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Citizenship Education in A Global Era: Integrating Global and Pancasila-Based Perspectives for Civic Learning

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ABSTRACT

Citizenship plays an important role in shaping the direction and purpose of education. This paper explores how different conceptions of citizenship influence educational aims, curriculum orientation, and teaching practices. Using a narrative literature review approach, the discussion draws on studies published between 2017 and 2024 to analyze five dominant perspectives: liberal, republican, deliberative, global, and cultural–national or Pancasila-based citizenship. Each model represents a specific educational orientation that reflects civic knowledge, participation, global responsibility, and national character formation. The review finds that education functions not only as a process of knowledge transfer but also as a means of shaping civic identity and social responsibility. In the Indonesian context, Pancasila provides a philosophical foundation that integrates moral values, national identity, and democratic participation. The paper concludes by proposing an integrative model of citizenship education that connects global civic awareness with local cultural and moral values based on Pancasila.

Keywords: citizenship education, global citizenship, Pancasila

ABSTRAK

Kewarganegaraan memainkan peran penting dalam membentuk arah dan tujuan pendidikan. Makalah ini mengeksplorasi bagaimana berbagai konsepsi kewarganegaraan memengaruhi tujuan pendidikan, orientasi kurikulum, dan praktik pengajaran. Dengan menggunakan pendekatan tinjauan pustaka naratif, pembahasan ini mengacu pada studi yang diterbitkan antara tahun 2017 dan 2024 untuk menganalisis lima perspektif dominan: liberal, republikan, deliberatif, global, dan kewarganegaraan berbasis budaya-nasional atau Pancasila. Setiap model mewakili orientasi pendidikan spesifik yang mencerminkan pengetahuan kewarganegaraan, partisipasi, tanggung jawab global, dan pembentukan karakter nasional. Tinjauan ini menemukan bahwa pendidikan berfungsi tidak hanya sebagai proses transfer pengetahuan tetapi juga sebagai sarana untuk membentuk identitas kewarganegaraan dan tanggung jawab sosial. Dalam konteks Indonesia, Pancasila memberikan landasan filosofis yang mengintegrasikan nilai-nilai moral, identitas nasional, dan partisipasi demokratis. Makalah ini diakhiri dengan mengusulkan model pendidikan

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kewarganegaraan integratif yang menghubungkan kesadaran kewarganegaraan global dengan nilai-nilai budaya dan moral lokal berdasarkan Pancasila.

Kata kunci: pendidikan kewarganegaraan, kewarganegaraan global, Pancasila

INTRODUCTION

Citizenship education has become increasingly urgent in the twenty-first century as societies confront unprecedented social, political, and technological transformations. Globalization, mass migration, multicultural interactions, digital communication, and the rapid circulation of information have fundamentally altered how individuals participate in civic life. Young people are no longer engaged solely within local communities or national political systems; they also interact through global networks and digital spaces that transcend territorial boundaries. These developments challenge traditional understandings of citizenship and require educational systems to prepare learners for increasingly complex civic roles. Consequently, citizenship education has emerged as a critical field of inquiry concerned with equipping future citizens with the knowledge, values, and competencies necessary to navigate contemporary democratic societies (Schulz et al., 2018; Shi et al., 2023).

The growing complexity of civic life has intensified scholarly debates regarding the nature and purpose of citizenship itself. Citizenship is not a fixed or universally accepted concept. Political theorists have long disagreed on whether citizenship should primarily be understood as a legal status, a set of rights and obligations, a form of civic participation, or a shared identity within a political community. These competing interpretations carry significant educational implications because schools are expected to cultivate citizens according to particular societal expectations and democratic ideals. As a result, citizenship education is inherently shaped by normative assumptions concerning what constitutes a “good citizen” and which civic competencies should be prioritized within educational systems (Ribble, 2015).

The relationship between citizenship and education is therefore deeply interconnected. Educational institutions do not merely transmit civic knowledge; they also shape civic identities, political values, and patterns of participation. Research in citizenship education consistently demonstrates that different conceptions of citizenship influence not only what students learn but also how curriculum, pedagogy, and assessment are designed to support civic development. Across contemporary scholarship, global citizenship education (GCE) has emerged as a particularly influential research agenda, reflecting increasing interest in cosmopolitan perspectives and civic frameworks that extend beyond traditional nation-centered paradigms (Schulz et al., 2018; Shi et al., 2023).

Different theoretical perspectives on citizenship generate distinct educational priorities. Liberal citizenship emphasizes individual rights, autonomy, and critical thinking, encouraging educational approaches that foster independent judgment and informed participation. Republican citizenship, by contrast, highlights civic virtue, collective responsibility, and active engagement in public affairs. Deliberative citizenship places greater emphasis on dialogue, public reasoning, and the capacity to engage constructively with diverse perspectives. More recently, global citizenship education has expanded the scope of civic responsibility by promoting intercultural understanding, global awareness, and concern for transnational challenges. These differing orientations are not merely theoretical distinctions; they significantly influence curriculum content, pedagogical strategies (Jaya et al., 2024), and learning outcomes in citizenship education (Lionar et al., 2025).

At the same time, contemporary educational challenges increasingly require a more integrative understanding of citizenship. Rather than viewing liberal, republican, deliberative, global, and cultural-national perspectives as mutually exclusive frameworks, recent scholarship has begun to recognize their complementary contributions to civic learning. Each perspective offers unique educational strengths, including critical reasoning, democratic participation, public dialogue, global responsibility, and moral identity formation. Understanding how these conceptions interact is therefore essential for designing citizenship education capable of responding to the demands of diverse, democratic, and rapidly changing societies.

This challenge is particularly relevant in Indonesia, where citizenship education is strongly influenced by the philosophical foundations of Pancasila. Pancasila and Citizenship Education (PPKn) represents a cultural-national model of citizenship that seeks to develop moral character, national identity, democratic values, and social cohesion. Within this framework, citizenship is understood not only as participation in political processes but also as a commitment to ethical conduct, social responsibility, and national unity. Studies of Pancasila-based civic education demonstrate its significant influence on curriculum development and on fostering civic competencies aligned with national educational objectives (Sunarso et al., 2024). Furthermore, research on instructional innovation within PPKn indicates that the integration of local wisdom, value-based learning, and social awareness activities can strengthen students' civic engagement and social responsibility (Sakman et al., 2024; Damanik & Lie, 2025).

Despite the growing body of scholarship on citizenship education, important gaps remain. Existing studies frequently focus either on specific citizenship models or on isolated educational interventions without adequately explaining how broader conceptions of citizenship shape educational aims, curriculum orientations, pedagogical approaches, and expected student outcomes. Similarly, research within the Indonesian context often emphasizes curricular implementation and instructional practices while providing limited discussion of how Pancasila-based citizenship relates to wider theoretical debates in international citizenship education scholarship. Consequently, a more comprehensive synthesis is needed to clarify the educational implications of multiple citizenship traditions and to examine how global and national civic priorities can be reconciled within contemporary educational systems.

This paper addresses that gap by examining how different conceptions of citizenship influence the purposes and practices of education. Specifically, it explores the educational implications of liberal, republican, deliberative, global, and cultural-national citizenship perspectives while highlighting their relevance for citizenship education in Indonesia. By synthesizing these diverse traditions, the study seeks to develop a more integrative understanding of citizenship education that can support democratic participation, global competence, ethical responsibility, and national identity simultaneously.

METHOD

Research Design

This study employed a narrative literature review design to examine how different conceptions of citizenship shape educational purposes, curriculum orientations, and pedagogical practices. The narrative review approach was selected because it enables the synthesis of theoretical perspectives and empirical findings across diverse educational contexts while allowing interpretive analysis of conceptual relationships among citizenship models. Unlike systematic reviews that focus primarily on evidence aggregation, narrative reviews facilitate deeper exploration of philosophical and educational debates surrounding citizenship and education (Syahrul et al., 2024).

Sources of Data

The data source consisted of peer-reviewed journal articles indexed in Scopus and Web of Science databases. The review focused on publications published between 2017 and 2024 to capture contemporary developments in citizenship education research. Articles were identified using the keywords citizenship education, civic identity, civic participation, deliberative citizenship, republican citizenship, liberal citizenship, global citizenship education, and Pancasila education. Studies were included when they discussed theoretical frameworks, curriculum implications, pedagogical approaches, or empirical findings related to citizenship and educational practice. Publications unrelated to educational contexts or lacking substantive discussion of citizenship concepts were excluded.

Research Instrument

In qualitative literature review research, the primary instrument is the researcher. To ensure systematic data collection, a literature review matrix was developed to record key information from each selected study, including author, publication year, research focus, citizenship conception,

educational implications, curriculum orientation, pedagogical approach, and major findings. The matrix facilitated consistent comparison across studies and supported thematic synthesis of the literature.

Data Analysis Technique

Data were analyzed using thematic analysis. First, all selected articles were read thoroughly to identify recurring concepts and theoretical perspectives regarding citizenship and education. Second, findings were coded according to five citizenship categories: liberal citizenship, republican citizenship, deliberative citizenship, global citizenship, and cultural-national (Pancasila-based) citizenship. Third, similarities, differences, and relationships among these categories were compared to identify patterns regarding educational aims, curriculum design, and teaching practices. Finally, the findings were synthesized into an integrative framework explaining how multiple conceptions of citizenship influence educational purposes and practices.

Research Procedure

The research procedure consisted of four stages, namely: (1) identification of relevant literature through database searching; (2) screening and selection of articles based on inclusion and exclusion criteria; (3) thematic coding and categorization of citizenship concepts; and (4) synthesis and interpretation of findings to construct a comprehensive understanding of the relationship between citizenship conceptions and educational practices.

RESULT AND DISCUSSION

Citizenship education reflects a nation's moral, philosophical, and political vision of what it means to be a citizen. Across the literature, citizenship is understood as more than a legal status; it encompasses identity, participation, and values that connect individuals to their communities and the wider world. Education therefore serves as a primary mechanism through which civic ideals are transmitted, interpreted, and adapted in response to social, political, and technological change (Schulz et al., 2018).

The International Civic and Citizenship Education Study (ICCS 2016) revealed considerable variation among countries in the ways civic knowledge, participation, and civic attitudes are integrated into educational systems (Schulz et al., 2018). These differences reflect diverse conceptions of citizenship that shape educational goals, curriculum content, and pedagogical approaches. Across the reviewed literature, five dominant perspectives emerge: liberal, republican, deliberative, global, and cultural-national citizenship. Together, these perspectives demonstrate how educational systems balance individual autonomy, collective responsibility, democratic participation, global awareness, and cultural identity.

3.1 Democratic Citizenship: From Individual Autonomy to Civic Participation

The liberal conception of citizenship emphasizes individual rights, autonomy, and rational judgment. Citizenship education within this perspective seeks to develop critical and independent thinkers who are capable of evaluating information, questioning authority, and participating in democratic institutions through informed reasoning (Fernández & Sundström, 2011). Consequently, educational programs influenced by liberal citizenship commonly emphasize constitutional literacy, human rights, political knowledge, and critical thinking. This approach provides students with the cognitive skills necessary for democratic participation in pluralistic societies.

However, excessive emphasis on individual autonomy may weaken civic solidarity and collective responsibility. Without shared moral commitments or communal values, citizenship can become detached from broader social obligations and civic engagement (Cohen, 2010). This limitation has encouraged scholars to explore alternative conceptions of citizenship that place greater emphasis on participation and collective responsibility.

Republican citizenship responds to this challenge by emphasizing civic virtue and commitment to the common good. Within this perspective, citizenship is understood primarily as active participation in public life rather than merely possessing civic knowledge (Cohen, 2010). Educational practices inspired by republican ideals therefore promote community involvement, service learning, student participation in school governance, and engagement with social issues.

In the Indonesian context, republican values align closely with the principle of *gotong royong*, which emphasizes cooperation, mutual assistance, and collective responsibility. Citizenship education encourages students to participate actively in collaborative decision-making processes while fostering social cohesion and national unity (Afan, 2024).

Closely related to republican citizenship, the deliberative perspective views dialogue as the foundation of democratic life. Deliberative citizenship education seeks to create classroom environments in which students engage in discussion, argumentation, and collaborative reasoning regarding public issues (Cohen, 2010). Through these dialogic processes, learners develop empathy, tolerance, and the ability to consider diverse viewpoints. Research suggests that discussion-based learning and student forums can improve civic reasoning, conflict-resolution skills, and democratic dispositions. Nevertheless, implementation remains challenging in educational environments characterized by hierarchical classroom cultures and limited opportunities for open dialogue (Syahrul et al., 2024).

Together, liberal, republican, and deliberative perspectives demonstrate that democratic citizenship education requires a balance between individual autonomy, civic participation, and public dialogue. Effective citizenship education should therefore cultivate both critical thinking and active engagement in democratic life.

3.2 Global Citizenship and Contemporary Educational Challenges

Contemporary social, environmental, and technological challenges increasingly transcend national boundaries, contributing to the growing importance of global citizenship education. This perspective expands civic responsibility beyond the nation-state and emphasizes global interdependence, sustainability, intercultural understanding, and human rights. Global citizenship education has emerged as one of the most rapidly developing areas within citizenship education research, reflecting the need to prepare students for participation in an interconnected world (Lionar et al., 2025).

Educationally, global citizenship promotes competencies such as intercultural communication, critical global awareness, social empathy, and responsibility toward global challenges. Integrating global citizenship themes into Pancasila education has been shown to strengthen intercultural understanding without undermining students' national identity (Anggaraini et al., 2025). Students become increasingly aware of environmental, social, and digital inequalities that connect local experiences with broader global realities (Ikhsan et al., 2026).

Despite these benefits, global citizenship also presents challenges. Excessive emphasis on global perspectives may weaken attachment to local traditions, cultural identity, and national cohesion. The challenge for contemporary education is therefore not choosing between global and national citizenship, but finding ways to integrate both perspectives. This tension is particularly significant in countries such as Indonesia, where citizenship education seeks to preserve national identity while preparing students for participation in an increasingly interconnected world.

3.3 Pancasila-Based and Digital Citizenship: Toward an Integrative Model

Indonesia addresses the tension between global and national citizenship through a Pancasila-based conception of citizenship. Pancasila functions as a philosophical foundation that enables the integration of global civic values with local cultural traditions and moral principles (Afan, 2024; Emejulu & McGregor, 2019). Rather than viewing global citizenship as a threat to national identity, Pancasila provides a normative framework through which global values can be interpreted within Indonesian socio-cultural contexts.

Within civic education, Pancasila-based citizenship promotes civic identity through ethical reflection, democratic participation, social justice, and respect for diversity (Sunarso et al., 2024). Citizenship is therefore understood not only as political participation but also as a moral commitment to community and nation. Pedagogical innovation supports this objective. The Value Clarification Technique (VCT) based on local wisdom has been shown to strengthen students' social awareness, empathy, and civic responsibility by contextualizing civic learning within culturally meaningful experiences (Sakman et al., 2024).

The rapid expansion of digital technology has introduced new dimensions to citizenship education. Digital spaces have become important arenas for civic participation, political discussion, and social activism while simultaneously creating challenges related to misinformation, polarization, and ethical behavior. As a result, citizenship education must extend beyond traditional civic knowledge to include digital literacy and responsible online engagement. Digital citizenship education links civic responsibility with participation in digital environments and contributes to broader educational goals associated with SDGs 4, 10, and 16 (Damanik & Lie, 2025).

Teachers play a crucial role in fostering responsible digital engagement by integrating digital literacy, ethical reasoning, and civic responsibility into classroom instruction. Furthermore, Pancasila values provide an important framework for guiding responsible online behavior by emphasizing humanity, justice, civility, and ethical interaction (Yorman & Sadam, 2025; Damanik et al., 2025). This perspective enables digital citizenship to remain grounded in local moral values while addressing contemporary technological realities.

The findings of this review suggest that contemporary citizenship education should not rely on a single conception of citizenship. Liberal citizenship contributes critical thinking and individual autonomy; republican and deliberative citizenship strengthen participation and democratic dialogue; global citizenship promotes intercultural understanding and global responsibility; and Pancasila-based citizenship provides moral, cultural, and national grounding. Together, these perspectives form an integrative model of citizenship education capable of preparing learners to participate effectively across local, national, global, and digital contexts. Such an approach is particularly relevant for Indonesia, where educational development increasingly requires balancing global competence with national identity, democratic participation, and ethical citizenship.

CONCLUSION

This review shows that different conceptions of citizenship shape educational purposes, curriculum orientations, and pedagogical practices in distinct ways. Liberal citizenship emphasizes critical thinking and individual rights, republican and deliberative citizenship promote participation and democratic dialogue, global citizenship expands civic responsibility to transnational issues, while Pancasila-based citizenship provides moral, cultural, and national foundations for civic development. Together, these perspectives suggest that effective citizenship education should integrate global competencies with local values and democratic engagement.

This study contributes to the literature by synthesizing major citizenship frameworks and examining their educational implications within both global and Indonesian contexts. However, the review is limited by its reliance on secondary literature and its focus on conceptual analysis rather than empirical classroom evidence. Future research should investigate how these citizenship models are implemented in educational practice and how teachers and students negotiate global, national, and digital dimensions of citizenship in diverse learning environments.

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