



## Feasibility Analysis of Global Perspective Textbook Used in Primary School Teacher Education Department, Sarjanawiyata Tamansiswa University, Indonesia

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### Abstract

*A global perspective is a very important lesson to be taught at primary, secondary and tertiary education levels. However, a global perspective is only given at the higher education level. Apart from that, teaching a global perspective really requires supporting facilities and infrastructure, one of which is textbooks. The Global Perspective textbook can increase students' knowledge about the world, train students' sensitivity and concern for world developments in all its aspects, encourage students to know more about global problems/issues, and train analytical critical thinking as global citizens. The objectives of this research are: (1) To determine the feasibility of global perspective textbook content used in lectures at PGSD UST; (2) to determine the feasibility of the language aspects of the Global Perspective book used in lectures at PGSD UST. This research was conducted at PGSD Sarjanawiyata Tamansiswa University, Yogyakarta which was carried out in June-October 2023. This research used a qualitative method with a descriptive approach using content analysis techniques. Data collection uses direct observation techniques, reading, marking and documentation. Data collection instruments used book content feasibility sheets and language feasibility observation sheets. Data analysis includes observation data analysis of the appropriateness of the book's content and appropriateness of the language, analysis of the readability level of reference books based on the Fry Chart. The results of this research are: (1) In terms of content feasibility, the Global Perspective textbook by Dwi Wijayanti has 75% conformity with CMPK and 80% with Sub-CPMK which is in the feasible category. (2) from a linguistic perspective, several grammatical errors were found in both Indonesian and English texts. Linguist validation results showed that 22 spelling errors were found for the Indonesian text and 4 errors were found for the English text. The results of the readability level using Fry graphic analysis show that based on the 10 paragraphs analyzed, it was found that 4 samples met the appropriate criteria (40%) and 6 samples met the difficult criteria (60%). Meanwhile, for English texts with the same paragraph content, it was found that 6 samples (60%) met the difficult criteria and 4 samples (40%) met the appropriate criteria.*

### Introduction

Globalization is a special phenomenon in human civilization that continues to move in society. Globalization is characterized by the rapid development of science and technology so that it can fundamentally change the world. In other words, globalization implies the disappearance of a situation where various movements of goods and services between countries throughout the world can move freely and openly in trade and with the opening of one country to another country, not only goods and services enter, but also technology and consumption patterns. , education and cultural values so that globalization also influences youth in everyday life. Globalization has an influence on the lives of Indonesian people, especially in the world of

education. Education according to Law Number 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual, religious strength, self-control, personality, intelligence, morals, , as well as the skills needed by himself, society and the country. In this case, education has a big influence in facing the development of an increasingly advanced era. To be able to understand the problems that exist in the world and efforts to solve them, we must have broad insight through global education. One way to instill global insight and awareness in higher education is through global perspective courses. To support global perspective lectures, relevant textbooks are needed.

The Global Perspective textbook teaches cross-country insight, human relations in a global scope, the importance of education with a global perspective, global perspective in relation to social sciences, and global issues in relation to national interests. This aims to train the basic skills of students who are different from each other as world citizens. In fact, there are not many textbooks on global perspectives to be found. This is because the global perspective is only taught in education majors and is only taken once during the student's studies. Students consider global perspective as an unimportant subject so they are reluctant to read books and prefer to read from internet sources and other invalid sources when doing assignments. This research is in accordance with the target of the UST Strategic Plan which refers to the UST's vision and mission, namely "to be able to create a UST that is superior and has character in glorifying and intelligentizing the lives of nations in Southeast Asia by 2025". Character development of the academic community prioritizes Tamansiswa's cultural values and teachings, so that UST can establish itself as an advanced university and carry the name of Ki Hadjar Dewantara as the Father of National Education to the worldwide.

### **Analysis Concept**

According to the KBBI (Big Indonesian Dictionary) analysis is 1) an investigation into an event (an essay, action, etc.) to find out the actual situation (the causes, the problem, and so on). 2) breaking down a subject into its various parts and studying the parts themselves, as well as the relationships between parts to obtain a correct understanding and understanding of the meaning of the whole. 3) explanation after careful study. 4) problem solving that begins with an assumption of the truth. Analysis is an activity to look for a pattern. Analysis is also defined as a way of thinking related to systematic testing of something to determine the parts, the relationship between parts and their relationship to the whole (Sugiyono, in Islamiati, ddk 2019: 35).

According to Komarudin, (in Junaidi 2015: 282-283), analysis is an activity of thinking to reduce a whole into a component so that it can recognize the signs of components, relationships with one another and their respective functions in one whole. It can be concluded that analysis is an investigation activity into an event, to find out and solve a research object. This activity also pays attention to systematic analysis techniques.

### **Textbooks**

Textbooks have an important role in education. Textbooks are used as sources and learning media by teachers to transform knowledge and life values. The choice of textbooks is very important in relation to the quality of learning. If the teacher uses good textbooks, the quality of the learning carried out will also be good. However, if the textbooks used are not good, or even bad, then the learning objectives will be difficult to achieve.

Textbooks are an important and functional learning resource for students. Through this textbook, students can obtain knowledge information other than from the teacher. Textbooks provide detailed and clear descriptions of subjects according to the field of study, can provide neatly arranged study materials and provide questions as evaluation material for students. Textbooks can also motivate students to learn (Muslich, 2010 in Beril & Handatul (2018). For teachers, textbooks that are prepared and developed in accordance with the applicable curriculum will be very helpful in selecting material, as well as the process of presenting material. For students, the existence of a good textbook will be very helpful and expand the knowledge that has been gained through interaction in the classroom (Tarigan, 2009).

Textbooks are basic textbooks or what are often called mandatory books, which are the main reference books used by students and teachers in teaching and learning activities. This book contains learning materials selected and arranged regularly for one subject. The contents of the book are the minimum material that must be mastered by students at a certain level and type of education in accordance with the applicable curriculum content (Sitepu, 2012: 16).

Minister of National Education Regulation No.2 of 2008 concerning Books. Article 1 Paragraph 3 states that:

"Primary, secondary and tertiary education textbooks, hereinafter referred to as textbooks, are mandatory reference books for use in primary and secondary education units or tertiary institutions which contain learning material in the context of increasing faith, piety, noble character and personality, mastery science and technology, increasing sensitivity and aesthetic abilities, increasing kinesthetic abilities and health which are prepared based on national education standards."

From the definitions above, it can be concluded that textbooks are very important in the teaching and learning process. Textbooks are used as one of the main learning sources in the teaching and learning process in schools and universities. Textbooks are a learning resource whose contents are arranged and presented in such a way as to make it easier for students to learn.

### **Global Perspective Concept**

A global perspective is a way of viewing or thinking about an object from an international perspective. In the current era, humans live in an era where all technology is developing rapidly and increasingly progressing. So global education has a big influence on human life to be able to understand and think about global issues or problems and how to solve them. A global perspective is a study that instills a perspective and way of thinking about a problem, event or activity from the perspective of global interests, namely from the perspective of world or international interests (Sumaatmadja and Wihardit, 2007). The aim of giving a global perspective lesson according to Marryfield, 1977 are:

1. Encourage students to learn more about material and problems related to global issues.
2. Encourage teachers to study issues related to cross-cultural issues.
3. Develop and understand a global perspective in daily life and professional development.

Based on the objectives above, the role of the teacher is:

1. Provide knowledge to students about the importance of global knowledge in understanding certain problems.
2. Increase students' awareness and insight as a basis for taking actions that have a global impact.

3. Provide examples and role models in daily activities that have an influence on global problems.

Lee Anderson and Charlotte Anderson (1979) stated that preparing students to become good citizens must start from the various groups they are involved in, from the closest to the furthest, namely from local, national and global communities. The 5 main goals from a global perspective are:

1. Develop an understanding of their existence as individuals who form society.
2. Develop an understanding that they are members of the world community.
3. Develop an understanding that they are inhabitants of this planet Earth and their lives depend on this planet Earth.
4. Students must be given the understanding that they are active participants or actors in this global society.
5. Educate students to have the ability to live wisely and responsibly as individuals, as human beings, as people inhabiting this planet Earth, and as members of the global community.

From the opinions above, it can be concluded that the aim of studying a global perspective is to develop and understand the meaning of a global perspective both in everyday life and in developing one's profession. In studying the global perspective we also have to know about globalization, one of which is understanding the impact of globalization itself. And by studying a global perspective, we also aim to grow and increase awareness as an active participating world citizen. The following are some of the benefits of studying a global perspective.

1. Increase the insight and awareness of educators and students that we are not only residents of one area, but are dependent on other people in other parts of the world. Therefore, our attitude must reflect this "dependence attitude" which increases and expands our knowledge about the world, so that we can keep up with world developments so that we can keep up with world developments in various aspects, especially developments in science and technology.
2. Conditioning students to think integrally, not generally, so that a symptom or problem can be addressed from various aspects.
3. Train students' sensitivity and concern for world developments in all its aspects.

It can be concluded that the benefits of studying a global perspective for educators and students are broadening their insight and increasing awareness in global life as well as training sensitivity to world developments. The ultimate goal of the education process in the global era is basically to prepare human resources who have international competitiveness. In global life, where national boundaries are no longer important for the functioning of information network systems, countries will become strong not solely because of military defense systems that can be physically mobilized at any time. Preferably, in a global world which is increasingly showing symptoms towards borderless words (Ohmae, 1995:2), in many matters related to human life, a country will be strong when it is able to respond functionally to the 4 "I's" phenomenon which consists of: (1) investment; (2) industry; (3) information technology; and (4) individual consumers. Responding to the 4 "I's" functionally can only be done if the country is able to create a competitive advantage for the majority of its citizens. As educators, we must therefore be able to form a competitive advantage in all students so that in the end they are able to respond to the 4I's phenomenon as conceptualized by Kenichi Ohmae. This is of course adjusted to the capacity and role of each educator in the daily educational process. -hari participates in it (Deny, 2013).

## Method

This research uses a qualitative method with a content analysis approach. Data collection uses observation techniques (read notes), interviews and documentation (Sugiyono, 2015: 226). This research was conducted at PGSD Sarajanawiyata University Tamansiswa Yogyakarta which was carried out in June-October 2023. Data collection instruments used book content feasibility sheets, language feasibility observation sheets and validators from language experts. Data analysis includes observation data analysis of the appropriateness of the book's content and appropriateness of the language, analysis of the readability level of reference books based on the Fry Graph (Subyantoro, 2002).

## Results and Discussion

### Global Perspective Book Profile

The book entitled “Perspektif Global: Pentingnya Kesadaran Terhadap Isu-isu Global” authored by Dwi Wijayanti, M.Pd. Editor Ilham Utomo. Content designer Neilia Kamal, published in Pernalang, with the publisher Dramaturgi. First printing, December 2022. ISBN number: 9786238838202, with number of pages X+63 pages, size 13.5 cm x 20 cm. The cover color is navy blue.

### The feasibility of global perspective textbook content

Aspects of content feasibility are analyzed based on the CMPK (*Capaian Pembelajaran Mata Kuliah* or Course Learning Outcomes) and sub-CMPK contained in the global perspective lecture RPS, namely as follows

**Table 1.** CPMK and Sub-CMPK

<b>Course Learning Outcomes/ <i>Capaian Pembelajaran Mata Kuliah</i> (CPMK)</b>	
<b>CPMK1</b>	master the concept of knowledge in the field of social studies in the broader context of life through a global perspective.
<b>CPMK2</b>	master the concept of global-oriented education along with its dimensions, benefits and objectives. As well as being able to examine more deeply the relationship between global perspectives and other social sciences.
<b>CPMK3</b>	master the concept of globalization, global issues and global problems, and have an awareness of global insight as an effort to solve them.
<b>CPMK4</b>	master global perspective learning and evaluation models in the content of social science education in elementary schools.
<b>Final abilities and learning stages (Sub-CMPK)</b>	
<b>Sub-CPMK 1</b>	can describe the concept of global perspective history and global education
<b>Sub-CPMK 2</b>	can analyze and describe the concept of global-oriented education along with its dimensions, benefits and objectives.
<b>Sub-CPMK 3</b>	can analyze global perspectives in relation to other social sciences, as well as examine globalization as an element of a global perspective
<b>Sub-CPMK 4</b>	can analyze the importance of awareness and insight in a global perspective
<b>Sub-CPMK 5</b>	can identify global issues, global problems in relation to national interests
<b>Sub-CPMK 6</b>	can analyze global issues in social studies education and identify learning models
<b>Sub-CPMK 7</b>	can describe the concept of evaluation from a global perspective in elementary social studies learning
<b>Sub-CPMK 8</b>	can identify education problems in Indonesia and analyze efforts to solve the problem.

Based on these learning outcomes, the content of the global perspective textbook used at PGSD UST can be analyzed. The contents of the global perspective book include:

**Table 2. Perpektif Global Book Content**

<b>CPMK</b>	<b>Sub-CPMK</b>	<b>List of Content</b>
<b>1</b>	1	<b>CHAPTER 1. THE NATURE OF A GLOBAL PERSPECTIVE</b> a. Global Perspective Concept b. Dimensions of Global Perspective c. Global Perspective Goals d. Benefits of a Global Perspective
<b>2</b>	2, 4	<b>CHAPTER 2. GLOBAL EDUCATION</b> a. Global education b. A global perspective on education c. The aim of education has a global perspective d. The importance of awareness in a global perspective e. The importance of insight in a global perspective
<b>2</b>	3	<b>CHAPTER 3. GLOBAL PERSPECTIVE IN RELATION TO SOCIAL SCIENCES</b> a. The relationship between global perspective and geography b. The relationship of global perspective to history c. The relationship between global perspectives and economics d. The relationship between global perspectives and politics e. The relationship of the global perspective with sociology and anthropology f. The relationship between a global perspective and science and technology and transportation
<b>3</b>	5, 6	<b>CHAPTER 4. GLOBAL ISSUES AND THEIR RELATIONSHIP TO NATIONAL INTERESTS</b> a. Global issues are related to national interests b. Social studies learning is based on a global perspective

Table 2 shows that the content of the Global Perspective textbook chapter 1 contains CPMK 1 Sub-CPMK1, Chapter 2 contains CPMK 2 Sub-CPMK 2 and 4, Chapter 3 contains CPMK 2 sub-CPMK, Chapter 4 contains CPMK 3 sub-CPMK 5 and 6 Thus, there is 1 CPMK that has not been included in the global perspective textbook, namely CPMK 4 "mastering global perspective learning and evaluation models in the content of social science education in elementary schools". There are 2 sub-CPMKs that have not been included, namely sub-CPMK 7 about "can describe the concept of evaluation from a global perspective in elementary social studies learning" and sub-CPMK 8 about "can identify educational problems in Indonesia and analyze efforts to solve the problem". Thus, it can be concluded that the contents of the Global Perspective textbook are 75% compatible with CPMK and 80% with Sub-CPMK, which is in the category suitable for use as a lecture reference book.

Textbooks must contain minimum material that must be mastered by students at a certain level and type of education and in accordance with the applicable curriculum (Sitepu, 2012: 16). Thus, the suitability of 75-80% in the books analyzed needs to be improved further. In this case, the lecturer can combine it by using other relevant references to add depth and breadth to the Global Perspective material. Based on interviews, the book material falls into the

appropriate category. According to BEP as a lecturer as a linguist, through a personal interview on October 8 2023, the book already includes learning outcomes set by the campus in terms of appropriateness of content, but the book should write indicators of learning achievements so that students can know the goals that must be achieved. At the end of each chapter there needs to be HOTS-based questions to measure students' understanding after studying the book. The questions presented should be based on real events that have a global impact. Students should be asked to identify, analyze, practice solving the problem. BEP added, from the presentation aspect, this teaching material is good, but there are several things that need to be added, such as concept maps. The teaching material does not present a concept map as a general description of the material to be studied

## Linguistic aspects

### *Grammar*

In the book *Global Perspective*, several grammatical errors were found in both the Indonesian text and the English text. The results of the validation by language experts showed that 22 spelling errors were found for Indonesian texts, including 7 typing errors (A1), 7 errors in capitalization (A2), 5 punctuation errors (A4), and 3 word usage errors (A5). ), and no errors were found in writing the abbreviation (A3). Meanwhile, 4 errors were found for the English text, including 2 typing errors (A1) and 2 word usage errors (A5). Table 3 shows a recapitulation of grammatical errors.

**Table 3.** Recapitulation of Grammatical Errors

No	Text language	Number of Errors					Total
		A1	A2	A3	A4	A5	
1	English	2	-	-	-	2	4
2	Indonesian	7	7	-	5	3	22

Notes:

- A1: Typing error
- A2: Error in using capital letters
- A3: Error in writing abbreviations
- A4: Punctuation errors
- A5: Word writing error

### *Readability Level*

Readability level measurements were carried out using fry graph analysis. From the 10 paragraphs analyzed, it was found that 4 samples met the appropriate criteria (40%) and 6 samples met the difficult criteria (60%). Meanwhile, for English texts with the same paragraph content, it was found that 6 samples (60%) met the difficult criteria and 4 samples (40%) met the appropriate criteria. Appropriate criteria mean that the reading is suitable for students. Difficult criteria means that the reading is difficult if presented to students. The results of the readability analysis are presented in Table 4 and Table 5.

**Table 4.** Analysis of the Readability Level of Indonesian Text

No	Number of Sentences /100 words	Number of Syllables/100 words	Number of syllables x 0.6	Meeting point	Reader grade level	Criteria
1	7.73	260	156	7.73 ; 156	8	Appropriate
2	7.71	225	135	7.71 ; 135	6	Appropriate
3	6.06	235	141	6.06 ; 141	7	Appropriate
4	3.43	247	148.2	3.43 ; 148.2	11	Difficult
5	5.70	245	152.4	5.70 ; 152.4	9	Difficult
6	5.36	266	159.6	5.36 ; 159.6	10	Difficult
7	9.5	246	147.6	9.5 ; 147.6	6	Appropriate
8	3.43	247	148.2	3.43 ; 148.2	11	Difficult
9	5.33	254	152.4	5.33 ; 152.4	9	Difficult
10	6.63	278	152.7	6.63 ; 152.7	9	Difficult

**Table 5.** Analysis of the Readability Level of English Text

No	Number of Sentences/100 words	Number of Syllables/100 words	Meeting point	Reader grade level	Criteria
1	4.73	138	6.06 ; 141	7	Appropriate
2	7.3	138	5.0 ; 144	6	Appropriate
3	7.2	182	7.2 ; 164.4	17+	Difficult
4	6.31	167	7.73 ; 156	11	Difficult
5	7.33	159	7.71 ; 135	10	Difficult
6	5.24	179	5.33 ; 152.4	16	Difficult
7	3.18	139	5.36 ; 159.6	9	Difficult
8	2.94	161	9.5 ; 147.6	13	Difficult
9	7.3	137	5.1 ; 164.7	6	Appropriate
10	4.83	140	6.07 ; 142	7	Appropriate

In the next stage, researchers also conducted interviews with BEP (09 October 2023). According to him, students often find it difficult to understand the words or sentences in the teaching material. Students must be explained first before they can understand the words or sentences in the teaching material. Meanwhile, the teaching material presented cannot actively involve students in the learning process. This condition causes the teaching material presented to be monotonous, less interactive, and there is no impression of two-way learning.

## Conclusion

In terms of content feasibility, the Global Perspective textbook is 75% compliant with CPMK and 80% with Sub-CPMK, which is in the category suitable for use as a lecture reference book.



In the book *Global Perspective* written by Dwi Wijayanti, published by Dramaturgy, several grammatical errors were found in both the Indonesian text and the English text. The results of the linguist validation show that for the Indonesian text, 22 spelling errors were found, including 7 typing errors (A1), 7 errors in using capital letters (A2), 5 errors in writing punctuation marks (A4), and 3 errors in word usage (A5). , and no errors in writing the abbreviation (A3) were found. Meanwhile, for the English text, 4 errors were found, including 2 typing errors (A1) and 2 word usage errors (A5). Readability level measurements were carried out using fry graph analysis. From the 10 paragraphs analyzed, it was found that 4 samples met the appropriate criteria (40%) and 6 samples met the difficult criteria (60%). Meanwhile, for English texts with the same paragraph content, 6 samples (60%) were found to be in the difficult criteria and 4 samples (40%) were in the appropriate criteria.

## Recommendations

Based on the research conclusions, there are several suggestions:

1. Suggestions for lecturers who teach the *Global Perspectives* course are expected to be more careful in preparing teaching materials that suit student needs. Good *Global Perspective* teaching materials are able to help students achieve learning goals and have global insight skills.
2. For students to pay more attention to the learning process, so that the knowledge they gain becomes more meaningful. Explore more information from various learning sources, not only from textbooks, so that the knowledge obtained is more holistic.

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