

Teacher Leadership as an Agent of Global Citizenship in Multicultural Vocational Education Schools in Ketapang Regency

A. Ernita, Universitas Tanjungpura, Pontianak, Indonesia

f2151251086@student.untan.ac.id

WhatsApp Number (085245819688)

Abstract: This research is motivated by the need for an educational approach capable of fostering global awareness and cross-cultural understanding within the diversity of vocational schools. Teachers hold a strategic role as agents of global citizenship who connect local wisdom with universal values in the learning process. This study aims to analyze how teacher leadership in multicultural vocational schools in Ketapang District contributes to the development of students' cross-cultural empathy, global responsibility, and social sensitivity. Using a qualitative ethnographic approach, data were collected through participant observation, in-depth interviews, and document analysis involving 30 teachers from six vocational high schools. The findings show that teacher leadership is supported by moral reflection, interethnic collaboration, and project-based learning, all of which consistently nurture solidarity, inclusiveness, and social justice among students. The discussion highlights that teachers function not only as academic facilitators but also as mediators of humanistic values who contextualize Global Citizenship Education (GCE) within local cultures. These leadership practices encourage dialogic learning and mutual respect in a diverse student environment. In conclusion, teacher leadership in multicultural vocational schools in Ketapang shapes an inclusive and humanistic model of global education, rooted in Indonesia's pluralistic and democratic values, while also making a tangible contribution to strengthening the discourse on global citizenship.

Keyword: Ethnography; Global Citizenship; Multicultural Education; Teacher Leadership; Vocational High Schools.

Introduction

Amid the currents of globalization and increasing cross-cultural interactions, education is required not only to prepare students as skilled workers, but also as global citizens who possess humanitarian awareness, an understanding of global interconnectedness, and a commitment to justice and solidarity (Torres & Bosio, 2020). UNESCO emphasizes that Global Citizenship Education (GCE) aims to cultivate the ability to understand global dynamics, appreciate diversity, and collaborate in addressing transnational issues.

In Indonesia's multicultural context, schools serve as an important space for fostering global citizenship values. However, in many vocational schools, the integration of these values is often limited to supplementary materials and has not yet become part of daily learning practices. In fact, the Vocational Education Content Standards provide opportunities for educators to contextualize learning based on local potential and sociocultural needs, including character development and local wisdom.

Within this framework, teachers hold a strategic role as instructional leaders who bridge local and global values. Teacher leadership in GCE requires the ability to facilitate cross-cultural dialogue, promote inclusive learning, and navigate the tensions between local identity and global demands (Hameed, 2020; Akkari & Maleq, 2020). Various studies have shown that intercultural understanding and interaction are essential foundations for strengthening global citizenship in multicultural school contexts.

However in vocational education additional challenges arise, such as pressure to meet vocational competency standards, limited resources, and the socioeconomic diversity of students. In Ketapang District, a region characterized by ethnic and cultural diversity as well as unique geographical conditions, the role of teachers as leaders of global citizenship remains underexplored, despite its significant potential to create inclusive and culturally sensitive learning environments.

Based on these gaps, this study aims to analyze how teachers in multicultural vocational high schools in Ketapang position themselves as leaders of global citizenship, what strategies they employ, and how they navigate local and global challenges simultaneously. An ethnographic approach is used to generate an in-depth understanding of the practices, interactions, and experiences of teachers as agents of global citizenship within the vocational education context.

Methods

This study employs a qualitative approach using an ethnographic method within a constructivist paradigm to understand the role of teachers as agents of global citizenship in multicultural vocational schools in Ketapang Regency. This approach was selected because it enables the researcher to capture the meanings constructed through daily interactions among teachers, students, and the school community (Akkari & Maleq, 2020; Torres & Bosio, 2020). Through direct field engagement, ethnography facilitates the exploration of how the values of Global Citizenship Education (GCE) are internalized within teacher leadership, vocational curricula, and cross-cultural practices.

Research participants were selected purposively and consisted of 30 teachers from six vocational high schools, including heads of skill programs as well as students representing the ethnic diversity of Dayak, Malay, and Javanese communities. Data were collected through participant observation, in-depth interviews, and document analysis such as curriculum materials, lesson plans, and archives of multicultural activities. The researcher served as the primary instrument and maintained continuous engagement to build an authentic understanding of the school context.

Data analysis was conducted using the interactive model of Miles, Huberman, and Saldaña, which includes simultaneous processes of data reduction, data display, and conclusion drawing. The validity of the findings was ensured through source and method triangulation, time checks, and member checking. Research procedures followed stages of preparation, fieldwork, and reporting, while adhering to ethical principles such as participant confidentiality, informed consent, and critical reflection on the researcher's positionality.

This research design enriches the study of vocational education grounded in Global Citizenship Education in the Southeast Asian region, as highlighted in previous studies (Starkey, 2024; Meyer, 2020).

Results And Discussion

As an initial stage of the research, the researcher conducted an in-depth literature review of various scholarly sources focusing on Global Citizenship Education (GCE), multicultural education, and teacher leadership within a global context. This review was essential to understand how the concept of global citizenship is translated into educational practice, particularly in Indonesian vocational schools that possess diverse socio-cultural backgrounds. Foundational works such as Akkari & Maleq (2020) highlight the urgency of GCE as an effort to cultivate globally aware citizens who are critical and empathetic across cultures, while Torres & Bosio (2020) emphasize the interconnection between globalization, social justice, and critical

consciousness in education. In a more localized context, Radhouane & Maleq (2020) discuss the challenges of implementing GCE in multicultural European societies, an issue highly relevant to Indonesia's diverse educational landscape.

Table 1. Analysis of Literature Review and Theoretical Framework

No	Reference	Main Focus of Study	Relevance to the Research
1	Akkari & Maleq (2020)	Conceptualizes Global Citizenship Education (GCE) as a process of developing cross-cultural awareness and social responsibility through reflective leadership.	Serves as the theoretical foundation for the role of vocational school teachers as agents in fostering global awareness within multicultural environments.
2	Torres & Bosio (2020)	Links GCE with globalization, social justice, and transformative education grounded in critical consciousness.	Provides an ideological basis for interpreting teacher leadership as a social practice oriented toward global solidarity.
3	Radhouane & Maleq (2020)	Explores the opportunities and challenges of implementing GCE in plural societies and emphasizes the importance of local adaptation.	Inspires the contextual implementation of GCE in vocational schools characterized by diverse ethnic and cultural backgrounds, such as those in Ketapang.
4	Dreamson (2023)	Emphasizes the importance of balancing local and global values in East Asian citizenship education.	Serves as a reference for developing a model of teacher leadership that integrates local wisdom with a global perspective.
5	Choi & Lee (2022)	Describes the role of teachers as mediators of global values in inclusive learning practices.	Strengthens the position of teachers as connectors of global values in multicultural schools.
6	Habibah et al. (2023)	Identifies school strategies in fostering multicultural experiences to enhance students' global awareness.	Provides empirical evidence for assessing vocational schools' initiatives in embedding GCE values into routine school activities.
7	Helakorpi (2022)	Offers a pedagogical approach to bridge	Relevant for vocational school teachers in balancing

		nationalism and global values in citizenship education.	national identity with a commitment to global values.
8	Saito et al. (2023)	Proposes a decolonial approach to GCE as a space for negotiating identity and power relations.	Provides a critical perspective for understanding cultural and power dynamics in multicultural vocational schools.

The results of the literature review indicate that Global Citizenship Education (GCE) is understood not only as a conceptual curriculum framework but also as a pedagogical and moral movement that positions teachers as key actors in shaping global citizenship identity. In line with the perspectives of Akkari & Maleq (2020) and Torres & Bosio (2020), GCE demands a critical and contextual approach, in which teachers do not merely transmit universal values but interpret and adapt them according to the socio-cultural realities of their schools. Within the multicultural educational context of Ketapang Regency, this becomes particularly relevant, as emphasized by Radhouane & Maleq (2020), who argue that the success of GCE depends on teachers' ability to navigate the ethnic and value diversity present within school environments.

The studies of Dreamson (2023) and Choi & Lee (2022) affirm that teacher leadership is both transformational and reflective, bridging local values with global perspectives through participatory and empathetic learning practices. This perspective is further reinforced by Helakorpi (2022) and Saito et al. (2023), who highlight the decolonial dimension of GCE, in which teachers act as subjects negotiating identity and power within the educational process. Based on this theoretical synthesis and preliminary observations in Ketapang vocational schools, this study focuses on gaining a deep understanding of teacher leadership as an agent of global citizenship, facilitating intercultural dialogue, integrating global values into learning, and balancing nationalism and cosmopolitanism within multicultural vocational settings.

Table 2. Summary Analysis of Research Focus and Key Questions

No	Research Focus	Key Question	Conceptual Basis & References
1	The Role of Teachers as Agents of Global Citizenship	How do vocational school teachers act as agents of global citizenship in multicultural schools?	Based on reflective leadership and humanistic values in Global Citizenship Education (Akkari & Maleq, 2020; Torres & Bosio, 2020).
2	Teachers' Leadership	What strategies do teachers apply to instill	Refers to the concept of integrating local and

	Strategies in Integrating Global Values	global citizenship values in culturally diverse learning environments?	global values in citizenship pedagogy (Dreamson, 2023; Habibah et al., 2023).
3	Barriers to Implementing GCE in Multicultural Vocational Schools	What challenges and obstacles do teachers face in implementing global citizenship values in ethnically diverse schools?	Based on studies of dilemmas between national identity and global values in education (Helakorpi, 2022).
4	The Meaning of Global Citizenship Values for Teachers and Students	How do teachers and students interpret global citizenship values according to the socio-cultural context of Ketapang?	Grounded in theories of identity and value negotiation in multicultural societies (Saito et al., 2023; Radhouane & Maleq, 2020).

The formulation of the research focus and questions is directed toward exploring how teachers in Vocational High Schools are able to demonstrate transformative leadership rooted in local values yet oriented toward global perspectives within the context of multicultural education. The main research question focuses on the teacher's role as an agent of global citizenship, while the sub-questions highlight the strategies, challenges, and meanings of global values internalized in school life. In line with Dreamson (2023), teachers function not only as instructors but also as cultural mediators who bridge global visions with local educational practices. This is reinforced by Helakorpi (2022), who emphasizes the importance of a dialogical approach to bridge the tension between nationalism and globalism within modern educational spaces.

This research was conducted in several Vocational High Schools in Ketapang Regency, West Kalimantan, which were purposively selected for their representation of the social and cultural diversity of the Dayak, Malay, and Javanese communities. The region serves as a microcosm of Indonesia's pluralism, an ideal setting to examine intercultural interactions and the practice of Global Citizenship Education (GCE) in vocational education (Lertvorapreecha & Swindell, 2024). The research subjects include vocational teachers, heads of expertise programs, school principals, and active students, who together provide a comprehensive understanding of how teacher leadership contributes to building cross-cultural awareness and human solidarity within multicultural schools.

Table 3. Summary Analysis of Research Location and Subject Selection

No	Aspect	Selection Criteria	Academic Reason & Relevance
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1	Research Location	Several Vocational High Schools (SMK) in Ketapang Regency with diverse ethnic groups (Dayak, Malay, Javanese).	Represents the multicultural character of Indonesian society; relevant for observing teacher leadership practices in diverse social contexts (Lertvorapreecha & Swindell, 2024).
2	Vocational Teachers	Active teachers in the fields of engineering, business, and social services.	Serve as key actors in applying global values within vocational settings and shaping students' identities as global citizens.
3	Head of Expertise Program	Leaders of vocational departments with experience in cross-cultural collaboration or industry partnerships.	Provide managerial perspectives on integrating Global Citizenship Education within vocational curricula.
4	School Principal	School leaders who initiate character education programs and multicultural activities.	Offer strategic insights into school policy directions for strengthening global citizenship.
5	Active Students	Students engaged in multicultural activities, P5 projects, or cross-disciplinary programs.	Represent the direct recipients of teachers' leadership values and practices within the context of multicultural education.

The selection of research locations and subjects was carried out purposively, taking into account the social diversity and cultural uniqueness of Ketapang Regency as a genuine representation of multicultural education in Indonesia. This region has a network of vocational schools attended by students from various ethnic and religious backgrounds, making it an ideal context for exploring the practice of Global Citizenship Education (GCE) that is locally rooted yet globally oriented (Torres & Bosio, 2020; Dreamson, 2023). Vocational teachers are positioned as the main focus since they are directly involved in internalizing global values within the learning process. Heads of expertise programs and school principals provide strategic perspectives related to policy and governance, while students serve as authentic data sources to understand how global citizenship values are received and embodied in school life.

As emphasized by Helakorpi (2022) and Saito et al. (2023), the multicultural context is not merely a research setting but a social space where global values are negotiated and enacted through educational interactions. To capture this reality, the study employs three main instruments: participatory observation guidelines, in-depth interview protocols, and reflective field notes. All instruments are designed openly and

contextually, grounded in theories of multicultural education and transformative leadership (Akkari & Maleq, 2020; Torres & Bosio, 2020), to trace teachers' authentic experiences in internalizing global values through reflective and participatory pedagogical strategies (Dreamson, 2023; Choi & Lee, 2022).

Table 4. Summary Grid for Research Instrument Development

No	Instrument	Focus of Observation	Purpose of Use	Conceptual Basis
1	Participatory Observation Guide	Learning activities, teacher–student interactions, expressions of global values, and attitudes of tolerance in the classroom.	To directly observe teachers' leadership practices and the implementation of global citizenship values in learning activities.	Contextual ethnographic observation (Lertvorapreecha & Swindell, 2024).
2	In-Depth Interview Guide	Teachers' experiences in instilling global values, strategies for dealing with diversity, and personal reflections on global citizenship.	To explore teachers' subjective meanings and perspectives regarding their roles as agents of global citizenship in multicultural schools.	Reflective and narrative approaches in GCE (Dreamson, 2023; Helakorpi, 2022).
3	Field Notes Format	Social atmosphere, school cultural symbols, interaction language, and interpersonal dynamics within the school environment.	To record field findings descriptively and reflectively as data triangulation material for observation and interview results.	Ethnographic field documentation techniques (Nam, 2023; Saito et al., 2023).

The blueprint for research instrument development was strategically designed to ensure the depth, authenticity, and coherence of the collected data. The participatory observation guide serves to describe the actual practices of teacher leadership and the implementation of global values within classrooms and co-curricular activities.

Observations were conducted continuously to allow the researcher to gain a comprehensive understanding of the school's sociocultural context, in line with the principle of *prolonged engagement* (Lertvorapreecha & Swindell, 2024).

The in-depth interview focused on exploring teachers' reflective experiences as agents of global citizenship, including their strategies for balancing local and global values (Dreamson, 2023). This approach enables participants to interpret and articulate the lived meanings and values through open dialogue (Helakorpi, 2022).

In addition, the field notes format was employed to document social phenomena that may not appear in formal conversations, such as cultural expressions, identity symbols, and interethnic interactions that represent multiculturalism (Nam, 2023; Saito et al., 2023). The integration of these three instruments allows the research to uncover the social meanings behind teachers' actions rather than merely describing them at a surface level.

All processes were carried out by upholding the ethical principles of qualitative research, including obtaining official permission from the Ketapang District Education Office and the participating school, applying *informed consent* to all participants, and maintaining confidentiality and non-dominance throughout the study (Starkey, 2024). This approach emphasizes that research is not merely a scientific activity but also a moral commitment to academic integrity and respect for the educational community being studied.

Table 5. Summary Analysis – In-Depth Interview

No	Focus	Participants	Main Objective	Reference
1	Teachers' Roles and Leadership Reflections	Vocational teachers from various fields of expertise.	To explore the meaning of teacher leadership in instilling global values and fostering cross-cultural empathy.	Andrews & Aydin (2020)
2	Institutional Policy and Support	School principals and heads of vocational programs.	To determine the extent to which school policies support the integration of Global Citizenship Education.	Choi & Lee (2022)
3	Cross-Cultural Learning Experiences	Students actively involved in multicultural activities and P5 projects.	To understand students' perceptions of global citizenship values exemplified by teachers.	Habibah et al. (2023)

No	Focus	Participants	Main Objective	Reference
4	Value Meanings and Contextual Challenges	All participants (teachers, principals, students).	To identify socio-cultural challenges in implementing global values within vocational schools.	Helakorpi (2022)

The in-depth interviews were conducted after the orientation and initial observation phases, once the researcher had built a foundation of trust with the school community, ensuring that participants felt comfortable sharing their experiences. The interviews took place in familiar settings for participants such as teachers' rooms or vocational workshops and employed a dialogical approach that positioned participants as active subjects of knowledge. The questions focused on three main aspects: teachers' reflections as agents of global citizenship, principals' strategies in creating an inclusive multicultural environment, and students' perceptions of how global values were practiced in daily school life. This approach provided educators with the opportunity to reflect on their moral and social roles in a global context (Andrews & Aydin, 2020) and to interpret the meanings behind cultural expressions and symbols that emerged during interactions (Choi & Lee, 2022; Helakorpi, 2022).

In addition, document and artifact analysis was carried out to trace written evidence of the implementation of Global Citizenship Education (GCE) values within the vocational education system. The researcher examined curricula, lesson plans, *Profil Pelajar Pancasila (P5)* programs, and reports on cultural activities and student projects to understand how the school integrated global citizenship concepts into both policy and instructional practices. Consistent with Habibah et al. (2023), this analysis revealed the connection between the normative vision of global education and its practical implementation at both the institutional and classroom levels.

Table 6. Summary Analysis – Document and School Artifact Analysis

No	Type of Document	Aspect	Main Objective	Reference
1	Curriculum and Lesson Plans (RPP) of Vocational Schools	Integration of global citizenship values into learning outcomes and teaching methods.	To identify the extent to which GCE values are internalized within the design of vocational learning.	Habibah et al. (2023)

2	P5 Program (<i>Profil Pelajar Pancasila</i>)	Project themes and implementation of multicultural and collaborative activities.	To trace the relevance between national character programs and the dimensions of global citizenship.	Helakorpi (2022)
3	School Cultural Activity Schedules and Agendas	Cross-ethnic activities and celebrations of national and international events.	To observe the school's role in fostering awareness of diversity and global empathy.	Torres & Bosio (2020)
4	Student Project Reports and Visual Documentation	Group work outcomes across study programs and demonstrated values of global collaboration.	To analyze concrete representations of global citizenship practices in student activities.	Lertvorapreecha & Swindell (2024)

Document analysis was carried out systematically through the processes of reading, annotating, and categorizing information related to global values, inclusivity, and diversity in vocational education. The results showed that the curriculum and lesson plans in several vocational schools in Ketapang had already integrated global citizenship values through themes of social responsibility, cross-cultural collaboration, and interdisciplinary teamwork—reflecting a vocational education orientation that is not only technical but also aimed at shaping empathetic global character (Habibah et al., 2023). The *Profil Pelajar Pancasila (P5)* program also demonstrated the implementation of projects themed “*Local Wisdom and Global Citizenship*”, which combine nationalism with a global spirit, aligning with Helakorpi’s (2022) idea of balancing local identity with universal values. Documentation of cultural events such as Pekan Budaya Nusantara (Archipelago Culture Week) and International Language Day further reinforced evidence that empathy and tolerance values were internalized through real practices rather than theoretical instruction (Torres & Bosio, 2020; Lertvorapreecha & Swindell, 2024).

In addition, field notes and daily reflections served as essential instruments for maintaining analytical depth and the researcher’s reflective awareness. Each day, the researcher documented observations on social interactions, teachers’ leadership styles, and the expression of Global Citizenship Education (GCE) values within the school environment. These notes functioned not only to describe phenomena but also

to help the researcher reassess their positionality and remain sensitive to the social and cultural context (Helakorpi, 2022; Nam, 2023).

Table 7. Summary Analysis – Data Triangulation and Verification

No	Type of Triangulation	Technique	Main Purpose	Reference
1	Source	Teachers, students, principals, and school documents.	To compare perspectives from various stakeholders in order to gain a comprehensive understanding.	Meyer (2020)
2	Method	Participant observation, in-depth interviews, and document analysis.	To ensure consistency of findings across different data collection techniques.	Starkey (2024)
3	Time	Observations and interviews conducted repeatedly over different periods.	To avoid temporal bias and strengthen the reliability of findings.	Lertvorapreecha & Swindell (2024)
4	Context	Comparison between academic (classroom) and social (school forum) data.	To assess the alignment between values taught and those practiced in school life.	Helakorpi (2022)

The triangulation process was conducted continuously from the early to the final stages of the research to maintain the integrity of meaning and the validity of the data. In source triangulation, the researcher compared teachers' narratives about leadership and global values with students' perceptions and school policy statements to ensure consistency of interpretation. Method triangulation was implemented by confirming interview findings through classroom and school forum observations, capturing non-verbal dimensions such as empathy and cross-ethnic participation (Meyer, 2020). Meanwhile, time triangulation was carried out through repeated visits during different academic and cultural events, providing a longitudinal perspective on teachers' leadership practices in implementing Global Citizenship Education (GCE). The entire process concluded with reflective verification through discussions with key

informants to review interpretive accuracy, ensuring that the study's validity encompassed both methodological and moral dimensions (Starkey, 2024).

Data analysis was conducted interactively and cyclically through four main stages: data transcription and reduction, coding and thematic categorization, interpretation of meaning, and member checking. This approach positioned the researcher as a reflective instrument, continuously constructing social understanding through a dialogue between data and context. Through this strategy, the study successfully traced how teacher leadership in multicultural vocational schools in Ketapang authentically and contextually shaped global citizenship awareness, aligning with the reflective insights articulated by Meyer (2020) and Starkey (2024).

Table 8. Summary Analysis – Research Findings

No	Stage of Analysis	Main Process	Key Findings	Reference
1	Transcription and Data Reduction	Verbatim transcription of interviews and selection of relevant data from observations and documents.	A total of 210 pages of raw data were reduced into six main categories related to teacher leadership and global values.	Helakorpi (2022)
2	Coding and Thematic Categorization	Application of open, axial, and selective coding to field data.	Three major themes emerged: (a) reflective leadership, (b) praxis of global empathy, and (c) negotiation between local and global values.	Andrews & Aydin (2020)
3	Interpretation and Meaning Construction	Thematic and contextual analysis of teachers' practices and students' responses.	Teacher leadership was found to foster global citizenship awareness through pedagogical actions grounded in empathy and collaboration.	Choi & Lee (2022)
4	Validation and Member Checking	Confirmation of findings with participants and field supervisors.	Validation confirmed alignment between the researcher's interpretations and participants' lived experiences.	Starkey (2024)

Data analysis was conducted through four interrelated stages. First, data transcription and reduction were carried out by transcribing all interviews and observations verbatim, resulting in 210 pages of raw data that were subsequently reduced to focus on issues of teacher leadership, global values, and multicultural dynamics, as suggested by Helakorpi (2022). Second, during the coding and thematic categorization stage, the researcher identified patterns of meaning through open, axial, and selective coding, leading to the emergence of three main themes: teachers' reflective leadership, practices of empathy and cross-cultural collaboration, and the negotiation between local and global values. These findings reinforce the view of Andrews and Aydin (2020) regarding the role of globally minded teachers in fostering multicultural solidarity.

Third, the interpretation and meaning construction stage connected the data to the school's social context, revealing that teacher leadership in Ketapang vocational schools is characterized by collaboration and reflection through project-based learning and intercultural dialogue, consistent with Choi and Lee's (2022) findings on teachers as mediators of global values. Fourth, during the validation and member checking stage, the interpretations were confirmed by teachers, principals, and students to ensure alignment between the researcher's understanding and participants' lived experiences, as recommended by Starkey (2024).

The final analysis demonstrates that teacher leadership as an agent of global citizenship in multicultural vocational schools of Ketapang is manifested through reflective and empathetic practices that bridge global values with local wisdom representing a living implementation of Global Citizenship Education (GCE) in everyday school life (Meyer, 2020; Starkey, 2024).

The findings reveal that teacher leadership as an agent of global citizenship in multicultural vocational schools across Ketapang Regency develops through reflective, empathetic, and collaborative practices embedded in everyday vocational education. Teachers act not merely as instructors but as mediators of values and shapers of global citizenship character through project-based learning, cross-ethnic collaboration, and intercultural communication. These results affirm the perspectives of Akkari and Maleq (2020) and Torres and Bosio (2020), who argue that Global Citizenship Education (GCE) must be grounded in local sociocultural contexts. Teachers in Ketapang successfully interpret values such as justice, solidarity, and empathy into educational practices relevant to the Dayak, Malay, and Javanese communities, thereby supporting Radhouane and Maleq's (2020) notion of contextual adaptation of GCE within multicultural societies.

Pedagogically, teacher leadership in this study demonstrates transformational and participatory characteristics encouraging critical dialogue, collaboration, and social

empathy, as emphasized by Choi and Lee (2022) and Andrews and Aydin (2020). Students responded positively by showing increased tolerance and awareness of diversity, consistent with Habibah et al. (2023). However, challenges persist in maintaining a balance between global values and local hierarchical traditions, as noted by Helakorpi (2022) and Meyer (2020).

Data analysis identified three core dimensions of teacher leadership: (1) reflective-humanistic, (2) pedagogical-empathetic, and (3) local–global value negotiation, reflecting Starkey’s (2024) vision of global education that honors local identity. Conceptually, these findings strengthen the theoretical foundation of Global Citizenship Education toward a more inclusive and humanistic paradigm, aligning with the visions of Dreamson (2023) and Nam (2023), who advocate for global citizens that understand, respect, and embody diversity in their lived experiences.

Conclusion

This study concludes that teacher leadership as agents of global citizenship in multicultural vocational schools in Ketapang Regency is rooted in reflective and relational practices that foster cross-cultural empathy and students’ global awareness. Teachers act not only as instructors but also as mediators of humanistic values who contextualize Global Citizenship Education (GCE) through collaborative learning, multicultural projects, and activities aligned with the Pancasila Student Profile. These practices demonstrate teachers’ ability to balance global values with local wisdom, thereby creating a learning environment that respects diversity and promotes social solidarity.

Through an ethnographic approach, this research identifies three core dimensions of global teacher leadership: (1) moral reflection in pedagogical actions, (2) the cultivation of global empathy through social interactions, and (3) inclusive negotiation of cross-cultural values. The validity of the findings is strengthened through triangulation and member checking, confirming that teacher leadership in Ketapang’s multicultural vocational schools represents a contextual, humanistic, and socially just practice of global education.

Practically, the findings encourage teachers to strengthen dialogic learning strategies, cross-cultural project-based activities, and critical reflection as part of integrating GCE into the vocational curriculum. For policymakers, these results can serve as a foundation for developing teacher training programs that focus on intercultural competence and transformative leadership in multicultural schools.

This study has limitations as it was conducted in a single region, and therefore the findings cannot be widely generalized. Future research may broaden the context to other areas or employ comparative approaches across regions to deepen the

understanding of teacher leadership models as agents of global citizenship in vocational education.

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