



ENGLISH AS A BRIDGE TO GLOBAL CITIZENSHIP: A CIVIC EDUCATION PERSPECTIVE IN SEKOLAH KARAKTER

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ABSTRACT

This research investigates the synergy between English language learning and civic education, emphasizing the cultivation of global citizenship through the Pancasila Student Profile within Indonesia's Merdeka Curriculum. In the era of accelerating globalization, mastery of English emerges as an essential competency, enabling students to participate meaningfully in international discourse while safeguarding their national identity. The study explores how English instruction can function as a conduit for embedding values of cultural pluralism, tolerance, and cross-border collaboration. Using a case study at Sekolah Karakter, it examines the feasibility and impact of integrating English language pedagogy with Citizenship Education (PPKn) to strengthen students' comprehension of global citizenship while preserving indigenous wisdom. Findings reveal that the fusion of thematic and project-based learning in both English and PPKn settings deepens students' engagement with global challenges, nurtures empathy, and fortifies their patriotic consciousness. The research concludes that a well-orchestrated integration of English and civic education holds significant potential in shaping learners who are both globally attuned and firmly anchored in their cultural heritage.

Keywords: *English Language Education, Global Citizenship, Pancasila Student Profile, Citizenship Education, Merdeka Curriculum, Cultural Diversity*

1. INTRODUCTION

The globalization era is characterized by swift technological progress across diverse sectors, with the rapid advancement of digital and information technology serving as a major driving force. Digital technology has become integral to daily life, particularly in communication and information dissemination (Dash, 2022; Bereczki & Kárpáti, 2021; Jaya et al., 2025). As technology accelerates globalization, the world increasingly appears without borders a shared space inhabited by all people, enabling effortless connections across nations. In this borderless reality, individuals inevitably assume the role of global citizens

(Byram, 2020). On the positive side, globalization fosters collective awareness toward creating safer, more tolerant, peaceful, and collaborative communities. However, it also brings formidable challenges, including heightened competition in the labor market, which demands proficiency in international languages as a prerequisite for participation and success (Soughati et al., 2025; Rokhayati & Widiyanti, 2022; Yahya et al., 2019).

Among these languages, English stands out as indispensable for fostering communication between the world's citizens and supporting harmonious coexistence. As

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the most widely spoken international language, English bridges diverse cultural contexts. Nevertheless, becoming a global citizen is not a simple undertaking. In order to thrive in a globalized environment, individuals must adapt beyond their local spheres, acquiring international language competence alongside other essential 21st-century skills (Toheri et al., 2019; Wahyuni et al., 2019; Suyitno et al., 2021). This underscores the significance of language education, particularly when integrated with civic education, to foster holistic competencies.

One defining attribute of 21st-century citizenship is the capacity to embrace global diversity. As global citizens, individuals must navigate and thrive within culturally diverse environments. In a complex, interconnected world, diversity is inevitable, requiring tolerance and mutual respect to build safe, peaceful, and harmonious societies. Within Indonesia's Merdeka Curriculum, the dimension of Global Diversity in the Pancasila Student Profile encapsulates this ideal, defining it as the ability to demonstrate openness to cultural plurality, respect differences, and engage inclusively at local, national, and global levels (Bhwana, 2023; Kemendikbudristek, 2022; Tricahyati & Zaim, 2023).

In the present educational landscape, learning extends beyond textbooks and in-person interactions to encompass various digital platforms that transcend spatial boundaries, enabling global access to knowledge and social interaction. While this digital transformation offers benefits such as accessible information and remote learning opportunities, it also presents challenges particularly the risk of diminishing local values among students (Akour & Alenezi, 2022; Trang et al., 2024; Tajeddini et al., 2019). For this reason, it is crucial to equip learners with English proficiency as a gateway to global engagement, while simultaneously instilling a strong sense of

national identity to ensure they remain connected to their cultural heritage.

In alignment with this objective, the Indonesian government has embedded the Pancasila Student Profile within the Merdeka Curriculum as a character development framework. The Global Diversity dimension within this profile seeks to prepare students to interact and collaborate productively with people from various cultural and national backgrounds without compromising their Indonesian identity (Johnson & Johnson, 2014). In this light, exploring how English language education can serve as a bridge to foster global citizenship through the lens of Civic Education (PPKn) becomes a meaningful endeavor. Such an approach opens opportunities for cross-curricular collaboration, enabling holistic and impactful learning experiences.

This study therefore focuses on two key questions: first, how is global citizenship conceptualized within the Global Diversity dimension of the Pancasila Student Profile? Second, what opportunities exist for integrating English language learning with civic education to shape global citizens rooted in Pancasila values? In Indonesia, Civic Education (PPKn) aims to cultivate citizens who embody Pancasila principles, democratic values, and responsibility. Yet, in an increasingly interconnected world, its scope must expand to incorporate Global Citizenship Education (GCE). Global citizenship entails an awareness of one's ties to the global community and a commitment to act responsibly in addressing worldwide issues. According to Allan and Thorsen (2020), global citizens recognize the world's diversity and interconnectedness, demonstrate empathy and solidarity, act responsibly toward society and the environment, and actively contribute to building a just and peaceful world.

In education, this vision is realized through approaches that foster intercultural

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awareness, critical thinking on global issues, and active participation in solving global challenges. To this end, the Merdeka Curriculum includes the Pancasila Student Profile Strengthening Project (P5), which promotes interdisciplinary collaboration across subjects. The attainment of Pancasila values, including Global Diversity, is not limited to Civic Education alone but can be reinforced through integration with other disciplines most notably English via project-based learning. This integration is particularly effective for cultivating students' capacity for global diversity.

The Merdeka Curriculum encourages collaboration between subjects to build well-rounded student competencies. Through P5, educators can design interdisciplinary projects combining English and Civic Education with themes such as Diversity and Tolerance, Democracy and Social Participation, and Social Justice and Equality. In such projects, English serves as a medium for reading global texts or producing social campaigns in a foreign language, while civic values are reinforced through PPKn perspectives. Supporting this, Olsson and Tvena (2023) notes that cross-curricular learning can be implemented through projects, thematic instruction, and similar collaborative methods.

Banks (2020) asserts that modern civic education must prepare students to think globally, understand international issues, and cultivate global solidarity while maintaining their national identity. This underscores the importance of embedding civic perspectives within English learning, enabling students to engage with global contexts without losing Indonesian values. Foreign language instruction integrated with civic principles is therefore both feasible and strategically valuable in equipping students with a global outlook anchored in local character (Teng, 2020; Loewen et al., 2020).

Research by Dewi et al. (2023) affirms the importance of embedding multicultural education in English teaching materials to reinforce multicultural values. Similarly, Golnick and Chinn (2019) argues that multicultural education directly fosters caring, knowledgeable individuals capable of overcoming diverse challenges. Supporting this, Sujiati et al. (2023) study EFL Teachers' Culture, Teaching Perspectives and Practices reveals that most Moroccan EFL teachers acknowledge the significance of cultural integration in language instruction to strengthen students' cultural identity and tolerance. These educators employ cultural dialogues, role-plays, and authentic materials, though cultural research projects remain uncommon highlighting the need for balanced pedagogy that integrates global perspectives without eroding local culture.

Furthermore, Wu (2019) emphasizes that English teaching can facilitate intercultural understanding and foster global solidarity. He proposes Global Englishes Language Teaching (GELT) as a framework to challenge native-speakerism biases and promote cosmopolitan ideals of rights and hospitality within language instruction. According to Wu, GELT enables a synergy between global citizenship education, critical social awareness, and cosmopolitanism, making it a compelling approach for 21st-century English pedagogy.

Based on the above background, this study aims to analyze the understanding of the concept of global citizenship within the Global Diversity dimension of the Pancasila Student Profile, as well as to identify the potential for integrating English language learning with Civic Education in Sekolah Karakter. Furthermore, this study seeks to describe cross-curricular learning strategies that foster multicultural awareness, tolerance, and global solidarity among students without diminishing their national identity. It also aims to provide recommendations for curriculum development and teaching

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practices that support the Global Diversity dimension through the Pancasila Student Profile Strengthening Project (P5).

2. METHODS

This study adopts a qualitative research approach with a case study design, focusing on the integration of English language learning and Civic Education within the context of Sekolah Karakter (Sugiyono, 2021; Patton, 2020). The case study method was chosen to allow for an in-depth exploration of how English can function as a strategic tool to instill national values while fostering the Global Diversity dimension of the Pancasila Student Profile. The research investigates the ways in which English language instruction can be contextualized to simultaneously promote multicultural awareness, tolerance, and global citizenship without undermining students' cultural identity.

Data collection involved multiple techniques to ensure the richness and validity of findings. Semi-structured interviews were conducted with English and Civic Education teachers to gather insights into their perceptions, teaching practices, and experiences in integrating global and national values (Kvale, 2021; Gill & Baillie, 2018). Classroom observations were carried out to capture the dynamics of instructional activities, student engagement, and the integration of civic values in English lessons. In addition, documentation analysis covering lesson plans, teaching materials, and school programs was performed to provide a comprehensive understanding of the curricular and pedagogical approaches employed. This triangulation of data sources enables a holistic analysis of the phenomenon under study (Mauliddiyah, 2021; Susanto et al., 2023; Herdayati & Syahrial, 2019).

3. RESULTS AND DISCUSSION**3.1 Integration of English Language Learning and Civic Values in Character Schools**

The results of the study show that English language learning at Karakter School does not focus solely on linguistic aspects, but has begun to integrate global citizenship values. English teachers consciously incorporate themes such as tolerance, cultural diversity, empathy, and international collaboration into teaching materials and classroom activities.

For example, students were asked to create a video campaign in English with the theme "Respecting Cultural Diversity," which was then presented in a class forum and uploaded to the school's social media channels. This project not only trained language skills but also increased students' awareness of the importance of coexisting in diversity.

3.2 Teachers' Perceptions of the Role of English as a Bridge to Global Citizenship

Interviews with teachers revealed that they view English as an important tool for shaping a global generation. One teacher stated:

"Students today must be able to compete and contribute globally, while still upholding the values of Pancasila. English can be a gateway to that."

Teachers also recognize the importance of incorporating multicultural values and nationalism into English language teaching, so that students are not uprooted from their cultural identity.

3.3 Teaching Strategies Used: Thematic and Project-Based Approaches

The Character School has implemented cross-curricular (integrative)

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learning between English and Civics through the P5 program. In one example of a project themed “Global Citizenship and Local Wisdom,” students were asked to research local values (such as mutual cooperation and politeness) and package them in the form of an English-language digital presentation to be presented at the School Culture Day event. This project serves as a language learning tool while also strengthening national identity. Other activities include: Class discussions using English-language articles addressing issues of tolerance and diversity, role-playing exercises on resolving cultural conflicts, and writing essays in English on the topic “How I Can Contribute to a Peaceful World”.

3.4 Challenges in Integration

- Some of the challenges identified in this integration include:
- Not all English teachers have a deep understanding of the concept of global citizenship education.
- English textbooks do not fully support multicultural and global citizenship values.
- Interdisciplinary training between civics teachers and English teachers is needed to collaboratively develop a thematic curriculum.

3.5 Implications for Pancasila-based Character Education

This finding reinforces that English language learning can be used as a strategic vehicle for internalizing Pancasila values in a global context. This learning can shape students to be open-minded, empathetic, and socially responsible, without losing their national identity. This is in line with the Global Diversity dimension in the Pancasila Student Profile.

Discussion

The findings of this study indicate that English language learning in Sekolah Karakter has moved beyond its conventional role of developing linguistic competence, toward the integration of global citizenship values. This aligns with the argument by Febriyanti (2023) that language education can serve as a platform for fostering global awareness, empathy, and intercultural understanding. The inclusion of themes such as tolerance, cultural diversity, and international collaboration in English lessons reflects the principles of Global Citizenship Education (GCE) as promoted by UNESCO (2020), which emphasizes preparing learners to contribute to a more inclusive, just, and peaceful world. For instance, the “Respecting Cultural Diversity” video campaign project not only enhanced students’ communicative competence but also strengthened their disposition to appreciate and coexist within diversity an outcome consistent with Banks (2020) view that multicultural education should be embedded in all subject areas to foster democratic values.

Teachers’ perceptions further reinforce the role of English as a bridge to global citizenship. Their recognition that English provides access to global participation while upholding the values of Pancasila demonstrates an integrative approach to national and global identity formation. As Becerra-Posada et al. (2022) notes, language learning is inherently linked to cultural learning, and the pedagogical challenge lies in balancing global communicative competence with the preservation of local cultural roots. This balance was evident in the Sekolah Karakter approach, where English lessons incorporated local wisdom into global themes, particularly through project-based learning activities under the P5 program. Such integrative strategies are in line with Jaya et al. (2025a) advocacy for

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learning environments that are experiential, participatory, and socially connected.

The thematic and project-based approaches observed such as digital presentations on “Global Citizenship and Local Wisdom” and role-plays addressing cultural conflict resolution are consistent with 21st-century pedagogy emphasizing critical thinking, collaboration, and cross-cultural communication (Fadilah et al., 2023). These practices foster what Rokhayati and Widiyanti (2022) describes as “intercultural competence,” enabling students to interact effectively and appropriately in diverse cultural contexts. By embedding local values such as gotong royong (mutual cooperation) and sopan santun (politeness) within English projects, the school effectively positioned language learning as a means to both strengthen national identity and engage with global citizenship ideals.

Nevertheless, several challenges emerged that may hinder the optimal integration of GCE in English instruction. The lack of comprehensive teacher understanding of global citizenship concepts, limited textbook support, and the absence of sustained interdisciplinary training echo findings from Zou et al. (2023), who highlight that GCE implementation often faces systemic barriers, including insufficient teacher preparation and resource limitations. Addressing these gaps requires targeted professional development and curriculum reform to ensure English and Civics educators can collaboratively design learning experiences that are both globally relevant and locally grounded.

The implications of these findings for Pancasila-based character education are significant. Integrating English with civic values allows for the cultivation of open-minded, empathetic, and socially responsible individuals who can navigate the complexities of globalization without losing their national identity. This reflects the

Global Diversity dimension of the Pancasila Student Profile, where learners are expected to demonstrate respect for cultural differences while upholding national values in a global arena (Kemendikbudristek, 2021). Thus, English in Sekolah Karakter is not merely a communicative tool but a transformative medium for character formation in the 21st century

4. CONCLUSION

This study concludes that English has significant potential as a bridge for instilling global citizenship values when strategically integrated with citizenship education. The experience of Sekolah Karakter demonstrates that an integrative, project-based approach can simultaneously enhance linguistic competence, foster intercultural understanding, and strengthen students' commitment to national values such as those embedded in Pancasila. The implications of these findings suggest that English language learning should be reconceptualized not merely as a means of communication, but as a transformative medium for character formation and civic engagement in the context of globalization. To optimize this potential, schools need to strengthen teacher capacity through sustained professional development on Global Citizenship Education (GCE), develop contextualized and culturally responsive teaching materials, and ensure policy alignment that supports cross-curricular collaboration between English and Civics educators. Future research could explore the long-term impact of such integrative approaches on students' civic attitudes and global competencies, investigate scalable models for diverse school contexts, and examine the role of digital media in promoting both local wisdom and global awareness in English language learning. By addressing these areas, educators and policymakers can ensure that the integration of English and civic education contributes meaningfully to preparing a generation of students who are linguistically proficient, culturally rooted, and globally engaged.

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