

The Character of Global Diversity: What is The Role of Citizenship Education in Higher Education?

Ramsul Nababan¹, Surya Dharma², Parlaungan G Siahaan³, Oksari A Sihaloho⁴

{ramsul_nbbn@yahoo.co.id¹, dharma0303@yahoo.co.id², unimedsiahaan75@gmail.com³, oksari.sihaloho@unimed.ac.id⁴}

Universitas Negeri Medan^{1,2,3,4}

Abstract. This study aims to determine the views of students and lecturers on the importance of the character of global diversity and the role of the Citizenship Education course in Higher Education. The research method uses case studies, where the research subjects involve: (1) students taking Civics courses at Unimed; (2) lecturers in the Citizenship Education course; and (3) three Citizenship Education experts. The results of the study show (1) the character of global diversity needs to be strengthened in students. This is necessary in the midst of various challenges, threats and disturbances in all aspects of life; (2) Citizenship Education strives for the realization of students as citizens who can strengthen the character of global diversity; and (3) Citizenship Education needs to contain learning that can provide students with experience of being in line as part of Indonesia's multicultural society.

Keywords: Citizenship Education, Global Diversity, Higher Education

1. Introduction

The development of Citizenship Education is strongly influenced by the situations and conditions of world life which are increasingly global. Citizenship Education appears both as a curricular and socio-cultural program aimed at strengthening the understanding of their rights and obligations as citizens. This understanding of rights and obligations is then manifested in various forms of civic responsibility. Citizens who are personally responsible are people who actively participate in solving various problems that occur in society. According to [1] reveals that participatory citizens are people who are actively involved in various organizations in society and help promote a better world life. This is considered important in the midst of various problems and challenges faced by countries due to the impact of an increasingly global life such as intolerance, poverty, individualism, societal diversification, diminishing appreciation of diversity and so on. These various problems will certainly undermine the social order both in local and national life which is not in line with the nation's noble values.

In Indonesia, problems related to intolerance and diminishing appreciation of diversity have become citizenship issues that seriously threaten national integration. Various cases of intolerance that have occurred in Indonesia show that the majority of Indonesian citizens do not fully understand the meaning of diversity in diversity. The results of research conducted by the

Setara Institute (2023) show that there are at least five factors that influence the occurrence of intolerance among Indonesian citizens, especially the younger generation, namely (1) low understanding of nationalism; (2) the use of social media is too high, making it vulnerable to receiving various fake news (hoaxes); (3) the activities of the younger generation are influenced by narrow views of diversity; (4) religious attitudes and (5) socio-economic conditions of the community. All of these variables show a positive correlation between citizens' views of respect for diversity. In fact, various forms of discrimination, injustice and violence caused by cultural differences such as ethnicity, race, language, gender, age and social class can be avoided if everyone has a positive outlook [2].

One way to build a positive view of diversity is through Citizenship Education. Citizenship Education is a very important learning program to socialize the values of unity, especially for countries that have diverse racial and cultural backgrounds [3]. Through Citizenship Education in schools, it is hoped that students will get the first institutional experience that brings students from the private sphere to the larger community and side by side to cross differences [4]. The same thing was stated by [5] that Citizenship Education provides real and effective opportunities for students to promote a sense of justice through participation in various social movements. . The goal of Citizenship Education is very much in line with strengthening the character of respect for diversity. Because Citizenship Education encourages collaboration between students to solve various problems both locally, nationally and globally.

Some research related to the role of Citizenship Education in strengthening the character of diversity as carried out by [6] that Citizenship Education helps foster the mindset, attitudes and behavior of students such as unity, peace, tolerance, as well as various characters of love for the motherland in accordance with the values the value of diversity possessed by the Indonesian nation. Another opinion was expressed by [7] that Citizenship Education contributes to building participatory skills and fostering attitudes of leadership and responsibility for a more civilized democratic life.

This research focuses on how the Role of Citizenship Education as a curricular program in Higher Education contributes to strengthening the character of global diversity. There are at least five parts of this character, namely (1) the ability to recognize, appreciate and accept cultural differences; (2) the ability to communicate and interact with other people, (3) the ability to reflect on responsibility for experiencing diversity; (4) the ability to solve various local, national and global problems; and (5) the ability to filter information and be responsible in using the digital world. These five characters need to be strengthened in students in the midst of various threats in life that are not full of certainty. This is of course in line with the vision of Higher Education as an institution that continues to expand its response to various problems that arise in society. In the last decade, the role of higher education institutions has continued to strengthen amid an increasingly global life, so that it is necessary to prepare citizens who have various 21st century competencies, but do not lose their identity as the Indonesian nation. Because it is hoped that universities will produce citizens who continue to be involved in campaigning for citizenship missions [8]. One of the most important civic missions in Indonesia is related to strengthening the character of global diversity in students.

2. Method

This research uses a qualitative approach through the case study method. The selection of case studies is considered important because ethnic, tribal, cultural and religious diversity occurs among students at Medan State University. The selection of the case study method aims to get an overview regarding the views of students, lecturers and experts on the role of Citizenship Education in Higher Education which can strengthen the character of global diversity. Citizenship Education in this context is a compulsory subject in the curriculum at tertiary institutions that must be studied by students.

The subjects of the research were students, lecturers and Citizenship Education experts. The students in question are those who have studied Citizenship Education courses. Meanwhile, lecturers and experts are those who teach Citizenship Education courses at Medan State University. The aspects asked are related to the role of Civics as a subject in developing diversity characters such as the ability to recognize, appreciate and accept cultural differences, the ability to communicate and interact with others, the ability to reflect on responsibility for diversity experiences, the ability to solve various local, national, and globally; as well as the ability to filter information and be responsible in using the digital world. The research sample was taken using purposive random sampling. While the data analysis technique used is an analysis model [9] which consists of three stages, namely data reduction, data display, and drawing and verifying conclusions.

3. Results and Discussion

Respondents' views on the role of Citizenship Education to strengthen the character of global diversity of students

To obtain information related to the views of students and lecturers regarding the role of Civics in strengthening the character of global diversity, the researchers conducted in-depth interviews. The results of the interviews show that students and lecturers of the Citizenship Education course agree that the character of diversity needs to be strengthened. According to a respondent, "the character of diversity will encourage a complete understanding and comprehension of differences. This is very important considering that Indonesia is a very diverse nation" (Student – MA). This opinion was further reinforced by other respondents, who revealed that:

The Indonesian nation was born from various ethnicities, religions and diverse cultures. There are at least 1340 tribes and 720 regional languages. This diversity may not be shared by other nations in the world. Therefore, to maintain harmony in diversity, Diversity Education needs to be strengthened for every Indonesian citizen, including students" (Student - KAI)

The same opinion was expressed by other respondents, who stated that diversity is the greatest wealth owned by the Indonesian nation. This wealth needs to be maintained by all Indonesian citizens, both young and old. Overall the opinions of the respondents were as follows

"As a big nation, Indonesia needs to be guarded so that conflicts do not occur which lead to the disintegration of the nation. The Indonesian nation has wealth that no other nation in the world has" (Lecture – HOD). What is stated is in line with the opinion [10] which states that there are at least four assets owned by the Indonesian nation, namely 1) having the ideology of Pancasila, which is not owned by any other country in the world; 2) the fourth largest population in the world; 3) abundant natural resources; and 4) diverse culture.

This opinion emphasizes that diversity is one of the potentials possessed by the Indonesian people. Complex social life must encourage social attitudes to accept differences. Such as diversity in the use of regional languages, where everyone must be able to place the use of language in both private and public spaces. Therefore, to increase the degree of nationality can be done by strengthening awareness, loyalty, or the will to continue to respect, appreciate and accept differences. Because basically a sense of nationality is a form of loyalty that is fluctuating, can go up and down [11].

Furthermore, what is the role of Citizenship Education in strengthening the global diversity character of students. The character of global diversity is one of the profiles of Pancasila students which must be internalized both through learning in the classroom and outside the classroom. . The Ministry of Education and Culture (2020) explains that the character of global diversity is a reflection of and responsibility for the experience of diversity, namely Pancasila students reflectively use different cultural prejudices or stereotypes, which will create harmony between cultural differences and also create an equal and harmonious life. Efforts to strengthen the character of global diversity are very much in line with the objectives of Citizenship Education both as a learning program and as a socio-cultural one. This opinion is in line with that expressed by respondents, who stated that:

Citizenship Education is very closely related to values and morals. One of the values that needs to be strengthened in students is related to strengthening the attitude of respect for diversity. Therefore, the values of respect for diversity need to be taught to students so they understand the importance of tolerance, fairness, caring and responsibility. To achieve this goal, very relevant Citizenship Education courses are taught to students.

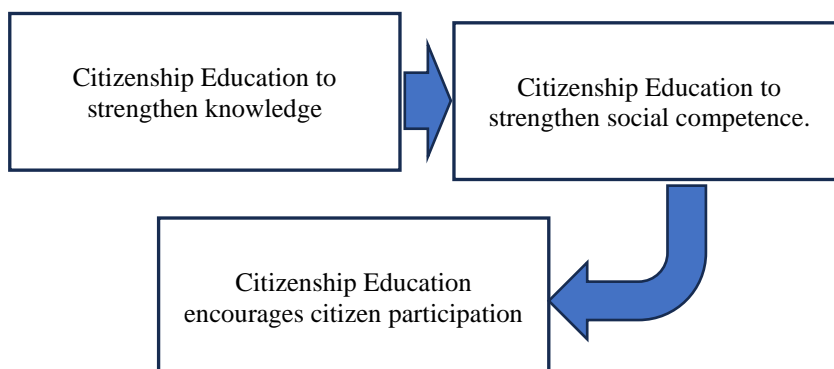


Fig 1. Three Dimensions of Citizenship Education

This opinion is in line with what was stated by [12] which states that there are three dimensions of Citizenship Education which are described as follows:

The picture above shows how each dimension influences one another. Citizenship Education works to harmonize the knowledge possessed by individuals and various social competencies which ultimately encourage the active participation of citizens. In relation to strengthening the character of diversity, Citizenship Education equips students with various concepts, principles, theories related to diversity. Not only limited to understanding knowledge alone, Civics is also present as a course that provides effective and interactive learning experiences to strengthen various social competencies such as readiness to accept responsibility, honesty, caring, upholding the values of justice, non-discrimination, tolerance, and so on. Ultimately Citizenship Education encourages active participation which always promotes diversity values such as (1) the ability to recognize, appreciate and accept cultural differences; (2) the ability to communicate and interact with other people, (3) the ability to reflect on responsibility for experiencing diversity; (4) the ability to solve various local, national and global problems; and (5) the ability to filter information and be responsible in using the digital world.

The next challenge is what is the role of the lecturer in teaching this diversity character in the classroom. Because teachers are expected not only to adapt Civics courses to the available curriculum, but to suit the needs of their own students and classes [13]. The Citizenship Education Class is very open and gives freedom to students to gain various valuable experiences. In several countries in the world, such as Austria, Bulgaria, France, Italy, England and Ireland, they strongly encourage the strengthening of intercultural education that is taught in the classroom through Citizenship Education [14]. The study of respect for these cultural differences is taught both as an issue in throughout the school, cross-curricular issues, integrated components in subjects, as well as separate and independent subjects in the curriculum.

In Indonesia itself, strengthening the character of diversity is taught in two aspects. First, the Character of Global Diversity can be strengthened through Citizenship Education in Class, some materials related to it, for example National Identity, National Integration and Indonesian Geostrategy. Second, the character of global diversity can be strengthened through Civics learning outside the classroom. At Medan State University there are six assignments that are very relevant to strengthening the global diversity character of students. Such as Mini Research, Project and Idea Engineering. In Mini Research, lecturers can choose themes related to diversity, tolerance, and other relevant themes. Apart from mini research, there are various projects and engineering ideas that students can carry out as an effort to strengthen the character of global diversity. Third, strengthening the character of global diversity can be carried out outside the campus which is in line with the mission of achieving the mission of Medan State University. If illustrated through the table, the following is the form of implementation of strengthening the character of global diversity through Citizenship Education at Medan State University.

Table 1. Forms of Strengthening the Character of Global Diversity Through Citizenship Education at Unimed

Num	Form	Relevant material	Forms of activity
1	Civics Learning in	National Identity, National Integration and Indonesian Geostrategy Classes	Student-centered learning with attention to learning outcomes
2	Civics learning outside	the Assignment class through Mini Research, Projects and Idea Engineering	Assignments are carried out collaboratively by selecting themes related to global diversity.
3	Strengthening the character of global diversity can be done outside the campus	Participating in organizational activities on and off campus, internship programs, real work lectures, MBKM, and so on	Various activities chosen by students based on their interests to develop the character of diversity, such as the Archipelago Module, the Teaching Campus, PMI, Scouts, and other activities that are in line with global diversity.

The presence of Citizenship Education both as a curricular and socio-cultural program is expected to be able to encourage the achievement of optimal character in students. Considering that the role of Civics is not only a compulsory curriculum subject, but also a learning program that can achieve competency in attitudes, knowledge and skills of students. This means that the Citizenship Education Course should not focus on embedded theory but also efforts to increase the morale of students to become good, intelligent and reliable citizens [15]. Therefore learning Citizenship Education is in line with the vision of multicultural education, namely an approach that continues to strive for cultural, ethnic and religious values to be understood, appreciated and utilized in accordance with the motto "Unity in Diversity" and the Pancasila philosophy [16].

4. Conclusion

Based on the description in the previous section, at least we can draw three conclusions. First, the character of global diversity needs to be strengthened in students. The increasingly global demands of life encourage various changes, both positive and negative. There are many challenges in the future that must be responded to at this time. One of these challenges is how students continue to have a positive view of diversity, to be open, to care about various social problems at the local, national and global levels. Second, Citizenship Education strives for the realization of students as citizens who can strengthen the character of global diversity. One learning program that is able to accommodate the character of global diversity is through the Education course Citizenship. In essence, learning about Civics is learning about Indonesianness and learning to be Indonesian people with all their identities and personalities. This concept is very much in line with the character of global diversity which encourages a complete understanding of various cultures both locally, nationally and globally. Third, Citizenship Education needs to contain learning that can provide students with experiences in line with being part of Indonesia's multicultural society. At Medan State University, this goal can be strengthened by implementing global diversity studies on several Civics topics such as National Identity, National Integration and Indonesia's geopolitics.

References

- [1] Geboers, E., Geijsel, F., Admiraal, W., & Dam, G. t. Review of The Effects of Citizenship Education. *Educational Research Review*, 9, 158-173 (2013)
- [2] Setyaningsih, W. Implementasi Pendekatan Multikultural d alam Upaya Meningkatkan Kesadaran Kebhinekaan Menuju Masyarakat Madani. *urnal Pendidikan Ilmu Pengetahuan Sosial dan Ilmu - Ilmu Sosial*, 3(1), 65-74 (2023).
- [3] Solihatini, E., & Ozturke, A. Increasing Civics Learning Achievement by Applying Cooperative Learning: Team Game Tournament Method. *Sociology Study*, 4(11), 949-954. (2014).
- [4] Parker, K. *Teaching Democracy: Unity and Diversity in public life*. New York: NY: Teachers College Press (2003).
- [5] Bell, W. Q. Educating the spirit of activism: A "critical" Education. *Educational Policy*, 28(3), 463-486 (2014).
- [6] Sulianti, A. Pendidikan Kewarganegaraan Dalam Budaya Multikultural Untuk Menanamkan Sikap Patriotisme Warga Negara. *Jurnal Pancasila dan Kewarganegaraan (JPK)*, 3(2), 48-55 (2018).
- [7] Humaeroh, S., & Dewi, D. A. Peran Pendidikan Kewarganegaraan di Era Globalisasi Dalam Pembentukan Karakter Siswa. *Jurnal on Education*, 3(3) (2021).
- [8] Kahne, J. C., & N-J, L. Different Pedagogy, Different Politics: High School Learning Oppurtunities and Youth Political Engagement. *Political Psychology*, 34(3), 419-441 (2013).
- [9] Milles, M., & Hubermann, M. *Qualitative Data Analysis Second Edition*. . SAGE Publications (1994).
- [10] Tilaar, H. Pendidikan Untuk Kemandirian Bangsa. In T. A. Jokowi, *Jalan Kemandirian Bangsa* (pp. 471-474). Jakarta: Kompas Gramedia (2014).

- [11] Pelly, U. *Etnisitas Dalam Politik Multikultural, Buku I*. Medan: Casa Mesra (2015).
- [12] Filzmaier, P. *Politische Bildung: Was ist das.*, Retrieved (akses; 20.Juli.2023), from <https://science.orf.at/science/filzmaier/73825> (2007).
- [13] Alscher, P., Ludewig, U., & McElvany, N. Civic Education, Teaching Quality and Students' Willingness to Participate in Political and Civic Life: Political Interest and Knowledge as Mediator. *Journal of Youth and Adolescence*(51), 1886-1900 (2022).
- [14] Tarozzi, M., & Inguaggiato, C. Implementing Global Citizenship education in EU primary schools; The role of government ministries. *International Journal of Development Education and Global Learning*, 10(1), 21-38 (2018).
- [15] Rahmatullah, R., Nadiroh, N., & Sumantri, M. Development of Interactive Learning Media on Civic Education Subjetscs in Elementry School. *ACEC* (pp. 293-296). Aceh: UPI Bandung (2018).
- [16] Amri, S. The Effecivenes of Character Education through the Multicultural Approachin (2022).