

# Integration of SDGs, Global Citizenship, and Pancasila Values in Civic Education Learning in Elementary Schools: Education for Sustainable Development (ESD) Framework to Prepare for a Sustainable Generation

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### ABSTRACT

This study aims to analyze the integration of the Sustainable Development Goals (SDGs), Global Citizenship Education (GCED), and Pancasila values in Civic Education (PKn) learning at the elementary school level through the framework of Education for Sustainable Development (ESD). A qualitative approach was employed involving elementary school teachers and students as research participants. Data were collected through interviews, observations, and document analysis and were analyzed thematically. The findings reveal that SDGs serve as a learning context by introducing real-world issues such as environmental sustainability, health, education, and social justice. GCED contributes to the development of global citizenship competencies, including tolerance, respect for diversity, collaboration, social responsibility, and peaceful conflict resolution. Meanwhile, Pancasila values function as a normative foundation that guides students in understanding and applying the principles of sustainable development and global citizenship in accordance with the Indonesian national character. The integration of these three components creates a contextual and relevant Civic Education learning framework that fosters students who are morally grounded, sustainability-conscious, and prepared to participate actively in a global society.

## 1. INTRODUCTION

The 21st century is marked by increasingly complex global challenges, such as climate change, environmental degradation, social inequality, humanitarian conflicts, and rapid technological developments (Khan et al., 2023). These challenges require the education system to not only develop students' academic competence, but also to form character, global awareness, critical thinking skills, and responsibility for sustainable development. In this context, education has a strategic role in preparing a generation that is able to face various local and global problems responsibly. In response to the increasingly complex global challenges of the 21st century, including climate change, social inequality, poverty, and environmental degradation, the United Nations (UN) established the Sustainable Development Goals (SDGs) as a global development agenda to be achieved by 2030 (Nhamo et al., 2020). One of the goals directly related to education is SDG 4 on quality education which emphasizes the development of knowledge, skills, values, and attitudes to support sustainable development (Rozi et al., 2024). In line with this, UNESCO has developed Education for Sustainable Development (ESD) as an educational approach that equips students with the competencies to make responsible decisions for environmental, social, and economic sustainability (Agbedahin, 2019). In addition, Global Citizenship Education (GCED) is present as an approach that encourages students to have global awareness, appreciation for diversity, concern for humanitarian issues, and the ability to participate in local and global communities (Auh & Kim, 2024). The development of global citizenship competencies needs to remain based on the values of

Pancasila as the basis of the state and national identity so that students are able to adapt to global dynamics without losing their national identity (Afriani & Solihat, 2025). Pancasila values are in harmony with the principles of sustainable development and global citizenship so that they can be the foundation in integrating the SDGs and GCED in Indonesia. Civic Education (PKn) has a strategic position as a vehicle to integrate these three aspects because it not only functions to form good citizens, but also develops character, democratic attitudes, social skills, and concern for various social and environmental issues faced by local and global communities. Various studies show that the implementation of Education for Sustainable Development (ESD) and Sustainable Development Goals (SDGs) in education still faces a number of challenges. Research conducted by Salam & Hamdu (2022) found that teachers still have a limited understanding of the concept of ESD and systems thinking and have not integrated it optimally into electronic learning media, despite having an interest in applying the concept in the learning process. These findings show that the implementation of ESD in primary schools still requires a clearer and more contextual framework in order to be applied in learning. Meanwhile, research by (Septiani, 2023) shows that climate change-based ESD in social studies education can develop understanding, mitigation, and adaptation to climate change through reflective thinking skills that encourage learners to act locally to support global sustainability. However, the research focuses on the integration of ESD in social studies education and has not examined its relationship with global citizenship competence and Pancasila values.

Furthermore, research by Ubaidillah (2025) shows that educational innovation in Islamic boarding schools through the integration of digital literacy, entrepreneurship, learning technology, and the use of digital waqf has the potential to support the achievement of SDG 4 on quality education. However, the research focuses on modernizing the Islamic boarding school education system and has not discussed the integration of sustainable development goals with global citizenship competencies and Pancasila values in elementary school learning. Research by (Agustin & Nugraheni (2024) shows that teacher empowerment through continuous professional training, the use of educational technology, SDGs-based curriculum development, school leadership, teacher collaboration, and parental and community involvement contribute to improving the quality of education and achieving SDG 4. However, the research focuses more on teacher capacity building strategies and has not developed a learning framework that integrates the SDGs, global citizenship, and Pancasila values in an integrated manner. In addition, research by Untari et al (2024) shows that global citizenship education needs to be integrated into the curriculum through thematic learning, collaborative projects, and the use of technology to develop cultural awareness, global identity, social responsibility, and students' critical thinking skills in dealing with global issues. However, the research focuses on the development of global citizenship competencies and has not examined how these competencies can be linked to the sustainable development agenda (SDGs) and Pancasila values in one comprehensive learning framework. Based on these various studies, it can be concluded that studies on ESD focus more on the development of sustainability competencies and their implementation in certain subjects, SDGs research emphasizes improving the quality of education and learning innovation, while GCED research is oriented towards developing global citizenship awareness and competence. Although they have a strong conceptual connection, these three aspects are still widely studied separately. Until now, there is still limited research that integrates the Sustainable Development Goals (SDGs), Global Citizenship Education (GCED), and Pancasila values in one Education for Sustainable Development (ESD) framework, especially in the context of learning Civic Education in elementary schools. Therefore, this study aims to analyze the relationship between the SDGs, global citizenship, and Pancasila values in the context of basic education, examine the role of Civic Education as a vehicle for ESD implementation, and formulate an ESD

framework that integrates these three components in the learning of Civic Education in elementary schools.

## 2. METHODS

This study employed a descriptive qualitative approach to analyze the integration of the Sustainable Development Goals (SDGs), Global Citizenship Education (GCED), and Pancasila values in Civic Education (PKn) learning at the elementary school level. This approach was chosen to gain an in-depth understanding of how these values are implemented within the teaching and learning process.

### 2.1 Participants

The participants consisted of 18 individuals selected through purposive sampling. They included six elementary school teachers and twelve students from three elementary schools that had implemented the Merdeka Curriculum. The teacher participants were selected based on the criteria of having at least five years of teaching experience and being directly involved in Civic Education (PKn) instruction. Meanwhile, the student participants were drawn from Grades V and VI, as students at these levels generally possess sufficient cognitive and social development to understand social, environmental, and citizenship issues relevant to the study. Participant selection also considered their involvement in learning activities that incorporated Pancasila values, Sustainable Development Goals (SDGs), and Global Citizenship Education (GCED). This study did not aim to achieve statistical generalization; rather, it sought to obtain an in-depth understanding of how SDGs, GCED, and Pancasila values are integrated into Civic Education learning. Therefore, the number of participants was determined according to the requirements of qualitative research, which emphasizes the richness and depth of data rather than sample size.

Table 1. Characteristics of Research Participants

Code	Status	Gender	Grade	Teaching Experience
G1	Teacher	Female	–	15 years
G2	Teacher	Male	–	12 years
G3	Teacher	Female	–	10 years
G4	Teacher	Female	–	8 years
G5	Teacher	Male	–	7 years
G6	Teacher	Female	–	18 years
S1	Student	Male	Grade V	–
S2	Student	Female	Grade V	–
S3	Student	Male	Grade V	–
S4	Student	Female	Grade V	–
S5	Student	Male	Grade V	–
S6	Student	Female	Grade V	–
S7	Student	Male	Grade VI	–
S8	Student	Female	Grade VI	–
S9	Student	Male	Grade VI	–
S10	Student	Female	Grade VI	–
S11	Student	Male	Grade VI	–
S12	Student	Female	Grade VI	–

### 2.2 Data Collection

Data were collected through classroom observations, semi-structured interviews, and document analysis. Observations were conducted to directly examine the implementation of Civic Education

(PKn) learning, particularly activities related to Pancasila values, sustainable development issues, and global citizenship competencies. Semi-structured interviews were carried out with teachers and students to obtain in-depth information regarding their understanding, experiences, and learning practices relevant to the focus of the study. In addition, document analysis was conducted on various instructional documents, including teaching modules, learning materials, lesson plans, and other supporting documents related to the implementation of the Merdeka Curriculum and Civic Education.

### 2.3 Data Analysis

Data were analyzed using the interactive analysis model proposed by Miles, Huberman, and Saldaña, which consists of three stages: data reduction, data display, and conclusion drawing. During the data reduction stage, observation notes, interview transcripts, and documentary evidence were transcribed, coded, and selected based on their relevance to the research objectives. The reduced data were then organized and displayed in the form of matrices, categories, and themes that illustrated the relationships among the Sustainable Development Goals (SDGs), Global Citizenship Education (GCED), and Pancasila values within Civic Education learning. In the final stage, conclusions were drawn and an integrative framework was developed based on the patterns, relationships, and themes emerging from the data. To ensure the trustworthiness of the findings, source triangulation and methodological triangulation were employed by comparing evidence obtained from observations, interviews, and document analysis.

## 3. RESULTS AND DISCUSSION

### 3.1 Integration of Sustainable Development Goals (SDGs) Issues in Civic Education Learning

The results of interviews and observations show that teachers have integrated various issues that are in line with the Sustainable Development Goals (SDGs) in the learning of Civic Education (PKn). The integration is carried out through discussions on environmental issues, school cleanliness, energy saving, reducing the use of plastic, and strengthening students' social responsibility. Teachers view that SDGs values need to be introduced from an early age through learning activities that are close to students' lives. One of the teachers explained: *"I understand the SDGs as a sustainable development goal that needs to be introduced early to students. In learning PKn, I associate it with concern for the environment, healthy living, and mutual respect."* (Teacher Interview 1). The findings were strengthened by the results of observations showing that teachers associate the material on citizens' rights and obligations with environmental issues, school cleanliness, energy saving, and waste management. Teachers also use pictures and videos about environmental pollution to help students understand the impact of environmental damage on human life. The implementation of the SDGs is also seen through project-based learning activities. Teachers provide opportunities for students to engage in activities oriented towards solving environmental problems around the school. As one of the teachers said: *"Project-based learning provides space for students to solve environmental and social problems around them. Students create waste sorting programs and energy-saving campaigns at school."* (Teacher Interview 3). From the students' perspective, the integration of sustainability values is reflected in their understanding and daily behavior. One of the students explained: *"We learned to dispose of waste in its proper place and reduce the use of plastic."* (Student Interview 1). When asked why it is important to protect the environment, students stated: *"So that the environment is clean and does not cause flooding."* (Student Interview 1). The results of the observation showed that students were able to explain the importance of maintaining environmental cleanliness, saving water and electricity use, and reducing the use of single-use plastics. In addition, some students shared their experiences in reforestation and tree planting activities at school. One of the students said: *"Once, we planted trees in the school yard."* (Student Interview 6).

Based on these findings, it can be concluded that the implementation of SDGs in PKn learning is not conveyed as an abstract concept, but is realized through contextual learning activities that encourage students to understand the relationship between daily actions and environmental sustainability. These findings show that PKn learning has been a means to foster sustainability awareness since elementary school age. The results of the study show that teachers have integrated various issues relevant to the Sustainable Development Goals (SDGs) into the learning of Civic Education (PKn), especially those related to environmental awareness, waste management, energy saving, and social responsibility. Although some teachers do not explicitly use the term SDGs in the learning process, the values contained in the sustainable development goals have been implemented through various learning activities that are contextual and close to the lives of students. These findings show that the integration of SDGs in elementary schools is more manifested in the form of practice and habituation than formal mastery of concepts. The findings also inform that teachers view sustainability issues as an integral part of civic learning. Learning is not only directed to understand the rights and obligations of citizens, but also builds students' awareness of the responsibility of maintaining the environment and sustainable social life. Activities such as waste sorting, school greening, reducing plastic use, and energy-saving campaigns show that there are efforts by teachers to connect PKn materials with real problems faced by the community. This approach is in line with the principles of Education for Sustainable Development (ESD) which emphasizes the importance of connecting learning with real-life challenges so that students are able to make responsible decisions for the environment and society. The findings of this study strengthen the results of the research Salam & Hamdu (2022) which states that the implementation of ESD in elementary schools still requires a more contextual approach so that it is easy to understand and apply by teachers and students. The results of this study show that teachers have implemented ESD values in learning practices even though they have not fully used ESD or SDGs terminology explicitly. This condition shows that the implementation of continuing education in elementary schools can develop through a practical approach that departs from daily problems that are close to the experience of students.

These findings are in line with research Nursofa & Hamdu (2021) which shows that the implementation of Education for Sustainable Development (ESD) in the 2013 Curriculum in Civic Education (PKn) learning has integrated Sustainable Development Goals (SDGs) issues, particularly those related to environmental awareness, waste management, energy conservation, and social responsibility, although not always explicitly using the term SDGs; This integration is more realized through contextual learning practices that are close to the lives of students, so that sustainability values are reflected in real activities such as waste sorting, school greening, plastic reduction, and energy-saving campaigns, which at the same time strengthens the finding that ESD learning, especially on the issue of climate change, still faces limited learning media because only a small number of schools have special media. While others rely on teachers' initiatives in developing media independently to connect environmental, social, and economic aspects in a balanced manner in learning. This shows that learning community service can be an effective medium to foster environmental awareness from an early age. So it can be concluded that PKn learning has strategic potential as a vehicle for the implementation of SDGs in elementary schools. Through contextual, participatory, and experiential learning, learners not only understand sustainability issues, but are also encouraged to implement behaviors that support sustainable development in daily life. These findings also confirm that the integration of SDGs in civil society is an important step in realizing Education for Sustainable Development (ESD) that is relevant to the needs of students and the challenges of the 21st century.

### **3.2 Development of Global Citizenship Competencies in Civic Education Learning**

The results of the interviews show that teachers view global citizenship as an individual's consciousness to be part of a world community that has responsibility for various global issues

without losing their national identity. Teachers integrate the values of global citizenship through learning that emphasizes tolerance, respect for diversity, cooperation, peace, human rights, and concern for global issues. The value of tolerance is one of the most frequently developed aspects in PKn learning. Teachers accustom students to respect differences in religion, ethnicity, culture, and opinions. As one of the teachers put it: *"I usually give examples that are close to the student's life, for example respecting friends of different religions, ethnicities, or customs. In class discussions I always emphasize that every student has the same right to express their opinions."* (Teacher Interview 1). The teacher also explained that students are starting to get used to listening to their friends' opinions even though they have different views. These findings show that PKn learning is a means to foster mutual respect and openness to differences. In addition to tolerance, diversity is also an important theme in learning. Teachers introduce various cultures, regional languages, traditional clothing, and traditions in Indonesia as a form of strengthening identity as well as appreciation for differences. One of the teachers stated: *"I introduced various cultures, regional languages, traditional clothing, and traditions in Indonesia. I want students to understand that diversity is the wealth of the nation that must be maintained."* (Teacher Interview 2). In the aspect of cooperation, teachers apply collaborative learning through group work and joint projects. One form of activity carried out is a school environment cleanliness campaign that requires students to work together in planning and carrying out activities. The teacher explained: *"I often use group and project work methods. For example, when students conduct a school environment cleanliness campaign, they must work together in planning and carrying out activities."* (Teacher Interview 3)

Teachers also integrate various global issues in learning, especially those related to climate change, environmental pollution, excessive use of plastics, and the conservation of natural resources. According to teachers, it is important to introduce these issues from elementary school so that students have awareness of the challenges that will be faced in the future. *"Because students are the generation that will face the impact of various global problems in the future. They need to have awareness from an early age in order to contribute to finding solutions."* (Teacher Interview 4). Other findings show that peace and human rights education is also part of civic learning. Teachers accustom students to resolve conflicts through good deliberation and communication and introduce the rights and obligations that each individual has. One of the teachers said: *"I teach peaceful conflict resolution through deliberation and good communication."* (Teacher Interview 5) Meanwhile, another teacher explained: *"I introduced the right to education, the right to play, the right to opinion, and the obligation to respect the rights of others."* (Teacher Interview 6). In particular, teachers understand global citizenship as an awareness to be part of a world society that remains based on Pancasila values. The teacher assessed that the values of humanity, unity, and justice contained in Pancasila are in accordance with the principles of global citizenship. *"Pancasila values such as humanity, unity, and justice are very relevant to the concept of global citizenship. Both emphasize respect for fellow human beings."* (Teacher Interview 2). Based on these findings, it can be concluded that the development of global citizenship competencies in civic education learning is realized through strengthening tolerance, respect for diversity, cooperation, concern for global issues, culture of peace, respect for human rights, and the integration of Pancasila values as a moral foundation in understanding global life. The results of the study show that PKn learning has contributed to developing global citizenship competencies through strengthening the values of tolerance, respect for diversity, cooperation, peace, human rights, and concern for global issues. These findings indicate that teachers are not only oriented towards the formation of national identity, but also seek to prepare students to be able to live and participate in an increasingly globally connected society. The attitude of tolerance and appreciation for diversity developed through class discussions and the introduction of regional cultures shows that there are efforts to build awareness that differences are an inseparable part of people's lives.

These findings are in line with the concept of Global Citizenship Education (GCED) which emphasizes the importance of respect for cultural diversity, identity, and perspectives as the basis for creating a peaceful and inclusive life. The results of this study also reinforce the findings Untari et al (Untari et al., 2024) which states that global citizenship education needs to be integrated into the curriculum to develop students' cultural awareness, global identity, social responsibility, and critical thinking skills. In this study, the integration is seen through learning that connects students' lives with various global issues, such as climate change, environmental pollution, and humanity. Thus, students not only understand the problems that occur in the surrounding environment, but also begin to realize the relationship between local actions and their impact on global life. Findings on cooperation and project-based learning show that global citizenship competencies are not only developed in the realm of knowledge, but also in the realm of social skills. Through collaborative activities, students learn to communicate, respect the opinions of others, resolve differences constructively, and work together to achieve common goals. This competence is an important part of the character of global citizens who are able to actively participate in solving various problems together. These findings are in line with research Mohanty et al (2024) which affirms that Global Citizenship Education (GCED) is not only oriented towards the mastery of knowledge about global issues, but also on the development of social skills, collaboration, empathy, and the ability to participate in the lives of diverse people. In addition, the research Dill (2018) It shows that collaborative and participatory learning activities provide real experiences for students to develop the skills of dialogue, cooperation, and social responsibility which are the main competencies of global citizens. In addition, learning about peace and human rights shows that teachers strive to instill the universal values that are the foundation of global citizenship. Conflict resolution through deliberation and respect for the rights of each individual helps students understand the importance of peaceful coexistence in a diverse society. These values have a strong relevance to the goals of sustainable development, especially in realizing an inclusive, just, and peaceful society (Singh & Singh, 2024). The results of the study show that the development of global citizenship is not positioned as a concept separate from national identity. Guru views that the values of Pancasila, especially humanity, unity, and social justice, are the main foundation in understanding and applying the principles of global citizenship. These findings show that community service learning is able to bridge the need to form global citizens who are open to diversity while maintaining a strong national identity. Thus, global citizenship in the Indonesian context is not interpreted as the elimination of national identity, but as an expansion of social responsibility rooted in the values of Pancasila.

### **3.3 Pancasila Values as the Normative Foundation for the Integration of SDGs and Global Citizenship in Civic Education Learning**

The results of interviews and observations show that Pancasila values are the main foundation in learning Civic Education (PKn). Teachers not only teach Pancasila as a conceptual material, but also integrate it into various learning activities and students' daily lives. The values of divinity, humanity, unity, populism, and social justice are instilled through habituation, discussions, collaborative projects, and activities that encourage students' active participation. Teachers view that understanding of Pancasila needs to be realized in the form of real behavior. One of the teachers explained: *"I not only explained the content of the precepts of Pancasila, but also related it to the daily behavior of students. For example, when students help friends who are struggling with learning, I associate it with the values of humanity and mutual cooperation."* (Teacher Interview 1). Other teachers emphasized that Pancasila learning is carried out through stories, discussions, and case studies that are close to students' lives so that they are easier to understand and apply in daily life. *"I use simple stories, discussions, and case studies that are close to students' lives so that they can more easily understand the meaning of each precept."* (Teacher Interview 2). In addition to learning in the classroom, the cultivation of Pancasila values is also carried out through habituation. Teachers

accustom students to pray before studying, respect friends, maintain the cleanliness of the environment, and deliberate in making decisions together. *“Every day students are accustomed to praying, respecting friends, maintaining cleanliness, and deliberating in making class decisions.”* (Teacher Interview 3). The findings of the students' interviews show that they understand Pancasila as the basis of the state as well as a guideline for behavior in daily life. One of the students stated: *“Pancasila is the foundation of the Indonesian state which contains rules and values that we must do in our daily lives.”* (Student Interviews 1). Students are also able to relate each precept to the concrete behaviors they do at school, such as respecting friends of different faiths, helping friends who need help, deliberating in choosing class leaders, and treating all friends fairly. The observation results reinforce these findings. In the gotong royong activity to clean the school environment, students work together to clean the yard, sweep the classroom, and tidy up the school garden. The teacher explained that the activity was the implementation of the third precept of Pancasila through the spirit of unity and mutual cooperation. Observations also show that students actively help each other regardless of their friends' backgrounds. The integration of Pancasila values with the sustainable development goals (SDGs) is also seen in learning. Teachers connect the issues of environmental cleanliness, respect for the right to learn, and social responsibility with the values of social justice and concern for others.

*“Many SDGs goals are in line with the values of Pancasila. For example, the goal of quality education is related to the fifth precept, while concern for the environment is related to social responsibility as a citizen.”* (Teacher Interviews 4).

The teacher also explained that students began to understand the relationship between mutual cooperation, environmental concern, and social justice as part of sustainable development. In addition, Pancasila values are used as a foundation in understanding various global issues. When discussing climate change, conflicts, and humanitarian issues, teachers relate it to the values of humanity, peace, and justice contained in Pancasila. *“When discussing climate change or conflicts between countries, I explained that the values of humanity, peace, and justice in Pancasila can be a guideline for dealing with various global problems.”* (Teacher Interviews 6). Based on the results of interviews, observations, and documentation, it can be concluded that Pancasila values function as a moral foundation that connects the sustainable development goals (SDGs) and global citizenship competencies in civic learning, as well as a citizen of the world. The results of the study show that Pancasila values are the main foundation in the implementation of PKn learning that is oriented towards sustainable development and global citizenship. These findings can be seen from various learning activities that connect the values of divinity, humanity, unity, people, and social justice with issues relevant to the SDGs and Global Citizenship Education (GCED). Thus, Pancasila not only functions as a national identity, but also as a framework of values that guides students in understanding and responding to various global challenges. The findings also explain that teachers emphasize internalizing values rather than just mastering concepts. Through habituation, discussion, case studies, deliberations, and collaborative projects, students are invited to apply Pancasila values in their daily lives. This approach is in line with the goal of Civic Education which not only develops civic knowledge, but also civic skills and civic dispositions. The integration of Pancasila values with the SDGs can be seen in various activities that encourage concern for the environment, respect for the right to learning, cooperation, and social responsibility. These findings show that the values of Pancasila have substantive alignment with the principles of sustainable development, especially those related to quality education, healthy living, equality, and environmental sustainability. Therefore, Pancasila can function as a bridge that connects the global development agenda with Indonesia's social and cultural context. The results of the study also show that teachers use Pancasila values as a basis for discussing various global issues, such as climate change, conflict, and humanitarian issues.

These findings reinforce the view Usman & Kadir (2025) that global citizenship should not be understood as a concept that is contrary to national identity. Instead, global citizenship can be developed through local values that have lived and flourished in society. In the Indonesian context, the values of humanity, unity, deliberation, and social justice contained in Pancasila provide a strong basis for the development of global citizenship competencies. The main contribution of this research lies in the finding that SDGs, GCED, and Pancasila values form an integrative and mutually reinforcing relationship in PKn learning. SDGs provide context for sustainability issues, GCED develops global citizenship competencies, while Pancasila acts as a foundation of values that direct students in understanding and responding to various local and global problems. Therefore, the integration of these three aspects can be the basis for the development of Education for Sustainable Development (ESD) that is contextual, relevant, and in accordance with the characteristics of Indonesian education. This study shows that the implementation of Education for Sustainable Development (ESD) in elementary schools can be carried out effectively through the integration of Sustainable Development Goals (SDGs) issues, the development of global citizenship competencies, and the strengthening of Pancasila values in PKn learning, thereby providing an alternative learning framework that allows teachers to connect global issues with local contexts in a meaningful way, and ultimately form a Students who have character, have a concern for sustainability, and are ready to actively participate in the life of the global community.

#### 4. CONCLUSION

This study shows that the integration of Sustainable Development Goals (SDGs), Global Citizenship Education (GCED), and Pancasila values in the learning of Civic Education (PKn) in elementary schools can be a model for the implementation of Education for Sustainable Development (ESD) that is contextual and relevant to the needs of 21st century education. SDGs function as a learning context that presents various sustainability issues that are close to students' lives, GCED develops global citizenship competencies such as tolerance, cooperation, social concern, and respect for diversity, while Pancasila values become the moral foundation that directs students in understanding and responding to various local and global challenges. The results of the study show that the three components are not taught separately, but are integrated in various learning activities such as mutual cooperation, environmental projects, diversity discussions, and class deliberations. Through these activities, students not only gain an understanding of sustainable development issues, but also develop character, civic competence, and social responsibility based on Pancasila values. These findings confirm that the development of global citizens does not have to reduce national identity, but can be strengthened through the internalization of national values. The implications of the study show that the integration of SDGs, GCED, and Pancasila can be a reference in curriculum development and PKn learning in elementary schools. Teachers can use sustainability issues as a learning context that encourages students to think critically, participate actively, and have concern for the environment and society.

In addition, the results of this study contribute to the implementation of ESD by offering a learning framework that connects global issues with local contexts so that it is easier for students to understand and apply. This research has several limitations, namely it is carried out in a limited school scope so that the results cannot be generalized in all basic education contexts in Indonesia. In addition, this study uses a qualitative approach so that it emphasizes more on an in-depth understanding of the learning process than quantitative measurement of effectiveness. Based on these limitations, the recommendation for further research is to expand the research location on various characteristics of different schools and regions to obtain a more comprehensive picture. Further research can also use a mixed methods approach or experiment to measure the effectiveness of the integration of SDGs, GCED, and Pancasila values on improving students' civic competence,

character, and sustainability awareness. In addition, further studies are needed on the development of ESD-based models, teaching tools, and assessments that are in accordance with the needs of PKn learning in elementary schools.

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