

National Education Strategy in Facing the Flow of Cosmopolitanism

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Article Info

Article history:

Received May, 2026

Revised May, 2026

Accepted May, 2026

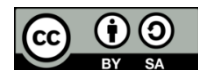
Keywords:

Cosmopolitanism; Educational Strategy; Globalization; National Education; National Identity

ABSTRACT

The current of cosmopolitanism as a consequence of globalization has brought significant changes to the national education system in Indonesia. This phenomenon is characterized by increased cultural exchange, the development of digital technology, global mobility, and the penetration of universal values that influence the orientation of national education. On the one hand, cosmopolitanism opens opportunities for increasing global competence, transforming learning, and strengthening the competitiveness of human resources. However, on the other hand, this current also presents challenges in the form of a weakening of national identity, a character crisis of the younger generation, the commercialization of education, and disparities in access to educational technology. This study aims to analyze the national education strategy in dealing with the current of cosmopolitanism and identify the challenges facing Indonesian education in the global era. The study uses a qualitative approach with a literature study method through analysis of scientific journals, education policy documents, academic books, and reports from national and international institutions. The results show that the national education strategy needs to be directed at strengthening Pancasila-based character education, revitalizing local culture, developing global competence, inclusive digital transformation of education, and increasing teacher capacity. This study emphasizes that national education must be able to build a balance between global openness and strengthening national identity so that Indonesia can adapt to a global society without losing its identity.

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1. INTRODUCTION

Globalization in the 21st century has brought about significant changes in various aspects of human life, including education. The development of information technology, digital communications, international mobility, and cultural openness have created an increasingly connected global society without geographical boundaries. This trend has given rise to a trend of cosmopolitanism that influences mindsets, lifestyles, and educational orientations in various countries, including Indonesia. Cosmopolitanism is understood as a view that positions humans as

part of an interconnected global community with universal responsibilities, without being limited by nationality or cultural boundaries (Beck, 2006). In the context of education, this trend of cosmopolitanism encourages education systems to be more open to global developments, technological mastery, and international competence.

The development of cosmopolitanism in education is evident in the increasing use of digital technology, global-based learning, strengthening 21st-century competencies, and the development of cross-border educational collaboration. Education is no longer solely oriented towards national needs but is also directed towards producing human resources capable of competing globally. Competencies such as critical thinking, creativity, communication, collaboration, and digital literacy are essential for facing the dynamics of modern society (Hargreaves, 2003; UNESCO, 2021). Therefore, national education is required to adapt to global change without losing its value orientation and national identity.

In Indonesia, the tide of cosmopolitanism has had a dualistic impact. On the one hand, global openness provides significant opportunities for improving the quality of education through broader access to information, digital transformation of learning, and strengthening students' global competencies. The presence of digital technology enables a more flexible, collaborative, and innovative learning process. The implementation of various policies such as the digitalization of education and the Independent Curriculum demonstrates the government's efforts to adapt the national education system to global developments.

However, on the other hand, cosmopolitanism also presents serious challenges to national education. Data from the Indonesian Internet Service Providers Association (APJII) in 2024 shows that national internet penetration has reached over 79% of the Indonesian population, with students and adolescents being the most active internet users (Asosiasi Penyelenggara Jasa Internet Indonesia, 2024). This situation demonstrates that Indonesia's younger generation is immersed in a highly intensive flow of global information and culture through social media and digital platforms. The massive influx of global culture through the development of digital technology has the potential to weaken national identity, local culture, and the values of the younger generation. The phenomena of individualism, consumerism, and westernization are beginning to influence students' mindsets and behaviors. Younger generations tend to be more familiar with global popular culture than with national history, regional languages, and their own local wisdom. This situation indicates that national education faces significant challenges in maintaining a balance between global openness and strengthening national identity.

In addition to cultural challenges, Indonesian national education also faces various structural issues that have not been fully resolved. Disparities in education quality between regions, low digital literacy, limited technological infrastructure, and weak implementation of character education are obstacles to facing global change. The results of the 2022 Programme for International Student Assessment (PISA) show that Indonesian students' reading, mathematics, and science literacy skills remain below the OECD average. This situation demonstrates that national education still faces challenges in improving the quality of learning while preparing students for global competition. The rapid digital transformation of education following the COVID-19 pandemic also reveals a significant gap in technology access between urban and underdeveloped areas. This condition shows that the readiness of national education to face the flow of cosmopolitanism still faces various limitations.

The Indonesian government has implemented various educational reforms to address the challenges of globalization, such as the implementation of the Independent Curriculum, strengthening the Pancasila Student Profile, the Independent Learning program, digitalizing education, and improving teacher competency through various technology-based training programs (Republic of Indonesia, 2003; Rizvi & Lingard, 2010). These policies demonstrate the government's efforts to build an education system that is more adaptive to global developments and the digital

transformation of education. However, the implementation of these policies still faces various obstacles in the field. Many education policies tend to be administrative in nature and fail to fully address the root causes of educational problems in a substantive manner. Furthermore, rapid changes in education policies often leave educational institutions unprepared to adapt to changes in the learning system.

From an educational management perspective, this situation demonstrates the importance of a national education strategy that is not only oriented toward achieving global competency but also strengthens national character and identity. National education needs to be directed toward developing human resources capable of adapting to global developments while remaining grounded in the values of Pancasila and national culture. Thus, education can function as a strategic instrument in shaping a generation that is globally competitive without losing its national identity (Freire, 2000; Zamroni, 2011).

If these conditions are not strategically addressed, the current of cosmopolitanism has the potential to have long-term implications for national education, such as weakening the nation's cultural identity, increasing the digital education gap, and deteriorating the character of the younger generation. The government has actually undertaken various efforts through curriculum reform, educational digitalization, and strengthening character education. However, going forward, a more integrative, sustainable, and adaptive educational strategy to global dynamics is needed so that national education can not only improve students' global competitiveness but also strengthen national values and national identity amidst the increasingly complex currents of cosmopolitanism.

Previous studies have primarily discussed the impact of globalization on education from the perspective of technological transformation and global competency development, while studies on national education strategies specifically addressing the currents of cosmopolitanism are relatively limited. Furthermore, most studies tend to view cosmopolitanism as an opportunity for educational modernization without critically examining the potential for a cultural identity crisis, a weakening of national character, and the increasing dominance of global culture among the younger generation. From this perspective, national education faces not only the challenge of increasing global competitiveness but also the issue of maintaining national identity amidst increasingly complex cultural openness and the rapid development of digital technology. Therefore, this study aims to analyze Indonesia's national education strategy in addressing the tide of cosmopolitanism, particularly in terms of strengthening national character, digital transformation of education, and developing global competencies in the era of globalization. This research is also expected to provide strategic recommendations for the government and educational institutions in formulating more adaptive, inclusive, and sustainable education policies to address the challenges of cosmopolitanism in the future.

2. METHOD

This research uses a qualitative approach using a literature study method (library research). A qualitative approach was chosen because the research focuses on analyzing national education concepts, policies, and strategies in addressing the tide of cosmopolitanism. A qualitative approach allows researchers to understand social phenomena in depth through the interpretation of various descriptive and contextual data (Creswell, 2014). In this study, this approach is used to analyze the dynamics of educational globalization and the influence of cosmopolitanism on the Indonesian national education system.

The literature study method was used because the research relies on the review of various scientific sources relevant to the research theme. This literature study allows researchers to identify concepts, theories, previous research findings, and educational policies related to national education strategies in addressing the challenges of globalization and cosmopolitanism (Snyder, 2019).

Research data sources were obtained from Scopus-indexed national and international scientific journals, academic books, government policy documents, UNESCO reports, and publications from educational institutions relevant to the research focus.

Data collection techniques were conducted through documentation and systematic literature searches using academic databases such as Google Scholar, Scopus, ScienceDirect, and Taylor & Francis Online. The literature used was selected based on the relevance of the theme, the credibility of the sources, and the recency of the publications to ensure adequate academic validity for the data obtained. The scientific articles used in this study generally discuss cosmopolitanism, educational globalization, character education, the digital transformation of education, and national education policy in the era of globalization.

The data analysis technique used was content analysis. The analysis was conducted through several stages: data reduction, theme categorization, data interpretation, and drawing conclusions (Miles et al., 2014). The collected data were then critically analyzed to identify the influence of cosmopolitanism on national education, the challenges facing the Indonesian education system, and strategies that can be implemented in addressing global change. Content analysis was chosen because it provides a systematic understanding of the various documents and scientific literature used as research sources (Krippendorff, 2018).

Through this analytical process, this study seeks to generate a comprehensive understanding of Indonesia's national education strategy in addressing the flow of cosmopolitanism in the era of globalization, particularly in the aspects of strengthening national identity, developing global competencies, and technology-based educational transformation.

3. RESULTS AND DISCUSSION

3.1 *The Current of Cosmopolitanism and the Transformation of National Education*

The current of cosmopolitanism has brought significant changes to national education systems in various countries, including Indonesia. Globalization, marked by the development of information technology, digital communications, and cross-border connectivity, has pushed education to become increasingly open to global influences. In this context, education no longer functions solely as an instrument for the formation of national citizens but is also directed towards producing individuals capable of participating in a global society (Beck, 2006).

These changes are evident in the increasing use of digital technology in learning, the development of global competency-based education, and increased cross-border educational collaboration. The presence of digital learning platforms, artificial intelligence, and access to global information enable students to acquire knowledge more broadly and flexibly. UNESCO (2021) explains that the digital transformation of education has become a primary requirement in building an education system that is adaptive to technological developments and global social change.

In the Indonesian context, the transformation of education due to the current of cosmopolitanism is evident in the implementation of educational digitalization and the Independent Curriculum, which emphasizes the development of 21st-century competencies. Competencies such as critical thinking, creativity, communication, collaboration, and digital literacy have become important orientations in modern learning systems. This situation indicates that national education is beginning to adapt to the needs of an increasingly competitive and dynamic global society.

However, this transformation also presents new challenges for national education. The rapid flow of global information makes it easier for students to be exposed to international popular culture compared to local culture and national values. This situation demonstrates a shift in the social orientation of the younger generation, who tend to be closer

to global identity than to national identity (Bauman, 2007). Bauman refers to this phenomenon as liquid modernity, a condition where social and cultural identities become increasingly fluid due to rapid global change (Bauman, 2007).

This phenomenon is evident in the rise of individualistic lifestyles and consumerism, and the declining interest of the younger generation in local culture. The intensive use of social media is also accelerating the process of homogenization of global culture among students. If this condition is not seriously addressed, national education has the potential to lose its role as an instrument for shaping national character. Therefore, national education requires a strategy that can maintain a balance between global openness and strengthening national identity.

3.2 *Challenges of National Education in Facing Cosmopolitanism*

a. Weak Character Education

One of the main challenges facing national education in confronting the tide of cosmopolitanism is the weak implementation of character education. The Indonesian education system still tends to focus on academic achievement rather than on the development of students' morals and character. As a result, education emphasizes cognitive aspects without balancing it with strengthening social, cultural, and national values.

Yet, in the era of globalization, character education plays a crucial role as a moral foundation for students in facing various global influences. Lickona (1991) explains that character education aims to shape individuals who are not only intellectually intelligent but also possess moral integrity and social responsibility (Lickona, 1991). In the Indonesian context, strengthening character education is crucial for maintaining national identity and Pancasila values amidst the rapid flow of global culture.

Implementation of character education has been attempted through various policies, such as the Strengthening of Character Education (PPK) and the Pancasila Student Profile in the Independent Curriculum. However, in practice, character education is often symbolic and administrative. Many schools have not been able to substantively integrate character values into school culture and daily learning processes.

b. The Digital Divide in Education

The rapid development of digital transformation in education in the era of globalization has also revealed a significant gap in access to education. Students in urban areas generally have better access to technology and the internet than students in underdeveloped, frontier, and outermost (3T) regions. This situation has led to a widening disparity in the quality of digital learning between regions.

A World Bank report (2022) indicates that the digital infrastructure gap is one of the main obstacles to educational transformation in developing countries (World Bank, 2022). In the Indonesian context, limited internet access, low ownership of technological devices, and minimal digital literacy pose serious challenges to the implementation of technology-based education. This situation indicates that the digital transformation in education has not yet been fully inclusive and equitable.

In addition to infrastructure issues, the readiness of educators to utilize technology also remains a significant issue. Many teachers lack sufficient digital competencies to develop innovative, technology-based learning. As a result, the use of technology in education often remains administrative and suboptimal in improving the quality of learning.

c. The National Identity Crisis of the Younger Generation

From Gramsci's perspective of cultural hegemony, the current of global cosmopolitanism can be understood as a form of cultural domination operating through

media, digital technology, and the popular culture industry (Gramsci, 1971). This domination makes global culture more readily accepted by the younger generation than local culture because it occurs persuasively through everyday media consumption. As a result, national education faces the challenge of maintaining cultural identity and national values amidst the increasingly massive penetration of global culture.

Cosmopolitanism also presents the challenge of a national identity crisis for the younger generation. The openness of global culture through digital media makes it easier for the younger generation to adopt foreign cultures than local ones. The phenomena of Westernization and global popular culture increasingly dominate students' social lives, while their understanding of national history and local culture tends to decline.

Appadurai (1996) explains that cultural globalization leads to cultural flows, allowing global values and culture to move across national borders very quickly (Appadurai, 1996). In the context of education, this condition can lead to a weakening of nationalism if not balanced by strengthening cultural identity and character education. Therefore, national education has a strategic responsibility in building national awareness among the younger generation amidst global openness.

3.3 National Education Strategy to Address the Wave of Cosmopolitanism

Facing the wave of cosmopolitanism in the era of globalization, Indonesian national education requires a strategy that is not only adaptive to global developments but also capable of maintaining national identity and character. National education must strike a balance between global openness and strengthening national values so that students can become global citizens without losing their national identity (Banks, 2008; Nussbaum, 1997). In this context, the national education strategy needs to be directed at strengthening character education, revitalizing local culture, inclusive digital transformation, improving teacher competency, and sustainable education policy reform.

a. Strengthening Pancasila-Based Character Education

Strengthening character education is a key strategy in addressing the negative impacts of cosmopolitanism. Character education serves as a moral foundation for students in filtering the various global cultural influences that enter through digital media and developments in information technology. Lickona (1991) explains that character education aims to shape individuals with moral integrity, social responsibility, and the ability to make ethical decisions.

In the Indonesian context, character education needs to be grounded in the values of Pancasila as the nation's ideological identity. The implementation of the Pancasila Student Profile in the Independent Curriculum is a strategic step towards developing students with character who are faithful, independent, creative, and critical thinkers, and able to live in a global diversity. However, the implementation of character education is not sufficient through a curricular approach alone; it must also be realized through school culture, teacher role models, and a conducive social and educational environment.

Strengthening character education is becoming increasingly important because the tide of cosmopolitanism tends to encourage the rise of individualism and weaken social solidarity. Therefore, national education needs to instill the values of mutual cooperation, nationalism, tolerance, and social responsibility as an integral part of the learning process. This way, students will not only develop global competence but also a strong sense of national consciousness.

b. Revitalizing Local Culture in Education

Another important strategy is the revitalization of local culture within the national education system. Cosmopolitanism growing through cultural globalization has the potential to lead to cultural homogenization and the weakening of local identity. In

this context, education plays a strategic role as an instrument for preserving national culture.

Revitalizing local culture can be achieved through strengthening local content in the curriculum, teaching national history, using regional languages, and developing cultural activities within the school environment. According to Tilaar (2012), national education must be able to serve as a means of cultural transformation that not only keeps pace with global developments but also maintains the sustainability of the nation's cultural identity (Tilaar, 2012).

Local culture-based education is crucial for building students' historical awareness and social identity (Tilaar, 2012; Zamroni, 2011). The younger generation needs to understand that openness to the global world does not mean abandoning one's own culture. Therefore, integrating local cultural values into education is a crucial strategy in addressing the increasingly strong tide of cosmopolitanism.

c. Inclusive Digital Transformation of Education

Digital transformation of education is an unavoidable necessity in the era of globalization and cosmopolitanism. Developments in information technology have shifted learning patterns from conventional systems to more flexible, interactive, and globally networked digital learning. The use of digital technology in education offers significant opportunities to improve access to information, improve learning effectiveness, and develop students' 21st-century competencies. In the context of a global society, digital transformation is a crucial part of building an education system that adapts to social change and technological developments (UNESCO, 2021).

However, digital transformation in education also presents serious challenges in the form of disparities in technology access between regions and social groups. Digitalization in education that is not accompanied by equitable infrastructure has the potential to exacerbate disparities in education quality. Data from the Indonesian Internet Service Providers Association (Asosiasi Penyelenggara Jasa Internet Indonesia, 2024) shows that internet penetration in Indonesia has reached more than 79% of the national population, with students being the most active internet users. However, internet access and technological facilities in underdeveloped regions remain relatively limited compared to urban areas. This situation indicates that the digital transformation of education in Indonesia has not yet been fully inclusive and equitable.

In addition to infrastructure issues, human resource readiness is also a significant challenge in the digitalization of education. Many educators lack sufficient digital competencies to optimally develop technology-based learning. In practice, the use of technology in education is often limited to administrative aspects and does not fully support critical, creative, and collaborative learning. According to Selwyn (2016), digital transformation in education is not simply about providing technology; it also requires a shift in learning culture, digital pedagogical competency, and critical thinking skills in utilizing digital media (Selwyn, 2016).

On the other hand, the global flow of information through digital media also has negative impacts on students if not balanced by strengthening digital literacy and media ethics. The use of digital media without adequate supervision can lead to the spread of disinformation, digital radicalism, a consumer culture, and even the moral degradation of the younger generation. From Gramsci's perspective of cultural hegemony, digital media can become an instrument of global cultural domination, persuasively influencing people's mindsets and lifestyles through daily information consumption. Therefore, national education is not only required to develop students' technological capabilities,

but also to strengthen critical digital literacy, digital ethics, and national awareness as part of a strategy to face the flow of global cosmopolitanism.

4. CRITICAL DISCOURSE ANALYSIS

4.1 A Critical Analysis of Indonesian Education Policy

Although the Indonesian government has undertaken various educational reforms, the implementation of national education policies to address the tide of cosmopolitanism still faces various structural issues. Many education policies tend to be administratively oriented and have not fully addressed the root causes of educational issues in a substantive manner. Repeated curriculum reforms often emphasize document changes rather than a concrete transformation of educational culture.

The implementation of the Independent Curriculum, for example, is essentially a progressive step in adapting national education to global needs. However, in practice, there are still disparities in the readiness of schools and teachers to implement this curriculum. Schools in urban areas are relatively better prepared because they have better access to technology and resources than schools in underdeveloped regions. This situation indicates that education reform in Indonesia still faces serious structural inequalities.

Furthermore, character education, which has long been a key agenda item in national education policy, is still often positioned as a formality. Many schools focus more on academic achievement and administrative indicators than on the substantive character development of students. As a result, national education has not fully succeeded in establishing a balance between global competence and strengthening national identity. From Gramsci's perspective of cultural hegemony, the current of global cosmopolitanism can be understood as a form of cultural domination operating through digital media, information technology, and international popular culture. This dominance makes global culture more easily accepted by the younger generation than local culture because it occurs persuasively through everyday media consumption. This situation indicates that national education faces serious challenges in maintaining cultural identity and national values amidst the increasingly massive penetration of global culture.

From an educational management perspective, this situation demonstrates the need for a more integrative and sustainable policy approach. National education cannot simply be oriented towards increasing global competitiveness; it must also consider character development, social justice, and the preservation of national culture. The concept of rooted cosmopolitanism can be an alternative approach in Indonesian national education. This concept emphasizes that openness to the global world must remain grounded in local cultural identity and national values (Appiah, 2006).

4.2 Implications and Strategic Direction for National Education

The results of this study indicate that Indonesian national education requires a more integrative strategy to address the tide of cosmopolitanism. Strengthening global competencies needs to be balanced with the revitalization of cultural identity, character education, and the development of digital literacy to prevent students from experiencing value disorientation amidst global openness. Furthermore, the government needs to strengthen the equitable distribution of digital education infrastructure, improve teacher competency, and develop more sustainable, non-administrative education policies.

Going forward, national education needs to be directed towards developing an education system that is adaptive to global developments while remaining rooted in the values of Pancasila and national culture. Thus, national education will not only be able to produce a globally competitive generation but also possess a strong national awareness, moral integrity, and social responsibility amidst the dynamics of global cosmopolitanism.

5. CONCLUSION

The tide of cosmopolitanism has brought significant changes to Indonesian national education through digital transformation, cultural openness, and the increasing need for global competencies. These conditions present both opportunities and challenges for national education. On the one hand, cosmopolitanism encourages the modernization of education and strengthens students' global competitiveness. However, on the other hand, global cultural flows also have the potential to weaken national identity, widen the digital education gap, and reduce the quality of character education for the younger generation.

The research findings indicate that the national education strategy in addressing cosmopolitanism must not only focus on mastering global competencies but must also strengthen cultural identity and national character. Strengthening Pancasila-based character education, revitalizing local culture, inclusive digital transformation of education, improving teacher competency, and reforming education policies are strategic steps that need to be implemented sustainably.

From an educational management perspective, this research emphasizes the importance of a rooted cosmopolitanism approach as part of Indonesia's national education strategy. This approach allows national education to remain open to global developments without losing its cultural roots and national identity. Therefore, the government and educational institutions need to develop more integrative, adaptive, and sustainable educational policies so that national education can produce a generation that is globally competitive and has a strong sense of national awareness.

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