

## Global citizenship education in the perspective of strengthening Pancasila student profile

Sutrisno \*

\* Departemen of Citizenship Education, Universitas Muhammadiyah Ponorogo, Indonesia  
[sutrisno@umpo.ac.id](mailto:sutrisno@umpo.ac.id)

Sunarto

Departemen of Citizenship Education, Universitas Muhammadiyah Ponorogo, Indonesia  
[sunarto@umpo.ac.id](mailto:sunarto@umpo.ac.id)

Jumadi

Department of Mathematic Education, Universitas Muhammadiyah Ponorogo, Indonesia  
[jumadi@umpo.ac.id](mailto:jumadi@umpo.ac.id)

### Article History

Submitted : 16-0-2023  
Revised : 16-09-2022  
Accepted : 01-10-2022  
Published : 31-10-2023

### Article Link

<https://journal.uny.ac.id/index.php/civics/article/view/63983>

### Abstract

The implementation of Pancasila student profile values in global citizenship education that is applied to national schools abroad must be analyzed to achieve the meaning and goals of global citizenship education. This study aims to provide an overview of the actualization characteristics of the project to strengthen the profile of Pancasila students in global citizenship education. This quantitative research at the Indonesian School of Kuala Lumpur, Malaysia, uses a descriptive method. The research instrument used questionnaire data analysis techniques by collecting, selecting, editing, coding, and presenting data. The results showed that strengthening the profile of Pancasila students was implemented in the form of cultural projects, entrepreneurial projects, archipelago culinary projects, and environmental preservation projects. The implications of this research provide recommendations regarding implementing global citizenship education based on a contextual approach by strengthening the profile of Pancasila students who are oriented towards solving global issues.

**Keywords:** global citizenship education, Pancasila student Profiles, SILN

### Introduction

Government policy to strengthen the values of Pancasila students or the profile of Pancasila students experiences various obstacles from the analysis of material topics to the development of methods and models used (Widyastuti, 2022). The results of this study provide a general picture that the development of Pancasila values needs to continue to be developed to be an appropriate effort in strengthening the values of Pancasila in schools.

One approach that can be used as a recommendation to strengthen the effectiveness of the material, method development, and implementation model of Pancasila is a contextual learning-based approach (Komalasari, 2012). The contextual learning approach will focus on developing dynamic learning tools and structuring standards to be actualized in the learning process, especially in an independent curriculum (Rindayati et al., 2022).



The lack of dynamism in the preparation of learning tools also impacts the weak strengthening of character values that will be carried out, in this case, the Pancasila student profile (Rindayati et al., 2022). The importance of the Pancasila student profile must be a form of philosophical fundamental values of the nation's life and the Indonesian people's state. So, all educational institutions, both at home and abroad, must implement a policy of strengthening the values of the Pancasila student profile (Kemendikbud, 2022b).

The independent curriculum policy of Indonesian schools abroad also experiences obstacles from policy transitions, environmental factors, and the quality of educators (Setyani et al., 2021; Sutrisno et al., 2023). Strengthening the value profile of Pancasila students is important to prepare a young generation that is sensitive to global issues (Smith et al., 2017).

The strengthening of Pancasila values for school students abroad will have an impact on strengthening the values of the principles of the community's social life that still adhere to the philosophical values of the Indonesian nation (Munawaroh et al., 2021). So, the philosophical values of community life must continue to be developed both by strengthening character and creating a learning process oriented towards Pancasila character values (Fatkhurrohman & Kusuma, 2019).

Based on the findings in the field, it shows that students who study at Sekolah Indonesia Kuala Lumpur 1) find it difficult to describe the basic values of statehood; 2) more easily understand the culture of other countries; 3) are prouder of the character and culture of other nations (Sutrisno et al., 2023a). This is in line with research from (Setyani et al., 2021), which explains that there are obstacles in the educational process at SIKL due to the lack of infrastructure, administrative and documentary facilities that have an impact on the learning outcomes to be achieved, especially the strengthening of Indonesian character values.

With the strengthening of the values of the Pancasila student profile, both from the learning process and supported by good infrastructure, administration, and documentation, an effective learning process will be formed. (Kemendikbud, 2020b). So, the project process of strengthening the profile of Pancasila students that is implemented must be oriented towards a project learning approach to analyze the resolution of local, national, and global issues.

One of the subjects integrated in the development of the basic values of Pancasila and strengthening the character of duties and responsibilities of citizens is Pancasila education or civic education (Machfiroh et al., 2018). However, the concept of civic education in Indonesia has not been able to fully actualize the concept of an approach that is based on the analysis of solving local, national, and global issues, so there is a need for the idea of global citizenship education to be applied in schools (Gardner-McTaggart & Palmer, 2018; Sutrisno et al., 2021; UNESCO, 2015).

Global citizenship education is still integrated into civic education learning (Murdiono, 2014; Sutrisno et al., 2021). The actualization of the Pancasila student profile in global citizenship education learning as an effort to strengthen the Pancasila student profile still experiences many obstacles both from the aspects of planning, implementation, and evaluation (Satria et al., 2022). The resolution of global issues in global citizenship education needs to be done as an effort to build global character (Choo, 2017).

Strengthening national culture based on awareness to resolve global issues based on research results will directly shape the character of national identity (Eis & Moulin-Doos, 2017; Kang et al., 2017). Strengthening the values of Pancasila students in Indonesian schools outside the country should develop an approach sourced from local wisdom and moral values based on contextual and project approaches (Doherty, 2016; Petek, 2018).

The results of research by Dill (2012) and Turner (2006) reconstructed that moral values as part of the nation's national identity will be part of the character of global citizens that need to be developed in every educational process in schools. Global awareness in the life of the nation and state will be the main value in realizing the values of national cultural identity

(Murdiono, 2014). Indonesian schools outside the country should innovate and be creative in helping global values and character awareness because it will directly be a source of strengthening the values of Pancasila students (Sarabhai, 2013; Sutrisno et al., 2023b).

In general, the results of this study will provide solutions and an overview of how to plan and implement projects to strengthen the profile of Pancasila students through the learning process of global citizenship education integrated into Pancasila education subject learning in Indonesian school institutions abroad so that an ideal and effective way will be found in global citizenship education which is based on strengthening the values of the Pancasila student profile as stipulated in the independent learning curriculum (Kemendikbud, 2020a).

## Method

This research is a quantitative study with a survey method. The survey method is used to make data systematized, factual, and accurate to a certain condition (Creswell, 2014). The research was conducted to obtain an overview of the policy analysis of the project to strengthen the profile of Pancasila students in learning global citizenship education.

Penelitian ini dilakukan di sekolah Indonesia Kuala Lumpur Malaysia (SIKL) pada dua puluh pendidik di sekolah dasar hingga menengah. Teknik Pengumpulan data menggunakan kuesioner yang dibagikan pada pendidik tim proyek penguatan profil pelajar Pancasila. Hal ini dilakukan untuk mengetahui gambaran umum pelaksanaan pendidikan kewarganegaraan global dalam perspektif penguatan profil pelajar Pancasila.

This research was conducted at the Indonesian School at Kuala Lumpur Malaysia (SIKL) on twenty primary and secondary school educators. Data collection techniques using questionnaires distributed to educators of the project team strengthened the Pancasila learner profile. This was done to determine the general description of the implementation of global citizenship education from the perspective of strengthening the Pancasila learner profile.

Data analysis techniques with several steps *first*, the collection at this stage is carried out based on the indicators of the questions given, such as understanding of the project strengthening the profile of Pancasila students, themes that are often used, the value of the Pancasila student profile used, difficulties in implementation, and the form of projects that are often used. The results at this stage will provide an overview of the survey results on several indicators that have been presented.

*Second*, selection or editing is taken based on the general findings of each indicator related to the research variables. Based on the results of each indicator, general conclusions will be drawn and then described based on the survey findings in the field.

*Third*, coding is done by drawing specific conclusions from each indicator separately. The results of this special conclusion will be a recommendation for temporary answers based on research indicators. Fourth, data presentation is carried out by providing several recommendations from the data results that have been categorized to be explained in general in each variable. This is done to see the general conclusions of educators through the project team, strengthening the profile of Pancasila school students.

## Results and Discussion

### Results

The findings are presented in the form of a survey conducted to describe the findings covering the implementation of the project on strengthening the Pancasila lesson profile (P5) in global citizenship education or school citizenship education in Indonesian Schools of Kuala Lumpur (SIKL) consisting of teachers of English, civic education, mathematics, natural science, Indonesian language, and informatics from primary to secondary school levels.

The level of understanding of the profile of Pancasila students from respondents varies, with most respondents claiming to understand enough. Educators sufficiently understand the

concept of the Pancasila student profile because of the availability of documents and equipment related to the Pancasila student profile. Meanwhile, the implementation of strengthening the profile of Pancasila students in SIKL is not considered accessible by most respondents.

This happens because educators still have difficulties planning and implementing P5 due to limited knowledge about P5, so there is a need for socialization and forming work teams in each clump of student subject areas to understand the P5 program (Sutrisno et al., 2023a).

From the results of the analysis on this indicator, it is undoubtedly essential for the P5 team to design a form of socialization of the independent curriculum policy so that all project topic activities can be integrated as well as solving issues in global citizenship education through the project-based learning model (Genc, 2015). The themes often used in implementing P5 include sustainable lifestyles, entrepreneurship, and unity in diversity. This is because these three themes contextually often occur in everyday life (Sutrisno et al., 2023a).

In general, the theme of entrepreneurship and sustainable lifestyles is a theme that is often used in the implementation of P5 because it is an effort to strengthen the global competence of students. The value of Unity in Diversity and Engineering and Technology to Build NKRI are themes that are often chosen because, to strengthen the character of national identity, a contextual learning approach model is needed in learning global citizenship education (Komalasari, 2012).

Meanwhile, the selection of the themes *Bangunlah Jiwa dan Raganya* and *Suara Demokrasi* were not chosen because they were already integrated into the theme of Unity in Diversity. Henceforth, it is necessary to determine relevant articles in the implementation of P5 because determining pertinent themes of the character education learning process can increase motivation and learning outcomes (Trisiana et al., 2019).

Table 1.  
*The Value Used of the Pancasila Student Profile*

Indicators	Results
Believing, fearing God, and having noble character	14.3%
Globally diverse	42.9%
Independent	14.3%
Cooperation	86.7%
Critical reasoning	57.1%
Creative	71.4%

Based on the results of table 1 can be interpreted that the values of cooperation, creativity, and critical reasoning are often used in implementing P5. These three values are often used because they are easy to implement in P5. However, one form of value affiliated with global citizenship education learning is global diversity (Sutrisno et al., 2023a).

However, this value is rarely implemented because educators have difficulty determining the concept of planning activities. Therefore, one of the models that can be used as a plan for strengthening the value of global diversity is the global citizen project learning model. Because the global citizen project learning model focuses on strengthening the characteristics of cultural values globally (Sutrisno et al., 2021)

For the value of independence and Godhead to be increased as part of strengthening the P5 implementation process, it is necessary to integrate the P5 values into the planning and implementation of learning. The integration of character values in the learning process will impact the development of students' character habituation (Maisyaroh et al., 2021).

Meanwhile, the indicators of difficulties in implementing P5 can be explained as thick as follows.

Table 2.  
*Difficulties in Implementing P5*

Indicators	Results
Group formation	0%
Theme development	42.9%
Coordination with the teaching team	85.7%
Facilities and infrastructure	14.3%
Schedule arrangement	14.3%

Based on table 2 can be concluded that the difficulties experienced by respondents in implementing the Pancasila student profile strengthening project vary, ranging from the preparation of themes or topics to coordination with the teacher team. However, the main obstacle is coordinating with the teacher team in developing the P5 project. Therefore, it is necessary to have a pattern of communication and coordination in planning P5 activities facilitated by the school, where the school must make a schedule for implementing P5 in turn according to the values to be developed (Sutrisno et al., 2023a).

Based on the findings in the field, there are also forms of project activities to strengthen the profile of Pancasila students at Sekolah Indonesia Kuala Lumpur (SIKL) that have been carried out, including 1) bringing healthy food; 2) making compost from waste; 3) making eco-brick chairs from drinking bottles and plastic, 4) making posters about the environment (Sutrisno et al., 2023a).

Sekolah Indonesia Kuala Lumpur (SIKL) is an Indonesian school bridged by the Indonesian Embassy that aims to serve the education of Indonesian citizens in Malaysia (Ahsani et al., 2020). Through government policies in the independent curriculum, education is more concrete in realizing character education as the character of the Pancasila student profile through an activity program to strengthen the Pancasila student profile at every level of education (Kemendikbud 2022a).

SIKL is more of an educational and cultural center. So SIKL does not consist of students and teachers who are Malaysian citizens or also with English and Malay languages of instruction, but all of them are purely Indonesian. The existence of SIKL (Sekolah Indonesia Kuala Lumpur) is also a place to facilitate Indonesian citizens who want to study at the elementary to high school level in Malaysia because the education policy in Malaysia at that level can only get teaching and so on but not get a diploma. For this reason, SIKL provides package exam system services for students who are too far from the location of SIKL, so they must study at Malaysian state schools.

Based on the findings of the research results of Setyani et al. (2021) show that not all SIKL institutions in various learning centers implementing the independent curriculum know the sharing of the implementation framework and mechanisms in carrying out the independent curriculum implementation program (IKM), so a conceptual standard process is needed in the implementation of strengthening the profile of Pancasila students in SIKL

However, the implementation of P5 in Indonesian schools abroad has not been fully implemented optimally because there are several obstacles, including 1) the lack of supporting infrastructure; 2) limited knowledge and socialization of the P5 program; 3) the influence of environmental and cultural conditions; 4) the absence of control and evaluation related to the implementation of P5 (Sutrisno et al., 2023a).

Therefore, one approach that can be used as an alternative policy in implementing P5 through Pancasila education subjects is learning global citizenship education. Global citizenship education in implementing P5 is very supportive, especially for strengthening the values of global diversity critical and creative reasoning. Education to

Through the learning process, global citizenship education will become a medium for developing P5 implementation planning so that there will be no obstacles and problems in implementing P5 activities. Global Citizenship Education learning in the P5 Implementation process is an alternative solution to strengthen national character values for Indonesian students studying abroad in Indonesian school institutions.

Thus it can be interpreted that global citizenship education in the perspective of strengthening the profile of Pancasila students has several recommendations, including 1) the project to strengthen the profile of Pancasila students in the future emphasizes the selection of themes that follow the character of students based on their level; 2) Sekolah Indonesia Kuala Lumpur is more consistent in implementing P5 so that students have a strong national character; 3) There is a briefing on how to compile the P5 module and monitoring to measure the achievement of the program; 4) The implementation of P5 is expected to be following the field of educators as mentors, the theme may be the same in one school but it is hoped that the implementation can be more flexible according to the abilities/fields mastered by the mentor teacher (Sutrisno et al., 2023a).

## Discussion

### Implementation Dynamics of the Pancasila Student Profile Strengthening Project

The development of an independent curriculum is a form of the Indonesian government's efforts to improve the national education system to realize Indonesia's national education vision. To realize a quality national education system, it is necessary to change the management of education implementation-oriented toward freedom in developing the learning process in the educational institution system (Oksari et al., 2022).

The implementation of the independent curriculum (IKM) in its implementation still experiences problems, including the low quality of human resources, the management of education implementation that has not been maximized, and the lack of support from related educational institutions in developing the IKM implementation system (Ineu et al., 2022).

The Pancasila learner profile is the value of strengthening students' character consisting of faith, piety and noble character, global diversity, independence, cooperation, creativity, and critical thinking (Kemendikbud, 2020c). The values must be developed in the form of activities of the Pancasila Student Profile Strengthening Project (P5), where each of these activities is carried out every Friday and Saturday as per guidelines developed by the government (Kemendikbud, 2022b).

The independent curriculum must be developed in sharing both formal and non-formal schools. One of the interesting things to analyze is the implementation of P5 in schools abroad so that it can be seen how much curriculum development is developed in this case, referring to the Kuala Lumpur Indonesian School. Sekolah Indonesia Kuala Lumpur (SIKL) is an Indonesian school bridged by the Indonesian Embassy which aims to serve the education of Indonesian citizens in Malaysia. Sekolah Indonesia Kuala Lumpur (SIKL) has a strategic role. It is at the forefront of educational diplomacy in Malaysia in the context of developing Indonesian human resources (HR) based on Pancasila and the 1945 Constitution (Sekolah Indonesia, 2022).

Based on the results of research by Setyani et al. (2021) illustrate that in implementing the teaching system at SIKL, there are still many handbooks or other books that do not exist in full, so these books are accessed through technological sophistication. Not only that, but a digital lesson plan (RPP) has been used. Meanwhile, research by Munawaroh et al. (2021) to create students who are good in their faith, pious to Allah SWT, and form students to have good ethical values at SIKL can be done with several activity programs, including digital lesson plans, honesty canteens, SIKL TV channels, life-based curriculum, SIKL Expression Stage, learning at home "Child-Friendly", digital media teachers, and Library Explore.

Various dynamics and problems that occur in the development of an independent curriculum (Ineu et al., 2022), certainly require various analyses to be used as a reference in constructing effective and efficient policies so that SMEs are well implemented at various levels of formal and non-formal education. In general, the results of this research will become a policy framework that can make conceptual recommendations for the standard process of implementing strategies for strengthening the Pancasila student profile project that can be used in general in educational institutions both at home and abroad.

### **Global Citizenship Education in the Perspective of Strengthening the Pancasila Student Profile**

The strengthening of the profile of Pancasila students project is a new form of strategy carried out by the government to strengthen the values of Pancasila (Satria et al., 2022). The project for enhancing the profile of Pancasila students for educators is easy to do (Sutrisno et al., 2023). Still, developing and preparing the respective project theme materials have experienced obstacles (Rusnaini et al., 2021). So, an effective project model conceptual approach is needed.

Global citizenship education in, the perspective of strengthening the profile of Pancasila students is an effective form of model approach to be carried out because, based on the results of Jerome (2012), global citizenship education emphasizes aspects of service learning to solve problem issues that occur both locally and globally (Mayo et al., 2009). Research by Sutrisno et al. (2021) shows that the learning model approach that can be used in learning global citizenship education in Indonesia is the global citizen project learning model.

Learning global citizenship education can be done with various approaches, namely drama and social projects (McNaughton, 2014; Miedema & Bertram-Troost, 2015). Global citizenship education will shape learners to be patriotic because it can increase social awareness in solving national and global issues (Enslin, 2011). In line with this, strengthening the Pancasila learner profile project is part of the strategy to strengthen global values based on Pancasila: noble character, global diversity, independence, cooperation, critical reasoning, and creativity (Kemendikbud, 2022b).

There are forms of project models for strengthening the profile of Pancasila students that can be developed as part of the implementation of global citizenship education (Sutrisno et al., 2023). *First*, cultural projects. Cultural projects are a form of activity oriented toward developing attitudes toward local cultural values and global mindsets (Castek & Dwyer, 2018). In line with the results of (Lanz, 2014), cultural projects will directly shape the character of the younger generation in understanding and examining local and global cultural values as part of strengthening the nation's self.

*Second*, the entrepreneurship project. This activity project aims to form the generation's entrepreneurial spirit with a humanistic approach (Kupferberg, 1998). According to (Bürcher, 2017; Haerisma, 2019), civic economic education is a form of part of the implementation of humanistic Pancasila values and needs to be taught at the primary to secondary school level. The character of strengthening the concept of Pancasila economy needs to be taught as a form of national economic growth and development strategy (Asyafiq, 2019).

*Third*, the archipelago culinary project. This activity is carried out to introduce the culinary culture of the archipelago and build business opportunities based on regional cuisine (Tuitjer, 2022). This type of school project activity that introduces national culture in the form of regional culinary will make students more interactive to learn and work (Ono & Ismiati, 2019). One form of archipelago culinary project can also be developed as short stories based on archipelago culinary (Tuzzaroh & Dermawan, 2021).

*Fourth*, environmental conservation projects. Environmental preservation is a global issue that needs to be resolved (Castek & Dwyer, 2018). Environmental conservation is a form of global issue in global citizenship education (Gardner-McTaggart & Palmer, 2018) that needs

to be developed. So, the ideal model method for this project is the contextual teaching and learning approach (Surdin, 2018).

Thus, global citizenship education, from the perspective of strengthening the profile of Pancasila students, can be a policy solution at elementary and high school level educational institutions that is easy and effective to use. Given that, in general global citizenship education is an educational model that focuses on strengthening the social and moral values of the worldwide community in an effort to resolve issues that occur (UNESCO, 2015).

## Conclusion

Global citizenship education from the perspective of strengthening the Pancasila Student Profile Project is an interactive medium for resolving various obstacles in implementing the Pancasila student-strengthening project. The forms of activities that can be carried out using a contextual approach include cultural project activities, entrepreneurial projects, archipelago culinary projects, and environmental preservation projects. Effective communication between educators or project teams and students is a benchmark for the success of the global citizenship education process in strengthening the values of the Pancasila student profile.

The implications of the results of this study provide benefits for Indonesian school-level educators at home and abroad in implementing the project to strengthen the profile of Pancasila students in the form of global citizenship education. Global citizenship education has been implemented in several countries, with different formats and studies. In Indonesia, the global citizenship education model can be developed in the process of Pancasila education or citizenship education with a conceptual model that focuses on solving issues at both local and global levels.

## Acknowledgment

Our gratitude goes to the Institute for Research and Community Service of Muhammadiyah Ponorogo University, which contributed to this research activity. We also thank Sekolah Indonesia Kuala Lumpur (SIKL) for helping to provide information, data, time, and place in conducting this research.

## References

- Ahsani, E. L. F., Lusiana, S. N. E., Mardiyah, U., Humaidah, H. N., & Safaah, R. N. (2020). Analisis pembelajaran di Sekolah Indonesia Kuala Lumpur (SIKL) dalam upaya mengembangkan minat dan bakat siswa di era new normal. *Jurnal Kependidikan*, 8(1), 108–120. <https://doi.org/10.24090/jk.v8i1.4338>
- Asyafiq, S. (2019). Strategi pertumbuhan dan pembangunan ekonomi di era global berbasis pendidikan ekonomi kewarganegaraan. *JURNAL PENDIDIKAN ILMU SOSIAL*, 28(1), 18. <https://doi.org/10.17509/jpis.v28i1.15428>
- Bürcher, S. (2017). Regional engagement of locally anchored firms and its influence on socio-economic development in two peripheral regions over time. *Entrepreneurship and Regional Development*, 29(7–8), 692–714. <https://doi.org/10.1080/08985626.2017.1330903>
- Castek, J., & Dwyer, B. (2018). think globally, act locally: teaching climate change through digital inquiry. *Reading Teacher*, 71(6), 755–761. <https://doi.org/10.1002/trtr.1687>
- Choo, S. S. (2017). Global education and its tensions: case studies of two schools in Singapore and the United States. *Asia Pacific Journal of Education*, 37(4), 552–566. <https://doi.org/10.1080/02188791.2017.1386088>
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. SAGE Publications.



- Dill, J. S. (2012). The moral education of global citizens. *Society*, 49(6), 541–546. <https://doi.org/10.1007/s12115-012-9599-8>
- Doherty, C. (2016). Morality in 21st century pedagogies. *Pedagogies*, 11(2), 91–94. <https://doi.org/10.1080/1554480X.2016.1165163>
- Eis, A., & Moulin-Doos, C. (2017). Cosmopolitan citizenship education: Realistic political program or program to disillusioned powerlessness? A plea for a critical power perspective within global citizenship education. *Journal of Social Science Education*, 16(4), 49–59. <https://doi.org/10.4119/UNIBI/jsse-v16-i4-1639>
- Enslin, P. (2011). Education for global citizenship: The cosmopolitan and the patriotic. *Citizenship, Social and Economics Education*, 10(2–3), 91–100. <https://doi.org/10.2304/csee.2011.10.2.91>
- Fatkhurrohman, M. A., & Kusuma, W. J. (2019). The developing of modul on science school material with Pancasila character. *Jurnal Pena Sains*, 6(1), 10. <https://doi.org/10.21107/jps.v6i1.4533>
- Gardner-McTaggart, A., & Palmer, N. (2018). Global citizenship education, technology, and being. *Globalisation, Societies and Education*, 16(2), 268–281. <https://doi.org/10.1080/14767724.2017.1405342>
- Genc, M. (2015). The project-based learning approach in environmental education. *International Research in Geographical and Environmental Education*, 24(2), 105–117. <https://doi.org/10.1080/10382046.2014.993169>
- Haerisma, A. S. (2019). Konsepsi pemikiran dasar ekonomi islam, ekonomi Pancasila dan ekonomi kerakyatan untuk kesejahteraan masyarakat. *Al-Mustashfa: Jurnal Penelitian Hukum Ekonomi Islam*, 4(2), 187–199.
- Ineu, S., Teni, M., Yadi, H., Asep, H. H., & Prihantini. (2022). Analisis implementasi kurikulum merdeka belajar di sekolah penggerak. *Jurnal Basicedu*, 6(5), 8248–8258.
- Jerome, L. (2012). Service learning and active citizenship education in England. *Education, Citizenship and Social Justice*, 7(1), 59–70. <https://doi.org/10.1177/1746197911432594>
- Kang, R., Mehranian, Y., & Hyatt, C. (2017). Incorporating an image-based, multimodal pedagogy into global citizenship education. *International Journal of Education & the Arts*, 18(23), 1–24.
- Kemendikbud. (2020a). *Buku panduan merdeka belajar-kampus merdeka*.
- Kemendikbud. (2020b). *Rencana Strategis Kementerian Pendidikan dan Kebudayaan Tahun 2020-2024*. 174.
- Kemendikbud, R. I. (2020c). *Pelajar Pancasila*. CerdasBerkarakter. [https://cerdasberkarakter.kemdikbud.go.id/?page\\_id=2817](https://cerdasberkarakter.kemdikbud.go.id/?page_id=2817)
- Kemendikbud, R. I. (2022a). *Salinan Keputusan Menteri Pendidikan, Kebudayaan, Riset dan Teknologi Republik Indonesia Nomor 56/M/2022 tentang Pedoman Penerapan Kurikulum dalam Rangka Pemulihan Pembelajaran*.
- Kemendikbud, R. I. (2022b). *Kurikulum Merdeka*. Republik Indonesia. <http://kurikulum.kemdikbud.go.id/kurikulum-merdeka/>
- Komalasari, K. (2012). The effect of contextual learning in civic education on students' character development. *Asia Pacific Journal of Educators and Education*, 27, 87–103. [http://apjee.usm.my/APJEE 27 2012/apjee27 2012 ART%206%20\(87-103\).pdf](http://apjee.usm.my/APJEE%2027%202012/apjee27%202012%20ART%206%20(87-103).pdf)

- Kupferberg, F. (1998). Humanistic entrepreneurship and entrepreneurial career commitment. *Entrepreneurship and Regional Development*, 10(3), 171–188. <https://doi.org/10.1080/08985629800000010>
- Lanz, S. (2014). “Global prayers: redemption and liberation in the city” a research and cultural project. *Material Religion*, 10(4), 531–532. <https://doi.org/10.2752/175183414X14176054221689>
- Machfiroh, R., Sapriya, S., & Komalasari, K. (2018). Characteristics of young Indonesian citizenship in the digital era. *Proceedings of the Annual Civic Education Conference (ACEC 2018)*. <https://doi.org/10.2991/acec-18.2018.2>
- Maisyaroh, M., Untari, S., Chusniyah, T., Prestiadi, D., Yulaidi, E. M., Adha, M. A., Saputra, B. R., & Ariyanti, N. S. (2021). Strategi pembinaan peserta didik dalam rangka penguatan pendidikan karakter berbasis nilai Pancasila di Sekolah Dasar. *Jurnal Administrasi Dan Manajemen Pendidikan*, 4(2), 171. <https://doi.org/10.17977/um027v4i12021p171>
- Mayo, M., Gaventa, J., & Rooke, A. (2009). Learning global citizenship?: Exploring connections between the local and the global. *Education, Citizenship and Social Justice*, 4(2), 161–175. <https://doi.org/10.1177/1746197909103935>
- McNaughton, M. J. (2014). From acting to action: Developing global citizenship through global storylines drama. *Journal of Environmental Education*, 45(1), 16–36. <https://doi.org/10.1080/00958964.2013.804397>
- Miedema, S., & Bertram-Troost, G. (2015). The Challenges of global citizenship for worldview education. The Perspective of Social Sustainability. *Journal of Teacher Education for Sustainability*, 17(2), 44–52. <https://doi.org/10.1515/jtes-2015-0010>
- Munawaroh, D. A., Widyastuti, S. W., & Itsnaini, A. N. (2021). *Pembelajaran siswa melalui program utama pada Sekolah Indonesia Kuala Lumpur (Sikl)*. 6.
- Murdiono, M. (2014). Pendidikan kewarganegaraan untuk membangun wawasan global warga negara muda. *Jurnal Cakrawala Pendidikan*, 3(3), 349–357. <https://doi.org/10.21831/cp.v3i3.2379>
- Oksari, A. A., Susanty, D., Wardhani, G. A. P. K., & Nurhayati, L. (2022). Analisis implementasi kurikulum Merdeka Belajar-Kampus Merdeka (MBKM) Program Studi Biologi Universitas Nusa Bangsa. *Jurnal Studi Guru Dan Pembelajaran*, 5(1), 78–85. <https://doi.org/10.30605/jsgp.5.1.2022.1556>
- Ono, R. S., & Ismiati, M. B. (2019). Perancangan Game Edukasi Kulnas (Kuliner Nusantara) dalam melestarikan kekayaan nusantara menggunakan visual basic. *MEANS (Media Informasi Analisa Dan Sistem)*, 4(1), 81–85. <https://doi.org/10.54367/means.v4i1.498>
- Petek, E. (2018). Critical thinking as a nourishing interface to EFL context in higher education. *International Education Studies*, 11(5), 1. <https://doi.org/10.5539/ies.v11n5p1>
- Rindayati, E., Putri, C. A. D., & Damariswara, R. (2022). Kesulitan calon pendidik dalam mengembangkan perangkat pembelajaran pada Kurikulum Merdeka. *PTK: Jurnal Tindakan Kelas*, 3(1), 18–27. <https://doi.org/10.53624/ptk.v3i1.104>
- Trisiana, A., Sugiaryo, & Rispantyo. (2019). Implementasi pendidikan karakter dalam pendidikan kewarganegaraan sebagai inovasi pengembangan di era media digital dan Revolusi Industri 4.0. *Jurnal Global Citizen: Jurnal Ilmiah Kajian Pendidikan Kewarganegaraan*, 7(1), 84–98. <https://doi.org/10.33061/jgz.v7i1.3059>
- Rusnaini, R., Raharjo, R., Suryaningsih, A., & Noventari, W. (2021). Intensifikasi profil pelajar Pancasila dan Implikasinya terhadap ketahanan pribadi siswa. *Jurnal Ketahanan Nasional*, 27(2), 230–249. <https://doi.org/10.22146/jkn.67613>

- Sarabhai, K. V. (2013). ESD and global citizenship education. *Journal of Education for Sustainable Development*, 7(2), 137–139. <https://doi.org/10.1177/0973408214527309>
- Satria, R., Adiprima, P., Wulan, K. S., & Harjatanaya, T. Y. (2022). Proyek Penguatan Profil Pelajar Pancasila. *Badan Standar, Kurikulum, Dan Asesmen Pendidikan*, 137.
- Sekolahindonesia. (2022). *Sekolah Indonesia Kuala Lumpur*. [Www.Sekolahindonesia.Edu.My. http://sekolahindonesia.edu.my/web2/kurikulum-2/](http://sekolahindonesia.edu.my/web2/kurikulum-2/)
- Setyani, S., Zuliyana, F., Rofitrasari, R., Amelia, N., & Ahsani, E. L. F. (2021). Analisis sistem pendidikan di Sekolah Indonesia Kuala Lumpur (SIKL) : Perspektif Guru. *Jurnal PGSD: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 14(1), 70–79. <https://doi.org/10.33369/pgsd.14.1.70-79>
- Smith, W. C., Fraser, P., Chykina, V., Ikoma, S., Levitan, J., Liu, J., & Mahfouz, J. (2017). Global citizenship and the importance of education in a globally integrated world. *Globalisation, Societies and Education*, 15(5), 648–665. <https://doi.org/10.1080/14767724.2016.1222896>
- Surdin. (2018). The effect of Contextual Teaching and Learning (CTL) Models on learning outcomes of social sciences of the material of forms the face of the earth on class VII of junior high school. *International Journal of Education and Research*, 6(3), 57–64.
- Sutrisno, S., Sapriya, S., Komalasari, K., & Rahmad, R. (2021). Implementasi model pembelajaran proyek warga global dalam pembelajaran pendidikan kewarganegaraan. *Jurnal Ilmiah Pendidikan Pancasila Dan Kewarganegaraan*, 6(1), 155. <https://doi.org/10.17977/um019v6i1p155-164>
- Sutrisno, Sunarto, & Jumadi. (2023a). *Hasil bbservasi analisis kebijakan Penguatan Profil Pelajar Pancaisla di Sekolah Indonesia Kuala Lumpur*.
- Tuitjer, G. (2022). Growing beyond the niche? How machines link production and networking practices of small rural food businesses. *Entrepreneurship and Regional Development*, 34(5–6), 471–485. <https://doi.org/10.1080/08985626.2022.2062619>
- Turner, B. S. (2006). Classical sociology. *British Journal of Sociology*, 57, 133–151. <https://doi.org/10.1111/j.1468-4446.2006.00097.x>
- Tuzzaroh, F., & Dermawan, T. (2021). Penciptaan buku kumpulan cerita pendek berbasis kuliner sebagai wahana literasi budaya Nusantara. *BASINDO : Jurnal Kajian Bahasa, Sastra Indonesia, dan Pembelajarannya*, 5(1), 26–38.
- UNESCO. (2015). *Global citizenship education: topics and learning objectives*. United Nations Educational, Scientific and Cultural Organization.
- Widyastuti, A. (2022). Implementasi Proyek Penguatan Profil Pelajar Pancasila dalam Kurikulum Merdeka PAUD. *REFEREN*, 1(2), 189–203. <https://doi.org/10.22236/referen.v1i2.10504>