

*Research Article*

## Youth Engagement in Global Affairs: FPCI Goes to SMA Muhammadiyah 3 Jakarta

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**Abstract:** This article discusses the implementation of FPCI Goes to School (FGTS) 4.0, an educational outreach initiative conducted by the Foreign Policy Community of Indonesia (FPCI) Chapter UPN Veteran Jakarta, with the objective of increasing students' awareness and understanding of international political dynamics. The initiative addresses the growing need for public literacy on global issues that often have indirect but significant effects on national and local communities, such as trade disruptions and inflation caused by geopolitical conflicts. Using the Russia-Ukraine war as the primary case study, this activity sought to explore how international events influence domestic realities, including the rising cost of grain-based products and the spread of digital propaganda. The program was held at Muhammadiyah 2 Senior High School Jakarta and employed a participatory method involving socialization sessions, group discussions, and pre-test and post-tests evaluations to measure knowledge gain and critical thinking. Findings show that students demonstrated a strong grasp of basic geopolitical knowledge (+90% correct identification) and high level of awareness regarding digital security practices (+95% relevant answers). Slightly lower comprehension was observed in questions requiring simple analytical reasoning about international politics. This activity concludes that early exposure to international political education, delivered through targeted civic engagement programs, is promising to cultivate for a more globally-aware and resilient future citizens.

**Keywords:** Civic Education; Conflict; Community Engagement; Global Literacy; International Relations; Youth Engagement.

### 1. Introduction

The people of Indonesia should possess a higher awareness towards international affairs and politics since a global issue can transform into a regional, and even a national-based problem, hence, impacting the most remote and smallest unit of an international actor: the society itself. If we take the conflict between Russia and Ukraine as our first evidence, it can imply that their worsening relationship in geopolitical interest have a multilayer impact not exclusively on the domain of global security (McGarvey, 2023), but also reducing the availability of global commodities such as grain, which consequently disrupting the global trade and its price (McGarvey, 2023, ABC Australia, 2023, CNN Indonesia, 2022). We can argue that the public of Indonesia does not necessarily rely on grain as their main diet, hinting that we are not going to be heavily impacted by this trade crisis, however, there are local popular sustenance namely bread and instant noodles that have raised their normal price up to 50% (from Rp2.000 into Rp2.500-Rp.3000 average per piece) as a result of the scarce and expensive wheat or grain as their main production materials (detikFinance, 2022). By a different angle, Washington's decision to increase the trade tariffs towards Beijing will also have the potential to bring a momentum or a disruption towards our supply chain (ISG, 2025) (Nugroho et al., 2025). Further evidence is from Europe, specifically mentioning the EU's decision to no longer import Indonesia's Crude Palm Oil (CPO) in 2022-2023 which turned to be a massive factor for palm-based cooking oil to be very expensive, disrupting the local SMEs in their food production and business operation (Lubis, 2022). An expert of

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international politics and globalization, Robert Keohane, has conceptualized this phenomenon as a Complex Interdependence, which implies that in a highly interconnected world the decision of a state or non-state actor can determine the start or the end of something in another part of the world. As a conclusion, the public understanding towards the complexity of international politics has transformed into a basic necessity to improve our own resilience and understanding towards the volatile global affairs.

Considering the urgency narrated from the previous passage, it is clear that we need an educated community to reach the grassroot level of the society to improve their awareness towards the dynamics of global politics. This article is therefore trying to accommodate the urgency by cooperating with a local community entitled as Foreign Policy Community of Indonesia (FPCI) Chapter UPN Veteran Jakarta, thus utilized as the front bulwark in improving the society's awareness and understanding of international politics. We would also like to start engaging a community that is still actively participating in education, therefore audiences such as school and university students will be our main priority. Therefore, our main activity will revolve our socialization towards students, which will also be named as "FPCI Goes To School (FGTS) 4.0" as our next agenda. Together with FPCI we would also like to believe that providing an awareness of international politics towards a younger generation (high schoolers) will create a further room of discussion within their own community. For that reason, we are choosing Muhammadiyah 3 Jakarta as our main setting of the socialization activity on Wednesday, 23rd of April 2025 from 9 AM to 12 PM. The details of the activity will be explained by the next chapter.

## 2. Literature Review

This article would still want to propose a gap even though this work cannot be considered as a research-based work. By comparing with other relevant community service-based articles, this article finds that there is not much literature that puts International Relation that involves civic education and community engagement as the main topic of their service-based activity. The only prominent and active publication has been done by the RAGOM Jurnal Pengabdian Masyarakat, which have consistently involved the study of IR and making it embedded in their service-based activity namely public socialization (Karisma et al., 2023; Luerdi et al., 2024; and Fadhillah et al., 2024), and SDG-focused training (Inayah, 2023). It can be summarized that we can find many community service-based literature that uses IR as its umbrella of activities, but publications that specifically emphasize the involvement of IR studies and community engagement are still hard to find; hence, it concludes the novelty of this paper's urgency of activity.

## 3. Proposed Method

Our activity in FPCI Goes To School (FGTS) 4.0 can be classified into three different sets of activity. The first part of this activity includes preparation both by the staff of FPCI Chapter UPN Veteran Jakarta and the audience or the participants which are the students and the class' supervisor of Muhammadiyah 3 Jakarta. Secondly, the main event, which includes the opening speech, pre-test, the main socialization and discussion session, thus ended with a post-test. Finally, the closing segment is then symbolized by giving away a remembrance for the class as a memento for FGTS in Muhammadiyah 3 Jakarta, and ended with a session for a photograph as a documentation. The details of our activity can be observed from the table below:

**Tabel 1.** The List of Activity for FPCI Goes To School (FGTS) 4.0

Time	Duration	Activity	Team in Charge
09.30 – 10.00	30 minutes	General and technical preparation	Event
10.00 – 10.20	20 minutes	Audience registration	Event
10.20 – 10.25	5 minutes	Opening speech and remarks	Master of Ceremony (MC)
10.25 – 10.30	5 minutes	Welcoming session by the class' head supervisor	Representative from SMA Muhammadiyah

2 Jakarta			
10.30 – 10.40	10 minutes	Opening speech by the President and Project Officer of FPCI Chapter UPN Veteran Jakarta	The President and the Project Officer
10.40 – 10.45	5 minutes	Pre-test	Research division
10.45 – 11.15	30 minutes	Socialization and discussion	Research division
11.15 – 11.25	10 minutes	Ice Breaking	Event
11.25 – 11.35	10 minutes	Post-test	Research division
11.35 – 11.40	5 minutes	Penyerahan plakat kenang-kenangan	Event
11.40 – 11.50	10 minutes	Documentation	Public relation
11.50 – 12.00	10 minutes	Closing remarks	Master of Ceremony (MC)

During the discussion session, we are using the topic of the crisis between Russia and Ukraine with a theoretical foundation to gain deeper understanding towards the conflict. With theoretical understanding, we can explore the motivation from each of the involved parties in this crisis, including its historical record like the annexation of Crimea in 2014. We also put into notice that both parties are also extremely active in using propaganda on any instrument, with possibilities that their geopolitical message and interest is also received by the public of Indonesia. With that, we have established an urgency that the call to (digital) arms can be highly multifaceted, asking us to be more aware of these digital propaganda. During this socialization, we are also providing a set of pre-test and post-test, with the objective to obtain a glimpse of the students' understanding before and after the socialization has finished concerning international affairs and digital propaganda.

This set of pre-test and post-test is also an effort to push the main foundation of the students to think critically, and not accept a fact as it is. We are asking them to provide an argument of their own to understand whether they have a different set of logic on the answer. These sets of answer, though primarily not determined to create a dichotomy between right or wrong, will still be assessed, which the question can be critically observe from the table below:

**Tabel 2.** The List of Questions

No	Question	Objective
1	What is the name of the Ukrainian territory annexed by Russia in 2014?	To assess participants' basic understanding of the Ukraine–Russia conflict and introduce the concept of annexation in international geopolitics.
2	Mention one reason why Russia invaded Ukraine in 2022!	To encourage participants to understand the dynamics of global politics, including strategic and historical reasons behind a country's invasion.
3	Give your reason why Ukraine wants to apply for NATO membership?	To engage participants in analyzing the defense strategies and diplomacy of smaller nations against external threats through international alliances.
4	Based on your understanding, what are the impacts of the Ukraine–Russia conflict on Indonesia?	To stimulate critical thinking skills in participants by linking international issues with their impacts on Indonesia's economy, politics, and national security.

5	In your opinion, what is digital propaganda?	To raise participants' awareness about various forms of information manipulation in the digital age and how propaganda influences public opinion.
6	What are some ways we can protect our digital security?	To provide practical and preventive knowledge regarding the importance of protecting personal data and digital security among students.

#### 4. Results and Discussion

Our findings based on the pre-test and post-test can be critically observed by the table 3.1 below. For the topic of conflict Russia-Ukraine, the students of Muhammadiyah 3 Jakarta can answer the question with high accuracy on simple questions, namely problem number one (1) and five (5), however, there are some lower percentage of accuracy concerning questions with more critical questions namely problem number two (2), three (3), and four (4). Nonetheless, the majority of the students are still answering with relevant responses, with the average relevancy score up to 82.5%.

Most participants were able to correctly identify Crimea as the Ukrainian territory annexed by Russia in 2014. This demonstrates a basic level of awareness regarding a key geopolitical event. However, some answers showed confusion, with a few participants incorrectly referencing other regions such as Somalia. This indicates a need to strengthen contextual and geographical understanding in the realm of international affairs.

**Tabel 3.** Quantified Answer

No	Questions	Indicator of Correct/Relevant Answer	The Rate of Correct/Relevant Answer
1	<i>What is the name of the Ukrainian territory annexed by Russia in 2014?</i>	Mentioning "Crimea"	± 90% of participants
2	<i>Mention one reason why Russia invaded Ukraine in 2022!</i>	Mentioning "NATO, Russian Influence, Security"	± 75% of participants
3	<i>Give your reason why Ukraine wants to apply for NATO membership?</i>	Mentioning "Protection, security, collective defense"	± 80% of participants
4	<i>Based on your understanding, what are the impacts of the Ukraine–Russia conflict on Indonesia?</i>	Mentioning "Wheat and energy imports, inflation"	± 70% of participants
5	<i>In your opinion, what is digital propaganda?</i>	Mentioning "Efforts to influence public opinion via digital media"	± 85% of participants
6	<i>What are some ways we can protect our digital security?</i>	N.A	± 95% of participants

When asked about the reasons behind Russia's 2022 invasion of Ukraine, the majority of participants linked it to Ukraine's intention to join NATO, as well as Russia's concern over the expansion of Western influence. The responses reflect an emerging understanding of strategic and political motivations in inter-state conflict, showing that students were able to interpret the event through the lens of international relations and global power dynamics.

Participants also demonstrated a sound grasp of Ukraine's motivation for seeking NATO membership. Most cited national security and protection against potential external aggression. Some responses further connected this to the foreign policy strategies of smaller states in facing pressure from more dominant powers. These insights suggest the development of strategic thinking among students in assessing diplomacy and defense politics.

Regarding the potential impact of the Ukraine–Russia conflict on Indonesia, students provided a range of answers that reflected an ability to link global events to national consequences. Common themes included the disruption of wheat and energy imports, rising fuel and food prices, and inflation. These responses highlight an awareness that global conflicts can significantly affect domestic economic and political stability, indicating that the goal of promoting global literacy through FGTS 4.0 was successfully met.

In the area of digital literacy, most participants showed a solid understanding of digital propaganda as a means of manipulating public opinion via social media and other digital platforms. Some answers demonstrated deeper insight, citing examples such as digital posters, repetitive messaging, and manipulative narratives—indicating a high level of awareness regarding the dangers of misinformation in the digital age.

When asked how to protect one's digital security, nearly all participants provided relevant and appropriate answers. Common suggestions included using strong passwords, enabling two-step verification, and being cautious when sharing personal information. Some participants also emphasized the importance of fact-checking as a core principle of ethical digital engagement. These responses show that participants not only understood potential threats in the digital space but were also capable of applying practical protective measures in their daily digital activities.

## 5. Conclusions

This initiative aims to address the public's need for greater awareness and understanding of international social and political issues. FPCI Chapter UPN Veteran Jakarta sought to fill this gap by organizing an outreach program under the banner FPCI Goes To School (FGTS) 4.0. The program was designed to raise public awareness—particularly through Muhammadiyah 2 Senior High School Jakarta—by fostering a deeper understanding of the dynamics of international politics.

Using the Ukraine–Russia conflict as a case study, FPCI Chapter Jakarta successfully delivered the session, which was followed by a reflective activity to assess students' comprehension. The reflections provided insights into the extent of the students' understanding of the issues presented. The results revealed that the students were able to receive the material well and demonstrated similar perspectives when responding to the discussion questions.

It can be concluded that there is already a sufficient level of sensitivity and awareness among students regarding social and political issues. What remains needed is consistent reinforcement, which can be achieved through ongoing educational outreach efforts led by academic and civic-minded communities.

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