

THE URGENCY OF GCED IN STRENGTHENING LOCAL IDENTITY IN EAST KALIMANTAN



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INTRODUCTION

The National Capital City (IKN), which is called the archipelago, has a vision as a world city.

- a) a sustainable city in the world;
- b) as a driver of Indonesia's economy in the future;
- c) a symbol of national identity

The local identity of East Kalimantan is a valuable asset that must be maintained and developed and GCED as a continuing education approach can be a solution to strengthen local identity in the midst of globalization.

Based on the description above, this study aims to outline how GCED principles and values can help reconstruct the local identity of students in East Kalimantan, especially Kutai Kartanegara Regency into an identity that is in accordance with the Pancasila Student Profile.

LITERATURE REVIEW

Identity

The concept of identity is a fundamental aspect of human existence. Identity can be understood as the way individuals perceive and define themselves which is associated with their social and cultural context (Cresswell & Cage, 2019), (Alijani & Barjesteh, 2018), (Scheuringer, 2016), (Petray & Osbaldiston, 2023), (IGCE, 2005:23).

Local Identity

Local identity is a concept that describes the unique characteristics of a community or area that distinguish them from other regions. This identity is formed from a combination of various factors such as culture, customs, language, food, art, architecture, history, and the way of life of the local community. They also emphasized the importance of protecting and preserving local identities in an effort to maintain cultural diversity in an increasingly globalized world (Hobsbawm, Clifford Geertz, Benedict Anderson, Edward Said, David Harvey, Zainal Kling).

Identity Construction

Identity construction is an element or process of birth of identity as a result of interaction with other people (Madan, 2002). Identity construction is the building of self-identity, showing who we really are and what we have in common with a number of people and what distinguishes us from others (Barker, 2004). Identity construction refers to the process of creating and defining a person's identity within a social group or category. Identity can be constructed through the use of specific languages, linguistic forms and communicative practices related to national, ethnic or other specific identities (Kroskrity, 1999).

LITERATURE REVIEW

GCED

Referring to UNESCO (2022), Global Citizenship Education (GCED) is a transformative education that aims to empower students to play an active role at the local and global levels to create a peaceful, tolerant, inclusive, and secure society. Through GCED, students are guided to internalize the principles that are at the core of GCED, namely non-discrimination, social justice, respect for life, human dignity, and cultural diversity.

GCED as a transformative education approach is considered very relevant to achieve the SDGs targets, especially SDG 4 (UNESCO, 2015a), namely "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".

In (UNESCO, 2018) it is stated that GCED has three main ideas, namely respect for diversity, solidarity, and a shared sense of humanity. This main idea is not a foreign idea because it can be found in the local cultural context of the Asia Pacific countries. The three main ideas can be rooted in theories of the creation of the universe, the stories of the founding of the state, and national history. In fact, the three main ideas can often be found in the constitution, national anthem, and government policy documents as well as in the writings of historical figures or the founders of the nation.

LITERATURE REVIEW

Pancasila Student Profile

The Pancasila Student Profile is a concept designed by the Indonesian government, especially the Ministry of Education, Culture, Research, and Technology, to develop students' character and competencies in accordance with Pancasila values. This profile describes the six dimensions of character that every Indonesian student is expected to have. Indonesian students are expected to participate in sustainable and resilient global development in facing various challenges. The Pancasila Student Profile aims to form a young generation of Indonesians who are not only academically intelligent but also have a strong character and competence to compete at the global level.

Characters included in the Pancasila student profile: faith, fear of God Almighty, global diversity, mutual cooperation, independence, critical reasoning, and creativity.

METHOD

Descriptive qualitative research method. Primary data research information based on interviews, questionnaires, and FGD. Secondary data uses previous research and online news.

The informants and respondents involved 16 teachers of Indonesian and Kutai Malay regional languages, three resource persons consisting of the Head of Education of the Kutai Kartanegara Regency Education Office, academics from Mulawarman University, and experts from the East Kalimantan Provincial Language Office.

Data analysis stage: reduction & category, data presentation, and conclusion drawing (Miles & Huberman, 1992:16)



FINDING AND DISCUSSION

Finding

Students at the basic education level lack awareness of the richness of local culture, such as language, literature, art, culinary, traditions/customs.

Competent teachers in teaching Kutai Malay are not enough.

Teaching materials in the form of books, modules, and media for teaching the Kutai Malay language are inadequate.

The Pancasila Student Profile has not been optimally implemented in student behavior.

Industrial and technological advances do not always have a positive impact on the progress of students in Kukar Regency.

Kukar Regency as a buffer area for the IKN has not yet shown its identity as a world city.

Immigrant communities tend to have less positive attitudes towards local culture.



DISCUSSION

Students at the basic education level in Kukar Regency tend to lack awareness of the richness of local culture. Therefore, it is necessary to socialize through the media of Landscape Linguistics.

To prepare competent teachers in teaching Kutai Malay, it is necessary to conduct training on Kutai Malay.

As a supporter of Kutai Malay language teaching, it is necessary to have teaching materials in the form of books, modules, and Kutai Malay language teaching media that contain locality and globalization materials that are in line with GCED values.

In accordance with the Central Government's program on the formation of a Pancasila Student Profile that has global competence, character, and behaves in accordance with Pancasila values, the Regional Government is obliged to realize the program. One of the efforts to achieve this goal is to optimize the cultivation of teaching character in schools.

Becoming a world city has consequences of globalization, namely industrial and technological advances that do not always have a positive impact on student behavior in Kukar Regency. Therefore, it is necessary to understand the urgency of GCED that is in line with local identity.

DISCUSSION

Kukar Regency as a buffer area for the IKN has not yet shown its identity as a world city. Therefore, it is necessary to increase human resources and natural resources so that they are ready to accept changes as a world city from traditional cities.

Immigrant communities tend to have less positive attitudes towards local culture. To overcome this situation, the Regional Government needs to play an active role in fostering love for local culture.

CONCLUSION

GCED dan Profil Pelajar Pancasila dapat menciptakan masa depan yang lebih bermakna bagi generasi di Kalimantan Timur, khususnya di Kabupaten Kutai Kartanegara.

Identitas Lokal	GCED dan Profil Pelajar Pancasila	Masa Depan
Diperkuat	Diimplementasikan	Berkelanjutan
Dilestarikan	Dipromosikan	Bermakna

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