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Master's Thesis
Academic Year 2020

The Design of Knowledge-Sharing Platform for
Indonesian High School Teachers to Integrate
Global Education into Classroom Practice



Keio University
Graduate School of Media Design

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A Master's Thesis
submitted to Keio University Graduate School of Media Design
in partial fulfillment of the requirements for the degree of
Master of Media Design

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Abstract of Master's Thesis of Academic Year 2020

The Design of Knowledge-Sharing Platform for
Indonesian High School Teachers to Integrate
Global Education into Classroom Practice

Category: Design

Summary

There has been a greater call for integrating Global Education with educational practice at school for its vast benefits for both school and the future of its students. However, teachers are faced with several problems, especially those in developing countries such as Indonesia, where the current national school curriculum does not seem to accommodate this purpose properly, nor the government provides them with supporting guidelines or tools. Furthermore, the fact that the Citizenship subject at school emphasizes heavily on national citizenship rather than global citizenship is another challenge that we face in Indonesian educational system. On the other hand, teachers' familiarity with Global Education might make it harder for them to design the teaching materials that actually meet the learning objectives. According to the preliminary studies done in this research, they seem to be especially knowledge-oriented, while the key concept of Global Education itself is more than just teaching about the knowledge, but also about building the competencies of a global citizen. Apart from this, teachers also have to deal with administrative tasks that limit their time in preparing the lessons. All these problems add up to the inadequate practice of Global Education at schools that could diminish the exposure of Indonesian young generation to global competencies. This research aims to offer a solution for teachers in Indonesia to accommodate Global Education in their classrooms, through a Knowledge-Sharing Platform. By applying a model from Instructional Design Method to create it, I involve teachers in the design process to better understand their needs and wants, then transform

them into the features of this platform. At core, the platform will provide Global Education contents that could be integrated with regular lessons conveniently and effectively, as well as generate contents from users to promote knowledge-sharing, and also support other related activities.

Keywords:

Global Education, Knowledge-Sharing, Platform, Indonesia, High School

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Chapter 1

Introduction

1.1. Background

According to The Global Skills Gap Report¹ published by Think Global and British Council in 2011, there has been a greater call for integrating Global Education at school, as business leaders see a vital role for schools in preparing young people for a globalised workplace by helping them to develop the ability to think globally and to lead more sustainable lives. 80% of businesses think that schools should be doing more than they are currently doing in this area, while parents, teachers, and the general public all agree with this. Additionally, not only it is important for the future of the students, Global Education also offers vast benefits for schools, such as better student engagement in class which leads to higher attendance and achievement².

In practice, the implementation of Global Education at school is not as easy as teaching other common subjects, e.g. STEM subjects, Economics, History, etc., because usually schools do not have specific subjects to teach about global issues or global competencies, thus teachers need to integrate the topics into their regular lessons. To accommodate this, some countries, especially developed countries, are actively supporting schools by providing guidelines or educational curriculum that promote Global Education. The governments also give the teachers some authority, to an extent, to adjust the curriculum with their own learning objectives, which enables them to explore and design the teaching materials that better meet their students' needs.

1 https://think-global.org.uk/wp-content/uploads/dea/documents/BusinessPoll_online_TG.pdf

2 <https://inservice.ascd.org/why-global-education-matters/>

Meanwhile, in developing countries such as in Indonesia, teachers are still dealing with curriculum overload because they are bound to the school curriculum set by the government, hence Global Education might not be easily integrated into their lessons. The Indonesian 2013 Curriculum that is being used widely at schools right now does not seem to accommodate Global Education properly in some aspects, for example, in the case of the elimination of English course at the primary level, while the study of foreign languages is one of the best ways to develop global awareness (Reimers, 2016), hence promotes Global Education. Apart from this, teachers' awareness and current familiarity with the concept of Global Education should be put into consideration, because it could be another challenge where teachers feel burdened to learn about new materials and integrate it with the existing materials (from 2013 Curriculum) that need to be shared with students. Therefore, we need to think about a practical solution that could help teachers to accommodate Global Education without neglecting the school curriculum and without putting too much burden on their hands.

1.2. Research Goal and Questions

This research was designed to create a supporting tool for teachers in developing countries, in this case in Indonesia, to integrate Global Education into their classroom practice at school, by considering their current familiarity with the concept and their responsibilities towards the national curriculum. In order to reach this goal, following questions are intended to be answered:

- What kind of media that could help Indonesian school teachers to integrate Global Education into their classroom practice, in a practical way?
- What features should that media (previous question) have to help teachers creating Global Education-related teaching material and activities?

1.3. Contribution

There are three main contributions of this research:

- Creation of a platform for Indonesian high school teachers that provides Global Education contents and supports its related practice, and also works as a communication media between teachers.
- Participation in achieving the United Nations ' Sustainable Development Goals number 4: Quality Education.
- Along the process of this research, teachers were involved in various discussions about Global Education practice, therefore it could raise their awareness about the importance of global citizenship education at school.

1.4. Structure of Thesis

- **Chapter I (Introduction):** Briefly explains the needs of integrating Global Education with educational practice at school and the challenges that teachers face in doing so; Also includes the goal of this research and the questions that need to be answered through the process.
- **Chapter II (Data and Literature Review):** Provides an overview of Global Education and its practice at school, the educational practice in Indonesia, followed by the literature review of creating a Knowledge-Sharing Platform with the discussion of some related works.
- **Chapter III (Preliminary Study):** Reports the data from survey that was conducted with some students in Indonesia and teachers from several countries.
- **Chapter IV (Design):** Presents the design concept and also result (prototype) of this research.
- **Chapter IV (Evaluation and Validation):** Explains the user test process and its result.
- **Chapter V (Conclusion):** Sums up the main points of this research while answering the research question, with a brief plan of future work that needs to be done for improvement.

Chapter 2

Literature Review

2.1. Global Education

2.1.1 Introduction

Definition

Globalisation results in interdependence among countries, where the various economic, political, social and cultural challenges have a drastic but diversified impact on societies, regions, and people across the globe [1]. This condition requires us to adapt and take proper action, as well as preparing the next generation for a more globalised world in the future. The concept of Global Education arose as an effort to prepare the young generation to face the real world that is full of challenges from interconnection between nations and dimensions of life (Fachruddin, 2019). There are various definitions of Global Education, and here are some of them:

- At European level, building on its first Global Education Charter (1997), the Maastricht Global Education Declaration (2002) states that, “ Global Education is education that opens people ’ s eyes and minds to the realities of the globalised world and awakens them to bring about a world of greater justice, equity and Human Rights for all. ” [1]
- While Barbara MacDonald, a Director of International Programs at Canadian Teachers Federation, in her “ Guide to Infusing Global Education Into The Curriculum ” defines Global Education as “ a Lens (or perspective) through which material on the curriculum is viewed. ”

Aside from above, most people would associate these keywords in talking about Global Education:

- **Global Awareness:** The awareness of the diversity around us and how we respect it.
- **Global Mindedness:** A perspective of being a part of the world community and feeling a sense of responsibility for its status.
- **Global Competence:** Related to the knowledge, skills, attitudes and values.
- **Global Citizen:** The goal of Global Education, one who has Global Awareness, sees the world with Global Mindedness, and acquires the Global Competence.

Why Global Education

The idea about Global Education often seems very broad and future-oriented, because we are preparing students for the working life after they graduate from school. While this statement is undeniably true, Global Education also offers many benefits for their current life, whether when they are at school, home, or even in society. We may not see immediate results from the process, but there are some “effects” or changes that we could expect to see from students when they experience it. On the other hand, some people might be questioning the benefits for the school itself, as to why school should accommodate Global Education in their educational practice. To discuss more about this matter, here are three goals of Global Education for both students and school.



Figure 2.1 Three Goals of Global Education

First, engagement. In Global Education, teachers are encouraged to talk about

global issues that affect lives locally and around the globe. Sometimes this also includes engaging with controversial issues [2], to learn about the interconnectedness between cultures or regions. Research shows that when students learn content through real-world experiences, they are more likely to engage in class¹, and engaged students are more likely to perform well on tests [3]. Furthermore, this condition contributes to a safe and positive school climate and culture [3].

Second, enrichment. Topics that are related to real-world experiences, as mentioned in the previous paragraph, will enrich any curriculum by clarifying its connection to our life [4]. Without changing the initial direction, the school curriculum will be distinguished from other schools in a positive way. Moreover, learning about global issues will also enrich students with knowledge, skills, attitudes and values that could shape their perspectives in dealing with diverse people or culture. In the future, they may be offered the opportunities to work in or work with people from other countries, and these global competencies will be very beneficial for them [5] in the marketplace.

Third, empowerment. Besides preparing young people for the world of work, education needs to equip students with the skills they need to become active, responsible and engaged citizens [6]. Through Global Education, not only they learn about the competencies, students will also gain a positive outlook on their role as global citizens. When they are given the opportunities to investigate important issues and come up with solutions, they become empowered to be the catalysts of the changes they wish to see¹. As their confidence increases, more actions will be taken, and eventually people will know where they are from.

1 <https://inservice.ascd.org/why-global-education-matters/>

2.1.2 Key Aspects of Global Education

Strands

Global Education can be broken down into four broad strands [4] in terms of content as described below.

Table 2.1 Strands of Content

STRANDS	TOPICS	OBJECTIVE
Development Education	Issues in developing countries and its relations with other countries	To encourage us to address global issues and look critically at the notion of “development”
Environmental Education	Environmental issues and sustainable environment	To promote environmental responsibility in daily life
Human Rights Education	Civil, political, economic, and social rights	To promote social justice for all
Peace Education	War and disarmament	To encourage movement towards peace, both in and outside the classroom

Levels

In designing the teaching material or activity for Global Education practice, there are three different levels of student involvement [4]: Head, Heart, and Hand. Each level consists of key behaviours which sometimes could overlap one another depending on the activities carried out. For example, a one time project may require students to do several different activities, thus the level of involvement becomes deeper.

Table 2.2 Level of Student Involvement

LEVEL	DOMAIN [7]	OUTCOME [7]	KEY BEHAVIOURS	ACTIVITIES
Head (cognitive)	Knowledge and thinking skills to better understand the world	Informed and critically literate	Critical, curious, aware	Discussion, research, investigate, presentation
Heart (socio-emotional)	Values, attitudes and social skills of a global citizen	Socially connected and respectful of diversity	Respect, empathy, appreciate, open	Discussion, examine, observation
Hand (action)	Engagement, practical application and performance	Ethically responsible and engaged	Active, self-efficacy, collaborative, responsible	Individual and group project, campaign, fundraising

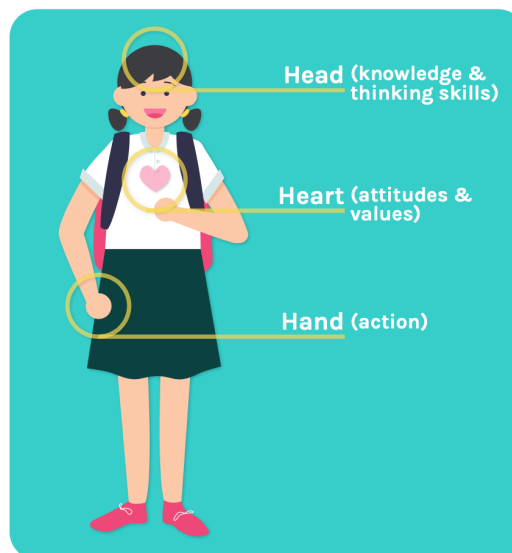
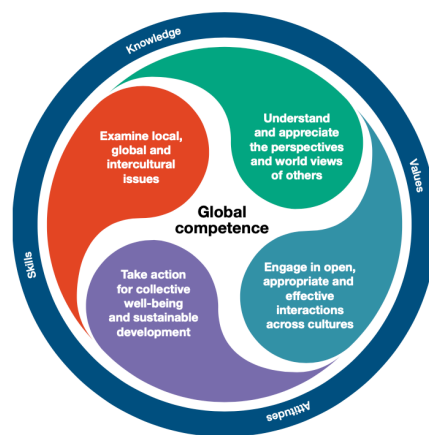


Figure 2.2 Illustration of Level of Students Involvement

Global Competence

Global competence is a combination of knowledge, skills, attitudes and values that is expected to be acquired by a global citizen. There are four target dimensions of global competence outlined on the OECD PISA Global Competence Framework 2018 [2]:

- The capacity to examine issues and situations of local, global, and cultural significance (e.g. poverty, inequality, cultural differences and stereotypes, etc.).
- The capacity to understand and appreciate different perspectives and world-views.
- The ability to establish positive interactions with people of different national, ethnic, religious, social or cultural backgrounds or gender.
- The capacity and disposition to take constructive action toward sustainable development and collective well-being.



(Reprinted from *The OECD PISA Global Competence Framework* (page 11), 2018 [2])

Figure 2.3 The Dimensions of Global Competence

Each factor of global competence can be explained as outlined herein [2]:

- **Knowledge** about the world and other cultures, to challenge misinformation and stereotypes about other countries and people, and to counter intolerance. It can be divided into:
 - Global issues: Issues that affect all individuals, regardless their nation or social group; It could be local issues that are global in their reach.
 - Intercultural issues: Situations that arise from the interaction of people with different cultural backgrounds; Oftentimes it 's related to stereotypes.
 - Culture and intercultural relations: The diversity of languages, arts, knowledge, traditions and norms.
 - Socio-economic development and interdependence: Development patterns in different regions of the world, with a focus on the links and interdependencies between societies and economies.
 - Environmental sustainability: System and policies surrounding the demand for and use of natural resources.
 - Institution: Both formal and informal, that support peaceful relationships between people and the respect of fundamental human rights, e.g. United Nations.
- **Skills** to understand the world and to take action, includes thinking or cognitive skills and behavioural skills. It can be divided into:
 - Reasoning with information: Efficiently process the information from various relevant and reliable sources, i.e. textbooks, peers, influential adults, traditional and digital media.
 - Communication skills in intercultural contexts: Communicate effectively and respectfully with people who are perceived to have different cultural backgrounds.
 - Perspective taking: Identify and take on often conflicting points of view, “stepping into someone else 's shoes”, to understand how other people think and feel.
 - Conflict resolution skills: Approach conflicts in a constructive manner, recognising that conflict is a process to be managed rather than seeking to negate it.

- Adaptability: Able to handle the feelings of “culture shock” by adapting one ’ s thinking and behaviours to the prevailing cultural environment, or to novel situations and context that might present new demands or challenges.
- **Attitudes** the mindset to behave in a particular way. It can be divided into:
 - Openness toward people from other cultural background: Be sensitive toward, curious about, and willing to engage with other people and other perspectives on the world.
 - Respect: Positive regard for someone or something for its intrinsic worth.
 - Global mindedness: Feel connected to the world community, have concerns for other people (in different places or even generation), have moral responsibility to improve others ’ conditions.
- **Values** as standards and criteria that people use in their judgements. It includes valuing human dignity and cultural diversity: Become more aware of oneself and its surroundings, and strongly motivated to fight against exclusion, ignorance, violence, oppression and war.

2.1.3 Teaching Global Education

Integrating Global Education into classroom practice means that we have to utilize and manage what we already had in class to achieve the intended learning objectives. For this purpose, there are several aspects that we have to pay attention to:

- Content and activities
- Learning aids
- Learning environment
- Teachers ’ competencies
- Evaluation

Content and Activities

One of the simplest ways for content integration can be done through providing listening, speaking, reading, and writing sources, especially in language subjects [8]. Teachers can use materials that are related to global issues, and give follow up questions or tasks (e.g. discussion, make a summarise, research, etc.) afterwards. To let students have a better understanding or deeper reflection on the sources, or when any teachers from different subjects talk about specific topics in the class, they can apply several methods for discussing content as described below [1].

Table 2.3 Methods for Discussing Content

METHOD	DESCRIPTION	EXAMPLES
Micro-Macro and vice versa	From local to global, focus on the interconnection between global issues and the effects at local level	<i>Economics:</i> Look at the trade policy in a developed country and how it affects the economic condition in a developing countries
	From personal to collective, reflect upon issues affecting a group of people based on personal experiences	<i>Physics:</i> Reflect on the effect of nuclear radiation for the life of local citizens
Three Time	Address the present issue by examining its roots in the past and then explore possible future action	<i>Biology:</i> Analyze the cause of climate change, and the preventive actions for future
Historicity of Knowledge	Investigate the actuality of the historical context of an issue	<i>History:</i> Research on several contexts (e.g. civilizational, environmental exploitation, etc.) from the colonization period of a country
Power Analysis	Analyze an issue through identifying different groups of stakeholders	<i>Civics:</i> Identify the role of government, private corporations, police, etc. in a migration issue

Besides methods for discussing content, teachers should also develop their teaching methods and work on Global Education related activities that can be done inside and outside the classroom, including the extracurricular activities, such as [8,9]:

- **Inside the classroom:** Games or presentation about, and debate or discussion on global issues; Role play or simulation that reflect events in society; Connecting session with students from different school or even countries.
- **Outside the classroom:** Experiment; Campaign or fund raising for social issues.
- **Extracurricular activities:** Workshop or seminar on global issues; Study trip or visit to sites and monuments; Overseas tour or exchange program to experience different part of the world; Contest or competition (e.g. speech contest); Activities that are linked to social communities.

One activity that is recommended quite often in Global Education is the intercultural or international conversation. This is one of the best ways to develop students' global awareness, where they get the opportunity to interact with students from around the world (Reimer, 2016). Teachers can facilitate this activity by conducting online conversation (or connecting session), pen pals activity, or inviting individuals from diverse cultures or countries as guest speakers [10].

When designing the activities or choosing the appropriate methods, considering the situation and the background of the learning group (students) is very crucial in Global Education [1]. We must take into account the age, social and cultural diversities, in connection with the topics chosen. Teachers must be ready to deal with various responses from students when discussing several topics, especially controversial issues (such as issues connected to religion), and issues of national or cultural identity (such as migration, stereotypes, and human rights). These issues might be hard to talk about, but they should not be avoided and instead be confronted in a balanced way, aiming to raise students' global awareness and to provoke respecting diverse cultures and perspectives. To better accommodate such situation, teachers can refer to the next section.

Learning Environment

As important as the learning content and activities, in Global Education students are expected to learn in an *active learning environment* that is [4, 11, 12]:

- Celebrating **diversity** in the classroom, the school, the country, and the world.
- Providing **opportunities** for the development of values based on social justice and human rights principles.
- Developing students' **confidence** to voice their own opinions and encouraging them that they can make a difference.
- Promoting students **participation and cooperativeness** rather than competitiveness.

This ideal learning environment cannot be achieved unless teachers make an effort to foster a positive course climate. Course climate, or classroom climate, is the intellectual, social, emotional, and physical environments [13] that affect students' mood and attitudes when they are in the learning process. It is determined by 2 main factors: *Student-student interaction* and *teacher-student interaction*.

One way to promote a positive relationship between students is through establishing and reinforcing ground rules for interaction. Teachers can involve students in the process of establishing them, and these ground rules can help to assure that peers are being inclusive and respectful to each other [13]. They can set rules on simple but crucial things especially in communication, such as:

- Use **proper wordings** to convey a message or present an idea
- **Build upon** ideas of other student, if possible
- Give **constructive** feedback, not merely critique
- **Listen** when others are talking, and talk when given the chance

Note that we do not avoid disagreement between opinions, but how students communicate it is more important, and they should find the middle way that everyone could agree to, be it led by teachers or not. In this case, teachers should be able to conclude the discussion, and make it clear to everyone that they are

heard.

For teacher-student interaction in Global Education, there are a few strategies to nurture positive relationships with all students [13]:

- **Tone:** How teacher communicates with students, the level of hospitableness that students perceive, and the more general range of inclusion and comfort that they experience. It also includes the kind of language used (encouraging or demotivating), especially in the way negative feedback is offered (constructive and focused on the task, or demeaning and focused on the person).
- **Inclusive:** Be a model for inclusive language, behavior and attitudes, also to make students feel included or represented. Teachers can also prepare multiple and diverse examples when talking about a topic, thus not only students can understand better, but also to increase the likelihood that they are relating to some of them.
- **Sensitive:** Anticipate and prepare for potentially sensitive or controversial issues, and address tensions early when it becomes apparent that the teacher or others are consciously or unconsciously shutting people out, marginalizing others, or “pressing someone’s button”.

Teachers’ Competencies

Continuing from the earlier discussion about strategies to nurture positive relationships with students, in Global Education teachers are required to equip specific knowledge, skills and attitudes to optimize the learning process. These competencies that global teachers demonstrate are divided into three domains [10]:

- **Dispositions:** Valuing multiple perspectives and a commitment to equity worldwide.
- **Knowledge:** Understanding of global conditions and current events, the interconnectedness of the world and an experiential understanding of multiple cultures.
- **Skills:** Transferring its view by creating a classroom environment that values diversity and global engagement; Able to communicate in multiple lan-

guages; Facilitating intercultural and international conversations; Developing local, national or international partnerships that provide opportunities for collaborative real-world contexts for global learning experiences.

Learning Aids

When developing training activities and teaching resources it is crucial to provide a variety of stimulus or learning aids in order to actively engage all students into the learning process [1]. These can be prepared by teachers, or teachers may also ask students to bring it to school as part of their tasks. Following are the examples of learning props and tools that can be utilized in Global Education practice:

- Articles from newspaper or magazine
- Pictures, videos, movies
- Costumes for role play
- Experiment tools (for example, when talking about clean water issue, teachers conduct experiment to make clean water from the river)
- Electronic devices such as computer or PC, it could be used for browsing materials, or preparing assignment
- Video conferencing devices (computer, screen, speaker, microphone, etc.) for connecting session
- Additional props: Poster with motivational words or global issues terminologies to hang in the class, national flag or pictures of important historical figures for class decoration, etc.

Evaluation

In the context of Global Education, students assessment or evaluation is as important as the regular assessment in the classroom, such as proficiency tests or exams. The method could be similar to those, depending on the particular time allocated by the school. Although we may not be able to witness the long term result or the outcome on a bigger scale, i.e. when they are participating in the society, or engaging with people from different cultures or countries, globally competent teachers should be able to assess students' global competence development [10].

This assessment will be in addition to the regular test, and will work as a self-evaluation. For this purpose, this research is going to discuss the evaluation in rubric format, because it explicitly represents the performance expectation [13], thus it allows students to reflect on their global competence and contribution to the society.

Rubric is an assessment tool used to interpret (and grade) students' work against criteria and standard, hence sometimes it's called "criteria sheets" or "scoring guides"². Teachers can use it to provide formative feedback by having a clearer picture of their students' strengths and weaknesses, and students can direct their efforts accordingly for improvement [13]. As mentioned before, this rubric works as a self-reflection, therefore students' improvement will be heavily dependent on their willingness and awareness of their identity as a global citizen. For example of the rubric, please refer to the students' global competence assessment created by OECD PISA Global Competence Framework (2018)³.

Some tips for using rubrics in Global Education evaluation:

- Conduct a **prior assessment** to target an appropriate challenge level [13], and at the same time to give students the idea of the learning objectives (in form of performance criteria).
- **Discuss** about the rubrics with students, to refine and improve the rubrics, as well as to improve the ongoing activity/project.
- Use 'simple' and specific **wordings** to avoid ambiguous meaning.
- Utilize the **technology** in class, if possible, to conduct the evaluation, as it is also a part of their learning process (technology literacy and environment friendly movement by using less paper at school).

Besides conducting evaluation for students, teachers can also 'evaluate' their content or activities to ensure that it is aligned with the key concepts of Global Education. Sara Coumantarakis created this set of questions as "A Planning Checklist to Develop Global Awareness" [4]:

2 <https://teaching.unsw.edu.au/assessment-rubrics>

3 <https://www.oecd.org/pisa/Handbook-PISA-2018-Global-Competence.pdf>

- Is the activity cooperative rather than competitive?
- Does it provide opportunities for taking further action?
- Does it connect global with local?
- Does it examine root causes?
- Does it examine the historical context of a situation?
- Does it examine power issues?
- Is it participatory and experiential, and does it address various learning styles?
- Does it address the whole student (intellectual, social, psychological, spiritual) and connect with his or her experience?

2.1.4 Global Education in Practice

The Approach

At its core, the goal of Global Education is “a world of greater justice, equity and human rights for all”[1]. Due to the diversity of cultural background and condition of regions around the world, they also have various approaches in achieving this goal. Furthermore, even among schools in the same country or region could also use different approaches, depending on their learning priorities or style. Some schools may use a more action-based approach, while the others prefer competency based approaches. These different approaches can be categorized into three as detailed below⁴.

4 *Note.* Adapted from “How is Global Education Perceived and Implemented within Two Secondary Schools in Slovenia?” , by Skinner, A., 2012, p.34

Table 2.4: Three Approaches of GE Practice

	UNCRITICAL APPROACH	ACTIVE APPROACH	CRITICALLY REFLECTIVE APPROACH
Purpose	To learn about the world and become more aware of global issues	To encourage active engagement with global issues through taking action for social change	To encourage critical engagement with global issues and self-reflection
Role of school in Global Education	To cover global issues in relevant curriculum subjects; Limited active engagement	To motivate and empower students to become active citizens, working for a better world	To enable students to develop as autonomous, critically minded global citizens
Teaching methods	Predominantly transmissive	Participative: Project, activity and action based learning	Participative: Discussion-based, self-reflective learning
Knowledge	Fixed bodies of knowledge to be transferred and learnt	To be understood, discussed and used to take responsible action	To be critically analysed from multiple perspectives; To be used to question assumptions and reflect on one's own position
Continued on next page			

Table 2.4 – continued from previous page

First column	Second column	Third column	Fourth column
Skills	Understanding and remembering; Applying knowledge within ‘ closed ’ contexts (e.g. assessment frameworks)	Willingness to play an active role in society; Believe that people can make a difference; Challenging injustice and inequality through action	Analysing issues from multiple perspectives; Challenging injustice and inequality through self-change; Thinking critically and challenging assumptions
Values	Theoretical learning about normative values, e.g. human rights	Empowerment to take action based on normative values (e.g. empathy, solidarity)	Empowerment to make own moral and value judgements
Local-global thinking	Global issues learnt about and compared at different levels but limited connections made between the levels	Connecting the local and the global through ‘ thinking globally, acting locally ’	Connecting the local and the global through developing a critical global consciousness

Practice in Japan

In general, the awareness of global issues in Japan is being implemented widely through Education for Sustainable Development (ESD). The Ministry of Education, Culture, Sports, Science and Technology-Japan (MEXT) and the Japanese National Commission for UNESCO designated ASPnet Schools (UNESCO Associated Schools) in Japan as hubs to promote ESD, where 1,044 schools joined as members in 2016 and this became the largest number of members in the world. Schools are playing a key role as a platform to promote ESD, and they are sup-

ported by the government where the perspective of building sustainable development is included in the National Curriculum Standard⁵. Moreover, for the upcoming curriculum that will be implemented from April 2020, the Japanese government will improve its curricula and revise the teaching materials to promote SDGs (Sustainable Development Goals)-related education, to further nurture children ' s competencies to be the creators of sustainable societies and the world⁶].

In a more narrow context, the Geography subject in Japan is going to be a compulsory subject in high school starting from FY2022, where the name will be changed to “ Comprehensive Geography ”, with the goal “ to raise a citizen with the qualities required of an active member of the global society, as the shaper of a peaceful, democratic nation and community ”⁷. This could give a picture of how Japan is trying to implement the concept of Global Education very seriously.

Practice in Sweden

As one of “ Top 10 Countries for Education ” in 2020 according to US News⁸, the practice of Global Education in Sweden schools has been centred on education for sustainable development, with reference to international declarations and conventions. From the school year 2011, a new curriculum was introduced, and the content and overriding goals were influenced by international declarations on human rights and agreements, such as the Millenium Goals and the UNESCO-declaration on UN Decade on Education for Sustainable Development for the years 2005-2014. Based on the curriculum, students should not only learn and understand the main aspects of sustainable development, but the school is also responsible to give comprehensive education, which will enable students to transform the knowledge into practical action leading to sustainable development. One of the Sweden government agencies, named The International Programme

5 https://www.mext.go.jp/component/a_menu/other/micro_detail/_icsFiles/afieldfile/2017/05/19/1385403_01.pdf

6 <https://www.mofa.go.jp/files/000287390.pdf>

7 https://www.meiji.ac.jp/cip/english/research/opinion/Takashi_Nakazawa.html

8 <https://www.usnews.com/news/best-countries/best-education>

Office for Education and Training, promotes academic exchanges and cooperation across national borders through various programs, from funding cooperation and development projects and individual scholarships, to training for school personnel program, called Den Globala Skolan/the Global School. The Global School organizes seminars and workshops all over Sweden for teachers and school personnel about education for sustainable development and intercultural understanding. Every year 3-4,000 teachers take part in this program that aims to strengthen the schools ability to educate tomorrow ' s adults in taking the responsibility for sustainable development in a multicultural society [14].

Challenges

With increasing demand and more recommendation of implementing the Global Education practice at school, we could say that the biggest challenge is faced by teachers who are expected to integrate the concept into extant subjects. However, while many literatures have been established to discuss and examine what it is that students ought to know and be able to do, less is known about how teachers instill these mindsets, concepts, and skill sets in students across grade levels and subject areas [10]. Despite being in different regions or locations, there are several similar challenges faced by teachers around the world in practicing Global Education at school [2, 12, 14]:

- **Lack of experience** - Teachers often find it difficult to engage in open discussions about diversity and discrimination because of the lack of experience with people who are different and the assumption that such conversations will always be contentious. Therefore, they prefer to concentrate only on “safe” topics about cultural diversity, while neglecting more troubling issues such as inequities and injustices.
- **Low integration and curriculum overload** - When Global Education contents are not integrated (much) in the school curriculum, teachers may find it difficult as the prescriptive and time-constricted nature of curriculum often limits the opportunities to explore any other knowledge in depth, which is by nature more time-consuming.
- **Unfamiliarity with the concept** - Even when teachers are trying to cover the topics, this may not necessarily be in line with the key principles and

pedagogy associated with Global Education.

- **Limited teacher training scope** - That does not cover enough on methods for integrating global perspective.

2.1.5 Global Education Context in Indonesia

As the largest archipelago country in the world, Indonesia consists of various cultures, with its diverse ethnics, local languages, and tribes, including various kinds of religion. It is no longer a new issue that due to its political solution, this diversity is often used as an excuse to have a disagreement over something. Almost everyday, we, including the young children, are exposed to seeing, even experiencing, social conflicts or discrimination caused by racial, ethnic, and religious diversity. The government has been working hard to tackle this issue, especially in terms of the education system, where the study of diversity and respect has begun from the primary school, through the 'Pancasila and Civic Education' subject. However, aside from the insignificant results that we have experienced so far, because of the strong nationalistic element from that subject, this could cause the unfamiliarity for students towards their status as a citizen of a wider form, citizen of the world.

A study done by the Korea Institute of Curriculum and Evaluation in 2015 about "A Comparative Study on Global Citizenship Education between Korea and ASEAN" found that Indonesian students showed a tendency to have a stronger sense of belonging as an Indonesian citizen rather than a global citizen, and as long as a global citizen is defined as an identity beyond that of a national citizen, none of the Indonesian students who they interviewed perceived themselves as global citizens [korea ASEAN]. This is certainly an interesting fact as opposed to the concept of Global Education. To better understand the 'condition' of Global Education practice in Indonesia, in this section we will first discuss the current national curriculum.

Overview of 2013 National Curriculum

The National Curriculum, previously named as Curriculum of 2013, was introduced in 2014 as a Competency-Based Curriculum (CBC), that is designed to

anticipate the needs of 21st century competencies [15], by emphasizing greatly in building students' characters, developing relevant skills based on their interests and needs, and developing a thematic learning approach that benefits their cognitive abilities [16]. The objective is to prepare the people of Indonesia to have the ability to live as individuals citizens who are faithful, productive, creative, innovative, and affective; and able to contribute to the life of society, nation-state and civilized world (Azis, 2016) [17]. There are some characteristics of this curriculum:

- The use of scientific approach to learning.

Number	Steps
1	Observation
2	Questioning
3	Collection of data and information
4	Classification and analysis of data and information, Interpretation of the results
5	Communication
6	Creating

(Reprinted from *A Comparative Study on Global Citizenship Education between Korea and ASEAN* (page 52)

by Lee, J., 2015 [18])

Figure 2.4 Six Steps of The Scientific Approach

- Students are encouraged to be actively engaged in the learning process, where teachers cannot directly give them the learning material, but they have to give the students opportunity to seek the material on their own [16], exceeding their teachers or educational unit or institutions.
- The key competencies, which is defined as the level of ability to achieve a graduate standard of competencies that must be possessed by a student at each grade level, are: Spiritual, social, knowledge and skill [19].
- Assessment methods [18]:

Table 2.5 Assessment Methods of Curriculum 2013

TYPE	CONTENTS	METHODS
Knowledge	Facts, concepts, processes	Written and spoken assessments (including observation)
Skills	Learning and thinking skills, i.e. memorization, reading skills, application, analysis, assessment and creation	Performance assessment, projects, handcraft, portfolios, and written assessment
Attitude	The spiritual and social sides of learners	Observation, self-assessment, peer assessments, and writing journals

In the practice of this National Curriculum, there are some obstacles encountered by teachers in implementing the content that could be put into consideration in this design research process⁹ [16]:

- Teachers are required to apply the scientific approach to their lessons, but since it costs many time allocation in practice, sometimes they do not implement it because they do not have enough time in class. Therefore, although the teachers already designed the learning process, they tend to use the conventional teaching methods that use a lot of lectures.
- There are too many administrative tasks in developing the lesson plan that teachers find it to be difficult, especially because of time restrictions. As a consequence, some teachers were still not referring to the National Curriculum when making lesson plans.
- Teachers worried that students were confused and lost, because of the requirement where they have to look for material on their own, and ask ques-

⁹ <https://indonesiaful.com/2014/01/16/2013-curriculum-indonesia/>

tions to the teachers, yet they seemed to be uncomfortable in asking questions (which was partially due to Indonesia's hierarchical society culture).

- Teachers are not yet optimal in assessing student learning outcomes that cover three domains of learning, i.e. attitudes, knowledge, and skill.

Citizenship Education and Global Education

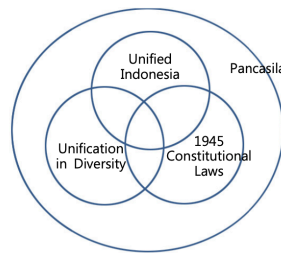
According to the National Curriculum, there are 9 compulsory subjects for high school students, with a total of 23 class hours per week, including a 2-hour Pancasila and Civic Education (PCE) that covers the citizenship education in Indonesia. Pancasila is the philosophical foundation of Indonesia, that is symbolized as an eagle that is holding the motto “Bhinneka Tunggal Ika”, which means “the unity in diversity”.

Subjects	Weekly Class Hours per Grade		
	Grade 10	Grade 11	Grade 12
Religion and Morality Education	3	3	3
Pancasila and Civic Education	2	2	2
Indonesian Language	4	4	4
Mathematics	4	4	4
History of Indonesia	2	2	2
English	2	2	2
Arts	2	2	2
Crafts	2	2	2
Physical Education and Health	2	2	2
Total	23	23	23

(Reprinted from *The Curriculum Implementation for Cross-Cultural and Global Citizenship Education in Indonesia Schools* (page 18) by Wahyudin, D. & Suwirta A., 2017 [15])

Figure 2.5 Compulsory Subjects and Class Hours in High School

Principally, citizenship education in Indonesia is a nationality education or character education of the nation, that aims to foster the “civic intelligence”, “civic participation”, and “civic responsibility” as children of the nation and citizens of Indonesia [17]. Under the National Curriculum PCE covers 4 major factors: Pancasila, 1945 Constitutional Laws, Unification in Diversity, and Unified Indonesia.



(Reprinted from *A Comparative Study on Global Citizenship Education between Korea and ASEAN* (page 49)

by Lee, J., 2015 [18])

Figure 2.6 Graphs of Pancasila and Civic Education Concept

Under the National Curriculum, in Global Education context, PCE covers the topic about globalization in grade 6 and 9. Aside from this, the concept of global citizenship is probably a fairly new or unfamiliar topic for Indonesian students, as mentioned in the beginning of this section, because the citizenship education in Indonesia is still centered on national citizenship, rather than global citizenship [15]. It does not mean that the other subjects do not cover Global Education contents thoroughly, because in practice, there are some subjects that talk about global issues in class, which will be discussed more through the survey in Chapter 3.

Challenges and Recommendation

From this section, we could conclude some challenges that Indonesian teachers face in practicing Global Education at school:

- Awareness - Global Education contents are not optimally integrated in the curriculum, thus teachers may not be aware of its importance, and it becomes a rather unfamiliar topic to them.
- Willingness - The curriculum itself requires them to do many administrative tasks that take a lot of their time in preparing teaching materials. Therefore, even when teachers are aware to integrate Global Education contents to their teaching, this could become a new burden that prevents them from doing that.

- Readiness - The readiness to deal with global issues by inserting them to the teaching materials [8], as well as the readiness of sources that could help them in doing so.

In answer to these challenges, there are some recommendations that have been mentioned in various studies, especially to make some changes in the curriculum and education system [15, 18, 20]:

- The objectives and scope of the curriculum should be broadened to include global citizenship education, with clarification of its relationship with the nationalistic citizenship education, because both of them have some similar virtues, such as tolerance, democracy, and peace.
- Education system should be more comprehensive and flexible, where school subjects are developed to be integrative rather than monolithic.
- As Global Education aims to prepare students for a very competitive future with high interconnectedness between nations, education should associate the learning process in school with the ever-changing values in society, through studying the relationship between the society we are in and the bigger society in the world.
- Teacher training and student education are as important as educating parents and the general public through various community activities, to carry out quality global citizenship education.

2.1.6 Connecting Global Education with SDGs

Sustainable Development Goals (SDGs)

SDGs, or the Sustainable Development Goals, consists of 17 Global Goals that are adopted by all United Nations member states in 2015, to achieve a world of peace and prosperity for people and the planet, now and in the future¹⁰. The 17 goals are integrated, where the action in one area will affect outcomes in others, and that

¹⁰ <https://sustainabledevelopment.un.org/sdgs>

development must balance social, economic and environmental sustainability¹¹. All joined countries work together in a global partnership through the pledge “Leave No One Behind”, as their commitment to help one another in achieving the goals by 2030.



(Source: <https://www.globalgoals.org/resources>)

Figure 2.7 The 17 Global Goals of SDGs

For more information about the SDGs, please refer to its official website from the United Nation¹².

The concept of Global Goals is often heard as something that is far from reach, and not the responsibility of civil society. While in fact, many issues that are covered in SDGs are relevant to daily life, such as our daily actions that are related to plastic waste problems (Goal 12) or global warming (Goal 13). Certainly, there are many contributions that we could give, regardless of our background, job, or even age. Many countries have been working hard to encourage its citizens to join the movement, by raising their awareness in many ways, for example, putting up SDGs posters on public areas and facilities, such as on the train and train station advertisement boards.

11 <https://www.undp.org/content/undp/en/home/sustainable-development-goals.html>

12 <https://sustainabledevelopment.un.org/sdgs>

SDGs at School

The efforts to raise people's awareness about SDGs also have been done through the education sector, where schools introduce the concept of SDGs to students, and encourage them to take actions in daily life through various ways. We could take Japan as one of the best examples in this practice. As mentioned before, the Japanese government is trying to promote SDGs by improving the school curricula and revising teaching materials. Many schools also work together with universities, companies, or international organizations such as OECD and UNESCO, to incorporate SDGs into their school activities.



(Source: https://fpcj.jp/en/assistance-en/tours_notice-en/p=75740/)

Figure 2.8 SDGs-related Activity at a Japanese High School

Figure 2.8 shows the activity in Toyama University of International Studies High School, where students from the “UNESCO Club” made eco bags from old clothes, as an effort to protect the environment in their city¹³. Behind the students, we could see that they hung some SDGs pictures on the classroom wall. It is also said that the 17 Global Goals are located at the school front entrance and SDG stickers are located throughout the school to raise people's awareness in fulfilling the SDGs in daily life. Other than this school, we could easily find information on

¹³ https://fpcj.jp/en/assistance-en/tours_notice-en/p=75740/

the internet about how other schools are doing in an attempt of promoting SDGs.

SDGs and Global Education

Global Education is legitimised at international level by the target of SDG 4.7, and it is supported by UN, UNESCO, OECD, and other relevant international institutions [ge guide europe]. In Global Education practice, the SDGs itself could become a reference or guideline for teachers to integrate their teaching materials with global issues. With its global and universal identity, it seems that SDGs will be more ‘welcomed’ by schools, including in this research, by Indonesian schools. This premise is based on a number of reasons:

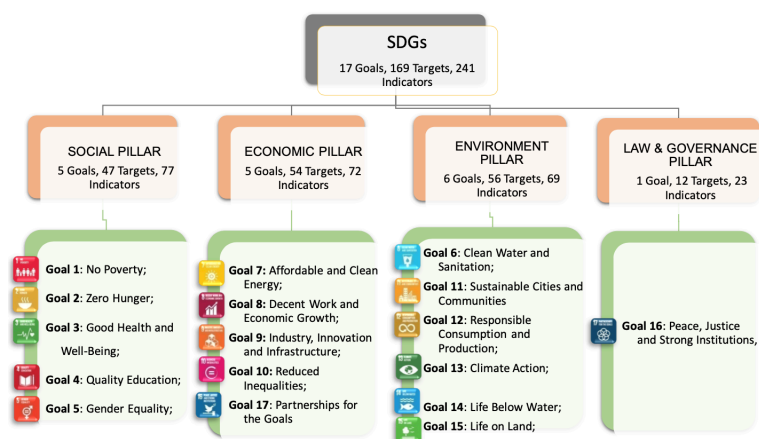
- SDGs have a clear target, with a lot of information sources - Schools could have a clear outline by referring to this.
- SDGs have a timeframe (to be achieved by 2030) - Schools could refer to this timeframe in organizing their programs, and at the same time there is a sense of urgency by having a clear timeframe.
- SDGs are adopted by 193 countries under the United Nations (a very well-known and the largest international organization) - This fact could build a sense of responsibility, by being a part of this world community that is working together towards the same goal.

Considering the challenges that teachers face in practicing Global Education at school, to associate SDGs in daily classroom setting and also school setting as a whole, there are some simple strategies that could be applied:

- Use SDGs visual identities:
 - Put the icon of related goal(s) on teaching material (e.g. presentation slides) when talking about certain issues
 - Put up SDGs posters in school
 - Put the picture of goal icon(s) on particular spots, e.g. put the sign of Goal 6 (Clean Water and Sanitation) on the restrooms to remind students to save water

- Briefly mention about SDGs when talking about global issues
- Use information from SDGs related sources (e.g. the United Nations website) when showing facts about global issues
- Link the learning topics to SDGs, for example:
 - When talking about the national parliament in Civic Education, teachers can connect the number of women in parliament with Goal 5 (Gender Equality)
 - When talking about marine biology in science class, teachers can connect it to Goal 14 (Life Below Water)

In associating SDGs and Global Education, teachers can refer to the 4 Pillars of Indonesian SDGs.



(Reprinted from [https://www.undp.org/content/dam/rbap/docs/meetTheSDGs/Opening%20-%20Country%20Reflections%20-%20Indonesia%20\(by%20Mr.%20Jusuf\).pdf](https://www.undp.org/content/dam/rbap/docs/meetTheSDGs/Opening%20-%20Country%20Reflections%20-%20Indonesia%20(by%20Mr.%20Jusuf).pdf))

Figure 2.9 Four Pillars of Indonesian SDGs

2.2. Knowledge-Sharing Platform

2.2.1 Why Knowledge-Sharing Platform

A McKinsey report states that, “employees spend 1.8 hours every day - 9.3 hours per week, on average - searching and gathering information”¹⁴. To solve this problem, many companies have utilized social technologies to provide community platforms that could improve knowledge sharing among their employees. It is believed that knowledge management plays a key role in managing businesses successfully [21]. The same thing can also be applied in a similar issue, where many teachers are having problems in finding the information or resources for their teaching materials. We could help them in the same way: By providing a platform.

Knowledge-sharing platform (KSP) is a media that contains knowledge, where users are encouraged to share theirs and interact with each other, usually in a company or community. In the previous section, it has been mentioned that teachers face some challenges in practicing Global Education at school, especially ones that are related to teaching resources (knowledge). To overcome this problem, we should promote the deep integration of information technology and education, that could help in the application and sharing of quality educational resources [22], through providing a KSP for teachers. In the context of education, this is an information system that could help in managing, sharing and transferring educational-related information and knowledge for teachers’ better performance [23]. Essentially, a KSP allows us to get several advantages which are [21, 22]:

- Improving teachers’ teaching quality.
- Integrating and optimizing resources.
- Building learning networks and increasing cooperation for (teachers’) development.

Furthermore, in the Global Education context, looking at the KSP created by the

¹⁴ <https://www.mckinsey.com/industries/technology-media-and-telecommunications/our-insights/the-social-economy>

Global Partnership for Effective Development Co-operation¹⁵, this platform could also work as a tool to contribute to the achievement of the SDGs, as it is related to global partnership.

2.2.2 Functions

To get the advantages as mentioned before, basically a KSP has some core functions that are related to *content* and *communication*.

Content: Knowledge Base for Knowledge Search

According to the Cambridge Dictionary, knowledge base is a collection of information about a particular subject. With this definition, to fulfill the basic needs of teachers who want to practice Global Education, a KSP should perform as a knowledge base that contains various information and knowledge about Global Education, including teaching materials, strategies, and methods. By having all these contents available in one single resource, which is the KSP, it would help teachers in efficiently using their limited time to find what they want.

The KSP contents can be gathered from two different sources: The organizers (admin/provider) and users. Contents from the organizers are usually managed by a team of professionals, educators, or researchers, that work together generating and creating them to maintain the quality. While the latter are collected from individuals who are part of the user community, therefore we call them user-generated contents. Besides increasing the quantity of the knowledge base, user-generated contents could also increase users engagement by allowing teachers to store the documentation of their works and share it with other teachers regardless of the location. When teachers are engaged in knowledge-sharing activities, they actually expand their insights and develop their teaching practices accordingly [24]. In this matter, the user-generated contents function is being advantageous for both provider and users.

¹⁵ <http://effectivecooperation.org/about/about-the-partnership/>

Communication: Knowledge-Sharing and Collaboration

Continued from the previous discussion about user-generated contents, it could also trigger communication between users that leads to collaboration. The importance of collaboration and meaningful interaction among teachers is highlighted in some contemporary research literature on learning communities [24]. A KSP can facilitate these purposes through providing communication features, so that teachers can work collaboratively and generate common resources, which makes it easier for school to absorb knowledge created elsewhere [23]. Furthermore, not only collaboration over the knowledge base that could be built, but through direct communication there could be mutual aspiration between users that are related to Global Education practice, thus more types of collaboration can be developed. Regardless of the collaboration “level” or type, it could increase user engagement and strengthen the community.

2.2.3 Traits

In performing its functions, a KSP must have several traits that would enable users to achieve their desired outcomes effectively and efficiently, in a satisfying manner. Those are¹⁶:

- **Accessible:** We must put into consideration about what device(s) that users use in general (according to the target user of this research), to allow flexibility in using the platform, wherever they are.
- **Interactive:** To encourage knowledge-sharing between users, we should provide communication features, such as chat, Q&A, and ‘comment’ on shared content. This will allow them to contribute ideas or give feedback, which promotes learning culture for everyone.
- **Smart file indexing:** As a knowledge base platform that aims to help teachers in finding the information they want, all the stored information

¹⁶ <https://elearningindustry.com/new-knowledge-sharing-platform-4-must-have-features>

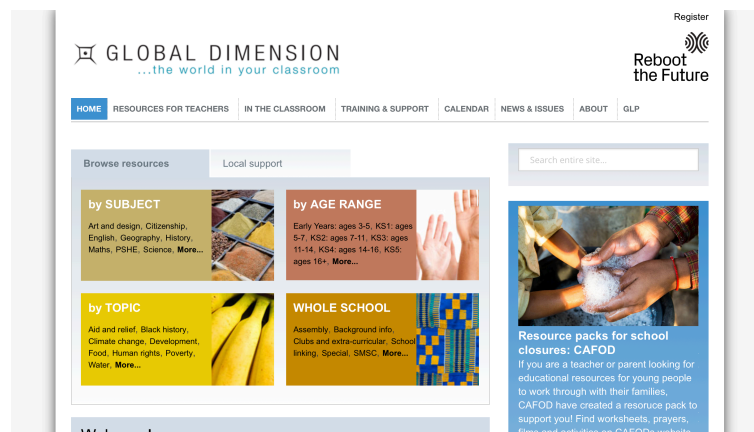
should be indexed and categorized properly, thus they will be located efficiently with smart search option. We could also set some features for users to arrange their shared content through proper labelling and grouping.

- **Report and analytics:** Which allows the admins to keep track on datas, such as how much content is being shared, which user is contributing the most, and which content is the most popular. All this information will help for the development and improvement of the platform.

2.2.4 Related Works

This section will discuss some existing Global Education platforms or websites for teachers that could be found outside of Indonesia, and some other platforms with similar functions in Indonesia.

Global Dimension (United Kingdom)



(Source: <https://globaldimension.org.uk>)

Figure 2.10 Global Dimension Website

Managed by a UK charity foundation named Reboot The Future, this platform uses the term “Global Dimension” as their core theme (which is similar to Global Education). They provide resources, case studies and background information

for teachers and educators, which can be browsed by subject, topic, age range, publisher, or even “whole school resources”. All these resources are published by a range of organisations, that are managed by a team. Besides resources, they also provide information about related organisations (with website link) that could support the global dimension practice. Although they seem to have a network line but it could not be accessed on the website.

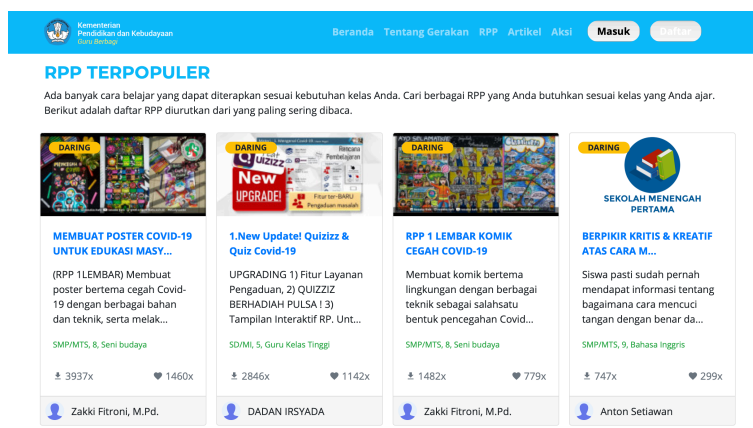
Global Education (Australia)



(Source: <https://www.globaleducation.edu.au>)

Figure 2.11 Global Education Australia Website

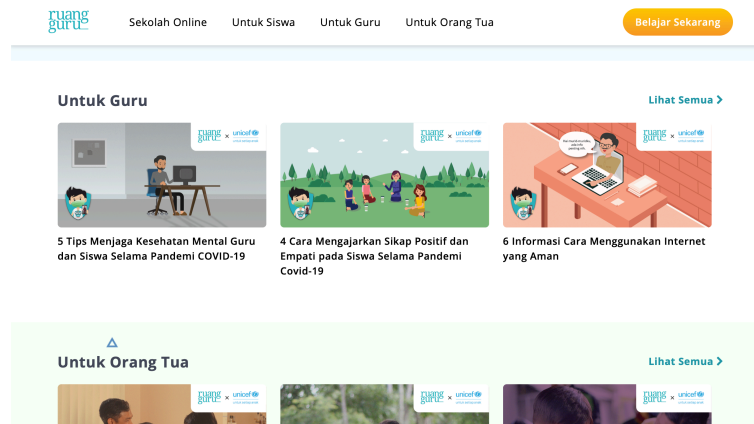
Created by the Education Services Australia (ESA) under the Australian Government Education Ministers to encourage a global perspective across school practice, this platform explains how the Australian Curriculum’s three cross-curriculum priorities are related to some Global Education learning emphasis. They provide various resources for teachers to teach Global Education, such as teaching strategies, images, videos, templates, etc., all in the Australian context. Teachers can also submit their own materials to the “Sharing Space”. By far, this is one of the best models of a country-centered KSP for Global Education that I could find.

Guru Berbagi (Indonesia)

(Source: <https://guruberbagi.kemdikbud.go.id>)

Figure 2.12 Guru Berbagi Website

Guru Berbagi is a relatively new platform for Indonesian teachers, that was launched on March 31st, 2020, by the Indonesian Ministry of Education and Culture. It was created as an effort to deal with the Covid-19 pandemic impact on the education sector, where all schools in Indonesia have to switch their activities to online learning. While many schools were not ready for that, the government established this platform for teachers to “share positive spirit and creative learning strategies so that teachers can still do a quality and enjoyable learning process while helping others who are still adapting to this difficult situation,” (Supriano, 2020). Teachers are encouraged to share their *Rencana Pelaksanaan Pembelajaran* or lesson plan to the platform, especially technology-based learning models, that will be categorized by type (online/offline/combination), grade and level, and subject. As per April 27th, 2020, 1.412 lesson plans had been uploaded, increased significantly compared to the first day of its launching, where there were only 65 lesson plans.

Ruangguru (Indonesia)

(Source: <https://sekolahonline.ruangguru.com>)

Figure 2.13 Ruangguru Website

Although it is not a platform that is especially designed for teachers, but *Ruangguru* is the biggest educational tech-company and one of the best educational platforms in Indonesia, which can be used as a reference in designing the KSP in this research. Founded in 2014 by Belva Damara and Iman Usman (both were under 30 at that time), this platform aims to create access to quality education through technology for all students, by providing various products, such as online learning, online tutoring, and online trial exams. Besides for students, they also create articles for teachers and parents to support students in their study (Figure 2.13).

2.3. Summary and Conclusion

This chapter has outlined some key concepts of Global Education and overview of the educational practice in Indonesia, also provided the information on building a Knowledge Sharing Platform to support Global Education.

From the data and literature review, we could summarize that Global Education

offers vast benefits for both school and students, therefore it is important to integrate it into the school practice. And yet, in Indonesia, study shows that while teachers are still trying to successfully implement the National Curriculum, the attempts for global citizenship education (or Global Education) are not full-fledged yet, except for introducing globalization in class [18]. Besides this, we also face the challenges of teachers' awareness, readiness, and willingness, as well as the curriculum-related restriction. In conclusion, we need to come up with a solution that could help teachers, as the frontliners in school, to accommodate Global Education in their teaching practice, while dealing with those issues.

Basically, there are several things that could be done to help teachers in this matter. Looking at how other countries are practicing Global Education, we realize that policy, in terms of curriculum integration, is a very important factor. However, in this research, policy is one of the issues that we have to deal with. Another thing is through conducting teacher training program, as suggested by the OECD [2]. Although it is a very direct practical solution, the teacher training program is also strongly influenced by the educational policy which could limit the scope of training material. If Global Education is not solidly integrated in the national curriculum, then we could expect that it is not on the top priority lists of teacher training program materials. And this is why through this research, I intend to create a Knowledge-Sharing Platform as a knowledge base that meets the condition of schools in Indonesia, with these requirements:

- Link the materials to Indonesian school curriculum, while also adjusting to teachers' responsibilities that should be fulfilled in that matter.
- As an effort to integrate it into regular lessons, we should "see" Global Education as an 'approach to learning' (Bourn, 2008:19), in which we will emphasize on the how (learning process), rather than the what (learning product).
- Considering teachers' limited time in preparing and running the class, the contents should be made practical.
- As a platform it should facilitate communication and interaction between users, as well as,

- Facilitate/provide support for other possible Global Education-related activities, i.e. connecting sessions between schools.

A KSP has advantages of providing opportunities for and facilitating the processes of communication, interaction, storing information and knowledge. Moreover, with technology, we could develop it even further to accommodate more purpose. These functions can be utilized by school to involve everyone in building their awareness and developing their capabilities together, if the school wants to take part in the Global Education learning and development practice.

Chapter 3

Preliminary Study

3.1. Global Workshop

3.1.1 Overview

Prior to working on this research, I was involved in a project named Global Workshop, a workshop for high school students that aims to raise their awareness towards sustainable development. This is a joint project between the Global Education (G-Edu) Project from Keio University Graduate School of Media Design with Fujimigaoka High School in Tokyo, Japan. In this workshop, me and the G-Edu team created a series of 8 workshop sessions that was held about once a month with around one hundred first-year students.



Figure 3.1 Global Workshop in Fujimigaoka High School, Japan

The main theme of the workshop was "Students Project for Sustainable Development Goals". Students were engaged in various activities that we designed, such as group discussion, game, brainstorming activities, making collage, poster, video, etc., and they showed great interests in global issue topics such as Gender

Equality, Food Waste, and Fast Fashion.

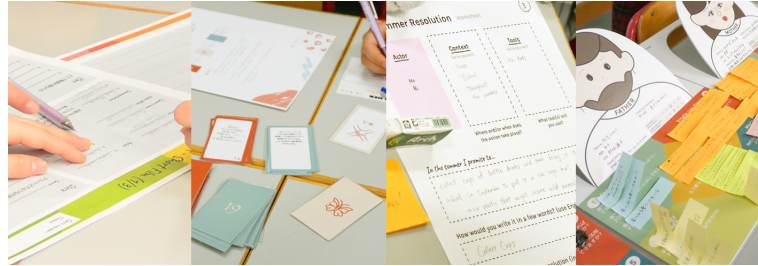


Figure 3.2 Various Learning Aids That Were Designed for Global Workshop

Other than Japanese high school, I also had the chance to conduct Global Workshop in PENABUR High School, Indonesia, in March 2020. There were 2 sessions with 12 students from grade 10-11 who were members of Japanese Club. At first, no participant had ever heard about SDGs, including the teacher and the school principal who were present at that time. It was already expected, considering the lack of publication or communication from the authorities about SDGs. However, students were aware about some of the issues that were mentioned during the workshop, and they were very engaged in the discussion and activities.



Figure 3.3 Global Workshop in PENABUR High School, Indonesia

Aside from the two schools that have been mentioned, I was contacted by another school in Jakarta, Indonesia, who was very interested in the workshop, especially about the SDGs itself, and they asked me to help the teachers in that school

implementing the workshop in class setting. Unfortunately, due to the Covid-19 pandemic, the plan has been postponed until the situation is safe enough and school starts running normally again. Nonetheless, this is a good sign that schools are interested in the SDGs topic, which is very related to Global Education.

3.1.2 Survey and Findings

During the workshop in PENABUR High School, I got the opportunity to conduct several surveys for the students, to learn about Indonesian high school students' perspectives on Global Education. In total, there are three different surveys which I will divide into two groups:

- Survey A: Pre-survey before the first session (8 respondents).
- Survey B: Post-survey after the first session (10 respondents) and post-survey after the second session (12 respondents).

Survey A

- When asked about how interested they are in some Global Education-related themes, the number of students who are interested in the themes are more than the number of students who are uninterested (Figure 3.4), with “World Peace” as the most voted theme that the students are interested in.
- When asked about when or where they could learn about the themes at school, some students answered that almost all of the themes are taught in the classroom through regular lessons only, except the theme “Sustainable Development”, which is not taught at all (Figure 3.5). They could give examples of some subjects that teach the themes, such as Citizenship Education (Human Rights), Christianity Education (Gender Equality), and Economics (Poverty, Economic Growth).

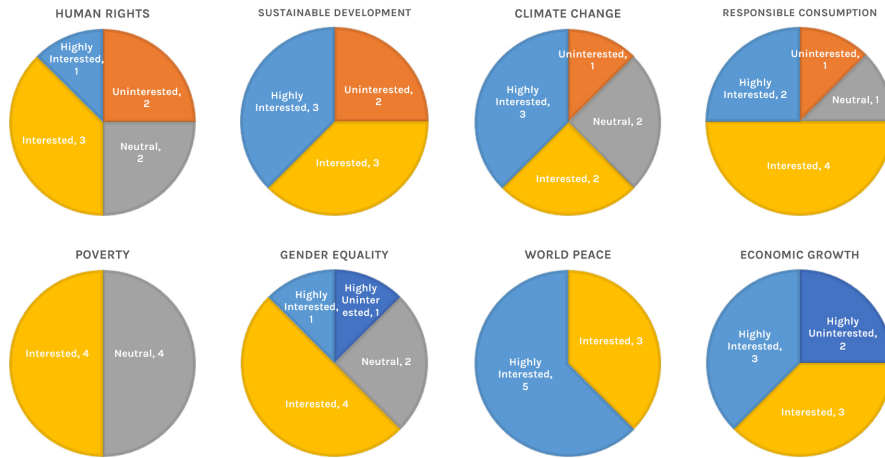


Figure 3.4 GE-related Themes That Students Are Interested In

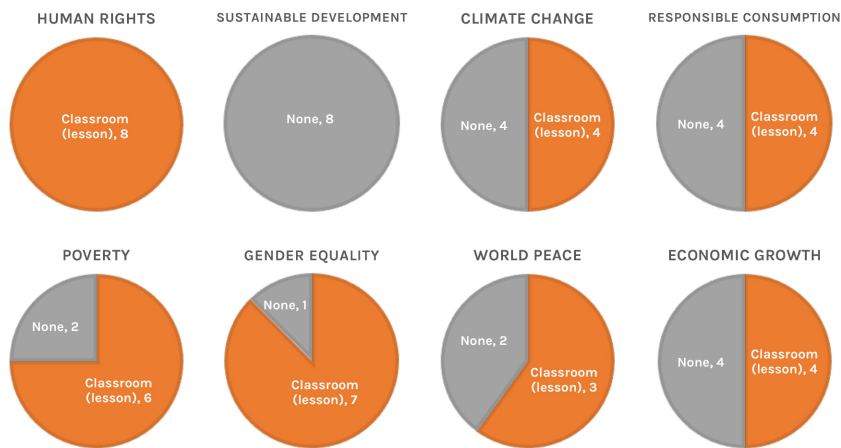


Figure 3.5 GE-related Themes That Are Taught at School

- Some students stated that learning about the themes gave some influence on how they live, for example, they became more aware of throwing garbage to its place after learning about Responsible Consumption.
- When asked about how often they had the opportunity to develop the skills and values of Global and Local Citizenship at school, only 1 student answered “often”, while 4 students answered “sometimes” and 3 others answered “rarely”. And when asked about how important the skills and values are for their future, 3 students answered “very important” and 3 others answered “important”, while the rest (2 students) answered “neutral” / “so-so”.

Survey B

- All students agreed that learning about global issues in daily regular lessons in class is very important. Some of them said that it would raise their awareness about the problems around them and the actions that could be done to solve those problems. Furthermore, they also stated that the information that they learn would be useful for their own lives, now and in the future.
- As for the workshop itself, two of the students mentioned that they wish for more learning like this in the future, and it should be for all students (not limited to the members of Japanese club, in this case). All of them gave very positive feedback in general, showing a great interest in the topics and activities of the workshop, and they agreed that they could develop their skills and learn new values in the process.

3.2. Survey for Teachers

As part of the design process in this research, I conducted some surveys to seek respondents' view and understanding on Global Education, what kind of practice that had been done, and whether they had concerns in doing that. For this purpose I sent out the surveys to teachers as the user target.

3.2.1 Overview

The surveys were done through an online questionnaire where I first contacted the teachers to explain about the purpose of this research, and then sent them the link. The questions were divided into several main sections:

- Traveling Experience - to get a slight perspective about the “global” world.
- Global Education - to know teachers’ familiarity about Global Education.
- Themes Related to Global Education - to know teachers’ current practice of Global Education, especially on topics: Human Rights, Sustainable Development, Climate Change, Responsible Consumption, Poverty, Gender Equality, World Peace, and Economic Growth.
- Course Teaching Materials - to know how teachers prepared the teaching materials.
- Knowledge-Sharing Platform - to know teachers’ preference about KSP.

As the questionnaires were sent out in 3 different times due to the change of user target, there are some slight changes on questions on the second and third questionnaire. Please see Appendix A for more details.

3.2.2 Respondents

At the early stage of this research, the online questionnaires were given out to high school teachers in some countries to get various perspectives about the topic. After some more time, to better understand the condition in Indonesia, I asked more Indonesian high school teachers to fill out the survey. Initially, I was supposed to conduct a focus group discussion with the teachers, school principal and managerial team from one of the schools, but due to the Covid-19 pandemic, the plan was cancelled, thus the teachers only filled out the online questionnaire. There were 13 respondents in total, as detailed below.

Table 3.1 Respondents of Survey for Teachers

	INDONESIA	OTHERS
Nationality	Indonesian (7), British (1)	Thai (4), Japanese (1)
Subject	Chemistry, Sociology and Economics, Economics and History, Geography (2), Japanese, Language and Literature, Physics	English (5)

3.2.3 Findings

Listed below are some important findings that I could conclude from the questionnaire results.

Traveling Experience

- 4 out of 13 respondents have not been traveling abroad, while the rest have done it and all of them like the experience because through traveling they could discover new cultures and meet new people.
- 9 out of 13 respondents said that they would recommend traveling abroad to other people, with most answered reason is because traveling could broaden one 's horizons and perspectives.

Global Education

- When asked to give 3 keywords related to Global Education, some of the answers from Indonesian teachers show a certain level of unfamiliarity towards the key concept, such as natural resources, Coronavirus, contextual, careful, amazing, competition, transparency. Although some of the answers are related to global issues (such as natural resources and Coronavirus), we know that Global Education is more than just about global issues.
- The teachers are aware that Global Education is beneficial to enrich the students with knowledge about the wider world (with its diverse cultures, problems, opportunities).

- They could give some examples of Global Education-related skills and attitudes, such as communication, empathy, and respect.
- Almost all of the respondents (12 of 13) think that students have the opportunity to develop the skills and attitudes in their schools.

Themes Related to Global Education¹

- At the respondents' schools, most of the listed themes are taught during lessons in class, especially theme (2), (3) and (4). Other than in class, some of them are also taught in extracurricular activities or special activities (seminar, workshop, etc.).
- The themes that are covered the most in the respondent's own lesson are:

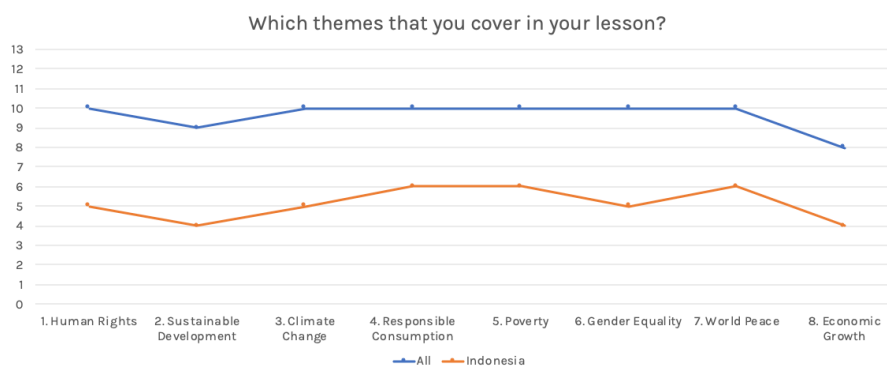


Figure 3.6 GE-related Themes That Have Been Covered In Lesson

¹ The themes that were mentioned on the questionnaire: (1) Human Rights, (2) Sustainable Development, (3) Climate Change, (4) Responsible Consumption, (5) Poverty, (6) Gender Equality, (7) World Peace, and (8) Economic Growth.

- Despite covering many of Global Education-related themes in their lessons, the teachers think that students are interested in learning only some of the themes:

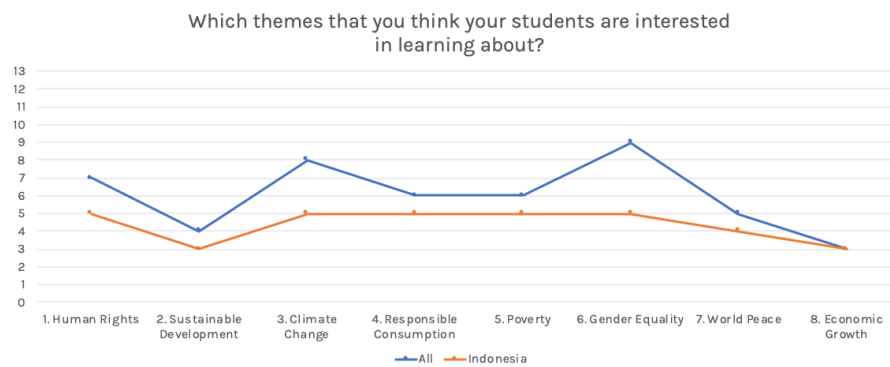


Figure 3.7 GE-related Themes That Students Are Interested In According to The Teachers.

- The approach that teachers use the most in teaching the themes is through having discussion between students.

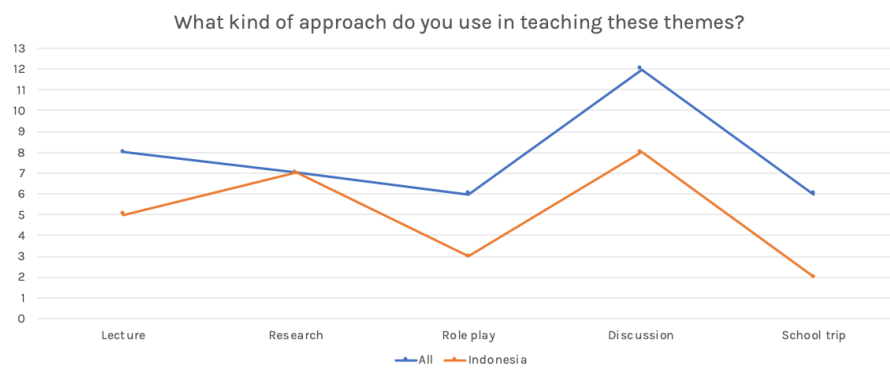


Figure 3.8 Teaching approaches That Teachers Usually Use In Teaching Global Education-related Themes

Besides these options, one respondent also answered that she gave case study from movies and conducted observation with the students.

- All the Indonesian teachers think that schools are supportive in teaching the themes, by providing ‘ facilities ’ and giving the freedom to conduct the class, although they do not provide the materials.
- The challenges that they face the most in teaching about the themes are lack of knowledge/information resources and limited time in class.
- 5 out of 6² Indonesian teachers never had the experience in conducting connecting sessions with other schools, but they are interested in doing it.

Course Teaching Materials

- Using the provided templates, most of the respondents usually create the class syllabus by first having discussion with their colleagues.
- They have difficulties in creating it especially when they have to find ideas for activities or assignments, yet they do not have enough time to prepare it because of other administrative tasks. Besides discussing with their colleagues, the teachers also use the internet to get ideas or inspiration.

Knowledge-Sharing Platform³

- These are the preferred features of a KSP according to the respondents:

2 This is an additional question in the questionnaire which was given to the last 6 respondents.

3 This is an additional section of the questionnaire which was given to the last 6 respondents.

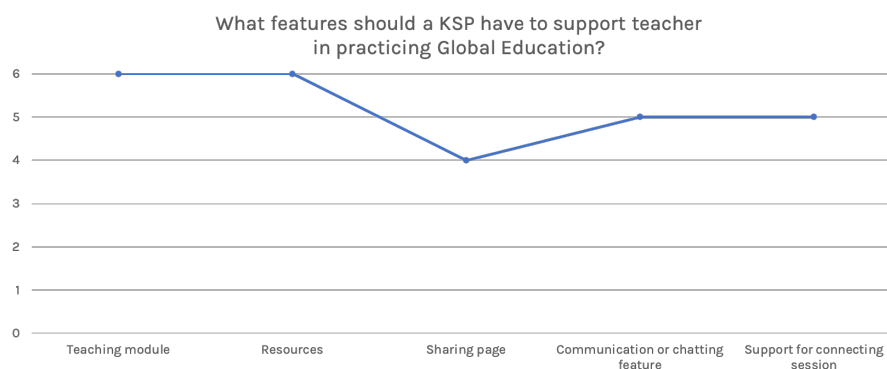


Figure 3.9 Teachers' Preferred Features of a Knowledge-Sharing Platform

- The most important aspects of a KSP (in sequence): Easy to use, rich in information/resources and easily findable, can interact and collaborate with other users.
- The most important aspect/element of a teaching module: Clear and concise information about the topic with learning objectives.
- Some of the respondents also suggested that the information/material contained in the KSP should be connected to real life.

3.3. Conclusion

Based on the preliminary studies, I could gain some insights from the perspectives of both students and teachers on Global Education:

- Teachers are aware that the knowledge about global issues is important, thus they have tried to cover it in their teachings. Despite coming from different schools, this premise is supported by the result from the survey for students, where students stated that they could learn about Global Education-related themes in classrooms (Figure 3.5). However, it makes the teachers seem to be especially knowledge-oriented, while the key concept of Global Education itself is more than just teaching about the knowledge, but also about building the competencies of a global citizen. And once more, it is also supported

by the survey for students, which shows that students do not have many opportunities to develop the skills and values of Global and Local Citizenship at school.

- At the same time, teachers also face some challenges in covering the knowledge, especially when creating activities or assignments for students while dealing with limited preparation time. They wish to have better support to accommodate Global Education in the classroom, that is rich in content, and could also facilitate communication or collaboration between teachers.
- One thing that seems to be contradicting between the survey for students and survey for teachers is, teachers feel that students have low interests in some of the Global Education-related themes (Figure 3.7), while survey for students shows that the students put great interest in those themes (Figure 3.4), because they could relate it to their daily life and they felt that it would be useful for their futures. Regardless of the fact that the respondents from both surveys came from different schools (except one of the teachers who teach in the same school with all the students), it could indicate that there is a gap that we have to bridge between what students are interested in and how teachers answer to these.

Besides the findings from survey, this preliminary studies also contributed in contents collection for the platform in this research. As they were created for a workshop-setting format, some adjustment would be made in consideration of Indonesian high school classroom setting, and also the requirement from school curriculum as explained on Chapter 2. The workshop result showed that students from both school (Japanese school and Indonesian school) enjoyed the activities, and they were able to learn new knowledge, skills, and attitudes from the workshop.

Chapter 4

Design

To create the Knowledge-Sharing Platform, I adopted the **ADDIE Model** from Instructional Design method, that is often used to design learning experiences, courses, and instructional content¹. ADDIE model originally consists of five interrelated phases, they are Analysis, Design, Development, Implementation, and Evaluation, and in this research I carried out the first three phases, followed by a formative evaluation of the developed prototype.



Figure 4.1 ADDIE Model

In the **Analysis phase**, based on the studies on Chapter 2 and Chapter 3, I identified the following data:

- Learning problems and constraints:
 - The current Global Education practice is limited to covering some knowledge about global issues in class (knowledge-oriented)
 - Low integration of global citizenship education in the school curriculum

¹ <https://www.instructionaldesigncentral.com/instructionaldesignmodels>

- Teachers' unfamiliarity with the key concept of Global Education
- Limited time in preparing teaching materials
- Instructional goals: A knowledge-sharing platform that provides content and support to help teachers in accommodating Global Education at school.
- Audience analysis:
 - Job: High school teachers in Indonesia, in particular
 - Technical skills: Medium (can operate electronic devices such as computer and phone, have access and can utilize the internet to search for teaching materials)
 - Existing knowledge: Have some knowledge about Global Education-related content
 - Preferences: Teachers prefer a KSP that is easy to use, rich in information/resources and easily findable, allowing interaction and/or collaboration with other users; As for teaching module, they prefer it to contain clear and concise information, and learning objectives.

As for the **Design phase**, it resulted in the design concept (Section 4.1) and platform framework (Section 4.2), and the **Development phase** generated the prototype design (Section 4.3). After that, a formative evaluation was carried out that will be discussed in Chapter 5.

4.1. Concept

4.1.1 5W 1H

What: Knowledge-Sharing Platform that functions as a knowledge base that could help teachers in practicing Global Education at school, by providing practical contents and support to conduct related activities.

Who: Indonesian High School teachers, both female and male, approximately age 24-50, with moderate technical skills where they are able to operate electronic devices such as computer and phone, also have access and can utilize the internet

to find teaching materials.

When: The platform will be used at 2 different times at most, when the user is preparing teaching material or activity for its students, and when the user is sharing their teaching material with other users.

Where: Users will use the platform mostly at school, when they are preparing teaching material or conducting activity in the classroom.

Why: The platform will help users integrate Global Education into educational practice at school through providing practical contents that users can quickly find according to their needs, and efficiently apply in the classroom, moreover the platform will also help them conduct some Global Education-related activities.

How: The platform will be delivered as a website that can be accessed using computer, PC, smartphone or other similar device.

4.1.2 Core Features

Besides providing information about Global Education, there are three core features of the KSP:

- **Toolkit** - As practical content in the form of learning modules that will be categorized based on subject.
- **Sharing Space** - Functions as crowd-sourcing content, where users can share their works and communicate with others to build connection and collaboration.
- **Global Connection** - Provides support to conduct connecting sessions, as well as list of potential schools to do it with.

4.1.3 Storyboard

There are several possible scenarios that could be performed by the users in using the KSP, and pictured here are the 2 main scenarios when they are:

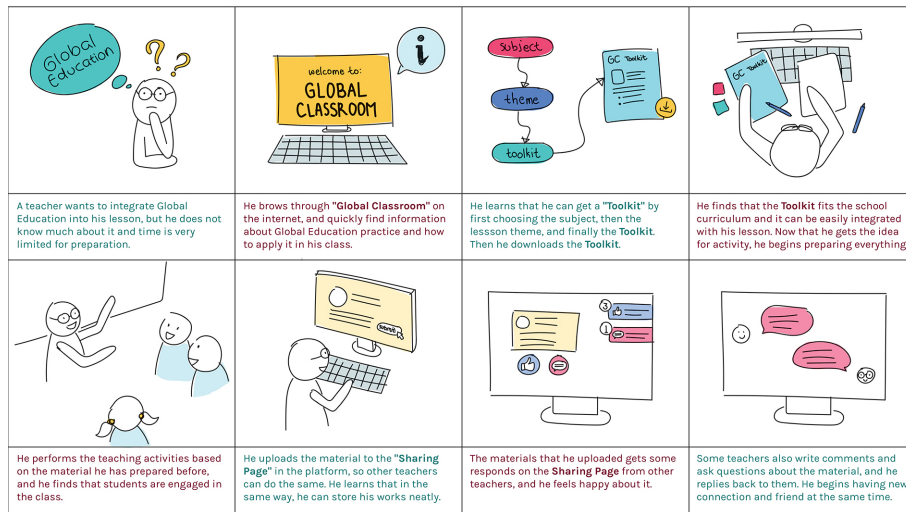


Figure 4.2 Storyboard A: When user browses for information on Global Education and teaching material (Toolkit), then applies it in the classroom and shares the experience afterwards on the Sharing Page.

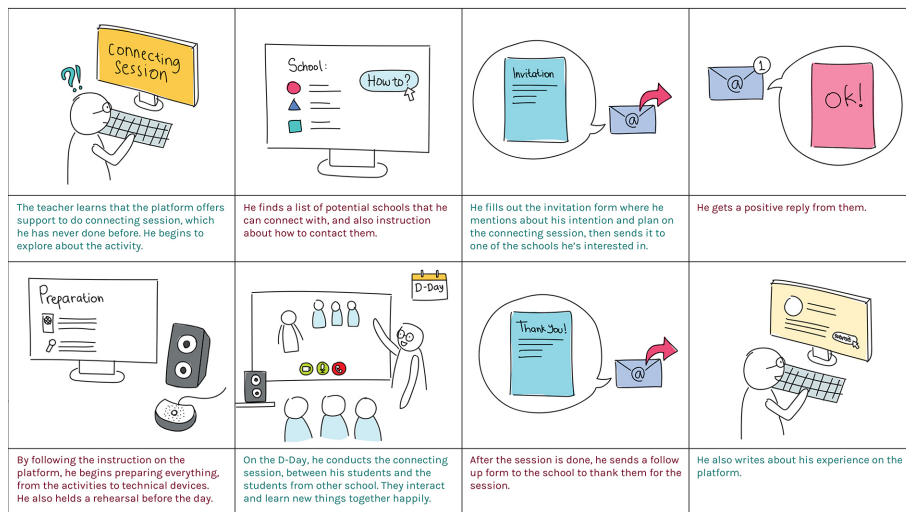


Figure 4.3 Storyboard B: When user organizes a connecting session, from searching for partner and doing preparation, to conducting the activity, sending feedback, and then sharing the experience on the Sharing Page.

4.2. Framework

4.2.1 Sitemap

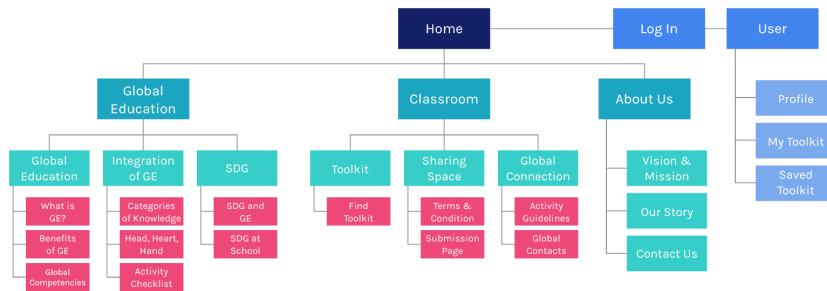


Figure 4.4 Sitemap of the platform.

4.2.2 Wireframe

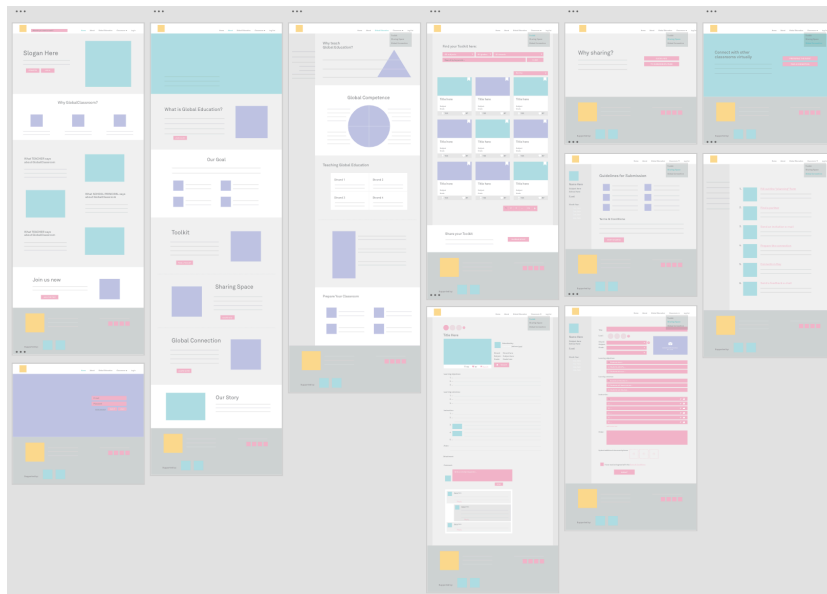


Figure 4.5 Basic Wireframe of The Platform

4.3. Result

As it aims to provide contents and support for *Indonesian* teachers to integrate *Global* Education into *classroom* practice, therefore this platform is named "Global Classroom Indonesia" (GCI). Instead of Indonesian language, the English term 'Global Classroom' is used to make it sound more 'global', as well as for partnership purpose of the platform with schools outside of Indonesia.

4.3.1 Logo



Figure 4.6 The Logo of Global Classroom Indonesia

The logotype gives an impression of modern and friendly look, to represent the global identity of the platform. The icon on top right of the logo symbolizes connections that are built through the platform, which are the connection of Global Education and daily classroom practice, and also the connection between one classroom and another that happen through the former connection.

4.3.2 Color Palette

As a part of the Indonesian Archipelago, the Bali island is one of the main tourist destinations due to its natural beauty. People who go there often spend most of their times playing on the beach and witnessing the glorious sunset. Despite its

global 'atmosphere' as a result of high traffic of international tourists, we could also feel the strong traditional Balinese culture, especially through the art and its colors. It inspires me to create a palette from the colors that we could easily find in Bali for the Global Classroom Indonesia platform.

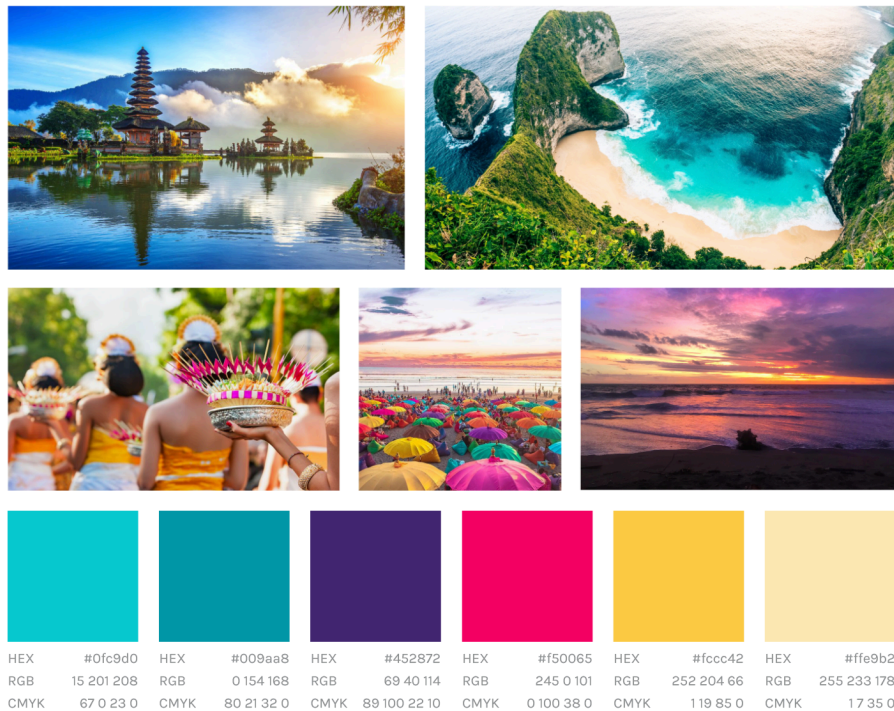


Figure 4.7 Moodboard and Color Palette of The Platform.

For primary colors, I use 2 different hues of turquoise colors that represent the beaches in Bali, as well as Indonesian Aprchipelago. As secondary colors, I choose purple, pink and yellow from the sunset sky and also Balinese traditional art.

4.3.3 Prototype

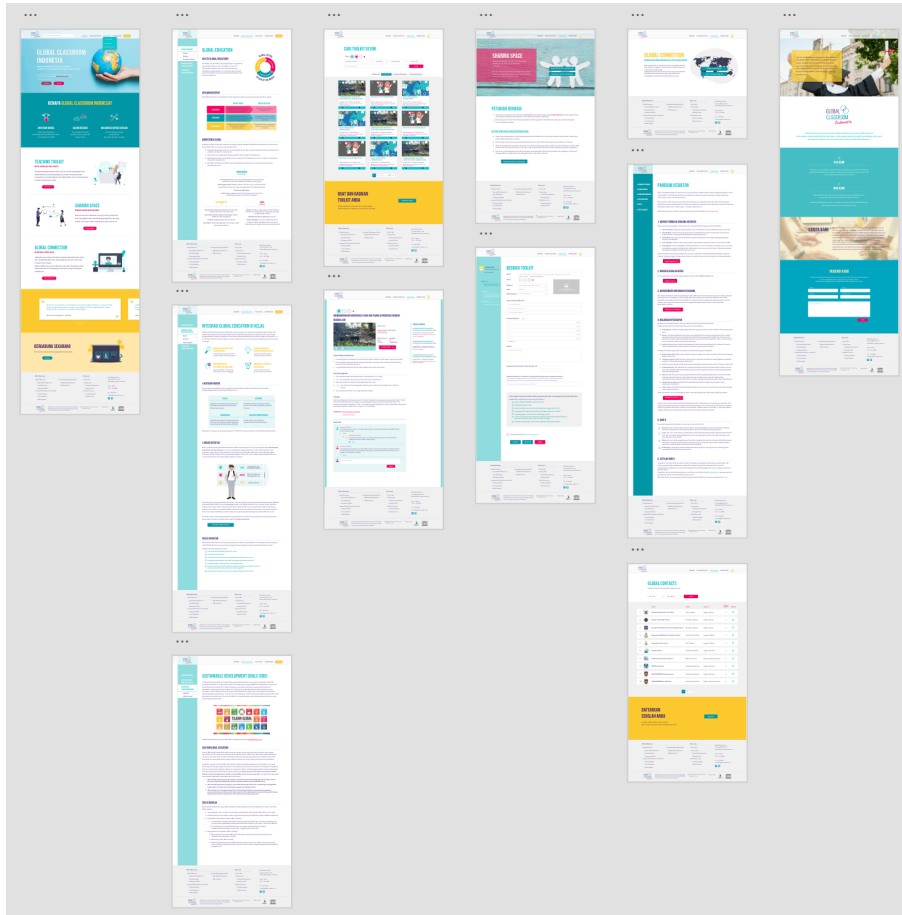


Figure 4.8 Prototype: All Pages

Global Classroom Indonesia platform comes out as a website that consists of 6 main pages in which we can access other linked pages, they are:

1. **”Beranda”** or homepage: Contains brief information about the function and features of the platform, and also testimonials from some users.
2. **”Global Education”** page: Presents some information about Global Education, the integration at school, and also SDG, as explained on Chapter 2.

3. **”Toolkit”** page: Displays 9 different Toolkit (teaching material) on one page, that can be filtered based on level (Figure 2.2), subject, grade, category and source.
4. **”Sharing Space”** page: Provides guideline for users who want to share their toolkits, and links to the submission page where users can create a toolkit in the same format with what displayed on ”Toolkit” page.
5. **”Global Connection”** page: Outlines the steps in doing connecting session, from preparation until finish, including providing some supporting documents. User can also access the ”Global Contacts” page that contains a list of partner schools for the connecting session.
6. **”Tentang Kami”** (about us) page: Contains background information about the platform, including vision and mission of Global Classroom Indonesia, and a contact form to send question or inquiry.

These 6 main pages can be accessed from the website header (Figure 4.9).

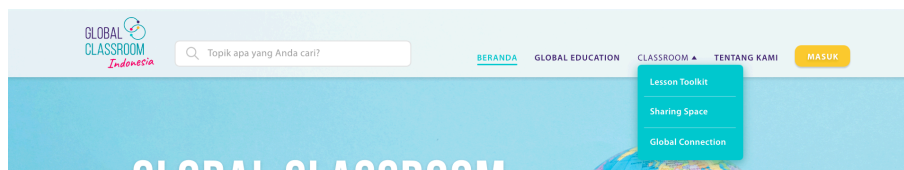


Figure 4.9 Header of The Website with Expanded Dropdown Menu



Figure 4.10 Footer of The Website with Sitemap of Important Links

User can directly access main contents of the platform, including all core features and its linked pages from the sitemap on the footer (Figure 4.10).



Figure 4.11 Website Homepage Mockup on a Laptop

To access the prototype, please go to <https://bit.ly/GCIprototype2>.

Beranda/Homepage



Figure 4.12 Prototype: "Beranda"/Homepage

There are five different sections (Figure 4.12) on the homepage of Global Classroom Indonesia platform: **(1)** Welcoming message with slogan "Bring The World to Your Classroom, Connect Your Classroom to The Global World"; **(2)** Explanation about three main functions of the platform and why it would be useful for teachers; **(3)** Overview of the three core features (Toolkit, Sharing Space, Global

Connection) with direct link to each homepage; (4) Testimonials from three users; and (5) Invitation to join as new member.

Global Education Page

The Global Education page is divided into three pages: Overview of Global Education, Integration of Global Education in Classroom, and Sustainable Development Goals. All of the content on these three pages have been outlined on Chapter 2, which then compiled in a more concise format, so that users would be able to understand the key concept of Global Education and create its related material or activities on their own. Figure 4.13 shows the first page that consists of: (1) Definition of Global Education; (2) The benefits of Global Education for both students and school; and (3) Explanation of Global Competencies (Knowledge, Skill and Attitude).

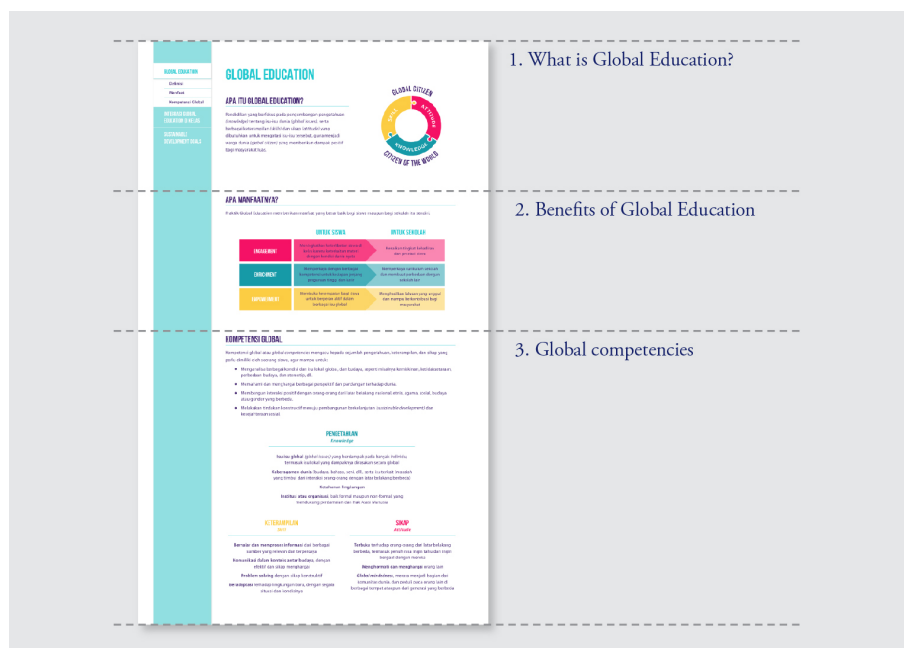


Figure 4.13 Prototype: "Global Education" Page - Overview of Global Education

While Figure 4.14 shows the second page that consists of: (1) Short explanation of how Global Education can be integrated into classroom practice, and what

the purposes of the integration are; **(2)** Four strands of Global Education-related themes, as referred to the Four Pillar Indonesian SDG (Figure 2.9); **(3)** List of activities that can be conducted in Global Education practice, which is categorized based on its "element" (Head, Heart, Hand, as outlined on Table 2.2); and **(4)** Planning checklist that teachers can refer to in preparing Global Education-related material or activities.

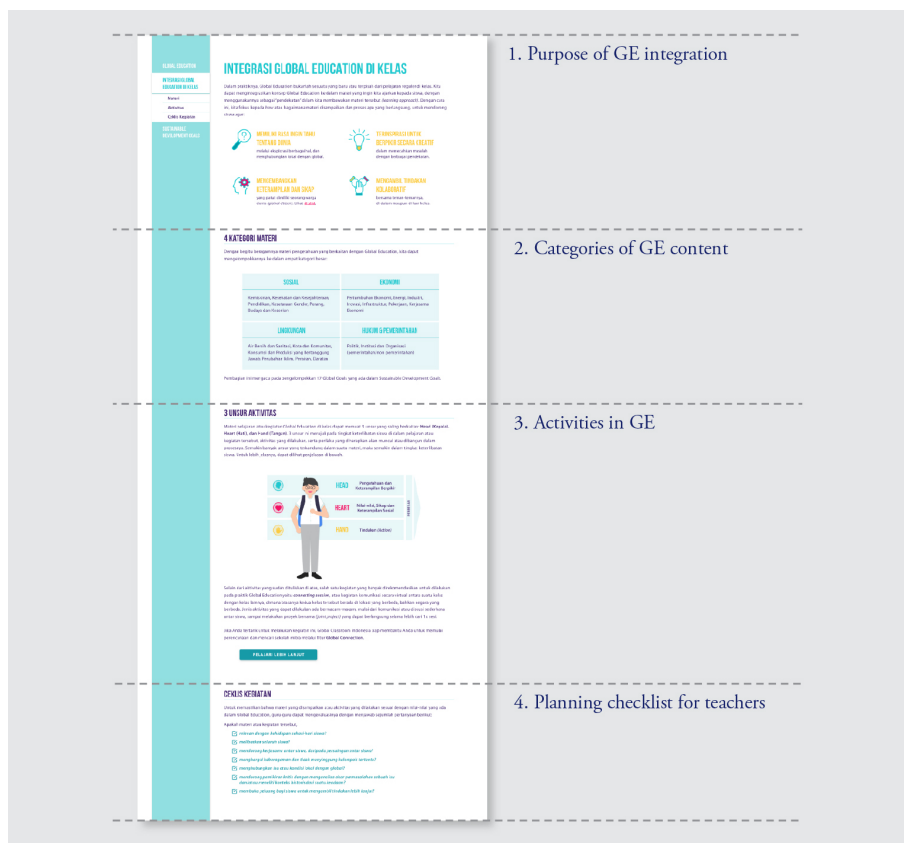


Figure 4.14 Prototype: "Global Education" Page - Integration of Global Education in Classroom

The third page, as shown on Figure 4.15, consists of: **(1)** Brief explanation about SDG, with direct link to Indonesian SDG website²; **(2)** The connection of SDG and

2 <https://www.sdg2030indonesia.org>

Global Education; and **(3)** Some tips for associating SDG and Global Education at school.

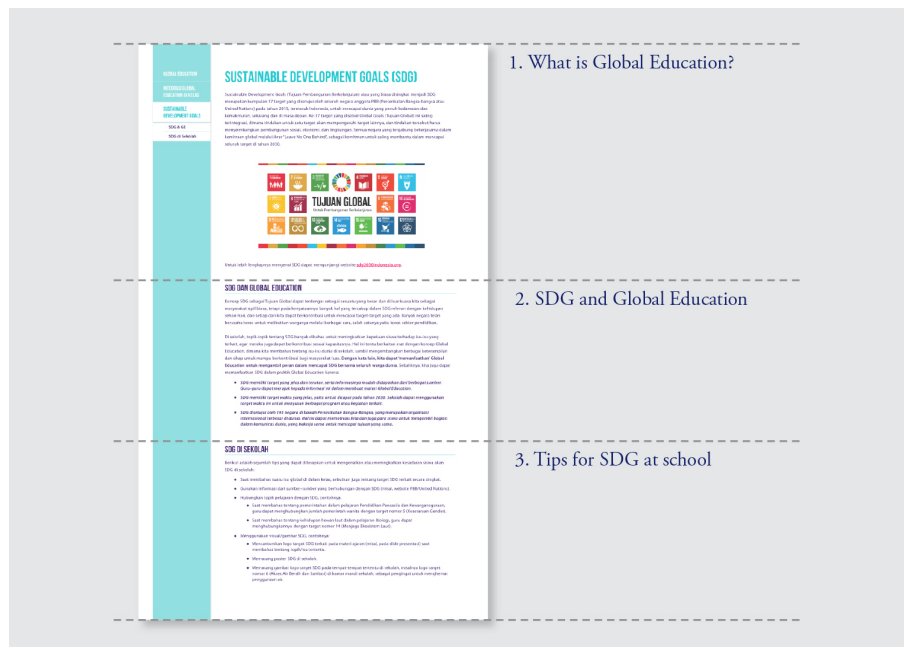


Figure 4.15 Prototype: "Global Education" Page - SDG

Core Feature #1: Toolkit Page

When accessing the "Toolkit" page from the dropdown menu on website header (Figure 4.9), users will enter a page and they can immediately start searching for Toolkit. Figure 4.16 shows that the page consists of: **(1)** Filter section, where users can input some conditions based on what they want, i.e. Head/Heart/Hand level, course subject, grade, category of content, and source of Toolkit (created by provider or other user); **(2)** The gallery of Toolkit which displays 9 different Toolkits on one single page, and can be sorted out by the most recent, most saved, or most liked. Each Toolkit is shown with thumbnail picture (Figure 4.17), title, the same basic information as shown on filter section, and number of saves and likes. User can do quick-save by clicking the icon on top left of each thumbnail, and it will be saved on user's profile page; **(3)** Direct link to Sharing Space page for users who want to create a Toolkit.



Figure 4.16 Prototype: "Toolkit" Page - Search Toolkit

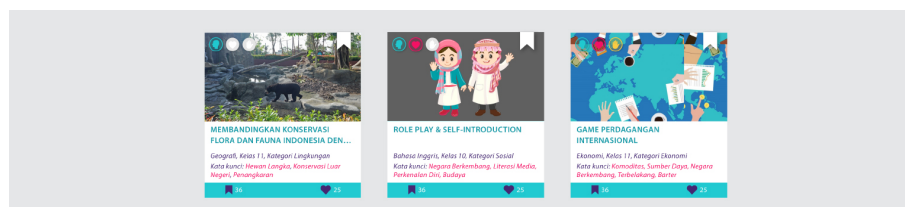


Figure 4.17 Prototype: Closer Look of Toolkit Thumbnail

Figure 4.18 shows the example of Toolkit when users click one of the displayed thumbnails. There they will find: (1) Complete content and information of the Toolkit, including the creator, learning objectives, instruction, and all related materials, if any, in forms of link, picture, or document. Users can download the PDF version with all attachment by clicking the "Unduh Toolkit" button; (2) A list of three links to similar Toolkit as recommendation for users; and (3) A comment section where users can write any comment or ask questions, in

particular, to the creator of that Toolkit.



Figure 4.18 Prototype: "Toolkit" Page - Example of Toolkit

All information included on each Toolkit are based on teachers' preferences that were collected from the preliminary study on Chapter 3. The content itself was created based on the National Curriculum for the main topic and learning objectives, which then integrated with the key concept of Global Education to design the activities, by referring to the information on the Global Education page (Figure 4.13 and Figure 4.14).

Core Feature #2: Sharing Space

To create and submit their own Toolkit, users can first go to the Sharing Space

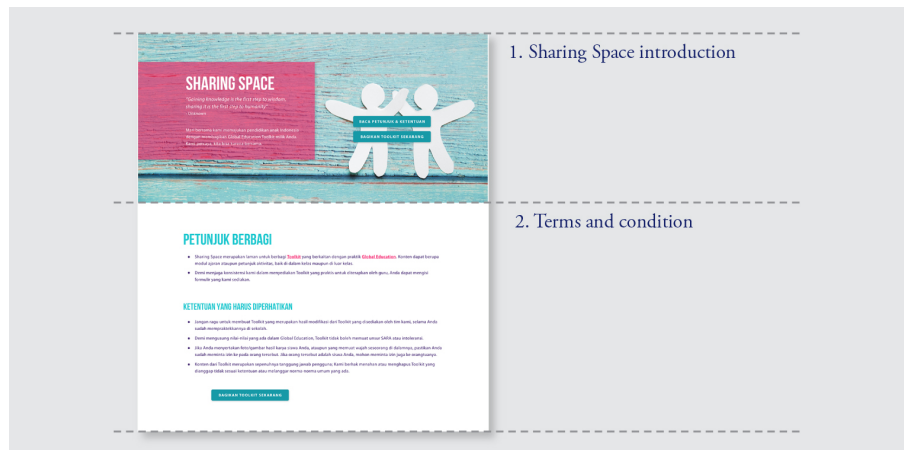


Figure 4.19 Prototype: "Sharing Space" Page - Homepage

page (Figure 4.19 where they will find: **(1)** A brief introduction of the Sharing Space; and **(2)** Information about how to create one with its terms and condition. After that, users can go the submission page, as shown on Figure 4.20. In this page, users will see: **(1)** A list of Toolkit drafts and archive of Toolkit that has been submitted; **(2)** A section to write and input all basic information of the Toolkit they are going to create; **(3)** A section to write the main content of the Toolkit, including the learning objectives, instruction of activities (which format can be chosen between itemized or paragraph), special note, keywords about the Toolkit for searching purpose, and also link to upload some attachment. The required information here and also on Section 2, are basically the same information as shown on the Toolkit sample (Figure 4.18); and **(4)** The planning checklist for users to refer to before submitting their Toolkit. When users are finished creating the Toolkit, they can choose between 'save', 'preview', or 'submit'. If they choose 'submit', then the Toolkit will be sent to the reviewer team of the platform before launched.



Figure 4.20 Prototype: "Sharing Space" Page - Toolkit Submission Page

Core Feature #3: Global Connection



Figure 4.21 Prototype: "Global Connection" Page - Homepage

As a new feature that is probably not available in any other platform in Indonesia, the Global Connection feature provides two essential information that can be accessed from its homepage (Figure 4.21). The first one is the guidelines for doing connecting session (Figure 4.22). In this page users will find: **(1)** Overview of the activity with reference link to Toolkit page, where users can search for Toolkit about connecting session; and **(2)** The procedure for doing connecting session,

which consists of 6 steps:

1. Make an activity plan, by filling out the provided planning template.
2. Find possible partner school from the Global Contact (Figure 4.23 page.
3. Submit the invitation form, which will be reviewed by the platform team before sent out to the partner school.
4. Start the preparation, for both activities and technical equipment. Users can download the provided list of recommended equipment.
5. Conduct the activity. Here some tips are provided for the event day.
6. Do some follow up activities, i.e. contacting the partner school for review and feedback, and then creating Toolkit based on the event.

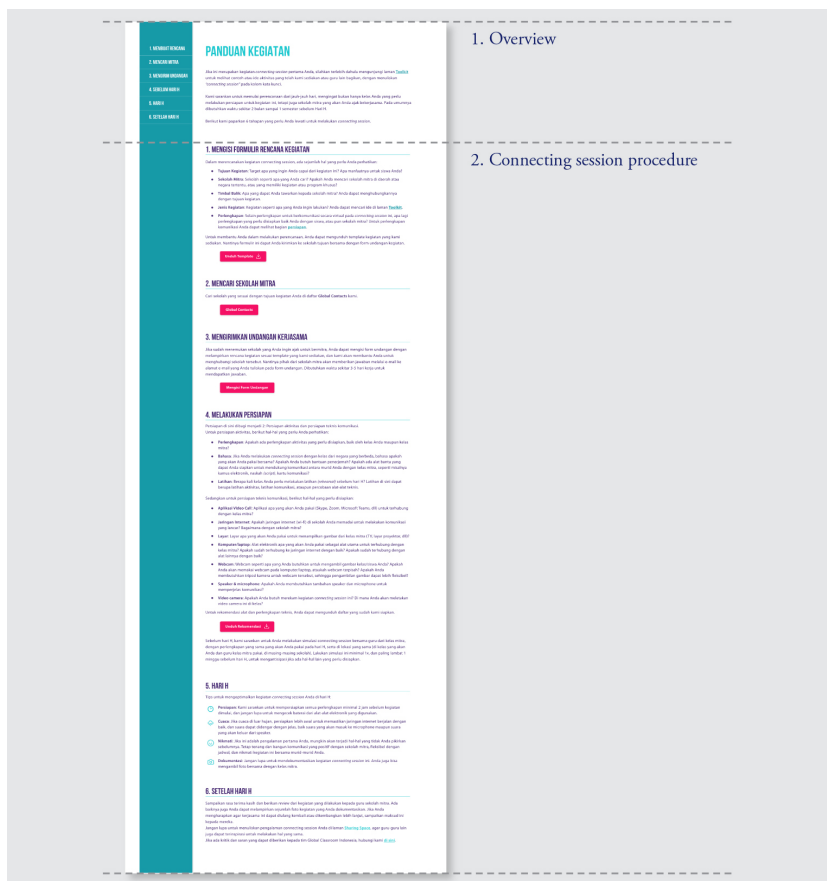


Figure 4.22 Prototype: "Global Connection" Page - Guidelines

The second essential information of Global Connection feature is a list of partner school, which is called Global Contact. As shown on Figure 4.23, this page consists of: **(1)** Filter section to search for school based on area (countries) and language spoken; **(2)** A list of partner school, which shows each school's logo, name, location, language spoken, number of connecting session that has been conducted, and website link; and **(3)** Link to register user's own school to be listed on Global Contact.

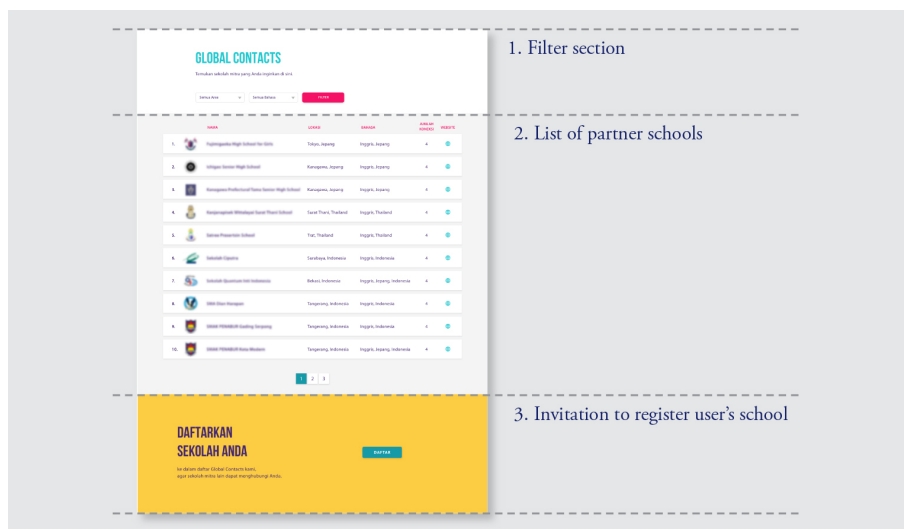


Figure 4.23 Prototype: "Global Connection" Page - Global Contacts

Tentang Kami/About Us

The "Tentang Kami" page (Figure 4.24) consists of: **(1)** Short background of the platform and its purpose; **(2)** The vision and mission of Global Classroom Indonesia; **(3)** Short story about the team behind the platform; and **(4)** Section for contacting the team.

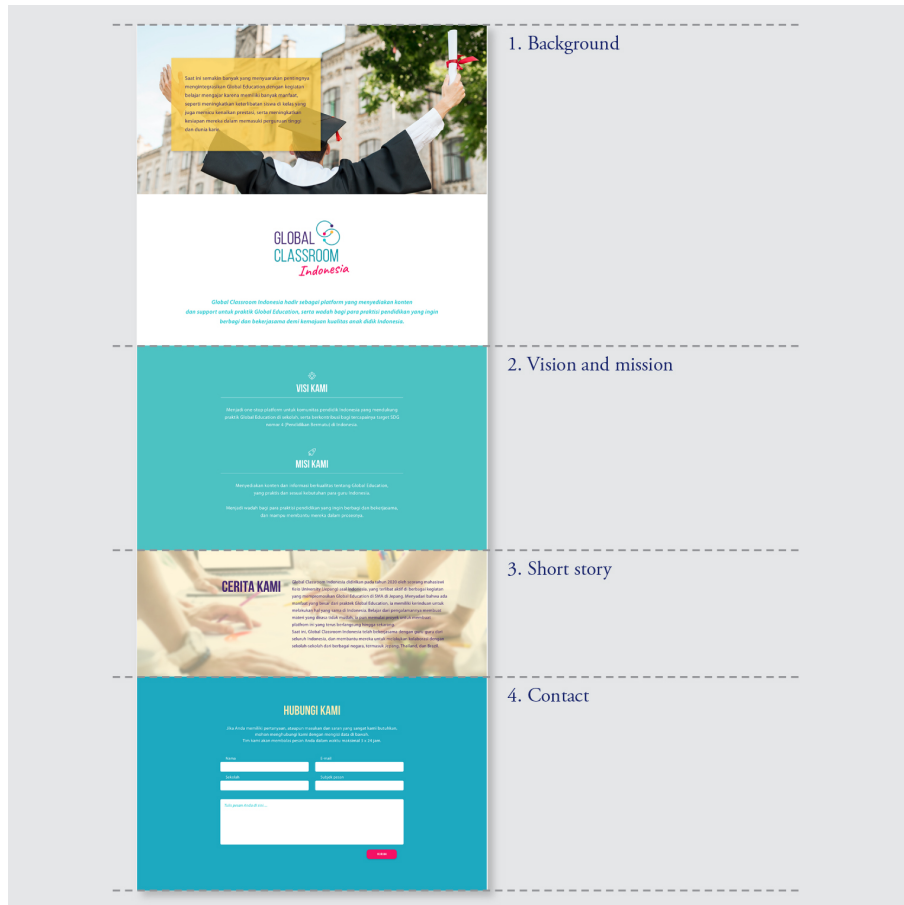


Figure 4.24 Prototype: "Tentang Kami"/About Us Page

Chapter 5

Evaluation and Validation

5.1. User Test Method

5.1.1 Setup and Flow

The user tests were conducted online through video call application due to the distant location with participants which did not allow for face to face meeting. Each call lasted for about 60-90 minutes, depending on the participant's pace in answering questions on questionnaire or from the interview.

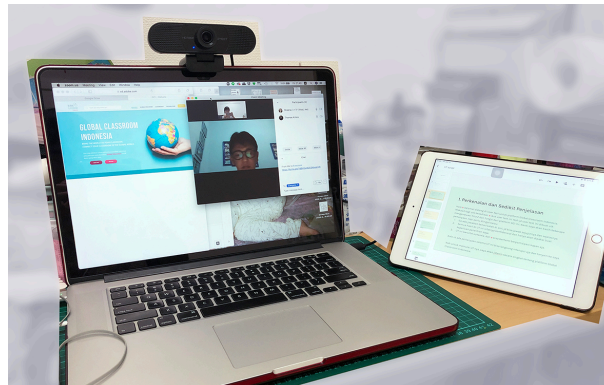


Figure 5.1 Equipment Setup for User Test

For the user test, I set up a laptop with additional web camera for better quality picture (Figure 5.1), and also an iPad on the side of the laptop to help with the script. As for the participants, I required them to also use laptop to optimize the prototype testing.

The flow of the user test is outlined herein:

1. Facilitator gives a brief introduction of the user test.
2. Participant fills out the pre-questionnaire (Appendix B) about personal data and basic understanding of Global Education.
3. Participant explores the platform independently, while sharing the screen with facilitator so it can be observed; When participant has any question about the platform, facilitator will take note of the question to answer it later.
4. Participant fills out the post-questionnaire (Appendix C) about first impression and basic understanding of the platform.
5. Facilitator explains about the research and the platform thoroughly, including answering questions from the previous self-exploration by participant.
6. Interview (Appendix D) by facilitator about the features and function of the platform.
7. Facilitator and participant discuss about teacher's workflow without and with the platform to validate the practicality aspect of the Toolkit feature.
8. Participant fills out the last questionnaire (Appendix E) about overall satisfaction of the platform.

5.1.2 Participants

At the beginning of this evaluation phase, I asked several people from various positions at school to participate in the user tests. There were five people from five different schools, which one of them is considered as one the best private schools in Indonesia, who joined the tests separately:

- Participant A: Male (27), teaches Christian World Study
- Participant B: Female (32), teaches Economics and Sociology
- Participant C: Male (51), School Principal

- Participant D: Male (27), teaches Mathematics
- Participant E: Male (39), teaches Character Building and Music

To gain more insights from different perspectives, I conducted another user test with two university lecturers:

- Participant F: Male (47), Lecturer (teaches Mold Design)
- Participant G: Male (36), Lecturer (teaches Information System)

Per their request, because they come from the same school, Participant F and Participant G joined the user test at the same time and the same place. However, each of them used separated computers in the process.

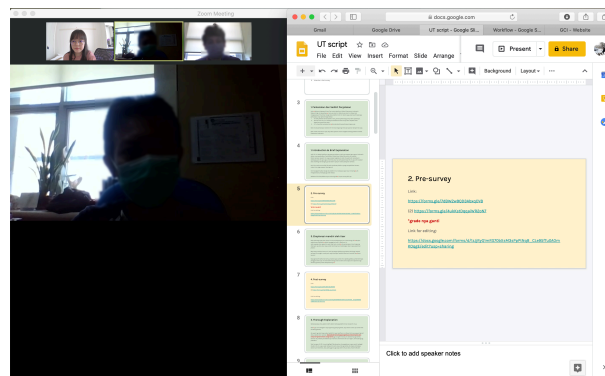


Figure 5.2 User Test with Participant F and Participant G

Although they are not high school teachers, their feedback would still be relevant to this research, because they also have teaching background from the best polytechnic in Indonesia. Moreover, Participant F who teaches Information System, was expected to give deep insights regarding the platform system. Due to this special condition, the flow of the user test for Participant F and Participant G was slightly different from the rest, which will be explained more later in the result (Section 5.2.4).

5.1.3 Criteria

Based on the previous studies on Chapter 2 and Chapter 3, I developed some criteria to be evaluated and validated in the user tests:

Table 5.1 User Test Criteria

CATEGORY	CRITERIA
Function and features of platform	The function and features are appropriate for Indonesian teachers; The platform could help teachers to integrate Global Education into classroom practice at school
Practicality of Toolkit feature	The Toolkit feature could help teachers in preparing teaching materials faster and more convenient than usual
Overall experience	The platform is easy to use; It has a satisfying look and feel; Participants are satisfied with the information and features provided

5.2. User Test Result

5.2.1 Function and Features of Platform

The following information is the result from the interviews with Participant A, B, C, D, and E.

Participants A, B and C said that the function and features of the platform are appropriate for Indonesian teachers, both in terms of content and ease of use. However, they also reminded me of some issues that could probably arise. First, Participant B pointed out that private schools would be able to take more advantage of the platform since they have more authority in modifying the school curriculum. Therefore, I have to stick to the concept of integration with the National Curriculum as the platform wants to achieve. Participant C

mentioned that not all teachers would be open-minded to welcome this platform, especially the older ones. As for Participant D, he said that the platform was not really relevant because there are still many teachers who cannot use laptop or PC. In contrary, Participant E said that Indonesian teachers are not incompetent in utilizing technology, because the governments also support them by providing the equipment. Although he also admitted that it had not been evenly distributed among teachers in many areas (outside Jakarta). Furthermore, about the appropriateness, Participant E said the Toolkit feature is very appropriate to help in creating teaching material. However, he also expressed his concern about how Indonesian teachers are very much bound to the system. He strongly suggested me to keep developing this platform while planning on how to introduce it to the higher authority, so that the platform could really be used by all Indonesian teachers because it's very helpful and convenient.

When asked about which one among the 3 core features is their most favorite, all of the participants gave various answers. Participant A, D and E's most favorite was the Toolkit feature, because it was very practical for Indonesian teachers, as stated by Participant D. Participant E, who had previous experience in using similar platform, said that he was very happy with the GCI platform, especially with the Toolkit feature, because it is "immediately" helpful for his teaching. Participant B said that all of the features were her favorites, and Participant C's was the Global Connection feature. For the least favorite feature, Participant A and D chose the Sharing Space feature because of the same reason: Teachers might be not confident enough to share their Toolkit, therefore there should be some kind of encouragement for them. For Participant C, it would be the Toolkit feature, because as a school principal, he would prefer to share the Toolkit only among the teachers from same school, instead of sharing it with all other users. As for Participant B and E, they did not choose any of it.

Regardless of the issues mentioned above, all participants agreed that all of the features provided could meet the purpose of this platform, which is to provide content and support for Global Education practice at school. Participant B stated that the platform is very useful and rich in content, especially for a social studies teacher like her, and she also acknowledged the "one-stop platform" claim, as seen on the platform homepage. Participant

D said that the platform is very nice and comprehensive, with various contents discussing about global issues. Again, Participant E mentioned that although the platform is very useful and helpful to him, it would be better to work directly with the higher authority to implement the platform, so that all teachers could really use it.

5.2.2 Practicality of Toolkit Feature

To validate if the Toolkit feature could help teachers in preparing teaching materials faster and more convenient than the current practice, I created a workflow that teachers usually take, based on the previous studies on Chapter 2 and Chapter 3. During the user tests, I discussed with Participant A, B and D¹ about the workflow without and with the Global Classroom Indonesia platform, hence validate its practicality.

Initially, teachers have a certain topic that they want to teach to the students

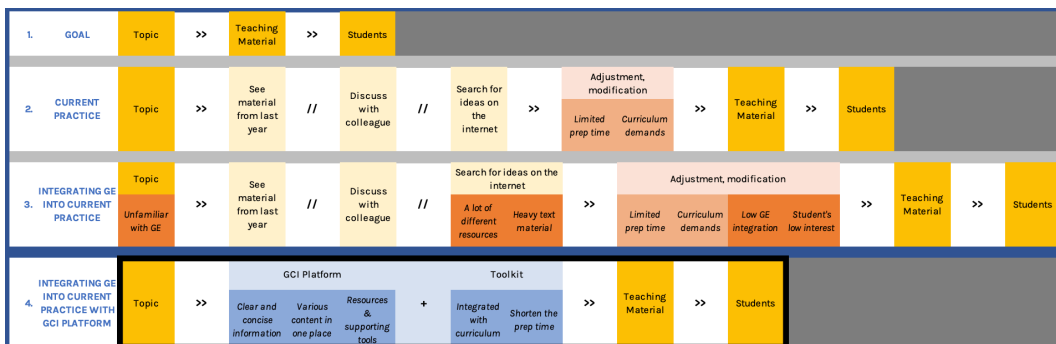


Figure 5.3 Teachers' Workflow in Preparing Teaching Materials

(first line on Figure 5.3), therefore they need to prepare the teaching material. Most of the time they would do either one or all of these things (second line on the figure): Check the material from previous year or semester, ask and have

1 Among all participants, Participant A, B and D's profession is school teacher, the main user target of this platform. Originally I also planned to have discussion with Participant E, who is also a school teacher, but due to limited time, I skipped this discussion part with him.

discussion with colleague, or search for ideas on the internet. After that, they need to make adjustment or modification to finally produce an appropriate material. However, they have some challenges, such as limited preparation time due to other teaching or administrative tasks as mentioned by Participant B, and various demand from the school curriculum (please refer to Chapter 2 and Chapter 3 for more explanation). Furthermore, integrating Global Education into their lessons would become a new challenge due to their unfamiliarity with the key concept of Global Education and limited available resources that they can easily use (third line on the figure). Participant A stated that he had been struggling to find a Toolkit that is ready to use for his teaching, and usually the information he needed was 'scattered' in several different resources. On the other hand, the low integration of Global Education within school curriculum and students' low interest in the related themes are adding to the challenges.

With Global Classroom Indonesia platform, the three participants agreed that the process of preparing teaching materials would improve and become more convenient. The information provided was clear and helped them to understand Global Education better, and it was neatly presented in structure, as also mentioned by Participant C.

Participant A stated that having the Toolkit feature with all other information in one platform would be very helpful for him, especially also because it is integrated with the school curriculum. As for Participant B, she seemed to be very pleased with the feature and hoped that the platform would be actually launched. Participant D mentioned that this feature would be a great help for any Indonesian teachers as they could easily search for ideas in the platform.

5.2.3 Overall Experience

In evaluating the overall experience of GCI platform, all of the participants were asked to rate some aspects of the platform as presented below.

Table 5.2 User Test Result on Overall Experience

	Strongly Satisfied	Satisfied	Neutral	Dissatisfied	Strongly Dissatisfied
Ease of use/ navigation	1	4	2		
Look and feel	4	2	1		
Information provided	2	4	1		
Features provided	3	3	1		

When asked to write three keywords to describe the platform, here are the answers:

- **Participant A:** User-friendly and important.
- **Participant B:** Helpful, interesting, global perspective.
- **Participant C:** Good, innovative, creative.
- **Participant D:** Helpful, simple, efficient.
- **Participant E:** It opens one's perception in viewing education openly or globally.
- **Participant F:** One stop shopping.
- **Participant G:** Promising, transforming, envisioning.

Furthermore, when asked about how likely they would use the platform if it is launched, except for Participant C, all other participants answered that they would be very likely to use it. Participant A mentioned about the difficulty to find Toolkit that is ready to use, but the platform could provide it with other useful contents, everything in one place. Participant E said that the platform is very helpful to enhance and facilitate in creating teaching materials. Participant F stated that GCI platform is potentially improve Indonesian education learning methodology in global context and exposure. As for Participant C, he chose to be neutral, because it depends on how much money that the

school would need to invest on the platform. However all of them said that they would be very likely to recommend the platform to other teachers.

And lastly, when asked to give score from one to ten about the whole platform, the average score is 8,7.

5.2.4 Additional Feedback

Listed here are the additional feedback from interview with Participant F and Participant G:

- *The connection between platform name and the homepage:* Since the name "Global Classroom" sounds more like a "classroom platform" for students, it should be made clear that the platform is for teachers, on the very first page. After that, the function and services (features) of the platform should also be emphasized greatly on that particular area. For a new platform, we should pay attention on user's first impression of it.
- *"Manual procedure" to use the platform:* The platform homepage looked very simple, compared to the actual content with all its features. A simple "manual" might be needed to help people understand quickly how they should use the platform.
- *Course roadmap:* The Toolkit feature is more prominent compared to the Sharing Space feature, because at the beginning, people might be hesitating to share their own Toolkit (on the Sharing Space). Therefore the "stepping" plan should be carefully designed, from 'receiving' to 'sharing'. For example, we could think about:
 1. Receiving: How to make people get "comfortable" or benefit from the provided content? How to educate them about Global Education through the content? It's possible to work together with certain schools to produce various creative Toolkit, thus a lot of Toolkit will be provided in the beginning.
 2. Sharing: After people become more familiar with the content, then we could think about how would people provide their own Global Education content? How to encourage them?

- *Rewarding system:* Think about what kind of reward that users could get from sharing their Toolkit. In Indonesia, many people use social media to share pictures because they feel happy when people "like" the pictures. How about doing the same thing with this platform? We could connect the platform with social media, for example, the Instagram. Every time users share their Toolkit, we would post it on the Instagram, "tag" the Instagram account of the Minister of Education and Culture, and hopefully they would respond by liking the post. This simple action could make the users proud for developing and sharing the Toolkit.

5.3. Summary and Discussion

Based on the user test result that has been presented above, I summarize some points as outlined herein.

1. The function and features provided in GCI platform are appropriate for Indonesian teachers, in terms of content and ease of use. In particular, teachers who are used to or have the technical skill to operate computer or PC, which is the target of this research, as explained on Chapter 4.
2. The platform could help teachers to accommodate Global Education at school as long as the contents (Toolkit) are consistently designed to be integrated with the current school curriculum. It is a great concern that Indonesian teachers, especially in public schools, are bound to the National Curriculum, therefore integration is a must. Regarding this matter, one of the participants suggested me to work with the higher authority to implement the platform.
3. The Toolkit feature is able to shorten the workflow of teachers in preparing teaching materials, thus it becomes faster and more convenient than usual, because the feature is very practical to be used by Indonesian teachers. Once again, in connection with the previous point, the Toolkit content should be integrated with the school curriculum, otherwise not many teachers would be able to use it, regardless its quality.

4. Although the feedback result on overall experience of the platform is very positive, there is still a room for improvement, especially for the homepage content. The target and functions of platform could probably be emphasized greatly at the very beginning of the homepage, to give a more clear information about the platform, and also a good impression as a new platform. It was noticeable that some of the participants who joined the user tests were expecting that the platform was created for students too, instead of for teachers only, when they first heard about the name.
5. Considering the possibility that teachers might be hesitating to share their Toolkit, whether because they do not feel confident or because of other reason, I should think about a system or strategy to encourage them to use the Sharing Space feature. On the other hand, I should also consider the possibility that there might be some schools who would object the idea of sharing material with other schools, as mentioned by the school principal who joined the user test.

Other than the feedback that is directly related to the evaluation criteria on Table 5.1, I also received some useful suggestion regarding the next phase in this platform design process, which is the Implementation phase, especially suggestion on the course delivery roadmap, which will be discussed more in "Future Works" section on Chapter 6.

Chapter 6

Conclusion

6.1. Conclusion to Research Question

The practice of Global Education at school in Indonesia has not been optimized due to a number of reasons, which is very unfortunate, considering its vast benefits for both students and school. By taking teachers' current condition and limitation into account, which requires a practical integration, this research aims to find a possible solution that could help them to accommodate Global Education. From this purpose, two research questions were raised: (1) *What kind of media that could help Indonesian school teachers to integrate Global Education into their classroom practice, in a practical way?*; and (2) *What features should that media have to help teachers creating Global Education-related teaching material and activities?*

Learning from various Global Education practices that have been running in some other countries, the idea of creating a Knowledge-Sharing Platform (KSP) was arise. At core, a KSP functions as a knowledge base which also facilitates communication between users that could lead to collaboration. In this way, we could utilize a KSP to provide practical Global Education content, as well as support for other related activities. By adopting the ADDIE Model from Instructional Design method, through this research, I created a KSP which is named: Global Classroom Indonesia.

Global Classroom Indonesia (GCI) platform is a media that offers integrated and practical content and support for Global Education practice in a regular Indonesian school classroom setting, through its three core features: Toolkit, Sharing Space, and Global Connection.

The Toolkit feature provides various teaching materials that are designed based on the requirement from the Indonesian National Curriculum, integrated with the

key concept of Global Education. This way, teachers would be able to use it for their daily lesson, as they are still following the curriculum, and at the same time accommodating Global Education in the practice. Each of the Toolkit contains a number of information and practical instruction, based on teachers' preferences that are generated from the preliminary study in this research.

To increase the quantity of Toolkit, GCI platform also allows the collection of user-generated contents through its second feature, the Sharing Space. This feature enables users to store their teaching material (Toolkit), and it could also expand their insights by facilitating communication with other users regarding the Toolkit, through the comment section.

The third feature, Global Connection, aims to accommodate teachers in conducting connecting session with other classroom, which is one of the most recommended Global Education activities. Besides providing guidelines, it also facilitates the communication with possible partner schools that are listed on a page called Global Contacts.

Other than the three core features, the platform also contains some information on key concepts of Global Education, as well as the SDGs.

A series of user tests were conducted with some high school teachers, school principal, and polytechnic lecturers, to gain various insights from different perspectives. The result shows positive feedback, especially on how the platform is very comprehensive and practical in facilitating Indonesian teachers to improve their classroom practice on Global Education. Many of the participants were satisfied with the platform features, in particular, the Toolkit and Global Connection. As for the Sharing Space, I have to carefully create a strategy to encourage users in using the feature to share their own Toolkit. One concern that was expressed by some of the participants was, this platform would be more beneficial for teachers in private schools, rather than teachers in public schools, considering their responsibility to the school curriculum. Therefore, the content that is provided in the platform should be consistently designed to be integrated with the Indonesian National Curriculum, as what had been planned.

6.2. Future Works

While the user test result shows positive feedback from the participants, there are still a lot of further development that should be done before the platform is actually launched: Design iteration, producing content, and creating course roadmap and delivery channel.

For design iteration, I should focus on altering the homepage interface to be more clear about the platform user target. Other than that, I may also need to create a step-by-step procedure for using the whole platform, so that users could use it optimally. A cycle of usability testing should also be conducted with users from various schools and age.

As this platform aims to provide Global Education-related content, therefore a large quantity of contents need to be produced and prepared. We could work in collaboration with other teachers or schools, as well as other educational institution, or even similar platform. This part is expected to take the most of time in the development process, compared to other task.

Lastly, to create the course roadmap and delivery channel, as part of the Implementation phase in the ADDIE Model, I have to plan a strategy to launch this platform in several stages. Although teachers are the main user target of this platform, I should also directly talk with the school management or other educational foundation.

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Appendices

A. Preliminary Study Survey for Teacher

Thank you for your time in filling out this questionnaire. My name is Sheena Liman, a Master student at Keio University Graduate School of Media Design (KMD).

The questionnaire is for the purpose of my Master degree research in which I am researching about designing education guideline for integrating Global Education to classroom practice. I am interested to know your view and opinions about Global Education, and if any, what you have ever done in class to teach your students. There will also be some questions about your experience in creating syllabus or preparing teaching materials.

It will take about 15 minutes to finish the whole questionnaire.

BASIC INFORMATION

Q1. Name: *The list of the names is available upon request.*

Q2. Gender:

- Female: 11
- Male: 2

Q3. Age:

- 21-30: 6
- 31-40: 6
- 41 and above: 1

Q4. Nationality:

- *Teachers from Indonesia:*
 - British (1)
 - Indonesian (7)
- *Teachers from outside Indonesia:*
 - Japanese (1)
 - Thai (4)

Q5. Name of the school you work at: *The list of the schools is available upon request.*

Q6. Subject you teach at school:

- Language and Literature, Global Politics (1)
- Geography (2)
- Sociology and Economics (1)
- Chemistry (1)
- Japanese (1)
- Economics and History (1)
- Physics (1)
- English (5)

Q7. Grade of students that you teach at school (check all that apply):

- **Grade 10:** 12
- **Grade 11:** 7
- **Grade 12:** 8

Q8. Years of teaching experience:

- **Less than 2 years:** 1
- **3-5 years:** 1
- **6-10 years:** 7
- **More than 10 years:** 4

TRAVELING EXPERIENCE

Q9. Have you ever been traveling abroad:

- **Yes:** 9
- **No:** 4

Q10. What is usually your purpose of traveling? (Check all that apply)

- **Holiday:** 9
- **Visiting family:** 3
- **Work (business trip, conference, etc.):** 3
- **Other:** -

Q11. What do you like about traveling abroad? (Check all that apply)

- **Discovering new culture:** 11
- **Meeting new people:** 8
- **Experiencing new things:** 9
- **Getting new perspective about things:** 9
- **Other:** -

Q12. Would you recommend traveling abroad to other people?

- **Yes:** 9
- **No:** -
- **Maybe:** 3

Q13. Why?

- *"Yes" answer:*
 - Travelling broadens one 's horizons.
 - I would like them to experience new things.
 - To see the beautiful natural resources of the world.
 - To open other perspectives in many places such as cultures, activities, lifestyles, and experiences about people in those countries.
 - Just get out of comfort zone and experience new things.
 - It makes you open wide and love to learn the new things.

- To see other cultures.
- To open one’s mind and get new experience.
- To learn about positive things and do it in Indonesia.
- *”Maybe” answer:*
 - I like learning about ancient culture.
 - What I find to be marvelous, I would share it to others. But other people might not find it as marvelous.
 - Traveling abroad is each person’s choice.

GLOBAL EDUCATION

Global Education is the education that puts great emphasis on the enrichment of knowledge about global issues, as well as the development of the skills and attitudes needed to address these issues critically from a variety of perspectives, which enable learners to give impact to the global society.

Q14. There has been a greater call everywhere to integrate Global Education at school, including in Japan, to promote the global awareness since early age. Can you please write three keywords related to Global Education?

- *Teachers from Indonesia:*
 - Environment, culture, empathy
 - Holistic understanding, care, agent of change
 - Global warming, Corona virus, natural resources
 - Worldwide, open, contextual
 - Careful, amazing, know many things
 - Culture, world issues, skill
 - Globalization, competition, transparency
 - Innovation, cooperation, learning communities
- *Teachers from outside Indonesia:*
 - Culture, history, communication
 - Diversity, cosmopolitan, empathy
 - Approaching facilitation, internet connection, guided or coaching-experienced teachers

- Equality, peace, culture and traditional
- Learning, wisdom, changing

Q15. In your opinion, what are the benefits of learning about Global Education?

- *Teachers from Indonesia:*
 - It enables students to prepare themselves for the world which they live in, and for them to broaden their horizons.
 - Students will become more care and better understand the current global condition and problem, then will be able to take action and be a part of the change, also share wise information to be understood by many people about the global condition.
 - To share knowledge and truth, and develop critical thinking towards global issues.
 - To enable student to become problem solver who has global perspective.
 - Many things to learn and not limited by space.
 - To obtain new knowledge and skills.
 - To know about global issues and find opportunities to solve the problem.
 - To broaden student's mind on how to behave as a global citizen, to be able to work together to solve international issues, etc.
- *Teachers from outside Indonesia:*
 - To know myself, my country, and your country.
 - To become global citizen completely, understand people and improve skills in 21century .
 - It's beyond learning experience in our classroom or fixed teachers. Students have a chance to study something they are interested in with meeting foreign friends in all over the world.
 - Know each other and live together peacefully.
 - It has me know what have been happened and how can I change for the better situations.

Q16. Global Education is not just about learning issues from around

the world, but also including the development of various skills and attitudes. Can you give examples of skills and attitudes that are related to Global Education?

- *Teachers from Indonesia:*
 - Empathy - being able to appreciate different cultures and attitudes , and understand different perspectives.
 - Care and empathy (for all people who need help)
 - Reducing the use of motor vehicle
 - Open, respecting diversity, able to work together with people from different background
 - Able to learn and find information quickly. Attitude: Respect and careful in words
 - Language, cultural tolerance
 - Critical thinking, communication, wise
 - Aware about cultural diversity in the world
- *Teachers from outside Indonesia:*
 - We have a difference between us. Communication is the best way of the development of various skills and attitudes.
 - Growth mindset , understanding world’s complex issues.
 - all of soft skills such as communication skills, collaboration skills, emotional skills, etc.
 - One of my example I think is about the way of the people who do not despise others by color and understand each culture of each country.
 - We are facing with water crisis in Thailand. When we recheck how can the crisis happen , how can it had been taken long time. If we brave to ask we will find the answer ”why”. And we will learn how to adjust ourselves to solve the trouble. Finally we will find the solutions which we call the skills.

Q17. Do you think that the students in your school have the opportunity to develop these skills and attitudes? Please explain.

- *Teachers from Indonesia:*
 - In general, yes. The IB curriculum places a high importance in “

international mindedness “ , and Language and literature and global politics are by their very nature , global in scope.

- Yes, because one of our school visions is about social awareness.
- Yes, because by applying Global Education it can increase students’ knowledge and critical thinking skills.
- Yes, with worldwide media, adequate facilities, and the curriculum that has been developed to prepare students to become global citizens, many learning activities can be done to start instilling that attitude.
- Yes.
- Yes, the students in my school have access to learn foreign languages.
- Yes, in school they have the opportunities to express themselves, in guidance by teachers.
- Yes and it has been instilled to the curriculum. For example, about global warming, students can share their ideas on how to prevent it. In art and culture subject, students can learn dance (folk dance) from other countries, not only from Indonesia.
- *Teachers from outside Indonesia:*
 - We, English teachers , try to study the subjects of ”Communication English” and ”English Expression” in English during 50 min. lesson together. For me , I don’t like the word of teach so I use the word of study here.
 - Not really.
 - Absolutely yes. I have realized about this issue for more than 5 years and I have tried to teach my students not only academic parts but also adding some experiences about Soft Skills in my classes such as critical thinking, creative thinking, communication skills, etc. I think the most valuable factor that teachers must be is Open-minded and Eager to learn new things for reaching some ideas around the world to exchange and discuss in their classes with their students.
 - Yes, we always teach them to honour and respect to the people.
 - Yes, because when they are exactly understand what happened, they can change their mind to solve a trouble. On that time they had already changed their attitudes to find some skills for the solution in each case.

THEMES RELATED TO GLOBAL EDUCATION

Below are a list of themes, which are considered to be part of Global Education. Please check the box according to the question.

Q18. Where does learning about these themes tend to happen at your school?¹

	Regular Lesson	Extracurricular Activities	Special Activities	None
Human Rights	8/8, 4/5	2/8, 0/5	3/8, 0/5	0/8, 1/5
Sustainable Development	8/8, 4/5	4/8, 1/5	2/8, 1/5	0/8, 0/5
Climate Change	8/8, 5/5	1/8, 0/5	1/8, 0/5	0/8, 0/5
Responsible Consumption	8/8, 5/5	3/8, 0/5	2/8, 0/5	0/8, 0/5
Poverty	8/8, 3/5	1/8, 0/5	1/8, 0/5	0/8, 2/5
Gender Equality	8/8, 3/5	1/8, 0/5	2/8, 0/5	0/8, 2/5
World Peace	8/8, 4/5	1/8, 0/5	2/8, 0/5	0/8, 1/5
Economic Growth	8/8, 4/5	2/8, 0/5	3/8, 0/5	0/8, 1/5

Q19. Which themes that you cover in your lessons? (Check all that apply)¹

- **Human Rights:** 5/8, 5/5
- **Sustainable Development:** 4/8, 5/5
- **Climate Change:** 5/8, 5/5
- **Responsible Consumption:** 6/8, 4/5
- **Poverty:** 6/8, 4/5
- **Gender Equality:** 5/8, 5/5
- **World Peace:** 6/8, 4/5
- **Economic Growth:** 4/8, 4/5

¹ The answers are written as "(number of teachers from Indonesia who checked the box/number of teachers from Indonesia who checked the box)/8, (number of teachers from outside Indonesia who checked the box/number of teachers from outside Indonesia who checked the box)/5"

Q20. Which themes that you think your students are most interested in learning about? (Check all that apply)¹

- **Human Rights:** 4/8, 3/5
- **Sustainable Development:** 3/8, 1/5
- **Climate Change:** 5/8, 3/5
- **Responsible Consumption:** 5/8, 1/5
- **Poverty:** 5/8, 1/5
- **Gender Equality:** 5/8, 4/5
- **World Peace:** 4/8, 1/5
- **Economic Growth:** 4/8, 0/5

Q21. In which level do you cover the themes?¹

	None	National	Asia	Global
Human Rights	3/8, 1/5	2/8, 1/5	0/8, 1/5	3/8, 2/5
Sustainable Development	3/8, 1/5	1/8, 2/5	1/8, 0/5	3/8, 2/5
Climate Change	3/8, 0/5	0,8, 1/5	0/8, 1/5	5/8, 3/5
Responsible Consumption	2/8, 5/5	3/8, 3/5	0/8, 0/5	3/8, 2/5
Poverty	2/8, 1/5	4/8, 2/5	0/8, 0/5	2/8, 2/5
Gender Equality	4/8, 1/5	0/8, 0/5	1/8, 2/5	3/8, 2/5
World Peace	3/8, 1/5	0/8, 0/5	1/8, 1/5	4/8, 3/5
Economic Growth	3/8, 1/5	1/8, 2/5	2/8, 0/5	2/8, 2/5

Q22. Which approach do you use in teaching these themes? (Check all that apply)¹

- **Lecture:** 5/8, 3/5
- **Ask students to do research, read paper, etc.:** 7/8, 0/5
- **Ask students to do role play:** 3/8, 3/5
- **Discussion about related topics:** 8/8, 4/5
- **School trip:** 2/8, 4/5
- **Other:** Case study from film, observation.

Q23. How much support does your school give for you to teach about these themes? (From 1 (not at all supportive) to 7 (very supportive))¹

- 1: 0/8, 0/5
- 2: 0/8, 1/5
- 3: 0/8, 1/5
- 4: 0/8, 3/5
- 5: 0/8, 0/5
- 6: 3/8, 0/5
- 7: 5/8, 0/5

Q24. What are the difficulties/challenges you face in teaching/talking about these themes? (Check all that apply)¹

- Lack of knowledge/information resources: 3/8, 4/5
- No teaching material provided: 1/8, 4/5
- Limited time in class: 7/8, 5/5
- No support from school: 0/8, 3/5
- Students are not interested: 2/8, 3/5
- I am not sure of how to teach them well: 0/8, 2/5
- Others: -

Q25. How important is it for you to teach the students about Global Education? (From 1 (not important at all) to 7 (very important))¹

- 1: 0/8, 0/5
- 2: 0/8, 0/5
- 3: 0/8, 0/5
- 4: 0/8, 2/5
- 5: 0/8, 0/5
- 6: 1/8, 2/5
- 7: 7/8, 1/5

Q26. Why?

- *Teachers from Indonesia:*
 - We live in a globalised world.

- Students need to understand the global condition, because it affects strongly to our country condition.
- It will teach students on how to manage this world.
- The current condition demands students to become problem solver who are ready to respond to global challenges. Global education will train them to have wide knowledge and will present them the global issues.
- Because they need awareness, and it is important.
- Students need to develop the skills for their future.
- To enable students to compete in the society and the globalization requires them to learn about global education.
- Because students will become the agent of change in the future.
- *Teachers from outside Indonesia:*
 - We don't have any support systems including PC facilities.
 - I'd like my students to have awareness of global education, to have skill in 21century.
 - Students nowadays must know how the world changes not only in their countries but they must be able to know and discuss what effects will be reaching to them in the future and how to handle those issues.
 - Students should understand and adjust themselves to the world.
 - It is the real situation in the current time. It makes them eager to know and learn how to change it better.

Q27. Have you ever conducted connecting session with other school?²

- **Yes:** 1/6
- **No:** 5/6

Q28. With who, what activities?²

- Japan, campus tour

Q29. Are you interested?²

- **Yes:** 5/6

² This question was added latter for the last 6 participants from Indonesia

- No: -
- Maybe: 1/6

COURSE TEACHING MATERIAL

Q30. How do you usually create your class syllabus?¹

- Using template: 1/8, 1/5
- Copying from previous year: 1/8, 1/5
- Having a discussion with colleague: 5/8, 3/5
- Others: Using the IB syllabus

Q31. What are the difficulties/challenges in creating it?²

- Too many materials that need to be taught: 2/6
- I have to find ideas for activities/tasks: 5/6
- I do not have enough time to prepare it: 4/6

Q32. How do you usually create the assignments or activities that you are going to do in class? (Check all that apply)¹

- Following the curriculum instruction: 6/8, 3/5
- Having a discussion with colleague: 7/8, 2/5
- Finding ideas on the internet: 7/8, 4/5
- Others: First, set the learning goals, then design the activities and assessment method

KNOWLEDGE-SHARING PLATFORM

As explained in the beginning of this survey, I am currently in the process of designing a platform that aims to support Indonesian school teachers to integrate Global Education into their classroom practice, practically.

Q33. In your opinion, how could a KSP help teachers in practicing Global Education in class?²

- Worldwide, easy to use, with collaboration feature

- Could achieve the learning target, students become happy, interesting, easy to do
- Up to date with the global knowledge
- Easy to access

Q34. What features should a KSP have to support teacher in practicing Global Education?²

- **Teaching Module:** 6/6
- **Material resources (that are connected to Global Education):** 6/6
- **Sharing space for teachers:** 4/6
- **Space for teacher-teacher communication:** 5/6
- **Guidelines for connecting session:** 5/5
- **Others:** -

Q35. Please rate these aspects of a KSP, from 1 (not important at all) to 5 (very important)³:

	1	2	3	4	5
Easy to use					3
Rich in information and resources				1	2
Information is easily findable				1	2
Can interact with other users				2	1
Can collaborate with other users				2	1

³ This question was added latter for the last 3 participants from Indonesia

Q36. Please rate these elements of a teaching module)³:

	Strongly Agree/Very Important	Agree/ Important	Disagree/ Not Important	Strongly Disagree/ Not Important at All
Complete information about the topic	1	2		
Clear and concise information about the topic	2	1		
Learning objective/outcome	2	1		
Link to resources	1	2		
Schedule	1	2		
Worksheet link	1	2		

B. Pre-questionnaire on User Test

Q1. Name:⁴

- Participant A: IES
- Participant B: L
- Participant C: TK
- Participant D: JYD
- Participant E: DN
- Participant F: BH
- Participant G: TL

Q2. Age:

- Participant A: 27
- Participant B: 32
- Participant C: 51
- Participant D: 27
- Participant E: 39
- Participant F: 47
- Participant G: 36

Q3. Gender:

- Participant A: Male
- Participant B: Female
- Participant C: Male
- Participant D: Male
- Participant E: Male
- Participant F: Male
- Participant G: Male

Q4. Name of school/institution:⁵

- Participant A: RCS

4 The list of full name of participants is available on request

5 The list of participant's school/institution is available on request

- **Participant B:** DHDMHS
- **Participant C:** PKTHS
- **Participant D:** EJHS
- **Participant E:** JSJ
- **Participant F:** PMA
- **Participant G:** PMA

Q5. Subject you teach or your position at school/institution:

- **Participant A:** Christian World Study as School Counsellor
- **Participant B:** Economics and Sociology
- **Participant C:** School Principal
- **Participant D:** Mathematics
- **Participant E:** Character Building and Music
- **Participant F:** Mold Design
- **Participant G:** Information System

Q6. How long have you been doing this job for?

- **Participant A:** 20 months
- **Participant B:** 10 years
- **Participant C:** 26 years
- **Participant D:** Less than 2 years
- **Participant E:** 14 years
- **Participant F:** 25 years
- **Participant G:** 3 years

Q7. What is your expectation when you hear "Global Classroom Indonesia Platform?"

- **Participant A:** Media that supports teaching and learning activities with international standard.
- **Participant B:** I hope this platform could provide contents that help students and teachers in learning about global knowledge more.
- **Participant C:** Open our mind about global classroom.
- **Participant D:** Facilitate.

- **Participant E:** It facilitates the teaching-learning process for both teachers and students.
- **Participant F:** It helps Indonesian children to become smarter.
- **Participant G:** Enabling collaborative learning, massive learning resources, new knowledge generating platform.

GLOBAL EDUCATION

The following questions will help me to understand your basic understanding of the Global Education concept. Please remember that we are not looking for correct/wrong answers.

Q8. Please write three keywords that are associated with Global Education.

- **Participant A:** Global knowledge, sustainable education, considerate mindset.
- **Participant B:** Dynamic, wide, diverse.
- **Participant C:** Global, innovative, creative.
- **Participant D:** Education, facilities, internet.
- **Participant E:** Competencies, education, equality.
- **Participant F:** Online material, anywhere, anytime.
- **Participant G:** Learning, knowledge, collaboration.

Q9. In your opinion, what is the benefit of Global Education for students?

- **Participant A:** It helps students to apply the theories from class onto real condition in a global scale.
- **Participant B:** Enables students to learn with wide knowledge, to become systemic problem solvers, and it helps them to more respect the diversity.
- **Participant C:** It helps to learn in a more simple and practical ways.
- **Participant D:** It helps with the teaching-learning activities.
- **Participant E:** Equality in education, regardless the background.
- **Participant F:** The material is provided everywhere, thus it enables students to choose and learn whatever they like.

- **Participant G:** Students may have global exposure in retrieving and implementing knowledge.

Q10. Please write 3 examples of skills/attitudes that are related to Global Education.

- **Participant A:** Decision-making, considerate, critical.
- **Participant B:** Foreign language, problem solver, valuing diversity.
- **Participant C:** Language, technology, creativity.
- **Participant D:** Technology skill, efficient, curiosity.
- **Participant E:** Language, empathy, cooperation.
- **Participant F:** Discipline, curiosity, creative.
- **Participant G:** Communication, digital literacy, creative thinking.

Q11. In your opinion, how important is it for school to accommodate the Global Education practice?

- **Participant A:** Very important.
- **Participant B:** Very important.
- **Participant C:** Extremely important.
- **Participant D:** Very important.
- **Participant E:** Extremely important.
- **Participant F:** Extremely important.
- **Participant G:** Extremely important.

C. Post-questionnaire on User Test

Q1. Please write 3 keywords that are associated with Global Education.

- **Participant A:** Sustainable, worldview, interconnected.
- **Participant B:** Skill, attitude, knowledge.
- **Participant C:** Social, knowledge, unity.
- **Participant D:** Education, relevant, world.
- **Participant E:** Global education, equality in education, educational exploration

Q2. Is there anything new about Global Education that you learned from the platform?

- **Participant A:** The whole part about SDG and how Indonesia actually has one; Head-Heart-Hand aspect of education; Importance of being connected with schools worldwide.
- **Participant B:** Yes.
- **Participant C:** I have already knew about these things, but this one is more concise and neatly organized.
- **Participant D:** New method for online teaching and learning; Symbiosis of mutualism between teachers from various places.
- **Participant E:** Not yet so far, but this platform is very interesting to be developed, especially in the teaching module for class activities that can be shared.

Q3. Was there anything surprising or unexpected after you explored the platform?

- **Participant A:** Indonesia has SDG vision for 2030.
- **Participant B:** The information is very comprehensive and detailed.
- **Participant C:** No.
- **Participant D:** No.
- **Participant E:** No.

Q4. What do you think are the features of this platform, or what do we try to provide here?

- **Participant A:** Sharing toolkits to help teaching/learning, space for connecting with other schools, sharing information about Global Education and SDG.
- **Participant B:** This platform provides various media to learn about global issues; There are a lot of tools that can be utilized by teachers.
- **Participant C:** Global knowledge.
- **Participant D:** Ease of learning and sharing teaching material from various countries.
- **Participant E:** Feature to understand the global education, but it was too short for me to really understand the whole goal of this platform.

Q5. The information on Global Education page:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
They are clear	1	4			
They are interesting for me to learn	2	3			
They are enough to help me understand Global Education better	2	3			
They are trustworthy	2	3			
I need more information about Global Education	2	3			

Q6. Do you have any comment/suggestion for the "Global Education" page?

- **Participant A:** Personally, I'd prefer to open a lot of tabs instead of scrolling through a page, but anyway all important links are easily accessible from the main page. Please add scroll bar to make it more intuitive.
- **Participant B:** Please provide more content for students, increase the font size for description/explanation, more simple in explaining something to

avoid long text.

- **Participant C:** It's quite interesting for teachers and students.
- **Participant D:** -
- **Participant E:** If possible, please make a column for interaction between educators, where they can also share teaching materials.

Q7. Where would you find the features of this platform?



- **Beranda:** 2
- **Global Education:**
- **Classroom:** 3
- **Tentang Kami:**
- **Masuk:**

D. Interview on User Test

Q1. From my explanation, is there anything that you found to be different or contradicting with your first impression or understanding of the platform?

- **Participant A:** I didn't realize that there was template for connecting session.
- **Participant B:** It's actually very detailed, if you could notice it; I need more information about the procedure for Sharing Space, what could be shared and what not. It has to be more tangible, to the point, step by step; The same things with Global Connection page.
- **Participant C:** Nope, it's quite clear. We have to see whether the material is connected to our syllabus. Maybe you can partner with school, creating activities for students, for example, to create a new extracurricular program. In this pandemic season, we could utilize the contents to create it. What a timing! How about you become an extracurricular teacher for us?
- **Participant D:** I could understand everything quite clearly. It's like Ruangguru in a global scale. It has various contents on global issues.
- **Participant E:** I am very happy with this platform because it could become a supporting tool for teachers, that we could bring the global concept (to class) without actually going there (outside Indonesia). Unfortunately, this platform would just become additional support because in Indonesia, teachers are still very much under the authority of the government. Yes we do have the laptop, gadget, but we're still bound to the national curriculum. When I saw the Toolkit, I immediately thought that it was very convenient as teaching material. I hope younger people could think about the way to change the higher authority (system). If they change (the system), teachers would also follow them. Think about how can we change their mindset.

Q2. Do you think all the features provided could meet the purpose of this platform (to provide content and support for GE practice)?

- **Participant A:** Yes, do you have any reviewer team for the Toolkit?
- **Participant B:** Is this platform for teachers, students, or both of them? It's very useful and rich in content, but probably would not be enough for

students (need more features); The concept of sharing between countries is very powerful!

- **Participant C:** Yes, definitely!
- **Participant D:** Yes, it should be, because it's very nice and comprehensive.
- **Participant E:** Yes, very helpful! I agreed with that. But perhaps it's better to offer this platform to the Ministry of Education instead of to teachers directly, then it will be very useful, considering the current minister is more aware of the technology.

Q3. Do you think the contents and features are appropriate for Indonesian teachers?

- **Participant A:** Yes, they are pretty much user-friendly.
- **Participant B:** Private school would be able to take more advantage in using the platform because we have more freedom in organizing the school material. It's not contextual enough for Indonesia; The list of subjects is great, the material should be categorized per grade.
- **Participant C:** Yes, it is appropriate, but you should remember that not every teachers are open-minded to welcome this concept, especially the older ones.
- **Participant D:** Not really relevant because there are still many teachers who cannot use laptop/PC.
- **Participant E:** Our teachers are not incompetent in terms of utilizing the technology. I could learn to use new media, new software, but if the curriculum does not allow me to change, then what can we do. Please keep developing this platform and bring it to the higher authority.

Q4. What other media/tool/website that you think could accomplish the same goal?

- **Participant A:** Nope, other websites are either "too" exclusive (only for the school/institution) or too general that they are not focused on education.
- **Participant B:** I don't know but I wish you will provide links to SDG, and reliable resources for every subject, something that is related to media literacy.

- **Participant C:** I don't know about existing one, but some university students came to me with similar project, where they want to help teachers transforming offline to online teaching.
- **Participant D:** Nope, I never heard of any.
- **Participant E:** I used "Teachers Pay Teachers" website, it's very helpful although I need to pay and the content is in English. They provide tools and sell it there. It's very uncommon in Indonesia to find modules, especially shared modules. But I saw you also have the Sharing Space, which is very nice, because sharing material between teachers is so fun.

Q5. Among the 3 features, which one is your most favorite?

- **Participant A:** Toolkit.
- **Participant B:** Everything! It's very powerful. You're right that it's really a "one-stop platform"; I'm really interested in the Global Connection.
- **Participant C:** Global Connection.
- **Participant D:** Toolkit, very practical for Indonesian teachers.
- **Participant E:** Toolkit, directly very helpful for our teaching.

Q6. Among the 3 features, which one is your least favorite?

- **Participant A:** Sharing Space, there should be some kind of encouragement for teachers, because they may not be confident to share their Toolkits.
- **Participant B:** None.
- **Participant C:** Toolkit, because we don't want our materials to be used by teachers from different schools, it's great if we only share it among teachers in our own school.
- **Participant D:** Sharing Space: I am not confident to share mine.
- **Participant E:** None.

Q7. What other feature do you think I should add?

- **Participant A:** Benchmark or assessment criteria to evaluate the GE practice in classroom, tangible measurement (assessment) with timeline for school evaluation. That way we can evaluate if there is any change happens at school after we practice GE in a certain timespan.

- **Participant B:** Please provide videos for content; Toolkit about collaboration project with other schools.
- **Participant C:** -
- **Participant D:** Forum; I think the platform team should create an event for teachers and/or students, something related to Global Education.
- **Participant E:** None. I was suggesting you to create a feature like Sharing Space on the previous survey, but you already had it.

E. Overall Satisfaction Survey on User Test

Q1. Please rate each category of the platform.

	Strongly Satisfied	Satisfied	Neutral	Dissatisfied	Strongly Dissatisfied
Ease of use/ navigation	1	4	2		
Look and feel	4	2	1		
Information provided	2	4	1		
Features provided	3	3	1		

Q2. How would you rate the function of "Toolkit" feature, from 1 (Extremely Dissatisfied) to 10 (Extremely Satisfied)?

1	2	3	4	5	6	7	8	9	10
							4	3	

Q3. How would you rate the function of "Sharing Space" feature, from 1 (Extremely Dissatisfied) to 10 (Extremely Satisfied)?

1	2	3	4	5	6	7	8	9	10
						2	3	2	

Q4. How would you rate the function of "Global Connection" feature, from 1 (Extremely Dissatisfied) to 10 (Extremely Satisfied)?

1	2	3	4	5	6	7	8	9	10
						1	3	2	1

Q5. If the platform is launched, how likely is it that you would use the platform, from 1 (Extremely Unlikely) to 5 (Extremely Likely)?

1	2	3	4	5
		1		6

Q6. What is your reason?

- **Participant A:** (5) It's hard to find toolkit, available resources are limited, they still need to be developed (more work to do); The information/contents are "scattered" (you need several different resources).
- **Participant B:** (5) As a social studies teacher, what this platform provides are very useful for my teaching.
- **Participant C:** (3) It depends on the budget that school needs to spend.
- **Participant D:** (5) To increase students' motivation and efficiency in learning with various toolkits created by teachers from many places.
- **Participant E:** It is very useful to widen teaches' knowledge.
- **Participant F:** Very helpful to enhance and facilitate in creating teaching material.
- **Participant G:** GCI is potentially improve Indonesian education learning methodology in global context and exposure.

Q7. How likely is it that you would recommend the platform to other teachers?? From 1 (Extremely Unlikely) to 5 (Extremely Likely)?

1	2	3	4	5
				7

Q8. Could you please describe/define this platform (in your opinion) in 3 words?

- **Participant A:** User-friendly and important.
- **Participant B:** Helpful, interesting, global perspective.
- **Participant C:** Good, innovative, creative.
- **Participant D:** Helpful, simple, efficient.
- **Participant E:** It opens one's perception in viewing education openly or globally.
- **Participant F:** One stop shopping.
- **Participant G:** Promising, transforming, envisioning.

Q9. How would you rate this platform from 1-10, from 1 (Extremely Dissatisfied) to 10 (Extremely Satisfied)?

1	2	3	4	5	6	7	8	9	10
							2	5	