Global Education for Basic Education theme: Focus on Madrasah Ibtidaiyah

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Abstrak

Artikel ini mengkaji penerapan tema pendidikan global dalam konteks pendidikan dasar dengan fokus pada Madrasah Ibtidaiyah (MI). Dengan pendekatan kualitatif berbasis studi pustaka, penelitian ini mengeksplorasi bagaimana prinsip-prinsip pendidikan global dapat diintegrasikan dalam kurikulum dan praktik pembelajaran di MI. Hasil penelitian menunjukkan bahwa pendidikan global memiliki potensi besar untuk meningkatkan keterampilan abad ke-21, membangun kesadaran akan keberagaman, serta mendorong toleransi di kalangan siswa MI. Artikel ini juga mengidentifikasi tantangan dalam implementasi dan memberikan rekomendasi strategis untuk meningkatkan efektivitas integrasi pendidikan global dalam pendidikan dasar di Madrasah Ibtidaiyah.

Kata Kunci: Pendidikan global, Madrasah Ibtidaiyah, pendidikan dasar, keterampilan abad ke-21, keberagaman.

Abstract

This article examines the application of global education themes in the context of basic education with a focus on Madrasah Ibtidaiyah (MI). Using a qualitative approach based on a literature study, this research explores how the principles of global education can be integrated in the curriculum and learning practices in MI. The results show that global education has great potential to improve 21st century skills, build awareness of diversity and promote tolerance among MI students. The article also identifies challenges in its implementation and provides strategic recommendations to improve the effectiveness of global education integration in basic education in Madrasah Ibtidaiyah.

Keywords: Global education, Madrasah Ibtidaiyah, basic education, 21st century skills, diversity.

INTRODUCTION

Global education is an approach that aims to prepare students for the challenges of an increasingly connected world (Banks et al., 2005). The era of globalization is characterized by high mobility of information, culture, and people, requiring individuals with broad horizons, critical thinking skills, and empathy for cultural diversity. In the era of globalization, issues such as climate change, economic inequality, and human rights become challenges that cannot be solved only within the local or national scope. Therefore, we need an educational approach that not only covers academic knowledge but also readiness to face global challenges, namely global education.

Global education provides a foundation to equip students with these competencies, so that they can play an active role in creating an inclusive and sustainable society (Anderson, 2015; Scheunpflug & Asbrand, 2006). Global education aims to prepare students to become active global citizens, who not only have knowledge of global issues, but also attitudes that support intercultural collaboration and understanding (Anderson, 2015). With this approach, students are expected to develop the ability to think critically, communicate across cultures, and have a deep sense of empathy for the diversity of an increasingly complex world.

According to Scheunpflug & Asbrand (2006), global education also aims to develop competencies that enable individuals to live sustainably in social, economic and environmental contexts. Therefore, one of the main aspects of global education is sustainability, which teaches students the importance of responsibility towards the planet and the global community. This concept is closely related to environmental awareness and the right of every individual to equal opportunities in all aspects of life.

Furthermore, globalization also implies increased mobility of people, information and culture. This increasingly connected world demands better communication skills and a deeper understanding of cultural, social and political diversity. Global education, which is a holistic approach, teaches the importance of tolerance, respect for differences, and the ability to collaborate to address global issues together (OECD, 2018). Thus, global education is not only about knowing about global phenomena, but also about fostering a sense of responsibility to participate in collective problem solving, be it through policy, individual behavior, or collective action.

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In the context of basic education in Indonesia, Madrasah Ibtidaiyah (MI) has a strategic position. MI, as an Islamic-based education institution, not only plays a role in building students' academic skills, but also in shaping character rooted in Islamic values. MI not only educates students in the academic field,

but also plays a major role in the formation of students' character and morals in accordance with the teachings of Islam. Religious education taught in MI focuses on instilling moral and ethical values that become an important foundation in daily life. However, along with the times, especially in this fast-paced era of globalization, education in MI also needs to respond to new challenges that arise. Islamic principles such as "rahmatan lil 'alamin" can be used as a philosophical foundation for developing global education in MI, which encourages students to think globally but still act based on local values (Reimers, 2013; UNESCO, 2018).

Islamic education in Indonesia, through institutions like Madrasah Ibtidaiyah, is uniquely positioned to integrate global education by emphasizing universal human values such as justice, peace, and social responsibility, grounded in religious teachings (Reimers, 2013).

According to UNESCO (2018), global education aims to equip students with the skills needed to contribute to an increasingly globalized world, as well as build awareness and respect for human rights, cultural diversity, and sustainable development. MI as a faith-based educational institution has the opportunity to combine Islamic values with important aspects of global education, such as human rights, peace, and sustainability, and sensitize students to issues in the world.

Global education in MI can play a role in introducing students to global issues in a way that is in accordance with Islamic values, as well as instilling a positive attitude towards existing cultural diversity. Global education in MI is also relevant to address contemporary challenges such as radicalism, intolerance, and social inequality. By introducing students to global issues such as human rights, environmental sustainability and social justice, MI can contribute to the formation of a critical, tolerant and globally aware generation (Banks et al., 2005). For example, through a project-based approach, students can be invited to understand local issues such as waste management, which are linked to global issues such as climate change (OECD, 2018).

Global education in MI is also relevant to address contemporary challenges faced by Indonesian society, such as radicalization, intolerance, and social inequality. In this regard, global education in MI can introduce students to concepts of human rights, social justice and cultural diversity that are not only important in the international context, but also in the local Indonesian context. With a project-based approach, for example, students can learn about waste management at the local level which is then linked to climate change as a larger global issue (OECD, 2018). Through this approach, MI not only teaches knowledge about the world, but also encourages students to think critically and take action in dealing with these issues.

However, the implementation of global education in MI faces various challenges. First, there are limited resources, including teaching materials relevant to global education. The dense national curriculum often makes it difficult for teachers to integrate global themes in learning (Tichnor-Wagner et al., 2016). Second, many MI teachers have not received adequate training on global education and therefore lack confidence in teaching related topics (Merryfield, 2002). Third, there is resistance from some communities who fear that global education will obscure local identity and religious values (Davies, 2008).

In addition, many MI teachers have not received adequate training in teaching global education. The lack of knowledge and understanding of global topics makes many teachers find it difficult to integrate global issues in their learning. Merryfield (2002) mentions that "many teachers in Islamic schools, including those at Madrasah Ibtidaiyah, have limited exposure to global education and need substantial professional development in this area." Training and capacity building for these teachers is essential to ensure they have the necessary knowledge and skills to teach global topics in an effective manner.

Furthermore, there is also resistance to change from some communities who are concerned that global education may obscure local cultural identity and religious values. In some cases, global education is seen as something foreign or Western, which can threaten existing traditional values and religious teachings (Davies,

2008). To overcome this challenge, global education in MI needs to be integrated very carefully, ensuring that Islamic religious values and local culture are maintained.

Nonetheless, the potential for integrating global education in MI remains great. Research shows that this approach can improve 21st century skills, such as critical thinking, collaboration and technological literacy. Global education also broadens students' horizons about cultural diversity and universal humanity, which is relevant in building social harmony in pluralistic societies like Indonesia (UNESCO, 2018).

In this research, various literatures and case studies are analyzed to explore the implementation strategies of global education in MI. This research also discusses how global education can be designed in accordance with the characteristics of MI as a faith-based educational institution, resulting in a relevant, inclusive and effective learning model. Thus, this article aims to provide a comprehensive insight into the opportunities and challenges of implementing global education in MI, as well as offer strategic recommendations to improve the quality of basic education in Indonesia.

METHOD

This research uses a qualitative method with a literature study approach. This approach was chosen for its relevance in exploring conceptual and empirical data from various written sources. The research steps were carried out as follows:

1. Data were obtained from secondary sources, including relevant scientific journal articles, books, policy documents and research reports. The selection of literature was based on keywords such as "global education," "Madrasah Ibtidaiyah," "basic education," and "21st century skills." Data sources focused on publications within the last five years to ensure relevance and currency, but also included classic literature on which global education theory is based.

2. Literature was selected based on the following criteria:

   a. Relevance to the theme of global education and the context of Madrasah Ibtidaiyah.
   b. Source credibility, including reputable journals, academic books, and documents from trusted institutions such as UNESCO and OECD.
   c. Balance between global and local perspectives to provide a comprehensive view.

3. Data were analyzed descriptively with a thematic approach. Thematic analysis was used to identify patterns and main themes in the literature, such as the principles of global education, implementation strategies in MI, and challenges and opportunities. The data were analyzed through several stages:

   a. All relevant sources were categorized based on the main themes.
   b. Frequently emerging themes, such as diversity, global literacy and 21st century skills, were identified as the focus of the analysis.
   c. Data from multiple sources were synthesized to provide an integrated picture of global education in MI.

4. To ensure validity, data was compared with findings from other studies. Triangulation is done by using multiple data sources and perspectives to reduce bias.

RESULTS AND DISCUSSION

In this section, the implementation of global education principles in Madrasah Ibtidaiyah (MI) will be discussed, revealing the challenges faced, as well as the opportunities that can be maximized to create more inclusive and relevant learning. The results of global education in Madrasah Ibitdaiyah (MI) include:

1. Principles of Global Education

Global education is an approach that aims to prepare students to meet the challenges of an

increasingly connected and complex world. The principles underlying global education focus on developing skills, knowledge and attitudes that enable individuals to participate actively in a global society. Some of the main principles underlying global education are:

a. Awareness of cultural diversity: One of the fundamental principles in global education is to foster awareness and appreciation of the world's cultural diversity. Students are taught to appreciate differences in ethnicity, religion, language and tradition, and to understand the importance of universal values that bind all human beings. Through this approach, students can broaden their perspectives and learn to see the world from a wider perspective, while respecting the differences that exist (Banks et al., 2005). By understanding diversity, students will not only be more tolerant, but can also become agents of change who promote peace and intercultural cooperation.

b. Critical thinking and problem solving: Global education is not just about transferring knowledge, but also aims to develop students' critical thinking skills. In this context, students are trained not to take information for granted, but to analyze global issues in depth and thoroughly. They are taught to identify the root of the problem, understand the dynamics that occur, and find effective solutions. This critical thinking is crucial as it allows students to not only understand global issues such as climate change, social injustice, or poverty, but also to engage in the search for better solutions (Anderson, 2015). With this ability, students become not only consumers of information, but also producers of ideas that can affect positive change in the world.

c. Tolerance and empathy: One of the main goals of global education is to build mutual respect and understanding between individuals and communities around the world. Tolerance and empathy are key in dealing with differences, whether in social, cultural or religious contexts. Global education teaches students to not only understand, but also feel the experiences of others, especially those in difficult or marginalized situations. This can reduce social tensions, avoid discrimination and strengthen cooperation between individuals at the global level (OECD, 2018). Thus, this education not only shapes knowledge, but also builds character that is full of empathy and compassion for others.

d. Sustainability: In a world that is increasingly threatened by environmental and social issues, global education also emphasizes the importance of sustainability. Students are taught to understand that their actions have an impact on the future of the world, both environmentally and socially. This education fosters awareness of the importance of preserving nature, and teaches students to play an active role in creating a more just and sustainable world. Sustainability is not just an ecological concept, but also includes interrelated social, economic and cultural sustainability (Scheunpflug & Asbrand, 2006). Through this understanding, students are expected to develop a responsible attitude towards the environment and society, and participate in various initiatives that support sustainable development.

2. Integration of Global Education in Madrasah Ibtidaiyah

Global education can be integrated in basic education, including in Madrasah Ibtidaiyah (MI), through various approaches that combine global principles with local contexts. This process can be done in creative and relevant ways, including:

a. Curriculum Development: One effective way to integrate global education is through curriculum development that includes relevant global topics, such as cultural diversity, human rights and sustainability issues. A curriculum that includes these topics will give students a broader understanding of the world beyond their own neighborhoods. For example, in social science or language lessons, students can learn about the history of world civilizations, human rights movements, or global challenges such as climate change that affect different countries around the world (UNESCO, 2018). Thus, students not only

learn about universal values, but also understand the relationship between countries and the importance of global collaboration in dealing with common problems.

b. Inclusive Teaching: Global education in Madrasah Ibtidaiyah can also be implemented through an inclusive pedagogical approach, which not only values diversity but also encourages collaboration among students from different backgrounds. In an inclusive classroom, every student is given the opportunity to share their perspectives, discuss global issues and work together on projects that introduce them to real-world challenges. This enriches their learning experience, as they learn not only from the teacher, but also from their peers who have different views and experiences (Rapoport, 2019). Inclusive teaching helps to create an atmosphere that supports differences, as well as builds a sense of community that is essential for creating a more harmonious and just society.

c. Utilization of Technology: In this digital age, technology plays a very important role in broadening students' horizons on global issues. Utilizing technology in global education can be done by using digital platforms, such as the internet, social media, or learning apps, to introduce students to a wider range of perspectives and information. Through technology, students can connect with their peers from different countries, learn together in international projects, or even take online courses on specific global issues (Bourn, 2020). Technology also allows students to access a variety of more interactive learning resources, such as video documentaries, articles or podcasts that address current global issues.

3. Challenges in Implementation

While there is a lot of potential in integrating global education, its implementation on the ground is often faced with a number of challenges that must be overcome:

a. Limited resources**:** One of the main barriers to implementing global education is the limited resources available. In many Madrasah Ibtidaiyah, teaching materials that are in line with global education principles are often unavailable or difficult to access. This could be due to budget constraints, lack of training for curriculum developers or lack of infrastructure to access relevant digital resources. Therefore, efforts are needed to ensure that every school has access to quality teaching materials that are relevant to the global issues faced today (Tichnor-Wagner et al., 2016).

b. Teacher training: In addition to limited teaching materials, many teachers in Madrasah Ibtidaiyah have not received adequate training in implementing global education. They are often not trained to integrate global topics in their teaching or to develop students' skills in critical thinking about international issues. Therefore, training and professional development for teachers is essential to increase their capacity to teach global education effectively (Merryfield, 2002).

c. Resistance to Change: It is not uncommon to find resistance to change, whether from teachers, parents or other stakeholders. Some may feel that global education conflicts with their local or religious values. This view often hinders efforts to include global issues in the basic education curriculum. Therefore, it is important to take an approach that is sensitive to the local context, while maintaining the universal relevance of global education (Davies, 2008).

4. Strategic Recommendations

To address these challenges and ensure effective implementation of global education, there are several strategic recommendations that can be considered:

a. Teacher Training: One important step is to provide ongoing training for teachers. This training should include ways to integrate global education principles in their teaching, as well as ways to build students' critical skills that can be used to face global challenges (UNESCO, 2018). By doing so, teachers will be better prepared to face the challenges of global education and can create a learning

atmosphere that is inclusive and stimulates critical thinking.

b. International Cooperation**:** To enrich students' learning experience, Madrasah Ibtidaiyah can establish partnerships with international schools or organizations. Through these partnerships, schools can gain resources, teaching materials and a broader experience of global education. Students can also participate in cultural exchange programs, international projects or global discussions that will broaden their horizons (Rapoport, 2019).

c. Inclusive policies**:** Governments and stakeholders need to promote more inclusive education policies that support the integration of global education at the basic education level. This could include developing a more flexible and adaptive curriculum, providing training for teachers and forming partnerships with international organizations that can help facilitate global education.

Effective global education should involve three main components: knowledge about the world, skills needed to collaborate at the global level, and attitudes that support peace, diversity and sustainability UNESCO, 2018). Therefore, MI needs to develop a curriculum that integrates these three components and introduces global issues that are relevant to students' daily lives.

Global education in MI can also be promoted through teacher training and capacity building. In this regard, professional development for MI teachers is essential so that they can teach global topics in an effective and locally appropriate way. In addition, MI also needs to provide relevant resources, both in the form of teaching materials that are suitable for global education and technology that can support the learning process.

Global education in Madrasah Ibtidaiyah has great potential to shape a generation that is not only academically intelligent but also has high global awareness. By integrating Islamic values and global education, MI can play an important role in creating a more inclusive, just and sustainable society. Although there are various challenges in its implementation, with the right support, both from the government, society, and educational institutions, global education in MI can produce students who are ready to face global challenges and play an active role in creating a better world

CLOSING

The integration of global education in Madrasah Ibtidaiyah has great potential to enrich students' learning experiences and shape a generation that is more tolerant, critical and aware of global issues. Although it faces various challenges, a well-planned implementation supported by all parties can ensure the success of global education in basic education.

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