three

university with the total of 540 students. Beside students, subjects in this study are Civic Education lecturers ad experts. The research method used is analytic descriptive by using two research approaches namely qualitative, by using qualitative descriptive method and quantitative approach by using survey method.

III. RESULT AND DISCUSSION

This paper will explore two interconnected study result to give full description about the role of Civic Education in 21st Century in building students' awareness of cultural diversity as global citizen. The following is the outline of the study result.

Students' view of cultural diversity as global citizen

To know students' view of cultural diversity, the researcher administered the survey toward 540 students who were divided into 3 different university, namely State University of Medan, North Sumatera University, and University of Medan Area. The survey was done in December 2017 until February 2018. The questions given to students is related to their views of ethnic, tribe ad religion difference in responding to global issue, which consist of 3 indicators: (1) able to see cultural difference as global citizen; (2) responsive attitude toward difference as global citizen; and (3) desire to cooperate as part of global citizen. The following is the description of study result.

TABLE II. CAPABILITY OF HOW TO SEE CULTURAL DIFFERENCE

No	Requirement	Agree & Very Agree	Disagree & Very Disagree
1	If there is human suffering as the result of conflict, natural disaster, etc, I will help all victims without differentiating their ethnic, tribe, race, group and race.	63.15%	23.52%
2	If everyone respect the difference in ethnic, language and religion, then the life in this world will be better.	78.33%	15.3%

The result of percentage above shows that 63.15% students state that they agree and very agree if there is human suffering as the result of conflict, natural disaster and they will help all victims without differentiating ethnic (tribe, race, group and religion) and 23.52% students disagree and very disagree if there is human suffering as the result of conflict, natural disaster, and they will help all victims without differentiating ethnic, race, tribe, group and religion. The result of percentage above also describe that 78.33% students agree and very agree that if everyone respect the difference in ethnic, language and religion, then the life in this world will be better, and 15.3% students disagree and very disagree if everyone respect the difference in ethnic, language and religion, then the life in this world will be better.

TABLE III. RESPONSIVENESS ATTITUDE TO THE DIFFERENCE

No	Statement	Agree & Very Agree	Disagree & Very Disagree
1	I am ready if I am asked to help the victims of conflict and natural disaster even though they are different in ethnic (tribe, race, group, and religion) from me.	57.41%	30.19%
2	Keep support ethnic and religion if there is conflict and dispute in another country	48.15%	32.04%

The result of percentage above shows that most students (57.41%) agree if they are asked to help the conflict and natural disaster victims even though they are different in ethnic, tribe, race, group and religion from them, and some students (32.04%) disagree if they are asked to help the victims of conflict and natural disaster even though they are different in ethnic, race, group and religion with themselves. The table above shows that most students (48.15%) agree to keep support their ethnic and religion if the conflict and dispute occur in another country. Some students (32.04%) disagree if they must support their ethnic and religion if the conflict and dispute occurs in another country.

TABEL IV. THE WILLINGNESS TO THE SOCIAL COLABORATIONS

No	Statement	Agree & Very Agree	Disagree & Very Disagree
1	Feeling happy if they are asked to discuss and give solution to conflict occurs in various countries, even though the victims of conflict are different in ethnic with them.	55.74%	31.11%
2	Ready to cooperate with all their friends who are different in ethnic with them to solve global issue	69.44%	21.30%

The result of percentage above shows that most students (55.74%) feel happy if they are asked to discuss and give solution to the conflict occurs in various countries, even though the victims of conflict are different in ethnic with themselves, and some students (31.11%) feel reluctant if they are asked to discuss and give solution to conflict occurs in various countries, even though the victims of conflict are different with them. The result of table above shows that students agree to cooperate with all their friends who are different in ethnic with them to solve global issue with percentage of 69.44% and there are some students with percentage of 21.33% who disagree if they must cooperate to solve global issue with their friend who are different in ethnic.

Civic Education can build students awareness of cultural diversity in the life as global citizen

To get information on how Civic Education can build students' global awareness of cultural diversity in the life as global citizen, the researcher conduct the interview and Focus Group Discussion (FGD) with Civic Education lectures and experts in some universities in Indonesia such as State University of Medan, Indonesia University of Education, North Sumatera University, State University of Yogyakarta, and University of Medan Area. The following is the study result.

Many ideas which express the importance of Civic Education in global era. Some Civic Education lectures and experts reveal that the global challenge and demand desire a change in Civic Education. Because globalization make everybody in this world become interconnected, so they experience big changes. The global changes which occur in 21st century among others are: (1) development in technology, information and communication; (2) development in economic field; and (3) population growth. From those three problems, then citizen needs to posses global competences, particularly in our context in Indonesia. Therefore, citizen needs to develop global competences in order to face the problems occur as the impact of global development. For example, to face the problem of technology, communication and information advance, the competence which should be possessed is digital literacy.

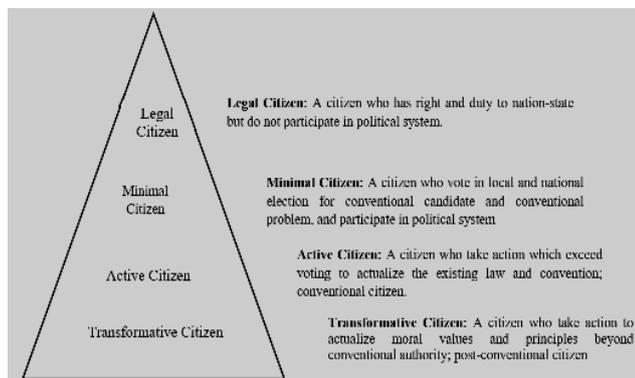
The importance of Civic Education in global era can be explained because we are in global era and not globalization, because globalization is a process. In addition, there is no country which can avoid global condition along with its resulting impact, both positive and negative. We also cannot avoid global effect. Therefore, we should always think globally but act locally or without ignoring the importance of local aspect.

In addition, the importance of Civic Education in global context is also explained as the guidance for citizens in order to survive in global era. Furthermore, it is said that everyone should be able to understand the global concept before they understand the human concept (humanistic philosophy) because globalization is derived from the concept that all humans are the same, and it is conveyed through democracy concept. In seeing that all humans are the same, then at least everyone also should respect various difference, uphold the tolerance values, respect each others without losing their own values. Therefore, through Civic Education, students will build critical thinking ability to give a wide range of argumentation of how importance to maintain and protect justice for anyone in this earth.

The critical attitude also needed to block various negative information so they are not influenced by bad tenets. Seeing the importance of Civic Education in global era, particularly in building awareness of cultural diversity in global life, then it needs various strategies to

achieve that goal. Civic Education learning should be able to do various changes of student needs, learning environment, work environment and home environment. So Civic Education learning in global context should be able to prepare students in order to compete in global world. Civic Education learning which is implemented should also emphasize awareness competence as the creature who are created differently. Students should be aware that today they live in nation and state, ethnic and have difference in culture and behavior, therefore civic education should touch thinking, heart and feeling that life needs others people who are similar or different in nation, religion, culture and ideology with us. If this awareness is created, then it will make this world become peaceful and everyone will respect each others as national citizen and open the eyes to become global citizen.

What is expressed by Civic Education lectures and expert through interview result above shows that Civic Education is very important course in building students' global awareness. It is in accord with [5] who said that Civic Education will teach students various gaps and stratification in community. Various social gap occurs in national and global need various citizen participation to solve it. Banks formulate 4 typologies designed to help the educators to conceptualize the ways in helping students to build civic participation [5]:



What was said by Banks above is the characteristic types of citizen participation today [5]. Citizen not only needs to be active, but should be able to do transformation in taking various actions through moral values actualization. Therefore, if someone has desire to respond to various global issues, then it should be accompanied by the power of values and moral principle. Those moral values are empathy, care, tolerance of difference, mutual respect, love and just. Because Civic Education in global context involve people who are interconnected to overcome injustice in society such as poverty, famine, inequality, and form of human oppression and alienation, and build students' moral imagination [20].

Moral imagination is needed to present the best and expectation and desire in the future. It is in accord with U-Theory which is presented by [21] which introduce the notion of *presencing* (presenting sensory). U Theory try

to facilitate someone in changing the side to achieve the future. Through U Theory, it can be explained that someone can change the future through the power inside himself or herself. The power in U Theory is belief to do the best thing through collective calling.

Through Civic Education in 21st century, by adopting U Theory idea, then everyone has belief to change the “bad” future of the world to become “better” future of the world. Civic Education in 21st century should be able to create new awareness to various kinds of global challenge. The awareness to believe that everyone is created based on cultural diversity as the core of global citizen.

In addition, Civic Education class should be made to become the place in learning various controversial issues. The result of study conducted by Mapiasse mentioned that in North Sulawesi, Indonesia, students are dare to talk about controversial issues in classroom, whereas teachers had positioned themselves as authority with the ‘answer’ to those various controversial issues[22]. Certainly, it cause class atmosphere become undemocratic. Whereas building students' perspective should be started from classroom. In classroom, they can learn the importance of respecting the others. Thus, they have accustomed to know various different opinions, but they still respect that difference. Therefore, Civic Education learning in 21st century should play role in building students awareness as global citizen through the approach which is more holistic and integrative.

IV. CONCLUSION

The challenge of Civic Education in 21st century should be faced, bearing in mind that the life in this world which is increasingly globalized. Various global issues only can be solved through citizens' active participation. Participation here not only responding to those issues, but also hold firmly the values and principles in solving them. Therefore, it is insufficient to be global citizen without accompanied by empathy, mutual respect, respect for difference, and tolerance. Through those principles, everyone has confidence to do the best things for the better life in this world. Therefore, Civic Education is the course which play very important role in building students awareness as global citizen through the approach which is more holistic and integrative, so students can have integration in responding global issues as the problem of human kinds.

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