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GLOBAL INJUSTICE AND INEQUALITY: REFLECTIONS ON WHY CITIZENSHIP EDUCATION MATTERS

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Abstract

Global injustice and inequality are problems related to the unequal distribution of resources and opportunities throughout the world. This causes a large number of people and countries to have limitations in achieving their potential. Therefore, it is necessary to prepare prospective citizens who are ready to face changes in the order of life in the country. Education is expected to be able to overcome the country's problems, especially injustice, and inequality. In building global insight and forming good global citizens, there are basic values contained in civic education. The link between civic education and global citizenship exists in the context of recognizing, understanding and developing civic values that are important in addressing global injustices and inequalities. Citizenship education aims to provide an understanding of the rights and obligations of citizenship as well as providing knowledge of global issues that affect society and the world at large. By using qualitative research methods through literature studies, the authors try to examine how important the role of civics education is in addressing global injustice and inequality. This research was conducted through several stages including collecting library data, taking notes, reviewing data sources, and processing information. The conclusion from this study is that it is important to involve the integration of civics education in the education system, focus on practical skills, community participation, research and innovation support, and building international alliances. Civic education also helps build a culture of tolerance and reinforces values of social solidarity to help eradicate discrimination and promote equality.

Keywords: *Global Injustice, Inequality, Citizenship Education*

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INTRODUCTION

Humans in general are dynamic creatures. If it is possible to say, humans have never gone out of style; rather, it evolves with time. It is not uncommon for the impact of time to change aspects of human personality such as attitudes, behavior, or habits.

Citizens are currently facing the rapid development of the era, mainly due to globalization, which impacts not only locally but also regionally and internationally in various fields of national life. Globalization continues to grow marked by the development of progress in all areas of human life, for example in information, technology, and education. Cogan (Febrianti, 2020) said that countries in the world have to face at least three main global problems. The three issues include global economic developments; rapid development of information and communication; increase in world population. These three issues can drive global injustice and inequality.

Social inequality is a global phenomenon in society, occurring in both developed and underdeveloped countries. The process of global economic integration tends to exacerbate the differences between the rich and the poor. For developing countries like Indonesia, social inequality is a threat to national security because this social inequality will accumulate and synergize with various complex societal problems that can become obstacles to national development. (Yuliani, 2019).

Citizens are the most important and inseparable part of the context of globalization. Citizen competence is needed to avoid global problems and issues that have a negative impact. Increasing global dependence inevitably involves relations between countries in the world, and of course also requires the active participation of citizens from all countries in the world to find alternative solutions to common problems of global citizenship (Prayetno, n.d.). In a global context, there is a demand for all citizens to have equal rights and obligations as global citizens. As a result of globalization, equality and justice among global citizens will become a demand where equality and justice are the main goals that are prioritized by all countries in the world.

In general, each country is different in how to develop and carry out its duties as citizens of their respective countries. Citizens

have obligations and responsibilities to be able to carry out their civic duties properly. However, the role of citizens will gradually change, especially through the development of a global system (Sutrisno, 2018a). Therefore, it is necessary to prepare prospective citizens who are ready to face changes in the order of life in the country. Education is considered an important institution for understanding the concept of global citizenship through citizenship education inside and outside the classroom. Citizenship education plays an important role in critically reflecting on local, national, and global values.

According to the view of National Education Development, education needs to play a bigger role in maximizing human potential so that it is beneficial for both local and global development. The evolution of education in such settings spans a very wide range of dimensions, including social, cultural, economic, and political elements (Ali, 2009). Education will produce educated individuals who play an important role in the process of social transformation in society, from a social perspective. From a political point of view, education must be able to build personal capacity to become responsible citizens who are aware of their rights and obligations in the life of society, nation and state. (Suwardani, 2020). Therefore, education must be able to produce people who have the vision and ideals needed to strengthen our country as a whole.

The development of national education in Indonesia will continue to face many significant obstacles over the next three years, especially in terms of improving performance, which includes (a) equity and expansion of access; (b) quality improvement, relevance, and competitiveness; (c) governance framework, accountability and public perception; and (d) increase in funding (Tohani, 2020). So according to the author's education is very important to address global injustice and inequality because it plays a key role in shaping individual views and values. Education can provide the knowledge and skills needed to address social and political issues and help create inclusive and equal societies.

The younger generation has a very important role in international relations. Youth around the world have established many forums or organizations that were created as a place to carry out international youth activities by their respective goals. One way to develop global insights for the younger generation is

through civics education starting from elementary school to university (Murdiono, 2014a).

Citizenship education in a global perspective to develop democratic citizenship. Namely giving impact by changing the character of citizens to be more positive. Various functions of state institutions work to develop the most important qualities of citizenship, such as honesty, integrity and responsibility (Lubis, 2020). In this regard, citizenship education aims to be a vehicle for developing a technical understanding of legislation and governance, accompanied by a willingness to care for and help others. So it is hoped that citizenship education can overcome reduction the of injustice and inequality. In addition, this research provides evidence that schools are rethinking their role in addressing these issues and provides examples of a proactive response to global disruption and global inequality through civic education.

There are several laws and international agreements related to addressing global injustice and inequality. Some of them are the Universal Declaration of Human by the United Nations in 1948, which stipulates that all people are born free and have the same dignity and rights (Sinaga, 2018). Convention on Economic, Social and Cultural Rights (ICESCR) by the United Nations in 1966, which fights for economic, social and cultural rights for all people. The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) by the United Nations in 1989, sets standards for addressing discrimination against women (Prantiasih, 2016). The convention on the Rights of the Child (CRC) by the United Nations in 1989, establishes basic rights for all children around the world.

However, despite the existence of laws and international treaties relating to injustice and inequality, the implementation and effective application of these laws is still a major challenge in many parts of the world. Cases of global injustice and inequality are numerous and cover various fields such as the economy, health, education, human rights, and others. One example is the disparity in access to health and education services that is still very pronounced between developed and developing countries. Racial and gender discrimination is still rife in various parts of the world. Discriminatory treatment of minorities

such as refugees and immigrants is also a global problem that must be addressed, there are still many issues of injustice and global inequality that occur.

It is this discrepancy between theory and empirical that encourages the author to conduct further studies on global injustice and inequality: reflection on why citizenship education is important.

METHODOLOGY

This study employs descriptive qualitative research methods. According to (Moleong 2018), qualitative research is defined by Moleong as "a research procedure that produces descriptive data in the form of written or spoken words from people and observable behaviour". According to Bodgan and Taylor (Taylor, Bogdan, and DeVault 2015), what is meant by qualitative research is Qualitative research is a research procedure that produce descriptive data in the form of written or spoken words from people and observed behavior.

Qualitative methods emphasize more on the search for meaning behind the empirical reality of existing social reality. Qualitative research becomes easier to understand as a method in which the data can be in the form of statements and the resulting data is in the form of descriptive data about the subject under study, namely words, both written and spoken (Yusanto, 2020).

This research is a qualitative research that is a library study (library research) which uses books and other literatures as the main object. The data collection technique chosen by the author in conducting this research is with data obtained through a literature review because the writer uses secondary data types. The data used in literature review research includes information contained in books, journals, articles, news and reliable reports relating to the author's research case. The data needed includes secondary data that reviews and discusses previous research articles on global injustice and inequality and how civic education plays a role in global issues.

The data collection technique was carried out by the author systematically by searching for data through Google Scholar and the Publish or Perish application using keywords related to this research. Then the data were selected by the authors according to research needs.

The purpose of this research is to understand in depth why global injustice and inequality occur, and how citizenship education can be a relevant solution in addressing these issues. Through this literature study, the researcher will analyze various perspectives, theories and approaches that have been put forward in the related literature. The researcher will seek a deeper understanding of the role of citizenship education in changing the unfair and unequal global situation.

RESULT AND DISCUSSION

1. Definition and concept of global injustice and inequality

Our world is characterized by persistent injustice and inequality (Moellendorf, 2009). Injustice or inequality which means something that is not equal, not at the same level and not commensurate. Global injustice and inequality is a huge problem that affects a large number of people around the world. This is reflected in differences in access and unfair opportunities for various groups in fields such as the economy, education, health, human rights, and others.

Relations between countries, but concentrating on individuals in world society; refers to the structural characteristics of world society in which people have different social statuses that affect their abilities; and cannot be limited to economic criteria, but must be taken into account various aspects, such as property and voting rights, freedom of speech and assembly, access to health care and education, as well as other social commodities.

Inequality has emerged as a major political issue since the global financial crisis of 2008. Much of the attention in popular discourse has been focused on inequality within countries, which is the focus of Thomas Piketty in his 2013 book *Capital in the Twenty-First Century* (Koch, 2010). The issue of global inequality entered popular discussion much later, in 2014, when Oxfam published a report, drawing on data from Credit Suisse, which stated that the 85 richest people in the world have more wealth than the poorest half of the planet's population combined (Hickel, 2017). This claim attracted significant popular attention. Two years later, in early 2016, Oxfam updated the numbers to show that wealth inequality has gotten even worse: The richest 62 people own more than the world's poorest

half. Oxfam also notes that the wealth of the richest 1% of people has increased rapidly since 2008, along with their share of total wealth, to the point that in 2016 the 1% had more wealth than the rest of the world's population combined, for the first time. This claim further fuels popular discontent with distribution trends, and feeds the narrative of rising inequality. Although every country in the world has carried out international cooperation such as through trade with the aim of reducing inequality and improving conditions towards welfare countries, most countries are not affected by trade and remain below the threshold of malnutrition (Carr, Seekell, & D'Odorico, 2015).

Various factors influence the occurrence of global injustice and inequality, some of which are (Qarnain, Sattanatha, & Sankaranarayanan, 2020):

1. **Discrimination:** Discrimination based on race, gender, sexual orientation, age and other factors can affect individual and group access to resources and opportunities.
2. **Differences in income:** Differences in income between countries and between social groups can affect access to resources and opportunities, such as education and health.
3. **Lack of access to education:** Lack of access to good quality education can affect the opportunities of individuals and groups to obtain better jobs and resources.
4. **Differences in fair governance:** Inequalities in government and legal systems can affect human rights and access to resources and opportunities.
5. **Economic globalization:** Imbalanced globalization of the economy can exacerbate differences between countries and between social groups in terms of access to global resources and markets.
6. **Global security and stability:** Global chaos and conflict can affect the distribution of resources and opportunities between countries and between social groups.

Injustice can be interpreted as an imbalance in the distribution of resources and opportunities between individuals or social groups. This can be due to factors such as discrimination, differences in access to education and health, and differences in fair governance. Inequality, on the other hand, refers to differences in the distribution of

income and resources between countries. This can be attributed to differences in levels of economic development, access to technology and global markets, and differences in trade and investment between countries.

2. Injustice and Inequality in Indonesia

Social inequality, according to the results of a survey conducted by The SMERU Research Institute on the Dynamics of Inequality and Livelihoods 2006-2016, (Warda, Elmira, Rizky, Nurbani, & al Izzati, 2018) the highest inequality is in Eastern Indonesia with an index value of 6.57. This means that there is an inequality of 6-7 out of 10 domains of sources of inequality. Overall, the source of inequality in society lies in the income domain with 71.1% of the population. Next are employment opportunities (62.6%), housing (61.2%), property (59.4%), family welfare (56.6%), education level (54%), quality of residence (52%), involvement in politics (48%), law (45%), and health (42.3%).

Many Indonesians are starting to worry. A 2014 survey of people's perceptions of inequality showed that most Indonesians rated the distribution of income in Indonesia as "very unequal" or "not at all equal". The respondents also demanded that the government act. If there is no action, the consequences for Indonesia can be criticized. Economic growth and poverty reduction could slow down, with the risk of conflict increases. More than 61% of respondents said they could accept lower economic growth as long as inequality also decreases (Marantika & Viphindartin, 2018). However, when referring to the official data from the Central Statistics Agency (BPS), Indonesia's economic growth in 2017 was still relatively good because it reached 5.07%, a very slight increase compared to the previous year's 5.03%. Less than a week ago, the International NGO Forum on Indonesian Development (INFID) released survey results that showed that social inequality had increased. This raises the hypothesis that the increase in economic growth is not directly proportional to the improvement in social welfare. The 2017 measurement of social inequality based on citizen perceptions is derived from the inequality data officially released by BPS. In September 2017, the level of expenditure inequality - as measured by the gini ratio - reached 0.391. This figure decreased slightly, even tending to

be stagnant compared to the position in September 2016 of 0.394.

Community support is quite strong for social protection policies that provide direct assistance to the poor and vulnerable. More than half of survey respondents think poverty can be caused by factors beyond a person's control, such as their background or bad experiences. Nearly half of all respondents support social protection programs as an important policy action. Social inequality is a gap or unequal access to obtain or utilize available resources. The large number of inequalities that occur makes many people also take the fight. Not a few cases explain the resistance of the people in this country. Not a while ago the media also raised the incident (Suharto, 2015).

3. The Role of Citizenship Education in Building Global Citizens. The Role of Citizenship Education in Building Global Citizens.

Citizens play a very important role as an integral part in the context of globalization. In connection with efforts to take advantage of advances in technology and communication to empower all citizens. Citizenship is needed to anticipate various global problems or issues of global citizenship which often arise in high escalations. Increasingly strong global dependence inevitably involves relations between countries in the world, and of course also requires the active participation of citizens around the world to find alternatives to common problems of global citizenship (Sutrisno, 2018b).

Globalization is interpreted from many points of view, among others (Winarno, 2008) : First, Economic Globalization which has an impact on the development of various conditions of global economic markets, free trade, and the exchange of goods and services, as well as the rapid growth of transnational corporations. Second, Political Globalization which has a role in world globalization so that there is a domination of the role of international organizations in managing countries under the control of the United Nations and the European Union which results in the emergence of global politics. Third, Cultural Globalization which is the development of the social conditions of society in the realm of technology and information globally, with the globalization model which is the concept of understanding global citizens.

According to Korten (Jamaludin et al., 2021), global citizens are citizens who are responsible for fulfilling institutional and cultural requirements for the greater good of society. Global citizenship is a higher level of community citizenship and nation-state citizenship that focuses on the role of global citizenship, including attitudes, commitments, and responsibilities to global society and culture across local and national cultural boundaries. In the context of globalization, the concept of global citizenship is closely related to the strong interdependence between countries in the world.

Therefore, the participation of world citizens is needed to establish cooperation in all areas of life regardless of differences or discrimination in each of these countries. global actors involved in global dependency can play an excellent role. For global citizens who are involved in global dependence to function properly, of course, a number of several competencies are needed that support attitudes, actions, and actions that reflect the characteristics of global citizens. It is in this context that citizenship education plays a very important role in equipping citizens with competencies or abilities that are relevant to the needs and demands of global life.

Citizenship education plays a crucial role in nurturing global citizens. It equips individuals with knowledge, skills, and values necessary for active participation in society, both locally and globally. By emphasizing the rights and responsibilities of individuals within a community, citizenship education fosters a sense of belonging, inclusivity, and social cohesion. Through the examination of empirical data, we can explore the connection between citizenship education and the development of global citizens (Mukhtarom, Arwen, and Kurniyati 2019).

Increased Awareness of Global Issues: Citizenship education exposes individuals to a wide range of global challenges, such as climate change, poverty, human rights, and cultural diversity. Empirical data (Carr, Plum, and Howard 2014) demonstrates that individuals who receive citizenship education tend to have a better understanding of global issues and are more likely to engage in activities aimed at addressing these challenges on a global scale.

The development of global citizenship is one of the main objectives of the growth and development of Pancasila and Citizenship

Education. Developing the basic values of world citizenship which are realized through the roles and implementation of rights and obligations that must be fulfilled by every citizen of the world. In this regard, John Cogan (Dahliyana, Budimansyah, & Nurdin, n.d.) the concept of multidimensional citizenship, provides a basic theory for the construction of civic education in the 21st century. Multidimensional Citizens include:

The personal dimension includes capacity building and commitment to societal ethics, which is characterized by habits of mind, heart, and actions that reflect social responsibility;

1. The social dimension relates to social activities, including people living and working together in different environments and contexts. Citizens must participate, for example in public discussions and debates, solve problems without using violence, and respect different ideas or thoughts.
2. In the spatial dimension, citizens must have the awareness that they are members of several layers of society, namely local, national, regional, and multinational.
3. The temporal dimension, that is, every citizen's action is always future-oriented so every citizen's action now will have an impact on citizenship in the future.

The dimensions of multidimensional citizenship put forward by Cogan are very relevant to global trends that have arisen in the 21st century which are full of major and fundamental changes concerning the existence of nations, the role of citizens, and the complexity of the problems that arise therein. This emphasizes the importance of the role of civics education to teach students to be oriented towards problems that occur not only in the national and regional scope, but also in the international or global scope. (Flejterski, 2018). According to Korten, global problems include ecology, the extent of poverty, communal violence, drugs, population growth, refugees, trade, and debt. Korten emphasized that these problems are critical problems faced in today's global life. Of course handling, it requires optimal efforts from various nations in all parts of the world.

Regarding civics education, John Cogan (Cogan, 2000) suggests a trend related to civics education. These tendencies are:

1. Economic disparities between countries

and between people within countries will significantly widen.

2. Information technology will dramatically reduce privacy or individual rights concerns.
3. Inequality between those who have access to information technology and those who do not have access will increase.
4. Conflict of interest between developed and developing countries will increase environmental damage.
5. Deforestation will dramatically affect the diversity in life, air, land, and water.

In developing countries, population growth will result in a dramatic increase in the percentage of the population, especially children living in poverty. To understand these global problems or issues, every global citizen must have global awareness, namely the ability of citizens to consciously and critically accept or respond to these global issues.

Therefore civics education as a field of study or knowledge that emphasizes the focus of its studies on citizens and their behavior, is very relevant to efforts to prepare these global citizens (Syaifulloh, n.d.). For a nation to survive, there is one big obligation that must be fulfilled, namely educating all citizens so that they are aware and participate in fulfilling their rights and obligations in a balanced condition. Pancasila and civics education is one of the disciplines that carry out the state's educational mission. Have an impact on the lives of citizens through the corridor of "value-based education". Pancasila and Citizenship Education have a very important role and function in instilling Pancasila ideological values which form the basis of the concept of global citizenship as stated in the goals of Citizenship Education. The need to understand the social relations of knowledge in analyzing learning in a global world, linking pedagogy with knowledge and curriculum (Unterhalter, 2017).

Referring to the values of Pancasila as the foundation of the state, several fundamental values can be developed in citizenship education (Damri, Putra, & Kom, 2020). The values of divinity, humanity, solidarity, democracy and justice can become the basis for international relations. Global competence is defined as the ability to have an open mind and actively seek to understand other people's cultural norms and utilize the knowledge possessed to interact, communicate, and work

effectively (Hunter, White, & Godbey, 2006). Students can practice using a critical thinking approach to solving important issues about issues and events that are happening in the world, for example through the help of internet technology it will very easily and quickly become a major issue in other countries.

Involvement in global citizenship is defined as an action and/or tendency to recognize social problems at the local, national, regional and global levels and respond to them through actions such as volunteerism, political activity and community participation (Murdiono, 2014b). Students are trained to have the ability to participate actively in identifying and solving various emerging global problems.

These three global dimensions can become important values to be developed in civics education, and all three are the implementation of the basic values of Pancasila in the life of society, nation and state (Sumardjoko, 2013). The life skills that students acquire through learning citizenship education are very useful in social life.

The main goal of Citizenship Education is to prepare a good citizen, namely an individual who understands and can carry out his rights and obligations as a member of society and can participate well in his society (Rahman, 2016). Good citizens are citizens who master the knowledge, attitudes, skills and literacy of citizens in the learning process which is carried out in the form of learning by doing, learning to solve social problems, learning through social engagement and learning through socio-cultural interaction by the context of people's lives. local, national and global.

In order Forucation to be able to build global citizens who have the canate in global society, several roles can be played (Leek, 2016): First, teachers must be able to improve the attitudes, knowledge and skills of students universally. This ability can be applied through the development of student competencies regarding awareness of life in a more just, tolerant and peaceful world. Second, strengthening the values of moral commitment and empathy beyond individual and group interests. Strengthening moral values and empathy is the main key given the given global citizenship.

The knowledge and understanding developed in citizenship education include: (Zahabioun, Yousefy, Yarmohammadian, & Keshtiaray, 2013): social justice and equality,

diversity, globalization, interdependence, sustainable development, peace and conflict. These materials are structured to develop student's knowledge and understanding and are described in more detail in sub-materials that are adjusted to the age level of students. The skills developed include critical thinking, the ability to express opinions effectively, the ability to fight injustice, respect for people and their environment, and cooperation and conflict resolution. The skills developed range from simple to more complex skills.

Citizenship Education is the main axis in preparing global citizens in the era of globalization. The younger generation will face a new world order. To be able to build global insights, young citizens must be equipped with attitudes and a willingness to interact with fellow human beings based on the principles of maintaining human dignity as noble beings based on moral principles, including sympathy and respect. Citizenship education exists because of problems that occur in people's lives in a country (Fadilah, 2018).

In essence, the authors conclude that civics education has an important role in overcoming global injustice and inequality. Some of the ways civics education can help tackle global injustice and inequality are as follows:

1. Educate about human rights: Civic education can help raise awareness and understanding of human rights and how this can address discrimination and injustice.
2. Increase empathy and tolerance: Citizenship education can help foster empathy and tolerance towards different groups, thereby helping to reduce discrimination and strengthen cooperation between groups.
3. Increase understanding of global issues: Citizenship education can help broaden insight and understanding of global issues, such as economic and social injustice, human rights, and environmental issues, thereby helping to form wiser and more responsible opinions and actions.
4. Fostering a sense of social responsibility: Civics education can help foster a sense of social responsibility and motivate a person to contribute positively to society and the world.

Thus, civics education has an important role in shaping individuals who care about social issues and have attitudes and actions

that are more tolerant and responsible for overcoming global injustice and inequality.

It is necessary to promote civic education in addressing global injustice and inequality. Among others are:

1. Integrate civics education in the education system: Civics education should be an integral part of the education system so that every student has the opportunity to learn about issues of global injustice and inequality.
2. Focus on practical skills: Civics education should provide practical skills to address global injustices, such as public speaking skills, communicating with others, and working together in groups.
3. Engage with society: Citizenship education should engage with society to promote awareness and action on issues of global injustice and inequality. This could involve participating in environmental activities or tasks related to social issues.
4. Support research and innovation: Citizenship education must be supported by research and innovation to understand and address issues of global injustice and inequality. This requires collaboration between education, government, and civil society organizations.
5. Create international alliances: Citizenship education must build international alliances to facilitate collaborative action and common solutions to address global injustices and inequalities.

Thus, to promote civic education and tackle global injustice and inequality, good cooperation is needed.

CONCLUSION

This research has reflected on various forms of global inequality and injustice and various types of obligations that must be carried out. The answer to global issues is that education, especially civics education, will help us articulate our vision of global justice, sustainability and equity and enable us to look critically at different types of inequality and forms of property. Thus, at the heart of some of the concerns with overcoming global injustice is the involvement of civic education.

The role of Citizenship Education is considered important because it has the potential to form citizens who are engaged in critical reflection on values related to connecting local, national and global. The role

of civic education can also assist in understanding global issues, humanity and aspirations across many differences. The existence of this global injustice and injustice marks how important civic education is to institutionalize a global human rights framework and overcome various problems of poverty in the world, helping to build insights to guide a wiser way forward when the educational reform process in many countries has changed to focus on very limited set of national results. Civic education helps build critical thinking and facilitates discussion of global issues of injustice and inequality. This helps students understand the problem from multiple points of view and develop meaningful solutions.

Civic education plays an important role in addressing global injustice and inequality. This involves integrating civics education into the education system, focusing on practical skills, community participation, supporting research and innovation, and building international alliances. Cooperation between governments, the private sector, and civil society is essential to promote civic education and solving global problems of injustice and inequality.

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