

Market Day in a Global Education Perspective

Asep Saefudin¹, Sapriya², and Tiana Dara Lugina³

Basic Education, Postgraduate, Indonesia University of Education, Bandung, Indonesia

kang.asepsaefudin@upi.edu ORCHID ID 0009-0003-1833-5968 , sapriya@upi.edu ,
tianadaralugina140591@gmail.com

Abstract. The purpose of this study is to obtain a factual description of the formulation, implementation, and evaluation of co-curricular market day activities in a global perspective that can improve students' literacy skills towards understanding the global world through the perspective of food from various countries. This study uses a case study method with a qualitative approach. The subjects in this study were school residents consisting of the principal, teachers, guardians of students, and students, as well as supporting documents from the implementation of the co-curricular market day activities. The results of the study indicate that the school does have a routine program that is held once every semester by grades 5 and 6 while grades 1 to 4 are buyers in the activity. Grades 5 and 6 were chosen as subjects to implement it with the consideration that from a cognitive perspective they are more capable so that knowledge transfer will occur in the activity. The implementation activities start from determining the theme of the activity, preparing dishes in groups, conducting promotions, conducting market day activities, and ending with evaluation. This market day co-curricular activity plays an important role in broadening students' horizons in responding to global developments so that they will become globally educated students who are sensitive to international developments, starting from the food aspect of those countries.

Keywords: Global education, co-curricular, market day

How to Cite:

INTRODUCTION

Global education can be defined as an educational process that is created and designed to prepare students to have good basic intellectual and responsible abilities so that in the future they will be able to struggle in a competitive life (Peramita et al., 2025). Global education, essentially, is a transformation from the conventional educational model. It encompasses a wide range of diverse pedagogical practices that utilize digital tools and platforms to foster cross-cultural engagement, collaboration, and knowledge. A global perspective, coupled with technological innovation, has revolutionized the way individuals learn and interact with the outside world, transcending physical boundaries and enabling more immersive learning experiences with a contextual understanding based on local cultures (Mdee & Emmott, 2008) (Iskandar et al., 2023a) (Iskandar et al., 2023b) (Calvo et al., 2020).

In today's digital age, it's much easier for us as individuals to find the information we need. This accessibility has transformed not only our personal lives but also the very fabric of society. With the rise of search engines and mobile technologies, individuals are now empowered to navigate vast oceans of information, allowing them to challenge established narratives and seek out diverse perspectives that were previously hard to access. One way to do this is through the use of the internet. (Dutton, 2023). This technological advancement has made it easier for us to interact with people from various regions and countries, transcending geographical boundaries and changing traditional paradigms. In the past, if we wanted to interact with someone from a distant region, we had to meet them in person. Similarly, in the world of education, we can easily access the transfer of knowledge and other matters related to educational developments, obtain information, and learn how to implement it, giving rise to the perspective we now know as "global education" (Chellapan & Meer, 2015) (Rae & Carswell, 2013).

In today's global education, skills are needed to help individuals understand more quickly and transfer their understanding to others, thereby increasing the benefits of the information they acquire. This necessity for rapid understanding and effective communication is further amplified by the rise of digital platforms, which facilitate a dynamic exchange of information across diverse networks. As individuals engage in collaborative learning environments, the ability to share and synthesize knowledge becomes paramount, fostering not only personal growth but also collective intelligence (Goyal et al., 2017) (Maghfirani, 2023).

Mastering literacy in various aspects of life is fundamental to the advancement of a nation's civilization. In addition to its role in individual advancement, literacy serves as a cornerstone for fostering critical thinking and civic engagement within society. A literate population is better equipped to navigate complex social issues, participate in democratic processes, and advocate for their rights, ultimately contributing to a more informed and active citizenry. This empowerment through education not only enhances personal capabilities but also strengthens communal bonds, as individuals collaborate to address shared challenges and aspirations (Pandey, 2024).

In general, the ability to use technology and information from digital devices can help individuals in every task they undertake, making them more effective and efficient in various aspects of life, such as academics, careers, and daily life (Gilster, 2004). The concept of literacy has undergone many developments and is used in various forms, including digital literacy, namely the ability of a person to understand and use information from various digital sources (A'yuni, 2015).

The relationship between global education and digital technology has sparked a range of discourses that have had a profound impact on educators, policymakers, researchers, and students. Its transformative potential lies not only in its ability to bridge the vast distances between individuals across countries, but also in its ability to foster a sense of global citizenship, empathy, and cultural understanding of the individuals directly involved (Ardhiyansyah et al., 2023) (Iskandar et al., 2023a) (Iskandar et al., 2023b).

Based on the 2022 Programme for International Student Assessment (PISA) research results, Indonesia ranked 67th out of 81 member countries. This indicates that Indonesian children's literacy skills remain low, despite a six-place improvement from 73rd in 2018 (Kemendikbudristek, 2022). Understanding literacy is a key aspect of a person's life, supporting everything they do. This is especially true in a global educational context, where individuals are required to understand materials from different languages and cultures. If literacy skills are low, it's likely that the information contained in a piece of literature won't be fully conveyed, leading to misperceptions that could lead to understandings outside the context presented (Wiedarti et al., 2018).

Based on this, as educators, we must be able to address these literacy issues and improve our PISA rankings in the following years. Various efforts have been made by relevant parties, but progress has been slow. As education practitioners within our respective educational units, additional, contextual efforts are also needed to make a tangible contribution to fostering literacy among students (Shilviana & Hamami, 2020).

One effort that can be made at the educational unit level to improve students' literacy skills is by organizing co-curricular activities that can improve students' literacy skills from a global educational perspective (Untari, 2023). This study will examine the implementation of co-curricular activities in the form of Market Day. The purpose of this study is to examine the formulation, implementation, and evaluation of co-curricular activities in the form of Market Day from a global perspective that can improve students' literacy skills towards understanding the global world. Then, we also want to know what kind of implementation activities are carried out at the school.

RESEARCH METHODS

A research method is a method used by researchers to collect data from a study. The research method used in this research is a case study using a qualitative approach (Arikunto, 2013). Case study research focuses intensively on a particular object being studied so that it can be said to be a case (Umam et al., 2024). The case study method enables researchers to produce comprehensive and meaningful research. Data from the case study can be

obtained from all parties involved; in other words, the data in this case study is obtained from various sources. Furthermore, the results concluded in this research only apply to the area and scope of the case being investigated (Umam et al., 2024). This case study method is a descriptive method. This means that case study research is conducted intensively, in detail, and in-depth with the individual who is the research subject (Arikunto, 1989).

Based on these considerations, researchers assume that research using the case study method combines multiple sources to collect the necessary data. This data can take the form of archives, interview recordings, completed questionnaires, and direct environmental observations. The evidence presented is qualitative, such as a collection of meaningful words, quantitative, symbolized by numbers, or even a combination of the two.

The focus of a study can be considered the primary aspect of a research project. This study focuses on the Market Day activity held at Sariwangi Elementary School, located in Parongpong District, West Bandung Regency. This school was chosen because Market Day has become a mandatory activity for all students at all levels. The focus of this study yields a factual description derived from the analysis of direct observations, interviews, and document studies, covering the formulation, implementation, and impact of the activity. The resulting description can also be used as input for others in developing this co-curricular activity.

RESULTS AND DISCUSSION

The Market Day event held at Sariwangi Elementary School, Parongpong District, West Bandung Regency, is a scheduled and planned activity within the school program. This event is held every semester, with fifth and sixth grade students as sellers, this is based on their reasoning skills in financial management are beginning to emerge and are good to practice in this activity. Then students in grades 1 to 4 as buyers, this is based on the consideration that students in this grade range are still learning aspects of buying and selling. Market Day is a co-curricular activity at the school. In its implementation, fifth and sixth grade students do not participate simultaneously, but at different times and themes. This is because the available space at the school is limited. In addition, the most important thing is the transfer of knowledge from students as sellers to students as buyers so that it is better conveyed in a situation and conditions that are not too crowded.

The stages of organizing Market Day activities begin with planning, agreeing on a theme, and a timeframe. These activities are conducted in class, led by each homeroom teacher. One theme that can enhance students' global education skills is "traditional foods from various countries." This theme was chosen because it aligns with co-curricular activities in the form of market days. After determining the theme, students form groups to discuss the technical

aspects of the activity and the responsibilities of each group member. At this stage, students collaboratively search for as much information as possible online about various traditional foods from various countries, including the ingredients needed, the tools used, and the preparation methods. After obtaining this information, they immediately discuss where they will prepare the dishes.

The next step, on a separate day, involved each group creating various promotional materials, such as pamphlets, banners, and posters. Once completed, these materials were then brought to other classes for promotional activities, providing an overview of the activities and menus they would be selling at the upcoming Market Day event. This activity began to transfer knowledge to students outside the classroom. It demonstrated students' understanding of the global education they had previously learned as sellers, and how they could share their prior knowledge with other students who had not yet learned it. Furthermore, this promotional media also served as a forum for strengthening bonds among students at the school, while also inviting them to participate in the upcoming market day activities.

The next activity was the Market Day event. This activity began with preparing the layout of the venue and arranging each group's booth according to what they were offering. Each group posted information about the food they were selling so that buyers could easily find out which country the food came from and the ingredients needed to make it. In addition to being able to read the information directly, buyers could also ask questions directly to the sellers, and the sellers answered all their questions. This also occurred in global education, the transfer of knowledge between buyers and sellers, even teachers there did not hesitate to ask students as sellers to obtain the desired information. The following is an overview of the Market Day activities at Sariwangi Elementary School.





Market Day activity image

YouTube source:

<https://www.youtube.com/watch?v=uFMKLfc4IJ0&t=156s>

The final stage of the Market Day series of activities is evaluation. This evaluation is crucial to solidify the students' understanding, which they have previously constructed through internet media, discussions, and reading other literature. This is where the teacher's role is crucial in confirming students' understanding. The activity is carried out through questions and answers about the activity theme. The questions and answers are conducted to obtain an overview of each student's knowledge of the activities they have undertaken, from the planning stage to implementation. The core of this co-curricular activity is expected to develop students' global understanding, their knowledge becoming more open when responding to other countries, and their sensitivity to developments in other countries. This allows them to think critically and filter out positive aspects and then adapt them for implementation in their own lives.

RESEARCH RESULTS AND DISCUSSION

The conclusion of this study shows that the formulation of the Market Day co-curricular activities begins with determining the theme, forming groups, analyzing needs, promoting, implementing, and evaluating. The implementation is carried out in one day and includes aspects of gathering information from various sources, both printed and electronic. Then there is also a question and answer activity so that the transfer of global knowledge is increasingly lively. Evaluation activities are carried out on the same day after the activity is completed by exchanging information and asking questions to determine the extent of their understanding of global developments in the culinary realm presented. Through a series of activities, students' enthusiasm in their literacy aspects towards the assignments given by utilizing technology has been seen so that this has had a positive impact on the development of

students' literacy skills, especially in understanding other nations' cultures by learning about various kinds of typical foods from various countries.

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