

**ANALYSIS OF ISSUES IN RELATION TO EDUCATION WITH A GLOBAL PERSPECTIVE  
IN THE CONTEXT OF ELEMENTARY SCHOOL**

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**ABSTRACT**

*Education with a global perspective at the elementary school level is a strategic approach in shaping the character of students who care, think critically, and have broad insights from an early age. This article examines a number of global issues such as the environment, human rights, social inequality, cultural migration, and the development of information technology, and explores how these issues can be integrated into contextual, fun, and relevant learning for elementary school students. The role of teachers as learning facilitators is crucial in realizing global education through thematic, project-based approaches and strengthening multicultural literacy. This approach is in line with the values of the Pancasila Student Profile and contributes to forming a generation that is ready to face global challenges, without losing the roots of national identity and culture.*

*Keywords: Global education; elementary school; Profil Pelajar Pancasila; teachers; multicultural literacy.*

## **INTRODUCTION**

Today's world is moving so fast. Incredible technological advances, rapid globalization, and increasingly complex social, economic and cultural changes have affected almost all aspects of life, including education (Anisyah & Siswanto, 2018). In the midst of these dynamics, it is no longer enough for education to focus only on academic achievement. More than that, schools are required to equip students with 21st century life skills such as critical thinking, teamwork, communication skills, and creative thinking as well as forming resilient, adaptive, and broad-minded characters.

It is in this context that education with a global perspective becomes increasingly important. Global education is not just about introducing students to other cultures or international events, but also building awareness that human lives in different parts of the world are interconnected and influence each other. Major issues such as climate change, social inequality, cultural migration, humanitarian conflicts, human rights violations, to the development of digital technology, are part of the global reality that needs to be introduced wisely in the world of education, including at the elementary school level.

Elementary school has a strategic position in shaping the foundation of children's character and way of thinking. It is during this period that their cognitive, affective and social abilities develop very rapidly (Okta Sudarti & For Correspondence, 2020). Human values, ways of looking at the world, and learning habits begin to be built and embedded. Therefore, introducing global education since elementary school is the right step in forming a generation that is not only intelligent, but also has social awareness, is able to think reflectively, and is responsible for issues that go beyond its own borders.

However, global education must not be separated from the nation's cultural roots and identity. Children need to be taught about Indonesia's good values, encouraged to love their country, and build their sense of pride as part of a culturally rich nation. The principle of "think globally, act locally" should be the main guiding principle. In this framework, being a global citizen does not mean giving up national identity, but rather enriching perspectives and fostering empathy towards fellow humans from different backgrounds.

Global education at the primary school level can be implemented through simple ways that are contextual and fun (Arifin, 2025). Teachers play a very important role in presenting major world issues into learning activities that are relevant and easily understood by students (Aisyah et al., 2024). The Merdeka Curriculum, which is now implemented, provides ample space for teachers to develop character-based learning, projects, and strengthening the Pancasila Student Profile, which is very much in line with the spirit of global education. Global perspective education is an approach that invites learners to understand that they are part of a vast and interconnected world. (Gumilar et al., 2023).

Based on this background, this paper aims to review the importance of global education at the primary school level, analyze relevant global issues to be introduced to students, and discuss effective strategies that teachers can use to implement it. With proper understanding and implementation, global education can be an important provision for the younger generation in facing an increasingly connected and challenging world.

## **RESEARCH METHODS**

This research uses a descriptive qualitative approach with a library research method. This method was chosen because it is considered the most relevant to explore, understand and analyze various global issues in relation to basic education with a global perspective. Through literature study, the author can collect, review, and interpret various written sources related to the study topic, in the form of books, scientific journals, educational articles, curriculum documents, and related national policies, as well as the Merdeka Curriculum and the Pancasila Student Profile.

The analysis is carried out systematically on secondary data that reflects global and local conditions that are relevant to the world of education at the elementary school level. Some of the main issues that are the focus of analysis include climate change and the environment, human rights, social inequality, cultural migration, and the development of information technology. All of these issues are discussed by considering the perspective of elementary school-age children's education, known as SDs, which includes aspects of their cognitive, social, and affective development.

The data sources analyzed are documents and publications that can be scientifically accounted for, such as the results of previous research, academic literature on pedagogy and the globalization of education, and official documents from the Ministry of Education and Culture. The process of

analysis is carried out through the stages of identifying main themes, grouping issues, and drawing meanings that are appropriate to the context of learning at the primary level.

In compiling the discussion, this research refers to the basic principles of Merdeka Curriculum and the dimensions of the Pancasila Learner Profile as the main conceptual framework. Therefore, this study is explorative and reflective, with the aim of offering conceptual insights as well as learning practices that can be used by educators, especially elementary school teachers, in integrating global education in a contextual and meaningful way in their classroom environment.

## **RESULTS AND DISCUSSION**

### **The Nature of Education in a Global Perspective with Insight into the SDs**

Global perspective education is an approach that invites learners to understand that they are part of a vast and interconnected world (Handini, 2022). This education is not only about knowing other countries or different cultures, but also about realizing that there are various global issues that touch our daily lives, such as poverty, educational inequality, climate change, and social conflict (Wahid et al., 2025). In the context of elementary schools, global education is an important foundation for shaping children's character from an early age so that they grow into individuals who are open-minded, critical, and concerned about their social environment, both at the local and global levels.

Since elementary school, children have actually begun to form a perspective on the world. They begin to ask questions, pay attention, and show high curiosity about what is happening around them. This is a good time to introduce values such as empathy, fairness, shared responsibility and awareness of cultural diversity. Global education helps children see that the world is not just about themselves or their narrow neighborhoods, but about a shared life that requires understanding and caring for others from different backgrounds.

However, it is important to remember that global education does not mean giving up local cultural values and national identity (Rivaldi & Yulifar, 2025). Instead, this education should depart from local wealth as a starting point for understanding the global context. In this case, children learn that they can love their homeland while respecting other cultures and nations. The principle of “think globally, act locally” becomes the main guide in implementing global education that remains relevant to the world of elementary school children.

Elementary school teachers have a key role in translating broad global concepts into simple, fun, and close-to-student-life learning stories, discussions, simple projects, even games that touch on humanitarian and environmental issues. (Daga, 2022). Not necessarily with heavy material or complicated terms, but through stories, discussions, simple projects, and even games that touch on humanitarian and environmental issues (Rozi et al., 2024a). For example, through sorting waste, planting trees, or discussing children's stories from other countries that highlight the value of friendship and tolerance. In this way, children not only learn about the world, but also learn how to behave towards it.

On the other hand, global education is closely related to 21st century skills, particularly the 4Cs-Critical Thinking, Communication, Collaboration, and Creativity (Susanti et al., 2025). When students are invited to think critically about a problem, discuss and express opinions, work together in small projects, and express ideas creatively, they are actually being trained to be part of an adaptive and responsible global society (MAGHDALENA, 2025). As a concrete example, in thematic lessons, teachers can link the topic of “weather changes” to the issue of global climate change. Children are invited to observe changes in their neighborhood, then discuss how it also happens in other places. They can make posters inviting them to protect the environment, or write imaginative stories about the earth in the future. These simple things, if done consistently, will form a mindset and attitude that favors the preservation of the earth and the common welfare. Finally, global education applied at the elementary level must remain grounded in the needs and world of children. Learning should not move away from their real world, but instead make it an entry point to understand the wider world.

### **Analysis of Global Issues Relevant to Elementary Education**

#### **1. Environment and Resource Issues**

Environmental issues are one of the global issues that are fading near and relevant to be introduced to learners at the elementary school level. Environmental crises such as air pollution, forest destruction, plastic waste, flooding, and reduced green spaces are not only a problem for adults, but also touch the lives of children directly. Therefore, primary level

education plays a crucial role in developing a sense of concern and responsibility for the environment from an early stage of life (Rahmah et al., 2025). Practitioners can design learning activities that actively involve students, such as sorting waste in the school environment, making water-saving bills, recycling used goods, or even planting trees together. These small activities aim to develop children's ecological understanding gradually and in context. Children are not only invited to understand the concept of the environment, but also to feel and experience directly how to protect nature in everyday life.

In addition, environmental issues are closely related to the limitations of natural resources (G. Ramadhan et al., 2024). At the elementary school age, students can already be invited to have a light discussion about how the water, soil, air, and energy that we use every day are not infinite. For example, through learning about clean water, students can learn that not all areas have access to enough water, so it is important for them to use water wisely. In this way, learning becomes more meaningful as it is close to their own life experiences. It is also important for practitioners to adjust the delivery of materials to the students' cognitive development stage. Elementary-aged children are at the concrete operational stage, which means they will more easily understand concepts if they are delivered through pictures, stories, props, or hands-on activities (Rizqiyati & Wardani, 2023). For example, compared to a long lecture on deforestation, students will better understand its impact if they are invited to watch a short videotape or read a picture story about animals that lost their habitat due to fabricator logging. Environmental education in elementary schools aims not only to provide knowledge, but also to build character.

Through a fun and meaningful learning approach, children will grow up with values of care, responsibility, and social sensitivity to the surrounding environment (Rofi'ah, 2024). The Merdeka curriculum currently implemented in Indonesia offers freedom for practitioners to raise current and international topics in the learning process. This is a great opportunity to make environmental issues an integral part of the formation of the Pancasila Student profile, especially in terms of mutual cooperation, critical reasoning, and global diversity.

## 2. Human Rights Issues

The issue of human rights is often considered a difficult and complex topic to introduce to children at the primary school level. But in reality, the basic values contained in human rights are very close to students' daily lives and need to be instilled early on (Julaeha et al., 2022). Principles such as justice, equality, freedom of opinion, mutual respect, and appreciation of differences are part of life values that children can learn and practice in a simple scope and are relevant to their world (Saleh et al., 2022).

Primary education is a very important period in character building and social attitudes. Children begin to form a perspective on themselves, others and their social environment. Therefore, the introduction of human rights values in primary school can be done through contextual and value-based learning approaches. For example, through children's stories, role plays, class discussions, and collaborative activities that train empathy and respect for differences. In folktales, fairy tales, or stories of inspirational figures, teachers can insert moral messages such as respecting friends of different religions, helping friends with physical limitations, or voicing opinions politely. Human rights issues can also be introduced through situations that are close to students' lives, such as bullying, unfair treatment of friends, or discriminatory attitudes that sometimes appear unconsciously in the school environment. When a student is not invited to play just because of differences in skin color, regional origin, or academic ability, it is already a violation of the principles of equality and respect for human dignity (Mashuri & Syahid, 2024). Thus, schools, as the main social space for children, need to be a safe, friendly and supportive place for children to grow and develop in an atmosphere of mutual respect and freedom from discrimination.

It is also important to understand that human rights issues do not only apply at the international or national level, but are also very local (Santji Afi Rangkoly & Paulus Situru, 2024). Discriminatory treatment by teachers to students because of certain backgrounds, or ignoring students' voices in class decision-making, are forms of relational inequality that can hurt children's sense of justice (Kristanto et al., 2023). Therefore, teachers not only act as academic educators, but also as role models in being fair and respecting the rights of each individual in the classroom.

The Merdeka Curriculum provides ample space to instill human values through cross-disciplinary learning, especially in the formation of the Pancasila Student Profile. Values such

as global diversity, gotong royong, and critical reasoning can be integrated with an understanding of human rights in various subjects. For example, in Indonesian lessons, students can be asked to write an experience about being “understood and treated fairly”, or in Civics lessons, they can discuss the importance of respecting rights and obligations at home, school and society. The inculcation of human rights values since elementary school not only aims to create children who are knowledgeable about rights and obligations, but also to form a generation that has social sensitivity, high tolerance, and is able to coexist peacefully in the midst of diversity. Human rights education is not just an additional topic, but part of the process of building a just and humane civilization starting from the classroom.

### 3. Development and Social Inequality Issues

The issue of development and social inequality is a global phenomenon that can be observed in various parts of the world, including in Indonesia. This inequality arises as a result of uneven development, which has an impact on differences in access to education, health services, infrastructure, and decent living opportunities (D. Ramadhan et al., 2025). On the one hand, there are areas with modern facilities and easy access to information, while on the other hand there are still many areas that experience basic limitations, such as access to clean water, electricity, or even proper schools (Fanani, 2025).

Although this issue is relatively complex, the values contained in it can be introduced to elementary school students in a simple and contextual way. The goal is not to burden students with heavy concepts, but rather to build social awareness and empathy for the realities that occur around them and in other areas. In the context of elementary school learning, the empathy approach is an effective strategy to invite students to understand the differences in socio-economic conditions in society.

Teachers can facilitate learning activities that foster concern for others, such as creating a class sharing program, writing letters to children in remote areas, making simple donations, or watching short documentaries about the lives of young children from other disadvantaged areas (Zohriah & Muin, 2023). Through these activities, students not only learn about the concept of inequality, but also experience first-hand the urge to care and be actively involved.

The use of digital media is an effective way to bring the reality of inequality into the classroom. Teachers can utilize videos, photos, interactive maps, and illustrated stories that show the variety of people's lives in Indonesia and the world (Sudarso et al., 2024). For example, students can witness the differences between schools in big cities and schools in rural areas, or see how children in other countries struggle to get clean water or basic education. The facilitated discussion afterwards can open space for students to ask questions, reflect, and express their views on justice and social responsibility (Awaluddin Tjalla et al., 2022).

It is also important for teachers to emphasize that inequality is not something to be taken for granted, but a common challenge that needs to be addressed through care, solidarity and collective action. The concept of social justice needs to be introduced as a value that should be upheld in society. In this case, basic education plays an important role in shaping young people who are not apathetic to differences, but instead are motivated to be part of the solution (Nurfatimah et al., 2023). The values related to this issue are also in line with the spirit of the Pancasila Learner Profile in the Merdeka Curriculum, especially in the dimensions of mutual cooperation, critical reasoning, and faith and noble character. Children are encouraged to not only be academically intelligent learners, but also have sensitivity to social realities and a passion for fighting for justice (Radhaina et al., 2024).

### 4. Issues of Migration and Cultural Globalization

The issue of migration and cultural diffusion is an increasingly obvious phenomenon in an interconnected world. The movement of people from one region to another, both on a national and international scale, has a significant impact on cultural diversity in various environments, including in elementary schools (Azahra et al., 2024). In one classroom, it is not uncommon to find students who come from different cultural backgrounds, regional languages, or social habits. This diversity, if managed well, becomes an extraordinary potential to instill values of tolerance, inclusiveness and respect for differences from an early age.

At the elementary school level, this issue can be packaged positively as a means to enrich students' insights into world cultures. Teachers have a strategic role in introducing various cultures from within and outside the country to students through a fun and easy-to-digest approach (Saras Yulistiawan et al., 2021). Activities such as recognizing nursery rhymes from

various countries, tasting the typical food of the archipelago and the world (through pictures or thematic activities), learning about traditional clothes and their symbolic meanings, and playing traditional games from various parts of the world, can be a means of fun cross-cultural learning. In this way, students not only understand the uniqueness of their own culture, but also learn to appreciate diversity as part of the common wealth of humanity.

Migration also teaches that humans live in dynamic mobility, and that everyone can be part of a diverse community. When students recognize that there are classmates who come from other regions, or even from different countries, they learn to build an open attitude, respect differences, and establish relationships without prejudice. This is an important provision in forming a tolerant person who is ready to live in a global society.

But on the other hand, cultural globalization not only brings opportunities, but also challenges that need to be anticipated in the world of education (Maula et al., 2025; Satya et al., 2021). The rapid flow of information through social media and the internet opens the door to various external cultural influences, not all of which are in line with the noble values of the nation. Wasteful lifestyles, fast-paced culture, selfish desires, and unsafe digital content for children are real problems faced by students. In this context, there is a kind of value shift due to westernization that sometimes unconsciously begins to replace local cultural values.

Therefore, the role of teachers is very important in maintaining a balance between opening students' global horizons and strengthening national cultural identity. In every learning activity that raises the theme of culture, it is important to instill pride in the nation's own culture, without closing itself off from other cultures. For example, after learning about unique foods from other countries, students are also invited to recognize and record typical foods from their own regions.

This effort is in line with the "global diversity" dimension of the Pancasila Learner Profile, which emphasizes the importance of students having a strong national identity, while still being able to interact with other cultures in an open and respectful manner. Primary education is a crucial starting point for building this attitude. Introducing issues of migration and cultural globalization in primary schools is not only important to broaden children's thinking horizons, but also as a strategic effort in maintaining harmonious diversity and forming a generation that is proud of its identity, but ready to be part of the wider world.

## 5. Technology and Information Issues

Technological advances and information flows are the main features of today's globalized world (Satya et al., 2021). These developments not only affect the way adults work and communicate, but also greatly impact the lives of children, including those still at the elementary school level. Today's children grow up in an environment that is familiar with gadgets, the internet, and digital media, and it is not uncommon for them to be more fluent in using technology than their parents. Therefore, the world of education, especially at the primary school level, cannot turn a blind eye to this reality. Instead of avoiding technology due to fears of its negative impact, education should take an active role to direct and guide its positive utilization. In this case, technology should be positioned as a tool in the learning process, not as an end in itself. The integration of technology in learning allows teachers to provide a more engaging, interactive and contextualized learning experience, which suits the characteristics of the digital native generation (Satya et al., 2021).

As part of global education, it is important for students to not only be passive users of technology, but also responsible choosers and sorters of information. Digital literacy is a basic competency that needs to be introduced early (Nafi'ah Setiani & Barokah, 2021). This literacy includes the ability to understand how the internet works, distinguish between real and fake information.

Teachers can package digital literacy in various fun and educational activities. For example, students can be invited to create simple digital presentations using children's presentation apps, write blogs or reflection journals based on their experiences, search for relevant and safe information through children's search engines, or create digital campaigns on environmental or health topics. These activities not only train critical and creative thinking skills, but also form healthy and responsible media habits. However, teachers also need to be role models in using technology wisely. This includes selecting age-appropriate learning media, using child-friendly apps, and reinforcing moral values in the use of technology. In addition, parental involvement in supervising the use of devices at home is an important part of

sustainable digital education. Collaboration between teachers, students and parents is key in creating a safe and productive learning ecosystem in the digital era.

It should also be emphasized that technology is not a substitute for social interaction, but a complement. Therefore, learning must still maintain a balance between online and offline activities, between the use of technology and experiential learning. Students still need to be invited to play, discuss, create with their hands, and interact directly with the surrounding environment. With the right approach, technology and information issues can be an integral part of learning that is relevant to students' current and future lives. This is in line with the "critical thinking" and "independent" dimensions of the Pancasila Learner Profile, which encourages students to not only be able to use technology, but also understand the consequences of its use and be responsible for what they consume and disseminate. Education in primary schools has a strategic role in equipping students to face the challenges and opportunities of the digital era. Education is not just about teaching technology, but shaping a generation that is digitally savvy, ethical and able to contribute positively in an increasingly connected world.

### **The Role of Elementary Teachers in Global Education**

In the context of 21st century education, teachers are no longer only positioned as transmitters of knowledge, but also as facilitators, motivators, and character builders of future generations (Azizah et al., 2025). This role becomes even more important when talking about global education, especially at the elementary school level, which is a fundamental stage in shaping students' worldview and basic values towards the world around them.

Based on the results of the literature study and various literature reviews, elementary school teachers have a huge responsibility as agents of change. They are not only tasked with teaching literacy and numeracy, but also equipping students with global competencies such as critical thinking, environmental awareness, cultural diversity and universal human values. In this case, teachers are required to have a qualified intellectual capacity, broad insight, and the ability to transform global issues into teaching materials that are contextual, interesting and relevant to children's lives.

The transformation of global issues such as climate change, social inequality, humanitarian conflict, migration, and technological advancement cannot simply be done in the classroom. It requires teachers who are able to translate these complex issues into simple language and activities that are in accordance with the cognitive, social and emotional development of elementary school students. For example, the issue of climate change can be taught through activities such as planting trees, sorting waste, or making posters for energy saving campaigns. Social inequality can be introduced through sharing activities, introducing professions, or illustrated stories from various regions in Indonesia. For this role to be optimized, systemic support for teacher capacity building is needed. Continuous training and professional development is an urgent need. Teachers need access to training that is not only technical, but also philosophical and contextual, so that they understand the importance of a global perspective in basic education (Hanifah et al., 2025). A curriculum that is flexible, adaptive and oriented towards strengthening the Pancasila Student Profile must also be strengthened to provide space for teachers to innovate in learning. In addition, the provision of relevant learning resources is also an important supporting factor. Teachers need teaching materials that contain global issues but are still linked to the local (glocal) context, whether in the form of printed books, digital media, or interactive learning platforms (Thaariq et al., 2023). Collaboration between teachers, learning communities, and the involvement of parents and communities are also an important part of forming an educational ecosystem that is responsive to global challenges.

Equally important, teachers must also have high social sensitivity to the dynamics that occur both in the classroom and outside the school environment. The heterogeneous social environment, both in terms of economy, culture and individual abilities, requires teachers to develop pedagogical approaches that are inclusive, democratic and dialogical. Learning is not only a means of transferring knowledge, but also a space to build empathy, tolerance and respect for others.

When teachers are able to create a learning atmosphere that is open, safe and respectful of differences, the classroom will become a miniature of an ideal global society. Students will learn that diversity is not a threat, but a strength. They will grow into individuals who are not only intellectually intelligent, but also have emotional and spiritual intelligence, who are able to coexist peacefully and actively contribute to a pluralistic society (Mauzani Haikal et al., 2025). The role of teachers in global

education cannot be considered as an addition or complement, but rather as the core of efforts to prepare future generations who are ready to face global challenges wisely and responsibly. Teachers are the light that illuminates children's path to a more just, peaceful and sustainable world.

### **Implementation Strategy of Global Education in Elementary School**

The implementation of global perspective education at the primary school level requires strategies that are not only conceptual, but also practical and fun for children (Rozi et al., 2024b). One approach that can be used is the integration of global themes into thematic learning. Themes such as the environment, human rights or cultural diversity can be packaged through stories, songs, projects or activities based on real experiences close to learners' lives. This approach allows children to understand global issues through a local and concrete lens, so that global messages are more easily accepted and interpreted.

In addition, project-based learning (PjBL) has been very successful. Through collaborative projects, students not only learn about facts and information, but are also trained to work together, think critically, and solve problems (Wisnu et al., 2023). For example, a "Green School Campaign" project could ask students to research environmental issues around the school, design simple solutions, and communicate them through media of their choice, such as posters, videos, or oral presentations. This strategy encourages students' active engagement in understanding and responding to global issues in a real way.

The utilization of digital media is also an important element in the global education implementation strategy (Belva Saskia Permana et al., 2024). Through the use of educational videos, interactive simulations, or internet-based learning applications, students can gain a broader and more contextualized learning experience. However, teachers still have an important role in accompanying and guiding so that the use of this technology remains on an educational and safe path for children.

In addition, multicultural literacy can also be a strong bridge in building a global perspective (Kusdiani & Tirtoni, 2025). Teachers can utilize reading materials that tell the stories of children from different parts of the world to foster empathy and curiosity towards other cultures. Through reading together, discussion, and reflection, students are invited to recognize and appreciate differences positively. Thus, learning not only educates, but also shapes an inclusive and open-minded personality.

Ultimately, the strategy for implementing global education in primary schools must be holistic and contextual. Teachers as facilitators need to design learning that arouses curiosity, encourages dialog, and familiarizes children to think broadly without losing their identity. Global education is not about making children 'citizens of the world', but also about how they continue to love their homeland while being open to a bigger world.

### **CONCLUSIONS**

Global education that is based on the perspective of elementary school is a strategic approach that is very relevant in shaping the character of future generations. A generation that is expected to not only be intellectually intelligent, but also have broad insight, high empathy, and a sense of social responsibility towards various challenges at the local and global levels. In the midst of globalization, digitalization, and rapid socio-cultural changes, students at the primary school level need to get provisions that are not solely academic. They also need to be introduced to human values, sustainability, and awareness of cultural diversity from an early age. This is important so that they grow into individuals who are critical, caring and ready to contribute actively in society. Global issues such as climate change, social inequality, human rights, cultural migration, and the development of information technology can actually be introduced to elementary school children contextually, according to their stage of development. Through fun, concrete and meaningful learning, the values of these issues can be instilled naturally in their daily lives. This is where the seeds of an inclusive and resilient character begin to grow. The role of the teacher is vital in connecting global concepts with the reality of learning in the classroom. Teachers are not only facilitators, but also value bridges between the outside world and children's daily lives. The Merdeka Curriculum, with its flexibility, provides a great opportunity to integrate the values of the Pancasila Student Profile into thematic, project-based learning and multicultural literacy. In the hands of reflective and creative teachers, students can be invited to experience a complete learning process - one that instills the values of mutual cooperation, independence, critical thinking, and respect for global diversity. However, it is

not enough for global education to live in the classroom. Support from parents and a conducive school environment are important elements in making this effort a success. Children grow up in a social ecosystem that influences the way they think and act. Therefore, the spirit of global education should be the lifeblood of the entire school community-from daily interactions to policies and a school culture that is open to the outside world. By building the foundation of global education since elementary school, we are actually preparing a generation that is ready to face the challenges of the 21st century. A generation that is able to think globally and act locally. Realizing this certainly requires the right strategy, adequate resource support, and collaboration from all education stakeholders. If all these elements work in harmony, elementary schools will become a solid foundation for the formation of an inclusive, resilient and dignified nation (Okti Sudarti & For Correspondence, 2020).

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