

PRE-SERVICE TEACHERS' PERSPECTIVES TOWARDS GLOBAL EDUCATION

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ABSTRACT

Global education has a very important role in fighting global challenges and preparing future generations to become open-minded and inclusive world citizens, as the oldest in one pillar of the Sustainable Development Goals (SDGs), guaranteeing inclusive quality education. This research aims to provide an in-depth overview of students' preparation as prospective teachers regarding global education through a mixed methods approach. A total of 1,000 (one thousand) student teachers were surveyed to understand their understanding and readiness regarding global issues. Furthermore, interviews in focus group discussions were conducted with a number of respondents to gain a deeper understanding. This research was conducted at four universities, consisting of two state universities and two private universities, in two cities, Yogyakarta and Surakarta. The fourth universities are Yogyakarta State University, Sebelas Maret University, Ahmad Dahlan University, and Muhammadiyah University of Surakarta.

The survey covers aspects such as understanding of global challenges, global education policies, and learning experiences related to global issues. The survey results were analyzed quantitatively, while the interview data were analyzed qualitatively using a thematic approach. The results of the research indicate that student respondents as prospective teachers show a positive attitude in responding to global education in general. Specifically, this finding is supported by their sufficient knowledge about global world issues, such as the importance of world organizations (such as the UN and UNESCO) in dealing with global world problems. Apart from that, respondents also showed readiness and enthusiasm in interacting and establishing communication with other nations who have different cultures, such as the desire to travel and live in other countries with different cultures, trying to understand cultures including different ways of communicating, and willing to take the risk of cultural differences resulting from these interactions.

This research contributes to providing comprehensive insight into student preparation as prospective teachers regarding global education, as well as offering recommendations for developing teacher preparation or teacher training (in-service teacher professional development) programs that can accommodate global education in the curriculum. Thus, it is hoped that this research can contribute to the understanding and development of global education at the higher education level.

Kata Kunci: *global education, teacher education, global education curriculum*