



## INTERNATIONAL PERSPECTIVES ON CITIZENSHIP EDUCATION: NETNOGRAPHY ON DIGITAL-BASED LEARNING

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**Abstract:** *The ever-evolving global dynamics demand Citizenship Education (PKn) to adapt to increasingly complex cross-border challenges such as climate change, economic disparities, human rights violations, and authoritarianism. This study aims to analyze the key elements of these global issues and their impact on the curriculum and approach of PKn. A descriptive-analytic method based on netnography was employed to gather data from various online references, including social media and Google search trends. Google Trends was utilized to identify current trends, highlighting the relevance of global citizenship issues and the importance of information technology in PKn learning. The findings show that topics such as climate change, economic disparities, and human rights violations dominate searches related to global citizenship issues. The study also emphasizes the need for cross-sector collaboration and updated references to make the PKn curriculum more adaptive to changing times. Results suggest that integrating civic affairs as a dominant element in the curriculum and using information technology can create a more adaptive, relevant, and responsive PKn education in the face of global developments. By identifying and analyzing these global trends, it is hoped that PKn education can help shape a generation that is more aware and responsive to global challenges while building a curriculum that is responsive and relevant to the dynamics of the times. In conclusion, PKn education based on understanding global issues and cross-sector collaboration can help create new citizens who are aware of their social responsibilities in the global world.*

**Keywords:** *Global Issues, Citizenship Education, Descriptive Analysis, Netnography, Information Technology*

**Abstrak:** *Dinamika global yang terus berkembang menuntut Pendidikan Kewarganegaraan (PKn) untuk beradaptasi dengan tantangan lintas batas yang semakin kompleks seperti perubahan iklim, kesenjangan ekonomi, pelanggaran HAM, dan otoritarianisme. Penelitian ini bertujuan untuk menganalisis unsur-unsur kunci dari isu-isu global ini dan dampaknya terhadap kurikulum dan pendekatan PKn. Metode deskriptif-analitik berdasarkan netnografi digunakan untuk mengumpulkan data dari berbagai referensi online, termasuk media sosial dan tren pencarian Google. Google Trends digunakan untuk mengidentifikasi tren terkini, menyoroti relevansi isu kewarganegaraan global dan pentingnya teknologi informasi dalam pembelajaran PKn. Temuan menunjukkan bahwa topik-topik seperti perubahan iklim, kesenjangan ekonomi, dan pelanggaran hak asasi manusia mendominasi pencarian terkait masalah kewarganegaraan global. Studi ini juga menekankan perlunya kolaborasi lintas sektor dan referensi yang diperbarui untuk membuat kurikulum PKn lebih adaptif terhadap perubahan zaman. Hasil penelitian menunjukkan bahwa mengintegrasikan urusan kewarganegaraan sebagai elemen dominan dalam kurikulum dan menggunakan teknologi informasi dapat menciptakan pendidikan PKn yang lebih adaptif, relevan, dan responsif dalam menghadapi perkembangan global. Dengan mengidentifikasi dan menganalisis tren global tersebut, diharapkan pendidikan PKn dapat membantu membentuk generasi yang lebih sadar dan responsif terhadap tantangan global sekaligus membangun kurikulum yang responsif dan relevan dengan dinamika zaman. Kesimpulannya, pendidikan PKn berbasis pemahaman isu global dan kolaborasi lintas sektor dapat membantu menciptakan warga negara baru yang sadar akan tanggung jawab sosialnya di dunia global.*

**Kata Kunci:** *Masalah Global, Pendidikan Kewarganegaraan, Analisis Deskriptif, Netnografi, Teknologi Informasi*

## **INTRODUCTION**

Nowadays, Civic Education (PKn) is no longer fixated on a "state"-centric viewpoint. In this case, what is discussed is not between the tendency of the state as the center of discussion relative to its citizens, but in the context of the state relative to other countries. Thus, the existence of citizens who are lexically subordinate to the state, of course, will not be separated from the existence of the state and the inevitability of its interaction with other countries. Therefore, PKn will not be spared from discussions about other countries. In relation to other countries in the world, CCI is often associated with what is called global CCP (see

Stromquist, 2009, among others). Some discuss it not as a global citizen but rather as a global citizen (see among others in Murdiono, 2018) with the argument that there is no such thing as a "global country". However, without ignoring the substantive aspect and for ease of writing and mention, the term global PKn will be used in this paper in the future.

Various arguments can be put forward regarding the urgency of this global PKn. Some associate it with environmental problems, technology, humanity, and various other problems that increasingly cross-national borders. Thus, these various foundations of urgency then become the main content in materials related to global PKn. However, there has not been enough discussion in a single manuscript that discusses global issues related to PKn quite comprehensively. Not a few educational institutions in the world have raised these global issues as a specific lecture. For example, the Hongkong Institute of Education has its doctoral lecture on "International Perspectives on Citizenship Education". In this lecture, doctoral candidates will be prepared to be involved in detailed studies through the study of PKn in various countries, and explore the main issues related to the development of PKn at the international level. A similar lecture can also be found at the doctoral level at the University of Education Indonesia (UPI) with the title Cutting-edge Development of Global Issues of PKn. Exactly as the title holds, this lecture examines and discusses various aspects of life concerning the latest developments and global issues of PKn. Attention is also directed to the development of the ability to analyze, synthesize, and evaluate global issues that affect thinking. the process of education, research, and professional communication of PKn.

In the era of globalization, people no longer live-in isolation; Interaction between countries is inevitable. This dynamic includes social, economic, political, and environmental aspects. Therefore, PKn is required to accommodate these changes by expanding its perspective to the international level. Global issues such as climate change, migration, economic inequality, and human rights violations have become the main challenges that PKn must face. In this context, PKn plays an important role in building awareness among the young generation about the impact of local actions on the global community. The urgency to integrate global issues in PKn is further strengthened by increasing economic inequality. Injustices in the

international trading system create a significant gap between developed and developing countries. This phenomenon not only affects economic stability but also triggers social conflicts. Therefore, PKn must equip students with critical analysis skills to understand and contribute to solving this problem.

Using a netnography approach, this study aims to identify the latest trends and relevance of PKn global issues through the exploration of online references. The results of this research are expected to contribute to the development of a PKn curriculum that is more adaptive to changing times and build a generation that is more aware and responsive to global challenges.

### ***RESEARCH OBJECTIVES***

This study uses a netnography-based analytical descriptive method to examine global trends and issues relevant to Civic Education (CCA). Netnography was chosen because it allows for the exploration of the data-rich digital world, including social media, websites, and online trends. The data was collected using Google Trends, which provides insights into the popularity of searches related to keywords such as "global civic issues" and "international civic problems." The search period is set over the past year to get the most up-to-date picture. The research process begins with the identification of relevant keywords, followed by an in-depth analysis using online platforms to dig into content, patterns, and relevance. Each outcome was analyzed based on significance, correlation with PKn issues, and global relevance. In addition, academic references from cutting-edge journals (2018–2024) are used to reinforce the validity of the findings.

Flowing from the series of formulations above, the initial problem that deserves attention is, of course, what are the real global issues of PKn? To answer this question, it can be found from Murdiono [2018] who quotes Winarno [2011] and also refers to Easton [1965] regarding 4 (four) indicators that determine how an issue deserves to be called a global issue as follows.

**Table 1. Indicator Global Issue**

No.	Indicator
1	It received attention and sparked public debate from most government circles and policymakers of countries.
2	It is reviewed relatively continuously in various media and global news.
3	It is raised as a subject of study, research, and discussion significantly by the scientific community and world academia.
4	It is used as a discussion by international organizations.
Source: processed from Murdiono [2018], Winarno [2011], and Easton [1965].	

In addition to the above opinion, Tirtawinata [2022] simply emphasizes that global issues are everything that is of concern and have a wide impact on the lives of the world community. Wiratomo [2022] further added that an issue can be said to be a global issue of PKn if the global issue has relevance to the context of PKn. For this reason, we can first look at some examples of the main references recommended in the two lectures in the following Table 1.2.

**Table 2. Some of the Main References for PKn Global Issues Lecture**

Writer/ Editor	Year	Substance
Delors et al.	1996	4 Pillars of Education according to UNESCO
Cogan & Kubow	1997	Multidimensional Citizenship
Patrick	1997	Global Trends of Democracy
Cogan, Morris, & Print	2002	PKn in Asia Pacific. For the record, there are also many other written sources about PKn in various
Wilde	2005	International Perspectives on PKn and Political
Banks	2007	Global Perspectives on Diversity and Gender
Brock	2011	Education as a Global Concern
Processed by the author from various sources.		

It can be seen in the snippet of the main reference above that 2 (two) references do not focus specifically on PKn but only on education in general, namely Delors [1996] and Brock [2011]. Similarly, outside of education, there are only 3 (three) keywords that seem to be the attention of PKn at the global level, namely democracy, politics, and diversity. In addition, the most recent recommended reference is from 2007 which means it is more than 15 years old when this article was created. If viewed in terms of the needs and objectives of lectures, regarding

the up-to-date. In these two lecture examples, it is not surprising that it is the main activity for students to explore, identify, analyze, and then select aspects that are considered important from the global issues of PKn to be further developed. Moving on from this discussion, the next important issue that becomes attention is, whether the global issues of PKn are quite up-to-date.

Thus, this study is compiled to try to answer 2 (two) main questions about:

1. What are the actual global issues of PKn? and;
2. What are the global issues of PKn that are quite up-to-date?

### ***METHODS***

Both questions will be answered by exploring information available online on the internet using Google's browser engine and Google Trends search facility. The results of the search will then be examined with a descriptive-analytical approach. It should also be explained that the exploration of online information as a source of reference today is carried out based on the argument that today's society is indeed more likely to search, access, and even verify any information online and with references that also come from online sources. In the context of scientific methodology, the literature review conducted on online sources today has a more specific term. One of them is netnography, which as reported by Rostanti [2016], is a combination of the words internet and ethnography. In simple terms, netnography is a method used to investigate the life of the virtual world on the internet. In fact, if the scope of the internet is reduced again to social media (socmed), there is another methodology that is more specific with the title of socmednography [FBHIS, 2020]. In the context of this study, the virtual world life is focused specifically on the global issues of the PKn.

In this case, Google can provide suggestions for keywords or phrases that are sufficiently representative of the global issues of the CCP. When "global civic issues" was translated into English into "global civic issues" and entered into Google's browser engine, it turned out that Google provided 2 (two) additional suggestions, namely "international civic issues" and "global civic problems". At the

time this study was carried out, namely in early December 2022, the use of these 3 (three) key phrases as a search basis had produced at least 30 unique search results (without duplication). Furthermore, for the second question regarding the global issues that are quite up-to-date, a more specific internet browser tool called Google Trends with the <https://trends.google.com> link will be used. It can be explained by quoting Adieb [2021] that Google Trends is a service from Google that provides data and graphs regarding the popularity that is happening on Google's search page. Google Trends not only shows what people are looking for on the internet but can also be used to conduct keyword research, including related and frequently used keywords.

With this ability, Google Trends can help show any things related to PKn that are being searched for by people on the internet. However, the word "moderate" contained in the explanation of Google Trends above implies that the data generated by Google Trends is very dynamic. Changes in the period of use of Google Trends will also have an impact on the difference in data produced. So, what things related to PKn that are being searched for by the public on the internet today will be different from what things related to PKn that are being searched for by people on the internet sometime later.

### ***Global Issues***

If viewed from a descriptive perspective, the first question will certainly be related to what are the topics of the PKn global issue. According to Malin et al. [2004: 11], awareness of the global issue of PKn is one of the key/fundamental concepts that shape the life of the state and democracy. These issues are a global dilemma with a magnitude of impact for many citizens in the world, born from a global perspective [Epstein, 2017: 146], which in the praxis of PKn must receive its attention so as not to be covered by the dominance of more local issues (Baldi et al. [2001:35] and Cole, Howe, and Laird [2016: 18]). Even the global issues of PKn often lose attention when dealing with problems that are considered more obvious [Schrier and College, 2018: 24]. If they do not receive adequate attention, PKn stakeholders tend to think that such global issues are something that happens in distant places and are unlikely to have an impact on their respective countries [Gaudelli, 2016].

Specifically, some of the topics that are considered to be closely related to global issues of PKn a.l. are the environment, agriculture and food, as well as the trading system [Gerodimos, 2010: 35], injustice (Epstein [2017: 141] and Lai [2018:76]), colonialism and north-south inequality [Gaudelli, 2016], climate change, global poverty, organic food, and the livestock industry [Gerodimos, 2010: 58], civil disobedience, religious freedom, and global human rights [CFSD, 2018: 8], immigration [Foertsch, 2020: 159], the rise of authoritarian governments and privacy violations by them against citizens using digital monitoring [Estelles and Fischman, 2020: 6], to the issue of sex education [Epstein, 2017: 142].

Still reviewed from a descriptive perspective, the next question will be related to who are the stakeholders of the PKn global issue. Those who are often considered stakeholders of the global issue of PKn are especially educational institutions such as universities [Kakuchi, 2020: 20] and their teachers [Cole, Howe, and Laird, 2016: 18], schools [Richards, 2020: 113], teachers (see a.l. in Hoppen [2021: 10]), academics from various disciplines [Snyder and Wenger, 2010: 118], and of course their students. Similarly, if it is related to when it is appropriate for PKn global issues to be introduced, then the answer is also related to school periods such as at the secondary education level [Richards, 2020: 113], especially high school [Epstein, 2017: 142], youth [Hoppen, 2021], and lecture periods [Kakuchi, 2020: 20]. If expanded beyond educational institutions, the most dominant stakeholders of the CCP's global issues are young people (Gerodimos [2010: 35] and Epstein [2017: 146]), family, colleagues, friends in cyberspace, and the media [Richards, 2020: 113], various communities [USF, 2020], including community organizations [Richards, 2020: 113] and charities [Gerodimos, 2010: 58], professional organizations [Snyder and Wenger, 2010: 118], global NGOs [Foertsch, 2020: 159], to travelers, and of course countries [Foertsch, 2020: 159] and citizens around the world [Epstein, 2017: 146].

Furthermore, when it comes to where the global issues of PKn can be found, the results of the search found that in addition to specific PKn materials such as curriculum (Malin et al. [2014: 11] and Carlyle [2010: 18]), textbooks and student worksheets/LKS [Baldi et al., 2001: 35], especially the literature on global PKn



[Epstein, 2017: 149], the global issues of PKn must first be reflected through the reality in our immediate environment in our daily lives [Epstein, 2017: 142]. Beyond the sources described in the above paragraphs, the discourse on the global issue of PKn can certainly be found in the media [AILP, 2019: 96], especially those that present in-depth news and public programs [Oregon HECC, 2015], online media and websites that are usually related to youth and NGOs [Gerodimos, 2010: 59], social media [Baek, 2018] such as Facebook [Greenwood, 2018: 101], and even in games [Schrier and College, 2018:24]. Turning to an analytical perspective, the next question that can be asked is how can the global issue of CCI be more exposed and explored. The most common way is of course discussion and education [Kakuchi, 2020:20], as well as comparison [Epstein, 2017: 149] aimed at building awareness [Epstein, 2017: 146] of global issues of PKn, including through schooling [Malin et al., 2014: 11]. However, in simple terms, the building of awareness of global issues must first start from interactions across various social issues [Cole, Howe, and Laird, 2016: 18] viewed from a local perspective [Carlyle, 2010: 18] through direct talks [Mulvaney, 2020: 394-395] or broader dialogue at the community level [Oregon HECC, 2015], to in the form of cross-entity workshops [Junior, 2022: 143] as well as those involving religious viewpoints [USF, 2020].

For the school context, there are more suggestions on how the global issue of PKn can be more exposed and explored. First, Hoppen [2021: 12] reminds the importance of freedom to choose what issues to discuss. Furthermore, teachers must be able to be role models [Hoppen, 2021: 10] and provide good explanations [Epstein, 2017: 148] with more creative and experiential learning [Carlyle, 2010: 18] such as through a project-based approach. For a project-based approach, there are many more further suggestions such as participation in the community [USF, 2020], engaging with local customs [Morais and Ogden, 2011], and looking at how this can be linked to global HCI issues [Epstein, 2017: 142]. A more complete description of this project-based approach can be found, among others, in Olympic High School [2017, 2018: 39], Central Kitsap High School [2022: 48], and Klahowya School [2022: 46] which details that in it students will actively research actual issues of PKn gradually from the local, regional, national, to international

levels through reading and discussion activities, as well as developing and communicating opinions based on primary and secondary sources obtained by using various communication media. As for the stages of skills developed, in this project approach according to [CFSD, 2018], students will learn to identify, describe, and design plans, identify actors and their roles at various levels, explain the differences in responsibilities between these levels, analyze the relationship between existing rights and obligations, and prepare an action plan by considering various impacts that may arise in addition to the conventional schooling and the project-based approach that has been described above, there is still more infrastructure for developing awareness of the global issues of the CCA that can be carried out, such as through visits and trips to various countries to see more closely and directly the issues of the CCA [Foertsch, 2020: 159], or through a public art approach that carries the global issues of the CCA [WCCF, 2018], to the game approach [Schrier and College, 2018: 24].

As a result, the last analytical question related to the global issues of the Communist Party of China is why is awareness of the global issues of the Communist Party of China so important? So, the answer is as can be quoted from Alakkawi [2015: 146] that this is aimed at producing new citizens in the global world who are aware of their social responsibilities.

### ***Latest Developments***

As a reminder, the latest developments in the global issues of PKn are everything that to some extent meets the indicators of global issues as outlined in the introduction, is the attention of the world community, and of course relevant to the context of PKn. For this reason, the next issue that becomes attention is, what are the latest developments of the PKn global issues?

To find out what things related to PKn are being searched for by the public on the internet, keywords are needed if they are enough to represent PKn. As we know PKn at the global level is called by so many different terms. First, this is due to language differences, such as in the Middle East it is called At-Tarbiyatul Madaniyah, in France, it is called Education Civique, in Latin America it is called

Educacion Civica, in Turkey, it is called Civil Egitim, and in Germany, it is called Politische Bildung. More details can be seen in the following figure 1.1.

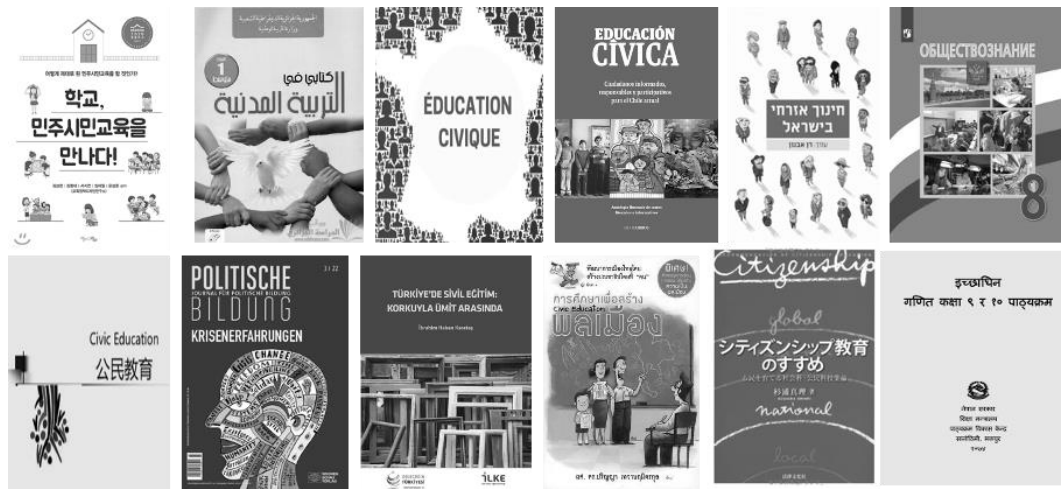


Figure 1. Titles of PKn in Various Countries From various sources.

The next difference is due to a difference in approach, although for example it is both from English-speaking countries. For example, some call PKn Civic Education or Civics, some call it Citizenship Education, and some use the Social Studies approach. Even in Indonesia, PKn has changed its title very often, ranging from Civics, Pancasila Moral Education, Pancasila, and Citizenship Education, to Citizenship only. However, the diversity of keywords is helped by the keyword research capabilities owned by Google Trends. Google Trends offers 3 (three) keywords or phrases that can be used to accommodate the context of PKn in general, namely 1) Civics, 2) Social Studies, and 3) Citizenship Education. The first 2 (two) key phrases, namely Civics and Social Studies, are included by Google in the field of study category. Meanwhile, Citizenship Education is included in the Subject category.

This categorization makes language differences less impactful because all related things, for example, Civics as a field of study, in any language, that has been used as a search keyword on Google, will be included in this Civics category. Likewise, all related matters, for example, Social Studies as a field of study, in any language, that has been used as a search keyword on Google, will be included in

the category of Social Studies. In addition to the three search suggestions from Google, it turns out that there is still one more keyword suggestion from Google that can enrich search results regarding any things related to PKn that are being searched for by people on the internet, namely "Citizenship". This citizenship keyword is suggested by Google in the Topics category. As with the previous three keywords, everything related to the topic of citizenship, in any language, that has been used as a search keyword on Google, will be included in the scope of this citizenship topic.

Furthermore, a search was conducted through Google Trends on September 21, 2022, with a search period set for the past 1 year, namely between September 21, 2021, and September 21, 2022, with Worldwide or worldwide search coverage. The search results (see more in Rahmadi [2022]) show that each keyword has a different regional distribution. For example, the keywords Citizenship are the most searched in Tunisia, while the keywords Civics and Citizenship Education are dominant in African and Anglo-Saxon countries. The keyword social studies are more searched in Latin American countries and Russia.

**Table 3. Top Searched Countries Ranking u/ Search Keywords**

No	Citizenship	Civics	Social Studies	Civic Education
1	Tunisia	Liberia	Guyana	Nigeria
2	Bhutan	Algeria	Samoa	Cameroon
3	French Guiana	Ethiopia	St. Vincent & Grenadines	Ghana
4	Liberia	Nigeria	Ecuador	South Africa
5	Kenya	Zambia	Sierra Leone	Philippines
6	East Timor	Tanzania	Turkey	Japan
7	Guinea-Bissau	Panama	Ghana	United Kingdom
8	Indonesia	Honduras	Russia	United States
9	Philippines	Mexico	Jamaica	St. Pierre & Miquelon
10	Moldova	Gambia	Nepal	Palace

Source: Rahmadi [2022]

Indonesia is among the top 10 countries that enter the most search keywords related to this citizenship topic. If you dig deeper, almost most of the searches on the topic of citizenship in Indonesia are related to the questions of civil service. This is similar to the search in the field of social studies in Russia which turns out to be very related to social studies as a lesson in school. However, most searches on the topic of citizenship in Tunisia are closely related to passports and vaccine

certificates which may be related to the conflict, security crisis, and emigration of Tunisians that are intertwined with the pandemic situation during the search period.

Furthermore, related to the top topics related to search keywords, it was revealed that globally, both Civics, Social Studies, and Citizenship Education are still very related to topics related to the three keywords as school lessons such as theory, books, lessons, exams, classes, teachers, curriculum, and degrees. However, there is a difference where the keyword Civics turns out to be related to things that are relatively more substantial and conceptual than Social Studies. Similarly, Citizenship Education is also related to things that are relatively more substantial and conceptual than Civics. Substantial and conceptual matters related to the keywords civics for example are ethics, rights and obligations, society, social class, democracy, constitution, politics, and government. The substantial and conceptual matters related to the keyword Citizenship Education include what is related to civics plus people, society, values, concepts, goals, laws and legal rules, to national identity. It is interesting to note that when the topics related to these keywords are changed from top to rising mode (not the ones with the highest search volume, but experiencing the highest spike in search volume), there is a very significant difference with the emergence of the following topics:

**Table 4. Topics related to Civics Keywords on Rising Mode**

Communication	Cult	Judiciary	Integration of immigrants	Community
Citizen	Economic development	Gender	Public participation	Concept
Cellular differentiation	Information	Sex	Learning	National
Literature	Socialization	Regulation	1999	Value
Human trafficking	Natural environment	HIV/AIDS	Civic engagement	Culture

Source: Rahmadi [2022]

The next thing that is no less interesting to pay attention to is when the top topics related to the keyword citizenship show that globally 3 (three) topics are very familiar with the Indonesian context. The first is the topic of Indonesia, then the topic of Indonesian, and the third is the topic of Pancasila. This means that

Indonesia, Indonesia, and Pancasila are empirically in the ranks of global citizenship issues at least from September 21, 2021, to September 21, 2022.

### **RESULTS AND DISCUSSIONS**

The examination of search results from online sources has successfully mapped the descriptive analytical elements of global issues in Civic Education (PKn). The analysis addresses the following questions:

1. **What:** What are the limits and scope of global issues in PKn?
2. **Who:** Who are the stakeholders related to global issues in PKn?
3. **Where:** Where is the locus or place to observe global issues in PKn?
4. **When:** When is the recommended time to introduce global issues in PKn?
5. **Why:** Why is it necessary to develop awareness related to global issues in PKn?
6. **How:** How to develop awareness of global issues in PKn?

The consolidation of answers to these descriptive analytical questions reveals that civic affairs seem to be relatively dominant compared to the educational aspects of PKn itself. The detailed elements are presented in Table 1.5 below.

**Table 5. Analytical Descriptive Elements of PKn Global Issues**

<b>Element</b>	<b>Explanation</b>
<b>WHAT</b>	Issues born from a global perspective and presenting global dilemmas with significant impact on many citizens worldwide. These issues include environmental concerns, climate change, agriculture and food security, genetic modification, the livestock industry, global poverty, inequality in the world trading system, injustice, colonialism, the north-south divide, civil disobedience, religious freedom, sexuality, immigration, global human rights, increasing authoritarian government tendencies, and privacy violations based on digital monitoring. (Epstein, 2017; Gaudelli, 2016)

<b>WHO</b>	Educational institutions (universities, schools, teachers, and students), academics across disciplines, non-educational institutions (the younger generation, families, colleagues, networks of friends in cyberspace), media, various communities, community organizations, charities, professional organizations, global NGOs, travelers, and countries along with citizens around the world. (Cogan & Kubow, 1997; Richards, 2020)
<b>WHERE</b>	PKn materials (curriculum, textbooks, LKS, literature about global PKn), the immediate environment of everyday life, news media, public broadcast programs, websites usually related to youth and NGOs, social media, and games. (Banks, 2007; Murdiono, 2018)
<b>WHEN</b>	These issues need to be introduced during youth, in lectures, and in secondary education, especially in high school. (Hoppen, 2021; Epstein, 2017)
<b>WHY</b>	Global issues tend to be ruled out because they are perceived as distant and unlikely to impact respective countries. However, it is crucial to give them attention to avoid being overshadowed by overly local issues and problems considered more exact. It is important to produce new citizens who are aware of their social responsibilities in the global world. (Gaudelli, 2016; Alakkawi, 2015)
<b>HOW</b>	Common approaches include discussion, education, comparison, interaction across various social issues seen from a local perspective, community talks/dialogues, cross-entity workshops, and those involving religious perspectives. Schooling approaches involve freedom to choose the issues to be discussed, teachers as role models and sources of explanation, and more creative and experiential learning. Project approaches encompass identifying, describing, and designing plans, participation in society, involvement with local habits, identifying actors and their roles at different levels, and

	<p>associating with global PKn issues. Other approaches include visits and trips to observe PKn issues directly, and public art and gaming approaches. (Cogan, Morris, &amp; Print, 2002; Schrier &amp; College, 2018)</p>
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Source: Processed by the author

The analysis of search results has enhanced the understanding of these global issues in PKn:

1. **Complexity and Diversity of Issues:** Recent developments indicate that global issues in PKn will become more complex and diverse. This includes the emergence of new issues such as rapid technological change, geopolitical tensions, and global health crises. These developments are expected to expand the scope of global issues relevant to PKn. For instance, issues related to cybersecurity, technological ethics, and digital diplomacy are likely to become more prominent (Estelles & Fischman, 2020).
2. **Interstate Collaboration:** There is a growing focus on collaboration between countries to address global issues in PKn. Given the urgency of global issues that require cross-border approaches, collaboration between countries in the field of civic education is becoming increasingly important. This includes initiatives such as international student exchange programs and joint research projects (Baek, 2018).
3. **Adaptive and Responsive Curriculum:** The PKn curriculum is evolving to become more adaptive and responsive to rapid changes in the global environment. This includes the integration of information technology and innovative learning methods. Digital-based and interactive learning methods are becoming more widely adopted in the PKn curriculum, enhancing the learning experience for students (Catalina Foothills School District, 2018).
4. **Role of Technology in Learning:** Technology is playing an increasingly large role in PKn learning. The application of digital tools is strengthening students' understanding of global issues. Technologies such as AI, VR, and



AR in education help students understand global issues in a more in-depth and interactive way. This trend is expected to continue and grow until 2024 (Adieb, 2021).

5. **Changes in Search Topics:** Search topics related to PKn are undergoing significant changes, with the emergence of new issues that are more relevant to current global conditions. The rapid and dynamic development of the world is leading to changes in the most searched topics related to PKn. Issues such as environmental sustainability, social justice, and digital inclusion are becoming more dominant in online searches (Gaudelli, 2016).

### **The hypothesis of the Analytical Network until 2024**

If this study is expanded to 2024, several hypotheses can be proposed based on trends observed to date. The existence of a longer time frame allows for a more in-depth and comprehensive analysis of the development of global issues in Civic Education (PKn).

#### **1) PKn Global Issues Will Be More Complex and Diverse**

- **Hypothesis:** Recent developments in global issues will indicate an increase in the complexity and diversity of issues, including new issues that have not been widely discussed before, such as rapid technological change, geopolitical tensions, and global health crises.
- **Rationale:** Technological developments and changing geopolitical dynamics are expected to expand the scope of global issues relevant to PKn. For example, issues related to cybersecurity, technological ethics, and digital diplomacy may become more prominent (Estelles & Fischman, 2020).

#### **2) Increased Focus on Interstate Collaboration in Civic Education**

- **Hypothesis:** There will be an increased focus on collaboration between countries to address global issues in PKn, with more educational initiatives involving international cooperation.

- **Rationale:** Given the urgency of global issues that require a cross-border approach, collaboration between countries in the field of civic education will become even more important. Initiatives such as international student exchange programs and joint research projects are likely to increase (Baek, 2018).

### 3) **The Evolution of a More Adaptive and Responsive PKn Curriculum**

- **Hypothesis:** The PKn curriculum will evolve to be more adaptive and responsive to rapid changes in the global environment, with the integration of information technology and innovative learning methods.
- **Rationale:** With the advancement of technology, digital-based and interactive learning methods will be more widely adopted in the PKn curriculum, enhancing the learning experience for students (Catalina Foothills School District, 2018).

### 4) **Increasing the Role of Technology in PKn Learning**

- **Hypothesis:** Technology will play an increasingly large role in PKn learning, with the application of digital tools to strengthen students' understanding of global issues.
- **Rationale:** The use of technologies such as AI, VR, and AR in education can help students understand global issues in a more in-depth and interactive way. This trend is expected to continue and grow until 2024 (Adieb, 2021).

### 5) **Dominant Changes in Search Topics Related to PKn**

- **Hypothesis:** The search topic related to PKn will undergo significant changes, with the emergence of new issues that are more relevant to the current global conditions.
- **Rationale:** The rapid and dynamic development of the world will lead to changes in the most searched topics related to PKn. Issues

such as environmental sustainability, social justice, and digital inclusion are likely to become more dominant in online searches (Gaudelli, 2016).

Searching for the latest developments in global issues of CCI using Google Trends has succeeded in increasing the sharpness of analytical descriptive elements of global issues of CCI that have been successfully searched online. Example:

- a. Not all issues related to PKn only dwelled in the scope of education and learning, such as in Tunisia which turned out to be very related to the conflict situation, security crisis, and emigration of Tunisian people who were intertwined with the pandemic situation during the search period.
- b. Changing the top mode to rising on topics related to the keyword civics has succeeded in uncovering a series of topics that are closely related to global issues such as communication, cult, cellular differentiation, human trafficking, and culture.
- c. The reality of Google Trends data shows that Indonesia and Pancasila are empirically in the ranks of global citizenship issues at least from September 21, 2021, to September 21, 2022.

## **CONCLUSIONS**

This research reveals that global issues in Civic Education (PKn) encompass various global dilemmas that significantly impact many citizens worldwide. Stakeholders in global issues are diverse, including educational institutions, young people, families, media, communities, and global NGOs. These issues can be observed in PKn materials, daily environments, media, and various online platforms. It is crucial to introduce global issues of PKn during youth, in lectures, and in secondary education, and to give special attention to these issues to ensure they are not overshadowed by overly local concerns. Awareness of these global issues is essential to produce citizens who are cognizant of their social responsibilities in the global context. Strategies to develop an awareness of PKn

global issues include discussions, education, comparisons, interactions across social issues, community talks, workshops, creative and experiential learning, project approaches, visits, travel, public art, and games. The integration of these strategies is vital for fostering an adaptive and responsive PKn curriculum.

By identifying and analyzing these global trends, Citizenship Education can help form a generation that is more aware and responsive to global challenges and build a curriculum that is responsive and relevant to the dynamics of the times. Civic education based on an understanding of global issues and cross-sectoral collaboration can help produce new citizens who are aware of their social responsibilities in the global world. This approach ensures that PKn remains adaptive and relevant to the latest developments in various fields and levels of life. If the scope of this research were extended to cover trends until 2024, it is hypothesized that the complexity and diversity of global issues in PKn would increase further. The evolving nature of global dynamics, including technological advancements and geopolitical shifts, would introduce new challenges such as cybersecurity, digital ethics, and global health crises. Additionally, there would be a heightened focus on international collaboration, adaptive curriculum development, and the integration of advanced technologies in education. These trends are anticipated to further shape the framework of Citizenship Education, making it increasingly pertinent and effective in addressing global issues.

In conclusion, this expanded perspective underscores the importance of continuous adaptation and responsiveness in PKn to equip future generations with the knowledge and skills needed to navigate and address the multifaceted challenges of the globalized world. Through a comprehensive understanding of global issues and proactive cross-sectoral collaboration, Citizenship Education can play a pivotal role in nurturing socially responsible and globally aware citizens.

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