

CHAPTER I

INTRODUCTION

This chapter presents an overview of the study by outlining its background and providing a concise explanation of the rationale and procedures undertaken. It further elaborates on the formulation of the research questions, the objectives to be achieved, the scope of the investigation and the significance of the study.

1.1 Background of the Research

Education is transformative, it plays a vital role in the socialization of children and youth, and the development of their values, attitudes and personal behavior (Education Above All, 2012) in preparing learners to navigate global challenges and engage responsibly within multicultural environments. One of the key approaches that responds to this need is Global Citizenship Education (GCE), a framework introduced by UNESCO to equip learners with the knowledge, skills, values, and attitudes needed to contribute to a more just, peaceful, tolerant, inclusive, and sustainable world (UNESCO, 2015a). Within the GCE framework, global citizenship skills such as critical thinking, empathy, intercultural communication, collaboration, and problem solving are emphasized as essential competencies for learners to understand global systems and act ethically across cultural boundaries. Meanwhile, English reading materials serve as powerful tools to foster these competencies, as reading enables students to explore real-world issues, reflect on diverse perspectives, and build critical awareness through language learning. This is particularly relevant in the context of vocational hospitality education, where students are expected to communicate effectively and work collaboratively with people from various cultural backgrounds. Despite its importance, the integration of global citizenship education and its related skills into English reading materials for vocational students has not been extensively examined, particularly in Indonesia, where hospitality students are being prepared for global service industries.

Global Citizenship Education (GCE) have been employed to foster a wide range of skills in diverse educational settings over the past two decades. Recent bibliometrics research also indicates that although the number of GCE publications has decreased in recent years, the field remains highly relevant and continues to contribute significantly to addressing global issues and sustainable development goals. Furthermore, the growing connections among GCE studies suggest continuing opportunities for research innovation and exploration of new topics (Nugraha, 2024). However, previous studies have primarily focused on higher education and general curriculum integration (Nugraha, 2024), while limited attention has been given to the incorporation of global citizenship education into English reading materials for vocational students, particularly in the hospital field. In addition, the incorporation of global citizenship education with cognitive domain skills in EFL reading materials remains under-explored. Therefore, this study attempts to address this gap by incorporating GCE and cognitive domain skills into English reading materials for tenth-grade vocational hospitality students as their needs not only language proficiency but also these skills.

In relation to these needs, Global Citizenship Education (GCE) has been utilized in higher education to foster multicultural understanding and global responsibility, enabling learners to comprehend global issues and equipping them with the knowledge, skills, values, and attitudes necessary for global citizens to address global challenges (Santamaría-Cárdaba et al., 2024, as cited in, Council of Europe, 2019), to develop attitudes of care and empathy for others and the environment and respect for diversity (YFU, 2016), to cultivate critical thinking, empathy, and ethical responsibility among students (Budiharso et al., 2024), to develop “critical cultural awareness” (Dooly, 2006), and to help students thrive in multicultural and diverse societies (Malirong & Gallardo, 2024). Collectively, these findings affirm that global citizenship education plays a pivotal role in shaping globally minded learners. In the context of vocational hospitality education, these competencies are particularly significant, as graduates are expected to interact with culturally diverse clients and colleagues in international environments.

Among the three domains of Global Citizenship Education (GCE), this study specifically emphasizes the cognitive domain in the development of English

reading materials. While global citizenship education encompasses three domains of learning—cognitive, socio-emotional, and behavioral (UNESCO, 2016)—this study prioritizes the cognitive domain as a foundational stage for tenth-grade vocational hospitality students. At this level, learners need to first develop essential thinking skills before they can effectively engage in socio-emotional understanding and behavioral actions. This domain includes key skills such as critical thinking, creative thinking, perspective-taking, and problem solving, which are fundamental in helping students understand and respond to global issues. In the context of vocational hospitality education, students are expected to interpret information, consider diverse perspectives, and make appropriate decisions in real-world situations involving multicultural interactions.

Although the importance of Global Citizenship Education (GCE) has been increasingly recognized, existing research continues to demonstrate several limitations. (Athina, 2022) identified that, while certain aspects of global citizenship are introduced in EFL curricula, the integration of essential competencies remains partial and uneven. This aligns with survey conducted by UNESCO Bangkok and APCEIU (APCEIU, 2021) stated that the most pressing issues that need to be resolved in this field are the lack of knowledge among policymakers and the absence of global citizenship education incorporation into curricula and education policies. In a similar vein, (Budiharso et al., 2024) highlighted the importance of intercultural techniques like cultural immersion and experiential learning, but their results indicate that there are still insufficient frameworks for integrating these into language teaching. Furthermore, a systematic review conducted by (Santamaría-Cárdaba et al., 2024) indicated that scholarly attention has largely concentrated on higher education and theoretical exploration, thereby overlooking vocational and non-university contexts.

In the Indonesian context, although the current English textbook (SPLASH by Erlangga) for vocational high school has begun incorporating topics aligned with the Sustainable Development Goals (SDGs), these themes appear only briefly typically once in each unit while the majority of the content remains focused on grammar and general English topics. Similarly, previous studies have reported that although global citizenship education has gained increasing attention in ELT across

various educational contexts, its classroom implementation remains inconsistent due to lack of a clear instructional framework and practical guidance for teachers (Aljuaid, 2022). This condition contrasts with development in several countries where global citizenship education has been formally incorporated into education policies and curricula. For example, South Korea has actively integrated global citizenship education into its national curriculum, particularly in social studies and ethics education (Norman, 2006). The limited inclusion of reading passages that explicitly emphasize global citizenship education and cognitive domain skills reveal a gap in the materials used for vocational learners. This underlines the need for the development or recommendation of supplementary reading materials that more meaningfully integrate global citizenship education core themes and cognitive domain skills to prepare students for real-world communication and intercultural engagement in the hospitality industry.

Hence, exploring the representation of global citizenship education within existing English reading materials is not only timely but also urgent. As the *Kurikulum Merdeka* emphasizes character building, cultural literacy, and global competence, incorporating global citizenship education core themes into vocational English instruction aligns with national education goals and international calls for transformative learning. In this context, emphasizing cognitive domain skills within GCE-based English reading materials represents an important initial step in preparing students cognitively before they engage with socio-emotional and behavioral dimensions. This approach not only supports students' reading comprehension but also strengthens their higher-order thinking skills, which are essential for both academic development and future professional practice in the hospitality industry.

1.2 Research Questions

1. To what extent are global citizenship education and cognitive domain skills incorporated into the existing English reading materials used by tenth-grade vocational hospitality students?

2. How are the procedures of incorporating global citizenship education and cognitive domain skills into English reading materials for tenth-grade vocational hospitality students?
3. How is the design of English reading materials incorporated global citizenship education and cognitive domain skills for tenth-grade vocational hospitality students?
4. How are the validity and readability of the designed English reading materials incorporated global citizenship education and cognitive domain skills for tenth-grade vocational hospitality students?

1.3 Research Purposes

1. To explore the extent to which existing English reading materials used by tenth-grade vocational hospitality students incorporated with global citizenship education and cognitive domain skills
2. To describe the procedures of English reading materials incorporated with global citizenship education and cognitive domain skills for tenth-grade vocational hospitality students
3. To illustrate the development process of English reading materials incorporated with global citizenship education and cognitive domain skills for tenth-grade vocational hospitality students
4. To evaluate the validity and readability of the designed English reading materials incorporated with global citizenship education and cognitive domain skills for tenth-grade vocational hospitality students

1.4 Scope of the Research

The research focuses on exploring and developing how global citizenship education and cognitive domain skills is represented and can be incorporated within English reading materials for tenth-grade vocational hospitality students. The research is limited to the development of English reading materials that reflect global citizenship education values and skills relevant to the hospitality field. The study employs the Research and Development (R&D) approach. The final product is a prototype of English reading materials in the form of e-module that are incorporated with global citizenship education for tenth-grade vocational

hospitality students. The use of the prototype can be on-site or hybrid, adjusted to the student's needs.

1.5 Significance of the Research

Based on the objectives of this study, the findings are expected to provide both theoretical and practical contributions to English language teaching, particularly in vocational hospitality education. Theoretically, this study contributes to the existing literature on English reading materials development by addressing the limited integration of global citizenship education and cognitive domain skills in vocational hospitality contexts. It also extends current knowledge by demonstrating how these components can be systematically incorporated into English reading materials through a design and development research approach. Practically, this study is expected to provide practical contributions to teachers, students, curriculum developers, and future researchers. For teachers, the developed supplementary English reading e-module can serve as an additional resource for teaching reading in vocational hospitality education. The module provides authentic hospitality-related reading materials that incorporates global citizenship education and cognitive domain skills, enabling teachers to enrich classroom instruction with contexts that are more relevant to students' future professions. For students, the module offers learning materials that are closely related to the hospitality industry, the materials aim to enhance not only their reading skills but also their readiness to interact responsibly and effectively in multicultural and professional environments. For curriculum developers and material designers, this study provides an example of how global citizenship education and cognitive domain skills can be systematically integrated into English reading materials while maintaining alignment with the English ATP (*Alur Tujuan Pembelajaran*) Phase E, CEFR B1 reading descriptors, and the characteristics of vocational hospitality education. The module may also serve as a reference for developing other ESP-oriented supplementary learning materials. And for future researchers, this study may serve as a reference for further research on incorporating global citizenship education into English language teaching, particularly in vocational education.

1.6 Key Terms

Global citizenship education is an educational approach that equips learners with necessary, knowledge, skills, values and attitudes for the twenty-first century and enables them to actively participate in creating inclusive, equitable, sustainable, and peaceful societies on a global and local level (APCEIU & UNESCO Bangkok, 2022). Global citizenship education encompasses three domains of learning: cognitive, socio-emotional and behavioral. In this study, GCE is viewed as a transformative framework that extends beyond language learning by fostering students' global awareness, empathy, and responsibility. When integrated into English reading materials, GCE encourages learners to engage critically with global issues, appreciate cultural diversity, and develop the competencies needed to participate in both local and international communities.

Within this study, English reading materials refer to instructional texts designed to develop students' reading comprehension, vocabulary, and higher-order thinking skills while supporting English language learning (Erlina et al., 2016). They are viewed as pedagogical tools that integrate global citizenship themes. The reading materials developed in this study combine hospitality-related contexts with global citizenship education principles and cognitive domain skills to support vocational hospitality students. As supplementary reading materials, they complement existing textbooks while meeting students' linguistic, cognitive, and vocational needs through authentic hospitality situations and problem-solving activities.

The term vocational hospitality students refers to learners enrolled in vocational education programs specializing in hospitality, including front office operations, housekeeping, food and beverage service, tourism services, and other customer-oriented professions. In this study, the participants refer to tenth-grade hospitality students in vocational high schools, as this level marks the beginning of their professional specialization. Therefore, it is considered an appropriate stage for introducing global citizenship education through English reading materials before students enter authentic hospitality environments.