

Global Interconnections in Education on International Issues: Teacher Training at SMP Swasta Letjen Jamin Ginting's Berastagi

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ABSTRAK

Globalisasi telah membawa perubahan signifikan dalam berbagai aspek kehidupan, termasuk dalam dunia pendidikan. Guru, sebagai agen utama dalam proses pembelajaran, perlu memiliki pemahaman yang luas tentang isu-isu internasional guna membekali peserta didik dengan wawasan global yang kritis dan kontekstual. Program Pengabdian kepada Masyarakat (PkM) ini bertujuan untuk meningkatkan kapasitas guru dalam memahami serta mengajarkan isu-isu internasional melalui pelatihan yang komprehensif dan aplikatif. Kegiatan ini akan mencakup materi tentang dinamika hubungan internasional, tantangan global seperti perubahan iklim, hak asasi manusia, konflik geopolitik, serta strategi pembelajaran berbasis perspektif global. Pendekatan yang digunakan meliputi lokakarya interaktif, studi kasus, dan simulasi diplomasi yang memungkinkan peserta mengasah keterampilan berpikir kritis, analisis kebijakan, serta kemampuan komunikasi lintas budaya. Hasil yang diharapkan dari pelatihan ini adalah meningkatnya kompetensi guru dalam mengintegrasikan isu-isu global dalam kurikulum sekolah serta mendorong terbentuknya lingkungan belajar yang inklusif dan responsif terhadap tantangan dunia. Dengan demikian, program ini tidak hanya memperkuat pemahaman guru tentang hubungan internasional tetapi juga berkontribusi dalam menciptakan generasi yang memiliki kesadaran global dan siap menghadapi tantangan masa depan.

Kata Kunci : Globalisasi, Isu Internasional, SDG's, Pendidikan Global, Pelatihan Guru, Berastagi

ABSTRACT

Globalisation has brought significant changes in various aspects of life, including in education. Teachers, as the leading agents in the learning process, need to have a broad understanding of international issues to equip students with critical and contextualised global insights. This community service programme aims to enhance teachers' understanding and ability to teach international issues through comprehensive and practical training. This activity will cover materials on the dynamics of international relations, global challenges such as climate change, human rights, geopolitical conflicts, as well as learning strategies based on global perspectives. The approach employed includes interactive workshops, case studies, and diplomacy simulations that enable participants to refine their critical thinking, policy analysis, and cross-cultural communication skills. The expected outcome of the training is increased teacher competence in integrating global issues in the school curriculum and promoting an inclusive learning environment that is responsive to world challenges. Thus, this programme not only strengthens teachers' understanding of international relations but also contributes to creating a generation with global awareness and the readiness to face future challenges.

Keywords : Globalization, International Issues, SDG's, Globalization of Education, Teacher Training, Berastagi

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1. INTRODUCTION

In an increasingly dynamic era of globalization, interconnectivity and shifting international policies have had significant impacts on various aspects of life, including Education. Education is now required not only to teach academic knowledge, but also to equip students with essential skills. Secondary school is a crucial learning environment for adolescents, especially during the transition phase to adulthood. This is where students not only gain academic knowledge, but are also moulded to have global insights and awareness. Through various learning programs and extracurricular activities, secondary schools play an important role in instilling the values of tolerance, diversity, and respect for different cultures and value systems.

However, in reality, the implementation of global Education in this school still faces some obstacles. Many teachers lack in-depth exposure and understanding of the evolving international issues. The curriculum that has been implemented tends to focus more on local and national materials, thereby limiting the opportunity to introduce global dynamics to students. Therefore, strategic efforts are needed to increase the capacity of teachers through intensive training that carries the theme of global interconnection in Education. The community service activities conducted by this lecturer aim to empower educators to integrate international issues into their teaching, enabling students to develop a holistic and global understanding.

The Sustainable Development Goals (SDGs), with the theme of Education, are found in point 4 (SDGs) and are 'Ensure inclusive and equitable quality education and increase lifelong learning opportunities for all' (Situmeang et al., 2021). One of the primary targets in SDG 4 is to Improve Teacher Quality, namely, providing training and capacity building for educators.

At SMP Swasta Letjen Jamin Ginting's Berastagi, teacher training covers several important aspects, including:

1. Submission of Global Issues Material: Teachers are provided with insights into various global issues, including climate change, geopolitical conflicts, human rights, and international economic trends. The current curriculum does not fully connect local aspects with global dynamics, so teachers still struggle to convey the international context to students.
2. Application of Interactive Learning Methods: Teachers are trained to apply more innovative and interactive learning approaches to help students develop analytical, critical, and problem-solving skills related to global issues. Thus, teaching is not only theory-based but also linked to real practices at the global level.
3. Comprehensive Understanding of International Issues: Teachers are equipped with strategies that enable them to explain international issues more thoroughly, so that students can understand how global events affect their daily lives and the development of science and technology.
4. Provision of International Learning Resources: Teachers are encouraged to utilize international learning resources to ensure that the material presented is always relevant and

up-to-date. Increased access to digital teaching materials, international journals, and online learning platforms is one way to enrich the learning process with a global perspective.

5. Strengthening Intercultural Competence and Global Adaptation: In facing global challenges, teachers need to possess intercultural skills and the ability to adapt to rapid international changes. Therefore, systematic and applicable training is needed to assist teachers in developing learning strategies that not only increase knowledge but also train cross-cultural communication and critical thinking. Gain global insight and the ability to think critically in dealing with international issues (Bakiyah, 2022). SMP Swasta Letjen Jamin Ginting's Berastagi, as a secondary education institution with a strategic role in shaping the character and readiness of the younger generation, is an ideal place to integrate global perspectives into the learning process.

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2. METHOD OF IMPLEMENTATION

The implementation of this Community Service (PKM) activity was designed in a structured manner to ensure that the process of transferring knowledge and skills to the SMP Swasta Letjen Jamin Ginting teachers in Berastagi took place optimally. The series of activities were carried out in three stages, namely: (1) conducting a literature study on the topics raised in the training, (2) determining the implementation time and duration of community service activities together with the implementation team, and (3) determining the method or approach to be used and preparing the material to be delivered in community service activities.

The first stage of the PkM implementation involved conducting an in-depth literature study to strengthen the theoretical basis of the training theme, specifically 'Global Interconnections in Education on International Issues'. This literature study provides an important foundation, ensuring that the material delivered to teachers is relevant, current, and aligned with global developments. This literature study was conducted to gain an understanding of the concept of global interconnection in education. Then, identify international issues that have a direct or

indirect impact on the world of education and align the training materials with the goals of the SDGs, especially SDG 4 on quality education.

In the analysis process, content analysis was conducted after collecting data from the literature to identify the relationship between concepts, relevance to the local context (Brastagi), and the readiness of teachers as beneficiaries. The results of this analysis were then synthesised into a holistic and applicable training material structure. Thus, producing a basic framework of training materials that includes:

1. Introduction to the SDGs and Global Education
2. International Issues (Climate Change, Human Rights, Environmental and Gender Issues)
3. Interactive learning strategies based on Global Issues

The second stage involves determining the time and technical planning of activities with the implementation team, ensuring the readiness of all parties involved and the efficiency of implementation in the field. The implementation team consists of lecturers and students coordinating with each other in developing an implementation plan and responsibilities based on the capacity and experience of the members (students).

The implementation of the service activity took place on Saturday, 8 February 2024, from 09:00 to 12:30 WIB, attended by 14 participants from SMP Swasta Letjen Jamin Ginting's Berastagi. Activities in the form of two-way delivery of material, group discussions, and questions and answers involving all participants present. Technically, the preparation of locations and equipment is coordinated with the school for the use of classrooms, projectors and other facilities. The results of the activity, which was scheduled in detail, included all activities ranging from opening, delivery of materials, ice-breaking, discussion, to question-and-answer sessions.

The final stage is the core of activity planning, which involves designing training methods and compiling materials to be delivered to participants. This preparation was based on the results of the literature study and the needs of the participants. The method chosen was a combination of interactive lectures, group discussions, case studies and diplomacy simulations. This approach was chosen to encourage active participation and enhance contextual understanding.

The three stages were integrated and became the basis for the success of the Community Service activities carried out at SMP Swasta Letjen Jamin Ginting's Berastagi. With this systematic approach, the activity is not only ceremonial but also has a real impact on increasing teachers' capacity to integrate global issues into the school learning process.

3. RESULTS AND IMPACT OF IMPLEMENTATION

The implementation of Community Service (PKM) activities at SMP Swasta Letjen Jamin Ginting's Berastagi yielded various positive results, not only increasing the knowledge of teachers but also contributing to changes in learning patterns at the school. This activity reflects the success of the PkM programme as a concrete manifestation of the Tri Dharma of Higher Education in bridging the community's needs with the scientific capacity of academics. Based on the pre- and post-training evaluation results, there was a significant increase in the teachers' understanding of global issues, including climate change, human rights, geopolitical conflicts, and economic

globalization. This result is evident from the pre- and post-training questionnaires and the teachers' active participation in the discussion sessions. The teachers demonstrated an increased awareness and interest in international relations, which were previously considered less relevant in the context of junior high school learning.

This activity enables teachers to redesign lesson plans that incorporate international issues into their local curriculum. Approaches such as international case studies, global thematic discussions and utilisation of digital resources become part of more relevant and contextualised learning. This innovation makes it easier for students to relate learning to the real conditions of the global world.

Through teaching simulations and role-play methods, teachers gain practical experience in managing multicultural and heterogeneous classes. They learnt to link local values with global issues, creating learning that is more inclusive and sensitive to cultural differences. This helps instil the value of tolerance and diversity in students.

This activity also encourages teachers to be more active in using technology and online learning resources. Training materials based on digital platforms, such as international learning videos, electronic journals, and online modules, open teachers' eyes to the importance of digital literacy in 21st-century learning. This community service activity has an impact that can be seen both in the short and long term. In the short term, the training was successful in encouraging genuine changes in the attitudes and learning approaches adopted by the teachers. They began to be more open and reflective in delivering learning materials, and showed increased confidence when presenting international topics in the classroom. Close working relationships also began to form between lecturers, students, and teachers, creating an ecosystem of mutually supportive partnerships in the training and professional development process.

In addition, during the implementation of the training activities, a very inclusive and participatory atmosphere was created, where all participants felt comfortable being actively involved in every session organized. The atmosphere provided an open space for teachers to express their opinions, share their views, and discuss various educational issues, including the challenges they face in teaching and learning. Not only that, the training also became a forum for collaborative learning, where participants could exchange experiences and enrich each other's insights through productive interactions. This supportive and enthusiastic environment proved capable of triggering deep reflective thinking on the learning practices implemented in the classroom.

In terms of long-term impact, this Community Service activity has great potential to encourage a thorough and sustainable integration of global perspectives into the learning system at SMP Swasta Letjen Jamin Ginting's Berastagi. Although the application of the materials and approaches introduced in the training has not been fully implemented evenly by all teachers, early indications suggest an interest and commitment to incorporating these methods into routine teaching strategies. If the adoption process is consistent and sustainable, the learning system in the school can evolve in a more open and globalised direction. The teaching and learning process is no longer limited to the local context, but also includes international dynamics that are relevant to the times.

Moreover, the training opened new horizons for schools in their curriculum renewal efforts. There is a strategic opportunity to develop a curriculum that integrates the principles of the Sustainable Development Goals (SDGs), particularly in the areas of quality education and equality. In addition, global citizenship education can also serve as the primary framework for shaping the character of students who are not only academically intelligent but also possess empathy, social awareness, and the ability to actively contribute to the global community. With this approach, students are not only prepared to face in-class exams, but also real-life challenges that are complex and cross national boundaries.

The impact was also felt by the students, who demonstrated an increased awareness of the importance of critical thinking and a mastery of global skills in navigating the dynamics of the times. In addition, this activity has great potential to be replicated in other schools, especially in the North Sumatra region, as a model of a relevant, applicable, and impactful globalization-based teacher training program. Thus, this PkM activity is not only temporary, but becomes the foundation for strengthening the capacity of teachers and sustainably renewing the education system.

1. Supporting Factors

The high level of participation from the teachers was evident throughout the activity. They showed enthusiasm through active engagement in discussions, as well as readiness to accept and explore various innovations in learning methods. Their openness to new approaches and ability to adjust to the dynamics of global education.

In addition, the success of this activity cannot be separated from the solid cooperation between lecturers and students as the implementation team. The well-established collaboration yielded synergy in designing the concept of activities, compiling training materials, and ensuring that the training ran effectively and by the predetermined objectives

Support from the school also played a crucial role in the smooth operation of this activity. The school's commitment is reflected in the provision of various facilities needed, both in terms of logistics such as training rooms and equipment, as well as from the administrative side, including granting permits, internal coordination, and active participation in the preparation of the activity agenda. All of these contributions demonstrate that the school has a strong commitment to enhancing the capacity of educators through collaboration with universities.

2. Inhibiting Factors

The implementation of the training faced several obstacles, one of which was the limited duration of the activity, which caused some of the material to be delivered incompletely and had to be simplified or transferred through online methods. In addition, the lack of access to internet networks and limited technological devices in the school environment also became obstacles in optimising the delivery of digital materials.

Based on the implementation of the activity, this community service activity provides the following results:

- a. Pre- and post-training evaluation results showed a significant increase in teachers' understanding of international issues and the concept of globalisation.
- b. Teachers successfully developed and designed new learning strategies that integrate global perspectives into the local curriculum. Many teachers started to apply case study approaches, thematic discussions, and the use of digital learning resources to present international materials
- c. Through teaching simulations and role plays, teachers gained skills in managing multicultural classrooms and were able to link local values with global dynamics, thus creating a more inclusive learning environment
- d. This activity also provides an opportunity for teachers to form a forum for discussion and collaboration among peers. This forum aims to share experiences and best practices, thus supporting efforts to develop globalised learning sustainably.

Several factors support the implementation of this community service activity, including the enthusiasm of the participants and their active involvement, which ensures the activity runs smoothly and effectively. On the other hand, there are inhibiting factors in the implementation of activities, namely the limited time of the workshop and the lack of infrastructure, such as internet access, at SMP Swasta Letjen Jamin Ginting in Berastagi.



Picture 1. Documentation of material delivery, ice-breaking by students, and discussion.

4. CONCLUSION

Based on the analysis of the results of the activities, it can be concluded that the training activities have successfully increased teachers' understanding of international issues and global dynamics relevant to the educational context. The level of active teacher participation and the participants' knowledge showed a significant increase in each session, as reflected in the pre- and

post-training evaluation results. Teachers have acquired various interactive teaching strategies and techniques, such as case studies, group discussions, and intercultural simulations that enable them to integrate global values into the teaching and learning process. This is expected to stimulate students' critical and analytical thinking skills.

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