

Enhancing Civic Skills through Global Citizenship Education: A Balance between Global Competence and Local Identity

Afifatun Nisa Firda Wike Cahayani¹ *, Dewi Gunawati² , Triyanto³

¹Sebelas Maret University, Indonesia

²Sebelas Maret University, Indonesia

³Sebelas Maret University, Indonesia

*) Corresponding author: afifatunnisa.65@student.uns.ac.id

Abstract

In the era of globalization, the education system faces serious challenges in balancing the demands for global competence with the preservation of local identity. In Indonesia, the increasing influx of foreign cultures entering Indonesia, which are of interest to today's youth, is feared to shift the existence of the local cultural context. This study aims to analyze how Global Citizenship Education can contribute to strengthening civic skills, while maintaining a balance between global competence and local identity in the educational context. The approach used in this study is a literature review, examining various academic references from international journals and relevant theories on civic competence and Global Citizenship Education. The results of the study indicate that Global Citizenship Education has great potential in forming reflective, critical, and participatory citizens, but is only effective if implemented contextually. The integration of local values in the implementation of Global Citizenship Education has proven important for strengthening cultural identity, creating learning relevance, and fostering adaptive citizenship skills at both the local and global levels. This study recommends the formulation of locally based Global Citizenship Education in managing cross-cultural education inclusively.

Keywords: Civic Skill; Global Citizenship Education; Local Identity

Introduction

The 21st century is an era of openness in which people can easily access developments taking place around the world. These rapid global changes also present challenges and opportunities in the field of citizenship education. The emergence of globalization and rapidly developing technology has had a significant impact on humanity and increased cross-cultural interaction, requiring every individual to have citizenship skills. In this regard, civic education can play a role in developing citizens to have active, intelligent, democratic, and responsible participation in facing global issues or challenges in social and community life (Cicilia et al., 2022). Amidst

the tide of globalization, there is a simple but meaningful phrase, "Think Globally and Act Locally." This concept emerged out of concern for global environmental issues and urges every person or country to take action to protect the health of their respective planets (Bainus & Rachman, 2019). This certainly emphasizes that citizens need to have a perspective global yet rooted in Indonesia's local values based on Pancasila.

As a nation with abundant cultural diversity, this can certainly serve as a foundation and identity for the Indonesian nation to establish relationships and interact with other countries. The influx of foreign cultures as part of the globalization process is inevitable, especially with the rapid spread and

advancement of information technology, has resulted in a division in society's views on foreign cultures, which is certainly a challenge for the Indonesian people. Therefore, strategic actions are needed to preserve cultural values so that they are maintained and do not fade away. According to Suminto A Sayuti, as a nation with cultural diversity, local wisdom is seen as the foundation for the formation of national identity, and local wisdom can be the root of national culture. Therefore, the Indonesian people are expected to have a love for their culture in order to face global challenges. Connections and interactions between cultures are very open and developing in the 21st century, so humans need to have global competence in order to understand perspectives and open their mind to the world, so that they can actively engage in interactions with people from various cultures and act for the common good in sustainable development. (Pratama, 2022).

Information technology and globalization have impacted changes in community values in terms of seeking and exploring information, as well as social etiquette and community values. This has changed the mindset of Indonesians who have adopted Western cultural values, and the acculturation between Indonesian and Western cultures has resulted in the loss of the Indonesian national identity, because Western culture is not in accordance with the Pancasila ideology and is not in accordance with the norms that apply in Indonesian society (Siburian et al., 2021). Globalization affects the development of local culture so that the more advanced the flow of globalization, the less pride there is in traditional arts and the less awareness there is to preserve traditional arts, which are the identity of the nation (Siburian et al., 2021).

Literature Review

Civic education has key components that citizens need. According to Winarno (2019), the key components of civic education are civic knowledge, civic skills, and civic disposition. Civic knowledge includes content or insights that citizens must know, according to Winantaputra in Winarno (2019) civic knowledge includes insights into human rights, rights and responsibilities as citizens, insights into democracy and popular sovereignty,

insights into state institutions and the constitution. Civic skills are skills that citizens must have, consisting of intellectual skills and participatory skills, according to John J. Patrick in Winarno (2019) explains that intellectual skills are the skills to identify, describe, analyze, explain and synthesize or find the core of information about politics and civic life, which can then evaluate and defend positions on public issues by thinking critically and developing mindsets to build better politics and civic life. Participatory skills are skills to participate in interacting with the community, monitoring public events and issues, participating in deliberating and making decisions related to public problems, implementing public policies and taking action to build better political and civic life. The third is civic attitude, which relates to the character of citizens in national and state life. According to Winantaputra in Winarno (2019), it is explained that civic disposition includes concern for problems occurring in the country, having a high level of tolerance, having respect for human rights, respect for position and responsibility in government institutions, commitment to applicable norms, honesty in thoughts and actions, and having a commitment to lifelong learning. The three components above are necessary to form intelligent and good citizens

The civic skills of the 21st century generation are also required to have 4Cs, namely Critical Thinking, Creativity, Collaboration, and Communication. This requires that civic education must also transform into democratic civic education that is responsive to digital and global challenges, so that the strengthening of civic skills through civic education does not only emphasize loyalty to the state but also to universal humanity as global citizens.

Global competence is the capacity to examine local, global, and intercultural issues. Competencies used to understand and appreciate the worldviews of others in order to actively engage in open and effective interactions with people from different cultural backgrounds to act for sustainable development. The OECD (2018), through the *PISA Global Competence Framework*, states that there are four dimensions included in global competence. The first dimension is researching important local, global, and

cultural issues with reference to critical reasoning and knowledge about the world to form opinions using higher-order thinking skills and reasoning about global developments. The second dimension is understanding and appreciating the perspectives and worldviews of others. This dimension emphasizes the ability to consider global issues and perspectives and behaviors from various points of view, which certainly fosters a deep sense of respect because, in addition to maintaining cultural identity, it also recognizes and acknowledges the beliefs of those around us. The third dimension is engaging in open, appropriate, and effective cross-cultural interactions that focus on the skills to understand cultural norms and styles of interaction between cultures. According to Barrett (2014) in PISA 2018, this competency refers to interactions that respect cultural norms and the ability to communicate effectively while respecting others.

The fourth dimension is taking action for collective well-being and sustainable development. This dimension focuses on the role of the younger generation, which also refers to the readiness of individuals to respond to local, global, and intercultural issues. This dimension recognizes that the younger generation has influence and creates opportunities and takes appropriate actions to build a more just, inclusive, and sustainable world.



Figure 1. The dimensions of global competence

This global competence is needed by citizens to understand and respond to global issues, while local identity serves as a moral,

ethical, and cultural foundation. Therefore, in the context of citizenship education, it must be directed towards developing civic skills that are open to global values, while still being grounded in the values of Pancasila as the identity of the Indonesian nation.

Integrating civic skills into education, maintaining a balance between global competence and local identity, is essential to help students learn about local, global, and intercultural issues. This will enable students to develop the skills to take responsibility for and act on these issues. PISA 2018 states that connecting global and intercultural topics to the realities of students' lives also helps them see parallels between global issues and those around them. Therefore, global competence requires skills related to reasoning, intercultural communication, conflict resolution, and adaptability.

These skills can be defined as the capacity to execute complex and organized thought patterns or behavioral skills to achieve specific goals. Every student who possesses civic skills and global competence is expected to be able to reason with information from various sources, examine inconsistencies, and evaluate the information. They will also have the ability to communicate effectively and respectfully with people from different cultural backgrounds, understanding perspectives, and engaging in intercultural dialogue. They are also able to discuss and express opinions on global issues, understand others' perspectives, and be tolerant of differences between groups. They are also able to constructively resolve conflicts and find solutions together (OECD, 2018).

Based on this, students who have developed competent skills will more easily adapt to environments and communities from various cultures. They will be resilient in dynamic and changing circumstances that keep pace with the times.

Method

This research uses a qualitative approach with the Document Study method, which involves analyzing various articles discussing the relationship between citizenship skills, global competence, and local identity. According to Abdussamad (2021), document study is research that focuses on the analysis or interpretation of written materials. This

research was conducted by studying books, documents, and also utilizing research journals on the internet. The data analysis technique in this article is content analysis, which is used to determine the content trends of written information (Hidayah & Rinenggo, 2022). The author identifies relevant literature by selecting, comparing, and combining several existing reference data sources regarding improving citizenship skills in maintaining a balance between global competence and local identity as part of becoming a global citizen.

Results and Discussion

Civic Education as a Means of Strengthening Civic Skills

Global Citizenship Education plays an important role in fostering global awareness while strengthening civic skills that can be used in this era of globalization. The objectives of citizenship is develop students understanding and awareness of rights, duties and responsibilities as well as their role as the nation's future leaders who are prepared for rapid social change and globalization. Additionally, they should possess academic intelligence that enables them to think critically, communicate effectively, and adapt to change (Cicilia et al., 2022).

In line with the objectives of citizenship education, Global Citizenship Education in UNESCO (2015) emphasizes that citizenship education encourages students to develop a broader understanding and critical reasoning about global interconnectedness, respect social diversity with different identity backgrounds, as well as building a sense of responsibility as global citizens, while fostering awareness that local identity remains the main foundation for global interaction. In the context of civic education, there are civic skills components that include critical thinking and active participation in community life, as well as the ability to communicate across cultures. Thus, GCE not only prepares students to compete in the era of globalization, but also trains them to remain rooted in national values.

In practice, GCE can strengthen civic skills through learning experiences that emphasize critical awareness and real engagement. The OECD (2018), through the *PISA Global Competence Framework*, states

that global competence is formed when students are able to identify international issues, understand diverse cultural perspectives, and take responsible action. Therefore, Global Civic Education can be directed to connect global issues such as climate change, human rights, or social justice with local realities that are close to students' lives.

One learning approach that can be used in integrating global citizenship education that links global and local issues is the problem-based learning approach. Problem-based learning is a learning model that supports a constructivist approach that focuses on solving problems relevant to the real world so that it trains students to have analytical and comprehension skills in problem solving (OECD, 2018). This approach can involve students in discussions or debates on global issues such as the climate crisis, linking them to local impacts such as flooding or deforestation in Indonesia. Thus, GCE serves as a bridge that connects the need for global competence with the strengthening of civic skills. However, its effectiveness is highly dependent on the contextualization of local values in learning practices. When designed to integrate local wisdom, GCE not only strengthens students' cultural identity, but also makes them reflective, adaptive global citizens who are strongly rooted in their Indonesian national identity.

Threats to Local Identity in Global Citizenship Education

Although Global Citizenship Education (GCE) has great potential in shaping critical and participatory citizens, its implementation is not without challenges, especially those related to threats to local identity. According to Spring (2014), globalization in education tends to place Western perspectives as universal standards, thereby ignoring epistemological diversity and local wisdom. As a result, the younger generation has the potential to experience a situation where they are more familiar with global narratives than their own cultural heritage, especially with the flow of global ideas interacting with national or local ideas and accelerated by advances in communication and information technology.

Westernization can be one of the causes

of the fading of local values because many Western values are mixed or collaborated with local values, which certainly causes young people to lose interest in local culture (Siburian et al., 2021). The increasingly significant spread of global culture has led to a reduction in cultural diversity and the dominance of global culture, resulting in a process of homogenization or erosion of local culture and traditions, which are being replaced by global lifestyles and products (Kerubo, 2024). This shows that globalization is capable of eroding the diversity and uniqueness of local cultures, leading to the loss of cultural heritage and identity.

The risk of losing local knowledge and cultural homogenization can erode civic skills rooted in Pancasila values and local wisdom. Therefore, the implementation of Global Citizenship Education in Indonesia must be carried out selectively, with local identity as the foundation, not merely an addition to learning. Efforts to contextualize materials, integrate local culture into the curriculum, and strengthen cultural literacy are important strategies to avoid global domination that actually weakens the nation's identity.

Efforts to Maintain a Balance Between Global Competence and Local Identity

In the context of implementing Global Citizenship Education (GCE), maintaining a balance between the demands of global competence and local identity is a complex challenge. The main strategy that can be pursued is the integration of local values into the Global Citizenship Education curriculum. Citizenship education prepares the younger generation with critical thinking skills and responsibility in shaping the nation's character. Therefore, in maintaining the balance between global competence and local identity, the phrase "Think Globally and Act Locally" is introduced to remind us that global issues are still related to local issues that influence and impact each other. All thoughts and policies taken are not only to maximize national interests but also to ensure that the process is in line with or does not conflict with global interests. Thinking globally can imply listening to aspirations and promoting community participation (Bainus & Rachman, 2019).

The use of technology in bridging global competence and local identity is also very important, as it can open up opportunities to reach cultural communities. Digitalization strategies in education are also relevant in presenting visual context, that shows how young people can compete through soft diplomacy with other countries discussing current global issues. visual content about the nation's young generation introducing batik and woven fabrics that have also penetrated the international market and utilizing e-commerce to sell and promote local products to attract the attention of foreign consumers, thereby enriching the global community's appreciation of Indonesian cultural values (Fortunata Blandina Panamuan et al., 2025) Preserving local wisdom so that students have an adaptive dual identity: as citizens of the world and at the same time part of their local community. In Indonesia, strengthening the values of Pancasila, Bhinneka Tunggal Ika, and regional cultural literacy can be used as a foundation for contextualization.

The role of teachers in maintaining a balance between global competence and local identity is also very important. Teachers are not only conveyors of material, but also facilitators who are able to select, adapt, and present teaching materials so that they are relevant to students' lives. In practice, teachers can design project-based learning project-based learning (PjBL) or problem-based learning that combines global issues with local solutions, so that students can develop critical, reflective, and action-oriented civic skills.

With these strategies, GCE can serve as a bridge that strengthens civic skills without sacrificing local identity. The balance between global competence and local identity not only enables students to become internationally competent, but also fosters a sense of pride in their own culture. Thus, the contextual application of GCE can produce citizens who are adaptive, inclusive, and remain strongly rooted in local values.

Conclusion

Based on the results of the analysis, it can be concluded that Global Citizenship Education (GCE) has a strategic role in strengthening students' *civic skills*, especially

through the development of global awareness, critical thinking skills, and cross-cultural communication skills. GCE not only prepares the younger generation to face the dynamics of globalization, but also equips them to remain rooted in national values and local identity.

However, the implementation of GCE is not without threats to local identity, such as the dominance of global values that have the potential to trigger cultural homogenization, westernization, and the fading of local wisdom. This can reduce cultural diversity and weaken the foundation of civic skills that should be based on Pancasila and the local values of the Indonesian nation.

Therefore, the balance between global competence and local identity is key in the implementation of GCE. Strategies that can be pursued include: integrating local values into the curriculum, utilizing technology to strengthen cultural diplomacy, strengthening regional cultural literacy, and applying problem-based and project-based learning models that connect global issues with the local context. The role of teachers as agents of change is very important in filtering and contextualizing global material so that it remains relevant to the cultural reality of students.

Thus, the targeted and contextual application of GCE will produce a young generation that is adaptive as global citizens, yet remains strongly rooted in local identity. They will not only be competent in responding to global challenges, but also have a sense of pride in the culture and identity of the Indonesian nation.

References

- Bainus, A., & Rachman, J. B. (2019). Think globally, act locally. *Journal of International Studies*, 3(2). [https://doi.org/10.1016/S2215-0366\(20\)30009-2](https://doi.org/10.1016/S2215-0366(20)30009-2)
- Bangu, B. Y., & Kasim, A. M. (2024). The Impact of Globalization on Local Cultural Identity. *Fusion Multidisciplinary Journal*, 1(2), 7–12.
- Cicilia, I., Marsidi, Martini, & Santoso, G. (2022). Civic Education as an Effort to Shape the Nation's Next Generation with Character. *Journal Transformative Education (Jupetra)*, 1(03), 146–155. <https://jupetra.org/index.php/jpt/article/view/>
- Fortunata Blandina Panamuan, Annysa Gea Putri, Anggi Widya, Veronika Tiara, & M Zainul Hafizi. (2025). The Impact of Globalization on Local Culture in the Era of Modernization. *JUPSI Indonesian Journal of Social Education*, 2(3), 85–101. <https://doi.org/10.62238/jupsi.v2i3.129>
- Hidayah, E. N., & Rinenggo, A. (2022). Pengembangan Pendidikan Kewarganegaraan Demokratis di Amerika Serikat. *WASPADA (Jurnal Wawasan Pengembangan Pendidikan)*, 10(2), 10. <https://doi.org/10.61689/waspada.v10i2.354>
- Kerubo, C. (2024). The Impact of Globalization on Cultural Identity. *International Journal of Philosophy*, 3(4),
- OECD. (2018). The OECD PISA global competence framework: preparing our youth for an inclusive and sustainable world. *OECD*, 43. <https://www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf>
- Pratama, Y. A. (2022). Developing Global Competence through the Service Learning Model. *19*, 199–212.
- Setiawan, A. (2021). Problem-Based Learning (PBL) Model for the 21st Century Generation. *Social, Humanities, and Education Studies (SHEs): Conference Series*, 4(6), 290–296. <https://jurnal.uns.ac.id/shes>
- Siburian, B. P., Nurhasanah, L., & Fitriana, J. A. (2021). The Influence of Globalization on the Interest of the Younger Generation in Preserving Traditional Indonesian *Journal Global Citizen Journal Scientific Journal of Citizenship Education*, 9(2), 103–119.
- Spring, J. (2014). Globalization of Education: An Introduction. *Routledge*.
- Winarno. (2019). Pembelajaran Pendidikan Kewarganegaraan: Isi, Strategi, dan Penilaian. Bumi Aksara.