

Strengthening Moral Action Through Global Citizenship Education In Elementary School

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Abstract

In the current era of globalization, global citizenship education is important for the younger generation, where currently there are many moral crises, especially in terms of moral actions. This study aims to review the literature related to the instillation of global citizenship education values in elementary schools to strengthen moral actions. The research method used in this study is the SLR (Systematic Literature Review) method. Data collection was obtained by documenting related articles on similar research in the last 7 years. Articles obtained and used in this study were 20 accredited national and international journal articles obtained from Google Scholar. The results of the analysis show that the instillation of global citizenship education values through global competencies in the cognitive, socio-emotional and behavioral dimensions will equip students with skills and real actions as active and responsible global citizens who will be able to strengthen moral actions. Thus, it is concluded that in learning, students are expected to have understanding, empathy and life skills in the 21st century, such as being able to think critically, creatively, the ability to solve global issues and be able to face various challenges that will be faced in the era of technological and information advancements that are realized through real moral actions.

Keywords: Moral Action, Global Citizenship Education, Global Competition

Abstrak

Era globalisasi saat ini, pendidikan kewarganegaraan global penting bagi generasi muda, dimana saat ini banyak ditemui krisis moral khususnya dalam hal tindakan moral. Penelitian ini memiliki tujuan untuk mengkaji literatur terkait penanaman nilai pendidikan kewarganegaraan global di sekolah dasar untuk penguatan tindakan moral. Metode penelitian yang digunakan dalam penelitian ini adalah metode SLR (*Systematic Literature Review*), Pengumpulan data diperoleh dengan mendokumentasikan artikel yang terkait pada penelitian yang serupa dalam kurun waktu 7 tahun terakhir. Artikel yang didapat dan digunakan dalam penelitian ini sebanyak 20 artikel jurnal nasional dan internasional yang terakreditasi yang diperoleh dari *Google Scholar*. Hasil analisis menunjukkan bahwa penanaman nilai pendidikan kewarganegaraan global melalui kompetensi global pada dimensi kognitif, sosio emosional dan perilaku akan membekali siswa dengan ketrampilan dan tindakan nyata sebagai warga negara global yang aktif dan bertanggung jawab yang akan dapat menguatkan tindakan moral. Dengan demikian disimpulkan bahwa dalam pembelajaran diharapkan peserta didik dapat memiliki pemahaman, sikap empati serta keterampilan hidup pada abad 21, seperti mampu berpikir kritis, kreatif, kemampuan memecahkan masalah isu-isu global dan mampu menghadapi berbagai tantangan yang akan dihadapi di era kemajuan teknologi dan informasi yang diwujudkan dengan tindakan nyata moral.

Kata kunci: Tindakan Moral, Pendidikan Kewarganegaraan Global, Kompetensi Global



INTRODUCTION

Education is very important in shaping a person's character and morality (Lickona, 2013). Character education is a conscious effort to help someone understand, care about, and act based on fundamental ethical values. Lickona divides good character into three main components, namely Moral Knowing, the ability to know what is right and wrong, and understanding moral values. Moral Feeling Having empathy, conscience, and respect for others. Moral Action, namely the will and action to do the right and responsible thing. Lickona believes that these three components must be taught in an integrated manner at school and at home to form individuals with strong character and morals. The focus is not only on achieving learning competencies, but also on developing students' character, considering that social changes have influenced human nature (Susilawati et al., 2021). Globalisation has strengthened relations between countries, creating both opportunities and obstacles. One significant obstacle is the threat to moral and humanitarian values, coupled with a lack of global awareness and responsibility. The emergence of intolerance, discrimination, conflict, and environmental issues often indicates a lack of moral action and limited global perspective. In such conditions, Indonesia needs to promote awareness and the ability to act based on its moral values in order to face these challenges and develop into a better nation (Wulandari et al, 2021).

Society, especially the younger generation, is facing a serious moral crisis. Young people growing up in an era of advanced technology and rapid social change are often confronted with various ethical issues such as a lack of empathy, rampant bullying, differences in values, and dishonesty. This is a major concern because they are the main pillars of change. Therefore, understanding and practising citizenship are crucial in shaping the character, ethics, behaviour, and values that they will hold onto as they grow into adulthood. Additionally, in the midst of the global flow of information that is so easily accessible, if not wisely filtered, the younger generation's morals can be disrupted, which will undoubtedly have a negative impact on the nation's future (Sari et al., 2024).

The quality of a nation is largely determined by the quality of its education. The better the education, the higher the quality of its generation, as education is the primary means of shaping a nation's character. It cannot be denied that education not only shapes the mind and soul but also enhances character, morality, and personal quality. The Indonesian national education system is expected to ensure improvements in the quality and efficiency of educational management to prepare for global dynamics. Therefore, educational reform needs to be carried out in a planned, targeted, and sustainable manner (Ernawanto & Prastiwi, 2022).

Education plays an important role as the main driver in character building, because various social problems we face, such as violence, greed, corruption, manipulation, lies, and fraud, are actually rooted in character issues. Therefore, through education, the nation's character can be refined and shaped, especially through character building and education that begins at an early age. Character building and education are absolutely necessary because the purpose of education is not only to make students intelligent but also to instil noble character and moral values in them. Thus, their presence as members of society can be meaningful, both for themselves and for others.

Character education does not merely teach right from wrong; rather, it instils good habits so that students can discern (understand) what is right and what is wrong, and objectively perceive the values of what is good and what is bad. In other words, good character education encompasses not only good knowledge but also good

feelings or behaviour. Character education emphasises habits that are consistently practised and achieved. Character or personality development for students is a priority in building the nation's character. The application of character education and daily life for the younger generation today is aimed at saving the nation from moral degradation (Tias, 2021).

The increasingly powerful current of globalization now brings various complex transnational challenges, such as environmental issues, social inequality, and intercultural conflict. This phenomenon demands collective awareness and shared responsibility from every individual as a global citizen. To respond to this need, the concept of global citizenship has emerged, providing a framework for developing understanding, attitudes, and actions beyond national boundaries. Instilling global citizenship values is crucial because it inherently encourages moral action. Global citizenship is not only limited to knowledge of global issues, but also involves empathy, social justice, respect for diversity, and responsibility to contribute to the common good. The urgency of conducting this research is expected to provide a description and overview of strengthening moral action through the instillation of global citizenship education values in schools, so that they become not only moral individuals locally, but also responsible global citizens who make positive contributions.

Problems that occur in instilling global citizenship education values to strengthen real moral actions include a curriculum that is not fully integrated into the subject matter. Sholekah (2020: 5) states that character education can be applied in any subject. Teaching materials regarding ethics as a value must be developed, clarified, and connected and applied in daily activities. Learning uses methods that tend to be cognitive-centric without addressing the affective and conative dimensions that can trigger action, and the limited understanding of teachers or educators regarding the essence and values of global citizenship education is a significant obstacle. Limited teacher understanding can result in the delivery of global citizenship education being shallow, limited to knowledge without being able to motivate students to internalize values and put them into action. As a result, the main goal of global citizenship education to strengthen moral action is often not optimal. Moral learning often focuses more on local and national dimensions, less on the universal dimension needed to face global challenges.

Schools or other educational institutions are the appropriate environment for integrating global citizenship education values into the curriculum and extracurricular activities. This is in line with UNESCO's (2015) view, which emphasises the importance of global citizenship education as an effort to empower learners to find solutions to global challenges and actively contribute to a more peaceful and sustainable world. Without the instilling of these values, an individual's moral actions may be limited by narrow and self-centred perspectives. An individual may feel less responsible for humanitarian crises in other parts of the world or less concerned about the environmental impact of their lifestyle. Thus, global citizenship education provides a strong moral foundation for individuals to act responsibly, fairly, and ethically in a global context, making them positive agents of change.

Although the vision of modern education emphasises the importance of global citizenship education, and the urgency of global citizenship education is widely recognised, implementation in the field, especially in primary schools, still faces obstacles, namely the limited understanding of teachers or educators regarding the essence and values of global citizenship education, which is a significant barrier. Limited understanding among teachers can result in superficial delivery of global citizenship education, focusing solely on knowledge without being able to motivate students to internalise values and put them into action. As a result, the primary goal of global citizenship education to strengthen moral action often fails to be optimally achieved.

As shown in A. Rizal's (2024) research, global citizenship education is key to equipping students to face complex global challenges, such as environmental issues, socio-economic inequality, and international conflicts, thereby enhancing moral or global awareness and critical thinking skills. Irma Irayanti et al. (2023) found that the character or moral behaviour of Pancasila can serve as an ethical foundation suitable for global citizenship. Akkari & Maleq (2020) state that global citizenship education has a promising goal, namely to empower students to act responsively to global issues, highlighting the urgent need to shape global citizens.

The focus of this research is how to instil global citizenship values to strengthen moral actions. To address the existing gaps, this study conducted a Systematic Literature Review (SLR) of 20 accredited national and international scientific articles discussing global citizenship education aimed at strengthening moral behaviour to act and provide solutions to global issues. This study aims to determine the strengthening of moral action on global competency indicators in relation to global citizenship education.

METHOD

In this research, the author conducted it using the literature review (SLR) method or literature study. The purpose of this writing is to explore how the instillation of global citizenship education values can effectively strengthen students' moral action on global competency indicators in various dimensions. The writing began by searching for articles related to the research theme. The criteria for scientific articles used as data were scientific articles sourced from national and international journals with updates from the last 7 years, namely from 2018-2025. In the initial stage of the journal article search, 20 articles were obtained using the search keywords "Moral action", "Global citizenship education" and "Global competence". The next stage was validation of scientific articles by eliminating scientific articles based on the article title that matched the idea of the topic of moral action and global citizenship education. The data of scientific articles obtained in this process was 12 articles. The results of these articles were used as a basis for analyzing the instillation of global citizenship education to strengthen moral action.

RESULTS AND DISCUSSION

In the initial stage on this study, the researchers selected research article to find literature published in several social journal. This study involved analysing and summarising the findings from articles found in the Google Scholar database related to learning about morac action and global citizenship education. To begin the data search process, the researcher read the abstracts of each literature to evaluate their relevance to the research topik. Below are the initial steps for collecting articles based on the theoretical concepts relevant to the research title, namely a literature review on global citizenship education for strengthening moral action. These articles will be explained in Table 1 as follows:

Table 1. Result of the analyzed article

Researcher and year	Journal Title	Results
Aryanti Dwi Untari et al. (2024)	Building Global Awareness Among Young Citizens Through Global Citizenship Education	The development of global citizenship education among young people is based on 21st century

		skills.
Heni Mulyani et al (2024)	The Transformation of Global Citizenship Education in the 21st Century	Global citizenship education equips individuals with the knowledge, skills and attitudes to face global challenges.
Darto et al (2024)	Citizenship in the Perspective of Education for Sustainable Development	Global citizenship education shapes the understanding, awareness, and actions needed to address global challenges and play a role in achieving sustainable development goals.
Anif Istianah & Kokom Komalasari (2023)	Building National Identity and Indonesian Character in Facing the Challenges of Global Issues Through Civic Education	Civics education can help develop skills to deal with global issues.
Eliyani Safitri et al (2024)	Instilling Morals and Ethics in the Younger Generation through Civic Education	Civic education to shape the character of the younger generation so that they better understand moral values, ethics, and the rights and obligations of being a good citizen.
Andi ,M.Dahlan & Dedi Kuswandi (2024)	Global Citizenship Education (CGE)	Global citizenship education empowers students to be responsive to global issues.
Primadiana Yunita et all (2025)	Strengthening a Culture of Responsible Consumption through Global Citizenship Education for Students at Malang State Senior High School 10	global citizenship education using effective participatory methods in shaping students' awareness of social and environmental responsibility.
Tan Charlene (2020)	An Ethical Foundation for Global Citizenship Education.	GCE (Global Citizenship Education) is important for mastering cognitive and non-cognitive skills, as well as behavioural capacities that include collaborative, responsible, and common good-oriented actions.
Leite, Stephanie. (2022)	Using the SDGs for Global Citizenship Education	GCE (Global Citizenship Education) seeks to empower individuals of all

		ages to play an active role, both locally and globally. Its main objective is to create a more peaceful, tolerant, inclusive, and safe society.
Akkari, Abdeljalil, & Kathrine Maleq. (2020).	Rethinking Global Citizenship Education	The aim of global citizenship education is to empower students to respond to global issues.
Beckwith, V. J. (2022)	Conceptualizations of global citizenship and global citizenship education:	CGE or global citizenship education develops attitudes and values that encourage a sense of responsibility.
Brown, L., & Taylor, P. (2022)	<i>Critical Thinking for Global Citizens.</i>	Critical thinking is an essential skill that enables young people to evaluate global information about world challenges.
Sutrisno et al. (2021)	Global Citizenship Education as a Resolution to Social Conflict	Global citizenship education focuses on the role of citizens in being responsible and becoming good citizens..
Salsa Fairus & Dini Anggraeni. (2021)	The Role and Challenges of Civic Education in Developing Student Character in the Era of Globalisation	Civic education in the global era is important for building a strong moral commitment to global humanity.
Kim & Park (2019)	The effects of debate-based ethics education on the moral sensitivity and judgment of nursing students:	Moral sensitivity and moral judgement are not innate abilities, but must be acquired and established through continuous education and training.
Mahpudz, A. (2023)	Developing Global Citizenship Education Materials and Values in the Indonesian School Curriculum	The implementation of global citizenship education in Indonesia, especially in the digital age, namely global citizenship education based on learning approaches and processes
Angga, Abidin, Iskandar (2022)	Implementing Character Education with a 21st-Century Skills-Based Learning Model	The application of a 21st-century skills-based learning model is used in the learning process as an effort to build student character tailored to learning needs and objectives.

Based on the results of journal articles regarding strengthening real moral actions through global citizenship education in various competencies, information was obtained, including that global citizenship education aims to empower students to act responsively and responsibly in facing global issues (Akkari, Abdeljalil, & Kathrine Maleq, 2020). Global citizenship education provides awareness, knowledge, skills and attitudes in facing both local and global challenges. Education that prioritizes 21st-century skills (Aryanti Dwi Untari et al, 2024). The values of global citizenship education are instilled through a project-based learning process that can train students to think critically which can enable the younger generation to evaluate global information about world challenges (Brown, L., & Taylor, 2022). From the study, the results obtained can be concluded that global citizenship education aims to empower students in global competencies through three dimensions: cognitive, socio-emotional and behavioral.

The dimensions and conceptual framework of global citizenship education developed in the International Curriculum by UNESCO (2015) include the cognitive dimension, the socio-emotional dimension, and the behavioral or action dimension. Global citizenship education through its three dimensions, Cognitive (knowledge of global issues), Socio-Emotional (values, empathy, solidarity), and Behavioral (action skills), will directly influence the strengthening of students' moral actions. Instilling specific global citizenship education values (justice, equality, responsibility, peace, tolerance, environmental concern) will be the main thing in this process. Global citizenship education develops attitudes and values that encourage a sense of responsibility (Beckwith, 2022). In developing an attitude of responsibility towards global issues, teachers need to apply participatory learning methods to increase awareness of the importance of moral action. This is in line with the results of Primadiana Yunita's research (2025) that global citizenship education with participatory methods is effective in shaping students' awareness of social and environmental responsibility.

The research results emphasize students' ability to seek information from various sources, formulate problems, think analytically, and collaborate in solving them. By applying 21st-century skills, it is hoped that students will develop the ability to compete not only within their own country but also with other countries, and be prepared to face life in a highly competitive era. Learning activities that develop 21st-century skills, character education, and digital literacy can produce high-quality, globally competitive students (Angga, Abidin, & Iskandar, 2022).

Increasing Knowledge of Global Issues (Cognitive) provides an understanding of world challenges, which triggers students' moral sensitivity to global issues. Global citizenship education empowers students to be responsive to global issues (Andi, M. Dahlan, Dedi Kuswandii 2024), equipping individuals with the knowledge, skills, and attitudes to face global challenges (Heni Mulyani, 2024). This will provide students with an understanding, knowledge, and analysis of how to face the challenges of global issues that occur based on good character so that real moral actions can be seen.

The development of Empathy and Solidarity (Socio-Emotional) fosters a caring attitude toward others and the environment, which strengthens moral motivation and the desire to help. The development of action skills (Behavior) trains students in problem-solving, collaboration, and increases confidence and the ability to take concrete moral action. This demonstrates that global citizenship education holistically fosters awareness, empathy, reasoning, and the courage to undertake relevant moral actions at both the local and global levels. This framework demonstrates that the systematic implementation of global citizenship education in elementary schools will contribute significantly to character formation and the strengthening of concrete moral actions in students.

CONCLUSION

Based on the results of the discussion described above, this study can be concluded that the instillation of global citizenship education values significantly contributes to moral strengthening actions on global competency indicators in various dimensions. Global citizenship education is provided in strengthening students' moral actions through learning that uses participatory methods and uses projects in learning so that global citizenship values can be instilled which will have an impact on students that are manifested in their real actions for solutions to solve global issues. As for the cognitive dimension through providing an understanding of global issues and ethical reasoning, the socio-emotional dimension through an attitude of empathy or concern for the environment or social environment, for the behavioral dimension the manifestation of real actions obtained from the learning projects carried out. Global citizenship education provides a holistic framework for forming citizens who are not only intelligent but also moral and responsible at the local and global levels. The implications of this study are very significant, not only for the world of education but also for the development of a more ethical and responsible society globally. Recommendations for further research, research is needed that explores the experiences of teachers and students in instilling and realizing moral actions through global citizenship education and the need for specific and effective development and examples in promoting moral actions in students or the younger generation.

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