



NURTURING GLOBAL CITIZENSHIP THROUGH IB LEARNER PROFILE: A MALAYSIAN CONTEXT

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Abstract

Nowadays, globalization impact has caused the inevitable challenges which demands education to emphasis on developing students holistically in both cognitive and non-cognitive aspects of learning. The United Nations promotes Sustainable Development Goals (SDG) through education to to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The corresponding Target 4.7 in SDG 4 emphasis on values education to develop students to be responsible citizens locally and globally. Nurturing global citizenship among students is crucial to ensure students are well equipped with appropriate skills, and being responsible and responsive to the local and global issues. However, students' skills, knowledge and attitudes towards global citizenship are still at moderate level. Thus, the Ministry of Education Malaysia introduced The Middle Years Programme International Baccalaureate (MYPIB) in 2013 in order to develop students holistically by inculcating International Baccalaureate (IB) Learner Profile. The implementation of the MYPIB in International Baccalaureate World (IB) School Kementerian Pendidikan Malaysia has succeeded in nurturing IB Learner Profile among IBWS KPM students, thus, simultaneously promoting global citizenship among them.

Keywords: *IB Learner Profile; Global Citizenship; Middle Years Programme International Baccalaureate*

Introduction

Education plays a vital role in developing human capital with high values and morale to achieve sustainable development (Hanifah et al., 2014). Malaysia has long been concerned with values based learning as mentioned in The National Philosophy of Education which envisioned the development of human capital with values, responsible to themselves, nation and global. However in reality, the implementation of values based learning has been daunted by various challenges due to the misalignment between prescribed curriculum, classroom instruction and assessment (Saharia, 2015; Tajul Ariffin & Nor'Aini, 2002). Studies conducted by Ab. Halim & Jaafary (2005), Habsah et al. (2007), Nor Hashimah (2000) and Wan Hasmah (2002) revealed that teachers failed to infuse values into the classroom because they demonstrate low level of mastering pedagogical technique as well as low level of understanding and appreciation of the values embedded in the National Education Philosophy and National Curriculum (Sapie et al., 2017). Furthermore, the intangible outcomes of education has been neglected by the teachers due to strong emphasis on academic achievement due to domination of teacher-centred learning in the real classroom practice (Anita, Mohd Isa & Mohd Mahzan, 2014).



MYPIB in Malaysia

The MYPIB is one of the four International Baccalaureate (IB) programmes introduced by the International Baccalaureate Organisation (IBO) to cater students age 11 to 16 years old. In 2013, the Ministry of Education introduced the Middle Years Programme International Baccalaureate (MYPIB) as one of the efforts to enculturate critical thinking skills and values among students. The MYPIB is implemented to ten secondary schools under Ministry of Education consisting of various type of secondary schools. For 13 to 17 years old students (form one to form five) as compared to suggested age of 11 to 16 years old students by the IBO due to compatibility and flexibility of the MYPIB with other education system. The MYPIB allowed each IBWS meet the external requirements and curricular demands in their country as necessary. In Malaysia, the flexibility of MYPIB allows the national curriculum, The Malaysian Standard Secondary School Curriculum to be applied within this model. Other implementations of MYPIB in IBWS KPM as agreed upon by the IBO are (1) Malay language as the schools medium instruction, (2) students be seated for Sijil Pelajaran Malaysia (SPM) and not the e-Assessment of MYPIB and (3) the exception of the remove class, programme for special education, and Basic Vocational Education (PAV). In addition to the MYPIB Programme Model, the IBO set The Program Standards and Practices that must be adhered by every IBWS to ensure the quality of the MYPIB (Ministry of Education, 2018).

Global Citizenship and IB Learner Profile

Global citizenship can be defined as the individual concern on national and global issues e.g. economic, cultural and social (UNESCO, 2015). Nurturing global citizenship among students is crucial not only to develop students to be active global citizens but to equip students with appropriate skills, and being responsible and responsive to the local and global (Hill, 2006). However, studies in non IBWS KPM (e.g. Hamidah et al., 2019; Sitti Hasnah, Mohd Mahzan, & Abdul Razak, 2017) revealed that students shows moderate level of attitudes, skills and knowledge on global citizenship. This is due to no specific curriculum available for global citizenship in Malaysia, instead the concept is integrated across curriculum. Moreover, the finding suggests that even though students have the knowledge and skills, students might not able to show positive attitudes towards global citizenship elements.

Thus, Ministry of Education introduced the MYPIB in 2013 to develop students holistically by nurturing IB Learner Profile among students in IBWS KPM. The IB Learner Profile was firstly established to assist teachers in fully developing human capital through structured curricular and pedagogic approach (Rizvi et al., 2019). The ten attributes of the IB Learner Profile are (1) inquirers, (2) knowledgeable, (3) thinkers, (4) communicators, (5) principled, (6) open-minded, (7) caring, (8) risk-takers, (9) balanced and (10) reflective. Students who acquire the IB Learner Profile might be able to be active global citizens because because the





attributes will encourage them to promote more peaceful world (International Baccalaureate Organisation, 2008).

Conclusion

The MYPIB provides coherent curriculum and holistic learning model which assist the nurturing of global citizenship among students through the development of the IB Learner Profile. Nurturing the IB Learner Profile among IBWS KPM students would not only equipped students with knowledge and skills but produce active global citizens by developing tolerance societies and promoting peaceful world.

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