

Global Citizenship in the Era of Disruption: Preparing Critical, Inclusive, and Responsible Global Citizens

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ABSTRACT

The era of disruption, characterized by rapid technological advancement, globalization, and complex transnational challenges, has significantly transformed the concept and practice of citizenship. This article aims to examine the role of Global Citizenship Education (GCE) in preparing critical, inclusive, and responsible global citizens. Employing a qualitative conceptual approach based on a systematic review of relevant literature, this study synthesizes theoretical frameworks and empirical findings related to global citizenship and civic education. The findings indicate that global citizenship extends beyond national boundaries and encompasses global awareness, intercultural inclusivity, ethical responsibility, and active civic participation. In the context of disruptive global change, education plays a strategic role in integrating global perspectives with local values to foster democratic attitudes and social responsibility. The novelty of this article lies in positioning global citizenship as a transformative paradigm within civic education that responds to global crises while strengthening moral and democratic values. The study concludes that the systematic integration of GCE is essential for developing citizens capable of navigating global complexity in a responsible and ethical manner.

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Introduction

The rapid transformation of the global landscape driven by digitalization, globalization, and socio-political disruption has profoundly reshaped the meaning of citizenship. Traditional concepts of citizenship that emphasize legal status and national identity are increasingly insufficient to address global challenges such as climate change, humanitarian crises, social inequality, and ideological polarization. These global conditions demand citizens who possess not only national loyalty but also global awareness, critical thinking skills, and ethical responsibility.

The era of global disruption, marked by advances in digital technology, artificial intelligence, cross-border human mobility, and the rapid exchange of information, has fundamentally changed the way individuals understand themselves, society, and the world. This transformation impacts not only the economic and technological sectors but also social, cultural, and civic dimensions (Setyowati et al., 2020). Citizens now live in a globally interconnected reality, where decisions and actions at the local level have global implications, and vice versa. However, this condition has also given rise to various serious problems, such as an identity crisis, growing intolerance, the spread of hoaxes and hate speech, social apathy, and low awareness of global issues such as climate change, social injustice, and human rights violations.

Previous studies have highlighted Global Citizenship Education (GCE) as a strategic response to the growing interconnectedness of the world (Bosio, 2021). GCE emphasizes the development of global knowledge, intercultural competence, respect for diversity, and active participation in addressing global issues. However, many educational practices still treat global citizenship as a supplementary concept rather than an integrated pedagogical framework within civic education.

Another problem emerging in the era of disruption is the disparity between digital literacy and global citizenship. While students have extensive access to information and global networks, they are not yet fully equipped with the critical thinking skills to sort information, comprehensively understand global issues, and be inclusive of cultural diversity, values, and identities (Balbo & Marconi, 2006). Civics education that is not integrated with a global perspective has the potential to produce passive, reactive citizens who are vulnerable to extreme narratives, both locally and globally. This situation demonstrates a gap between the global realities faced by students and the design of civics learning in schools.

This situation indicates a gap between the normative ideals of global citizenship education (GCE) and its pedagogical implementation in the classroom. Civic education still places greater emphasis on cognitive aspects and formal civic knowledge, while the affective and participatory dimensions that are at the core of GCE, such as global empathy, critical thinking on world issues, and active involvement in social problems, have not been optimally developed. Therefore, development efforts are needed that position global citizenship as a holistic learning framework integrated with the curriculum, learning strategies, and school culture, so that civic education not only shapes normatively obedient citizens but also reflective, inclusive, and responsible global citizens (Habibah & Sapriyah, 2022).

Global citizenship is not understood as a blurring of national identity, but rather as the integration of universal values such as social justice, peace, sustainability, and respect for human rights into the framework of national citizenship. This integration requires a holistic pedagogical approach, linking global knowledge, multicultural attitudes, critical thinking skills, and active participation in solving real-world problems.

The scientific novelty of this article lies in its conceptualization of global citizenship as a transformative paradigm for civic education in the era of disruption. Unlike prior studies that focus primarily on curriculum integration, this article emphasizes the alignment of global

citizenship with the development of critical awareness, inclusivity, and responsibility as core civic dispositions. Therefore, this study addresses the question of how global citizenship education can prepare individuals to respond ethically and constructively to disruptive global realities. The purpose of this article is to analyze the significance of global citizenship education in fostering critical, inclusive, and responsible global citizens.

The development of Global Citizenship in the era of disruption needs to be directed at a coherent integration between curriculum, learning strategies, and school culture. This integration allows civics education to function not only as a vehicle for knowledge transfer but also as a space for character formation in global citizens capable of reflective thinking, inclusive attitudes, and responsible behavior in facing local and global dynamics simultaneously. Thus, civics education can contribute significantly to building a generation that is adaptive to change yet remains rooted in universal national and humanitarian values.

Method

This study employed a qualitative conceptual research design using a literature review approach. Data sources included peer-reviewed journal articles, international policy documents, and authoritative books related to global citizenship, civic education, and educational transformation published primarily within the last decade. Data collection was conducted through systematic identification, selection, and classification of relevant literature. Data analysis involved thematic analysis to identify key dimensions of global citizenship, particularly critical awareness, inclusivity, and responsibility. The synthesized findings were then used to construct a coherent conceptual framework relevant to the demands of the disruptive era.

Results and Discussion

The findings reveal that global citizenship in the era of disruption is characterized by three interconnected dimensions: critical awareness, inclusivity, and responsibility. Critical awareness refers to the capacity of individuals to analyze global issues reflectively, evaluate information critically in the digital age, and challenge dominant narratives that perpetuate injustice. This competence is essential in an era marked by misinformation and rapid technological change.

These three dimensions form the primary foundation for developing global citizens capable of responding to global dynamics reflectively and meaningfully. In the context of rapid and uncertain global change, global citizenship demands more than just normative understanding, but also analytical capacity, social sensitivity, and ethical commitment to concrete action.

The dimension of critical awareness occupies a central position in global citizenship in the era of disruption. Critical awareness refers to an individual's ability to understand and analyze global issues reflectively, connect local phenomena with global structures, and evaluate information rationally and responsibly (Alatas, 2015). Amidst the flood of digital information, social media, and the development of artificial intelligence, individuals face the risk of disinformation, opinion manipulation, and the dominance of certain narratives that often reproduce inequality and injustice. Therefore, critical awareness is an essential competency so that global citizens are not passive or reactive, but rather able to question, verify, and interpret information in-depth.

This critical awareness includes the ability to challenge dominant narratives that perpetuate discriminatory practices, social exclusion, and structural injustice at the global level. Critical global citizens not only accept global realities as they are, but also possess the intellectual courage to identify power relations, political-economic interests, and ideological biases hidden behind global discourse (Alviar-Martin & Baidon, 2016). In an educational

context, developing critical awareness requires a dialogical, problem-based, and contextual learning approach, enabling students to develop a reflective and emancipatory understanding of global issues (Ferta Moejiono & Habibah, 2024).

However, critical awareness does not stand alone. This dimension is closely intertwined with inclusivity and responsibility, the key characteristics of global citizenship. Critical awareness serves as a gateway to fostering an inclusive attitude, as a deep understanding of global complexity encourages individuals to appreciate the diversity of perspectives, identities, and life experiences. Similarly, critical awareness leads individuals to moral and social responsibility, namely a willingness to take an active role in efforts to create justice, peace, and sustainability. Therefore, strengthening critical awareness in global citizenship in an era of disruption is not only relevant but also a primary prerequisite for developing intellectually intelligent, socially sensitive, and ethically responsible global citizens.

The second fundamental, Inclusivity represents a fundamental value of global citizenship, emphasizing respect for cultural diversity, social justice, and human rights. Education that integrates global citizenship perspectives fosters empathy and intercultural dialogue, which are crucial for reducing social polarization and promoting peaceful coexistence in pluralistic societies. These findings are consistent with existing studies that identify multicultural understanding as a foundation of democratic citizenship.

Inclusivity represents a fundamental value in global citizenship, as it emphasizes the importance of respecting cultural diversity, social justice, and protecting human rights as the foundation of shared life. In an increasingly interconnected global context, differences in identity, whether based on culture, ethnicity, religion, language, or social background, have become an inseparable reality in the lives of global citizens. Therefore, inclusive global citizenship requires individuals to embrace differences not as threats, but as sources of learning, enriching perspectives, and providing social strength in building a democratic and civilized society.

Education that integrates a global citizenship perspective plays a strategic role in fostering this inclusive attitude. Through learning that emphasizes empathy, intercultural dialogue, and understanding across perspectives, students are trained to view social realities from a broader and more humane perspective. Empathy is a key competency that enables individuals to understand the experiences and challenges faced by other groups, especially those in vulnerable or marginalized positions. Meanwhile, intercultural dialogue serves as a space for encounter that encourages openness, mutual respect, and the reduction of prejudice. These two aspects are crucial in addressing the phenomena of social polarization, hate speech, and identity conflicts that often intensify in the era of disruption.

Inclusivity in global citizenship is also closely linked to a commitment to social justice and human rights. Inclusive global citizens are not merely passively tolerant but also possess the normative and moral awareness to oppose practices of discrimination, exclusion, and inequality in all their forms. In this context, global citizenship education serves as a vehicle for value transformation, connecting an understanding of human rights with everyday citizenship practices, both locally, nationally, and globally (Parekh, 2010).

These findings align with various previous studies that affirm that multicultural understanding is a crucial foundation for democratic citizenship (Fauzi & Barory, 2024). Substantive democracy not only demands political participation but also requires recognition of plurality and the equal dignity of every citizen. Thus, strengthening inclusivity through global citizenship education contributes to the formation of citizens and global citizens who are able to coexist peacefully, respect differences, and play an active role in building a just and sustainable social order in an increasingly diverse society.

the third fundamental is responsibility, as the third dimension, reflects ethical and civic

accountability at both local and global levels. Global citizens are expected to engage actively in addressing global challenges through sustainable practices, civic participation, and collaborative problem-solving. The discussion demonstrates that global citizenship education serves as a bridge between global awareness and local action, reinforcing the principle of "think globally, act responsibly" (Shan, 2012).

The responsibility dimension, as the third pillar of global citizenship, emphasizes the importance of ethical and civic accountability, both at the local and global levels. This dimension requires not only a normative awareness of rights and obligations but also a commitment to acting with real impact in addressing various global challenges. Responsible global citizens are expected to internalize the values of justice, sustainability, and solidarity and apply them in everyday decisions and behaviors from environmentally friendly consumption practices and involvement in social programs to active participation in collective decision-making that promotes shared well-being (Habibah & Setyowati, 2022).

Global citizenship education plays a central role in fostering this responsibility dimension. By integrating a global perspective into learning, education not only broadens students' horizons regarding global issues but also encourages them to translate that understanding into relevant and sustainable local actions (Habibah, 2019). This approach forms a bridge between global awareness and concrete action, emphasizing the principle of "think globally, act responsibly" (Sullivan, 2016). For example, learning that emphasizes community-based projects, human rights advocacy, or environmental activism allows students to experience firsthand the connection between global challenges and individual and collective contributions in local communities.

Furthermore, responsibility in the context of global citizenship also encompasses collaborative problem-solving skills. This collaborative problem-solving skill is not only related to technical or procedural aspects, but also encompasses ethical and social dimensions. Responsible global citizens must be able to listen, respect, and integrate others' perspectives, while balancing group interests with the common good (Wibowo Heru Prasetyo, 2016). This collaborative process fosters the development of intercultural communication skills, negotiation, compromise, and inclusive and transparent decision-making. Thus, the responsibility of global citizenship goes beyond mere ethical awareness; it demands concrete action that is collective, adaptive, and oriented toward broad-based solutions.

In an era of disruption characterized by social, economic, and environmental complexity, global challenges can rarely be solved individually or in parts. Issues such as climate change, poverty, inequality, cross-cultural conflict, and health crises demand a collective approach involving diverse stakeholders from diverse backgrounds and regions. Therefore, collaborative skills are a crucial aspect of responsible global citizenship, as they enable individuals to work together in cross-cultural teams, share perspectives, and develop equitable, creative, and sustainable solutions (Ridayani et al., 2021).

In the educational context, strengthening collaborative skills can be realized through project-based learning methods, simulations, cross-cultural case studies, or community initiatives involving collaboration between students, teachers, and external parties. This approach not only instills the values of responsibility but also equips students with practical skills to address real-world problems effectively and ethically (Tomasello, 2023). Thus, responsibility combined with collaborative problem-solving skills makes global citizenship education a transformative tool that prepares young people to become critical, inclusive, and empowered agents of change amidst the complexities of the disruptive era (Habibah et al., 2023).

Responsible global citizens do not work in isolation, but are able to interact, coordinate, and collaborate with various parties across cultures, sectors, and regions to find just and sustainable solutions. This is crucial given that the complexity of global challenges such as

climate change, social inequality, and humanitarian crises cannot be resolved unilaterally. Therefore, strengthening responsibility as a dimension of global citizenship encourages the formation of citizens who are not only aware of and critical of global issues, but also possess moral integrity, social sensitivity, and a real commitment to contributing to positive change.

Responsibility serves as a binding dimension that combines critical awareness and inclusivity in the practice of global citizenship. These three elements form a mutually reinforcing, holistic whole (Setiyowati et al., 2022). Critical awareness enables individuals to reflectively assess and understand global issues, inclusivity fosters appreciation for diversity and social justice, and responsibility encourages the translation of these understandings and attitudes into concrete, ethical actions. This unity makes global citizenship education not merely a means of transferring knowledge, but a transformational process that shapes reflective, empathetic, and empowered citizens.

Global citizens educated through this approach have the capacity to critically yet civilly navigate the complexities of the disruptive era, respect differences while still being able to collaborate, and demonstrate caring and responsible behavior. They not only understand global or local issues but are also able to make ethical decisions, actively participate in collective problem-solving, and contribute to social, environmental, and economic sustainability. Thus, the integration of the three dimensions critical awareness, inclusivity, and responsibility—realizes the vision of global citizenship education as a vehicle for forming citizens who are not only intelligent and knowledgeable, but also moral, empathetic, and empowered, ready to face global challenges with real, ethical, and positive-impact actions.

By linking these findings to established theories of transformative learning and civic engagement, this article contributes to the development of a holistic framework of global citizenship education. This framework responds to the challenges of global disruption while strengthening democratic values and social cohesion.

Conclusion

This article concludes that Global Citizenship Education plays a vital role in preparing individuals to become critical, inclusive, and responsible global citizens in the era of disruption. The integration of global perspectives into civic education represents an important innovation in addressing complex global challenges while reinforcing ethical and democratic values. Global citizenship should be positioned as a transformative educational paradigm that equips learners with global awareness, intercultural competence, and moral responsibility. The findings suggest that educators and policymakers should systematically embed global citizenship education into curricula and pedagogical practices to ensure the development of active and responsible citizens capable of contributing to a more just and sustainable world.

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