
GLOBAL ISSUES OF CITIZENSHIP AND THE DEVELOPMENT OF CIVIC EDUCATION FOR UNIVERSITY STUDENTS IN INDONESIA

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Abstract: Some preliminary observations on the students of civic education at Universitas Sebelas Maret (UNS) in Indonesia indicated that they were not able to map various local and global problems. They were not capable of questioning the policies of their government on the related issues as well. This study argues that the students' incapability stems from the components of the civic education for university students which have not sufficiently covered various issues related to the interconnectedness of national and global issues. In fact, along with global changes in the last few decades, the Indonesian civic education should have given greater attention to global issues as one of its core components. In this way, it can facilitate some reflections and dialogues on global changes that we have been facing, such as 1) climate change, 2) global of justice and social harmony, 3) human right issues as security, 4) global peace and global governance, and 5) dialogues among civilizations. This study attempts to develop an effective civic education that adequately incorporates global issues for Indonesian university students. It carefully considers some perspectives on citizenship issues, particularly from Beck (1997) on risk society and Linklater (2002) on cosmopolitan citizenship. It applies the Research and Development (R & D) methodology of Borg and Gall (1983) by taking UNS students as a case study. The duration of the study will be two years, encompassing the following steps in the R & D cycle (1) research, analysis and needs assessment; (2) data collection; (3) model development; (4) validation of the model; (5) revision of the model; (6) preliminary testing of the model; (7) wider revision of the model; (8) main field testing; (9) final model revision. It is through this R & D cycle that a meaningful model of civic education that students, being the consumers of the product, value most can be better developed.

Keywords: Global Issues, Citizenship, Global Changes, Civic Education.

1 INTRODUCTION

Official curriculum of civic education for university students in Indonesia issued by the Directorate General of Higher Education of the Republic of Indonesia has not adequately addressed various global issues which have some effects on the country, or in other way round, various national problems in Indonesia which have some global effects. As a result, with such limited knowledge, most university students are not able to pose questions related to various problems that occur in their country, which actually have become global issues, generally deemed as humanitarian disasters, such as climate change, global injustice, and global security.

Considering the foregoing problems, we can pose a central question for this study, namely: what actually makes the students fail to recognize the problems of the Indonesian

government's policy on global as well as local issues?

The purpose of this research is to investigate the components of the Indonesian civic education for university students related to the interconnection of local and global issues, and to ensure that such education becomes more meaningful in order to prepare students who are aware of their government's policy. At the same time, it is hoped that the education can contribute to the development of the existing curriculum.

2 METHODS

This research has started recently. It is now running well. It applies the Research and Development (R & D) methodology of Borg and Gall (1983) by taking UNS students in Indonesia. The duration of the study will be two years covering the following steps in the R & D cycle, consisting of: (1) research, analysis and needs assessment; (2) data collection; (3) model

development; (4) validation of the model; (5) revision of the model; (6) preliminary testing of the model; (7) wider revision of the model; (8) main field testing; (9) final model revision.

3 RESULTS AND DISCUSSION: GLOBAL ISSUES OF CITIZENSHIP AT UNIVERSITY

Considering the insufficiency of the global dimensions of citizenship in the existing curriculum, I decided to provide the students with some additional material on global issues. When students are exposed to several topics of global citizenship, it is expected that they can better develop the skills and competencies needed to cope with various issues in the global era. In this context, I have selected several key topics that are expected to lead them to some reflections and dialogues, namely: 1) climate change, 2) global justice and social harmony, 3) human rights as security issues, 4) global peace and global governance, and 5) the change and continuation of civilizations.

Firstly, issue of climate change has shown that people around the world or the world community, are included in the group risk or risk society. So, in my civics lesson, I introduce the perspectives of Beck (1997, 2015) on 'risk society' to the students. Beck's perspectives which can also be linked to ecological issues help in addressing various problems of climate change. Within the topic of risk society, students learn a variety of environmental concerns, namely the causes of climate change and natural disasters. As such, issues pertaining to human, animal and environmental security have become the central attention from the state and citizens (Dunlap, 2013). According to Curtin (2002), the idea of ecological citizenship which is related to the environment can form the balance of the personality of each individual and the public. Ecological citizenship discusses how human beings as individuals who have self-identified (notably: identity and morality) that are adaptable to the environment in the communities, both internal capacity (activity) to accept the authority of the community or externally to form and to be involved in shaping the constitutive communities. In the context of

ecological citizenship, if we take environmental ethics as its lens, we will be able to enhance our responsibility for the environment. The idea of ecological citizenship can also induce a general idea of a moral community which is more than just a human community. Being environmentally conscious citizen means that we need a moral-identity transformation for a natural acceptance in the community. Ecological citizenship has become a topic which is globally discussed due to the insurmountable damage to the environment and a call for environmental protection. If we link it to our existence in the world today as a society of risk (risk society), the attempt to protect the public from the effects of environmental degradation has become even more significant. We are called for caring about the environment, preventing from any exploitation of the environment, and promoting accountability for natural resources. Environmental issues do not confine to a district, province or country. They are indeed cross-border, international as well as global issues.

Secondly, the issue of global justice and social harmony can be explained through the study of cosmopolitan citizenship. Linklater (2002) suggested that the idea of cosmopolitan citizenship should be seen as an effort to seek universal rights and obligations that bind all people together in a just and prosperous world. It follows that there are universal values that are shared by the citizens of a global world. The first conception of cosmopolitan citizenship stresses the need for a sense of belonging which is not only limited to the national dimensions, but personal responsibility for the wider environment and measures to create more forms of world citizen which is associated with the development of a system of universal human rights.

Secondly, issue of global justice and social harmony can be explained through the study of cosmopolitan citizenship. Linklater (2002) suggested that the idea of cosmopolitan citizenship should be seen as an effort to seek universal rights and obligations that bind all people together in a just and prosperous world. It follows that there are universal values that are

shared by the citizens of a global world. The first conception of cosmopolitan citizenship stresses the need for a sense of belonging which is not only limited to the national dimensions, but personal responsibility for the wider environment and measures to create more forms of world citizen which is associated with the development of a system of universal human rights. Cosmopolitan citizenship is a new idea of citizenship based on the existence of transnational communities where citizenship rights are based on an individual's morality, rather than a national territory. Citizenship is more than a national domain. It implies a variety of sites and identities. Students need to think about citizenship rights which go beyond the borders of nation-state. In addition, cosmopolitan citizenship becomes a real necessity for those who need a new citizenship rights outside the boundaries of the nation-state. So, in the global era, there is a change in the understanding of citizenship status.

Thirdly, issue of human rights as security is an effort to realize the noble values of humanity so that the human race can live in accordance with the nature of humanity (Dunne & Wheeler, 2004). Rights should be seen as a definitively normative element which serves as a guideline to behave, to protect freedom and immunity and to ensure the opportunity for people to maintain their rights and dignity. Human rights are rights inherent in human beings which are natural and fundamental gift from God that must be respected, maintained, and protected by any individual, society, and state. Human rights are the safety efforts of human existence as a whole through the balance of action, i.e. the balance between rights and obligations as well as the balance between the interests of individuals with common interests. Human right is the safety efforts of human existence as a whole through the action of balance, i.e. the balance between rights and obligations as well as the balance between the interests of individuals with common interests (White, 2013). Likewise, efforts to respect, protect, and uphold human rights become an obligation and shared responsibility between the

individual and the state (both civilian and military).

Fourthly, issue of global peace and global governance could also be translated as part of the country's sovereignty and security. In the past, security has been defined narrowly in terms of defense of national borders, the implementation of immigration policies to preserve the national unity and the protection of citizens from the use of violence by fellow citizens or foreign nationals. However, such a narrow view of security has become obsolete in the face of the increasing number of risks, which no single country can successfully overcome them alone. If a state ignores the issue of its neighbors, it is likely to induce instability for all countries. A case in point is the international network of terrorism which crosses national borders.

Fifthly, issue of dialogue among civilizations as indicated by Huntington (2009) depicts that the differences between civilizations are real and important. Currently the consciousness of civilization is at its peak, and the conflicts between civilizations have been predicted that they would replace ideological conflicts and other forms as the dominant forms of global conflicts. Differences in the strength and the struggle for obtaining economic power, military and institutional resources are the sources of the conflicts between the West and other civilizations. Differences in cultural values and basic beliefs are the second sources of conflict. Dialogues among civilizations should be encouraged. They should serve as a medium for different civilizations to learn from each other in order to build a better world for peaceful co-existence.

Looking at the recent developments and issues of global civics, there are two arguments which are related to the efforts to build university students' competencies in the era of globalization, particularly through civic education. First, in a globalized world, the demand on civic competence is very high. However, in general, it must be admitted that until now, the civic competencies of the majority of the university students in Indonesia have been

lower than those of advanced democratic societies. Second, learning about global issues of citizenship will equip students with the ability to adjust to reality as well as critical ability to make choices and contribute to making changes in the globalized world. Integrating social realities into various topics on global issues of citizenship has some implications for a positively social change.

4. CONCLUSIONS

This study suggests that it is high time that an integrated material covering various global issues should be part of the civic education for university students. It shows that the existing components of the education have not sufficiently incorporated the material needed to support the development of human resources capable of addressing various issues surrounding the nation in the era of globalization. Various topics tested in my study through the Research and Development cycle strongly connect with the students' expectation of material that would enable them to think critically and strategically in facing their country's problems which are also part of the global issues. The approach of this study can be developed for future research on similar issues of the education.

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