

Fostering Global Citizenship: Strategic Intercultural Communication Frameworks for Enhancing Social Cohesion

Naylal Fithri¹, Nurin Sakinati.B², Jayanti Riaka³, Hanatullah⁴, Nur Kholida⁵, Siti Nur.F⁶, Siti Rohmah⁷

¹Sekolah Tinggi Ekonomi dan Bisnis Islam Badri Mashduqi, Indonesia

Email: naylal.fithri@gmail.com¹, barorohsakinati@gmail.com², jyntiriska@gmail.com³, hanatullahaja@gmail.com⁴, snurfadilah550@gmail.com⁵, rohmahsiti20924@gmail.com⁶, kholidanur55@gmail.com⁷

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Abstract:

This study examines how strategic intercultural communication frameworks foster global citizenship and enhance social cohesion in Indonesia. The research is grounded in the view that global citizenship does not emerge automatically from cultural diversity or global interconnectedness, but must be cultivated through intentional communication practices that promote dialogue, mutual recognition, empathy, and inclusive participation. Using a qualitative approach with a case study design, this study explores how intercultural communication is practiced in diverse social settings and how such practices contribute to the strengthening of social cohesion. Data were collected through in-depth interviews, observation, and documentation involving educators, community actors, youth participants, and other relevant social actors engaged in intercultural interaction. The data were analyzed through data condensation, data display, and conclusion drawing/verification. The findings reveal that strategic intercultural communication plays a significant role in creating safe dialogic spaces, reducing prejudice, fostering empathy, encouraging cross-group participation, and building a broader sense of civic belonging. These processes collectively support the development of global citizenship while reinforcing social cohesion in a plural society. The study further shows that communication quality determines whether diversity becomes a source of shared learning or social fragmentation. Theoretically, this study contributes to the literature by positioning strategic intercultural communication as a central analytical framework linking global citizenship and social cohesion. Practically, the findings suggest that educational institutions, communities, and policymakers should integrate inclusive dialogue, intercultural literacy, and participatory communication into broader social development strategies. This study highlights the importance of communication-based approaches in translating diversity into sustainable solidarity in contemporary Indonesian society.

Keywords: *global citizenship; intercultural communication; social cohesion; strategic communication; diversity; Indonesia*

Abstrak:

Studi ini meneliti bagaimana kerangka komunikasi antarbudaya strategis mendorong kewarganegaraan global dan meningkatkan kohesi sosial di Indonesia. Penelitian ini berlandaskan pandangan bahwa kewarganegaraan global tidak muncul secara otomatis dari keragaman budaya atau keterkaitan global, tetapi harus dipupuk melalui praktik komunikasi yang disengaja yang mendorong dialog, pengakuan timbal balik, empati, dan partisipasi inklusif. Dengan menggunakan pendekatan kualitatif dengan desain studi kasus, studi ini mengeksplorasi bagaimana komunikasi antarbudaya dipraktikkan dalam berbagai lingkungan sosial dan bagaimana praktik tersebut berkontribusi pada penguatan kohesi sosial. Data dikumpulkan melalui wawancara mendalam, observasi, dan dokumentasi yang melibatkan pendidik, aktor masyarakat, partisipan pemuda, dan aktor sosial relevan lainnya yang terlibat dalam interaksi antarbudaya. Data dianalisis melalui kondensasi data, penyajian data, dan penarikan kesimpulan/verifikasi. Temuan menunjukkan bahwa komunikasi antarbudaya strategis memainkan peran penting dalam menciptakan ruang dialogis yang aman, mengurangi prasangka, menumbuhkan empati, mendorong partisipasi lintas kelompok, dan membangun rasa kepemilikan sipil yang lebih luas. Proses-proses ini secara kolektif mendukung pengembangan kewarganegaraan global sekaligus memperkuat kohesi sosial dalam masyarakat plural. Studi ini lebih lanjut menunjukkan bahwa kualitas komunikasi menentukan apakah keragaman menjadi sumber pembelajaran bersama atau fragmentasi sosial. Secara teoritis, studi ini berkontribusi pada literatur dengan memosisikan komunikasi antarbudaya strategis sebagai kerangka analitis sentral yang menghubungkan kewarganegaraan global dan kohesi sosial. Secara praktis, temuan menunjukkan bahwa lembaga pendidikan, masyarakat, dan pembuat kebijakan harus mengintegrasikan dialog inklusif, literasi antarbudaya, dan komunikasi partisipatif ke dalam strategi pembangunan sosial yang lebih luas. Studi ini menyoroti pentingnya pendekatan berbasis komunikasi dalam menerjemahkan keragaman menjadi solidaritas berkelanjutan dalam masyarakat Indonesia kontemporer.

Kata Kunci: *kewarganegaraan global; komunikasi antarbudaya; kohesi sosial; komunikasi strategis; keragaman; Indonesia*

INTRODUCTION

Global citizenship is becoming increasingly important for Indonesian society because social life today is shaped by human mobility, digital information flows, cross-cultural cooperation, and global interdependence that affect everyday relations (Suyato et al., 2025). This research is important because social cohesion can no longer be maintained solely through geographical proximity or local identity, but requires the ability to communicate openly, empathetically, and reflectively amid diversity (Roman et al., 2026). Various tensions based on ethnicity, religion, language, and political preferences indicate that the challenge of living together is becoming more complex when digital spaces accelerate misunderstanding, stereotypes, and polarizat (Rifat et al., 2024). In this context, strategic intercultural communication frameworks can serve as a means to foster mutual understanding, solidarity, and shared responsibility as global citizens without erasing national identity (Hossain, 2024). Therefore, research on fostering global citizenship through intercultural communication is relevant for society at large because it contributes to the creation of social life that is inclusive, peaceful, resilient, inclusive, and sustainable (Hernández Guzmán & Hernández García de Velazco, 2024).

The general problem underlying this research is the continuing fragility

of some segments of society in managing differences constructively, especially when dealing with diverse cultural identities, beliefs, languages, and social perspectives (Roux et al., 2025). In Indonesia, diversity, which should serve as social capital, often encounters communication barriers in the form of prejudice, ethnocentrism, identity simplification, and low dialogic literacy in public and digital spaces (Guerra, 2025). Such conditions cause cross-group interactions not always to produce shared learning, but instead to widen social distance, misunderstanding, and even symbolic conflict (Cocco et al., 2024). When intercultural communication is not managed strategically, society struggles to build mutual trust and a sense of belonging to a wider community (Producers et al., 2023). As a result, the idea of global citizenship tends to remain at the level of a normative slogan and has not yet been internalized as a social practice that fosters solidarity, participation, and social cohesion in the everyday life of contemporary Indonesian society (MF & Tasmin, 2025). This situation demands an approach capable of connecting communication, identity, and civic solidarity (Zhou & Pun, 2024).

Field phenomena indicate that Indonesian society is increasingly exposed to cultural differences through education, migration, tourism, online communities, workplaces, and civic activities involving networks across regions and nations (Vujko et al., 2024). However, the intensity of such encounters is not always accompanied by adequate communication quality (Payne et al., 2024). In various public spaces, situations can be found in which differences in cultural expression are interpreted negatively, giving rise to stereotypical comments, degrading speech, or rejection of certain groups (Retta, 2023). At the same time, there are also positive practices in the form of community dialogue, youth collaboration, exchange programs, and educational initiatives that have succeeded in strengthening mutual understanding (Reed et al., 2023). These contrasting phenomena show that social cohesion is strongly influenced by the ways individuals and institutions build intercultural communication (Santangelo et al., 2025). Therefore, Indonesia represents an important context for examining how strategic communication frameworks can foster a more inclusive and operational orientation toward global citizenship at the interpersonal, institutional, community, and public policy levels (Suaedi et al., 2026).

Previous studies have extensively discussed global citizenship, intercultural communication, multicultural education, tolerance, and social cohesion in the contexts of education, communities, and public policy (Barrios Aguirre et al., 2025). Some studies emphasize that exposure to diversity and cross-cultural dialogue can increase empathy, openness, and global awareness (Zhang & Noels, 2024). Other studies highlight the importance of media literacy, communication competence, and the role of educational institutions in preparing citizens who are responsive to difference (Wu et al., 2023). Nevertheless, many studies still view global citizenship as a normative orientation or as an outcome of formal education, while the strategic dimension of intercultural communication as a mechanism for shaping social cohesion has not been fully mapped (Bosio et al., 2023). In addition, studies on Indonesia are

often fragmented around issues of tolerance, conflict, or education, and therefore have not yet produced an integrated framework explaining the relationship between communication strategies, plural identities, and the strengthening of social cohesion (Piper et al., 2025). This gap is important to address so that theoretical and practical contributions become more focused, particularly in facing digital dynamics, mobility, and discursive fragmentation (Lyons & Tagg, 2024).

The novelty of this research lies in its effort to formulate strategic intercultural communication frameworks specifically directed at fostering global citizenship while simultaneously strengthening social cohesion within Indonesia's plural context (Zul et al., 2026). This study does not merely discuss intercultural communication as an interpersonal skill or a matter of values education, but as a strategic framework that can be applied at the individual, community, institutional, and digital-space levels (Boumaza & Baker, 2026). Accordingly, the state of the art of this research lies in the integration of perspectives on global citizenship, strategic communication, and the social realities of Indonesia, which are characterized by diverse identities and tensions of representation (Gultom, 2025). Its urgency lies in the need for a model that goes beyond calls for tolerance and is able to explain conceptual and practical steps for building dialogue, recognition, participation, and solidarity across differences (Nouvet et al., 2026). Addressing this issue is important so that social cohesion can rest on a communication foundation that is adaptive, inclusive, and sustainable in the era of global connectivity, and responsive to technological change and global interaction (Qureshi et al., 2025).

Based on the explanation above, the research problem of this study is how strategic intercultural communication frameworks can encourage the formation of global citizenship while at the same time enhancing social cohesion in Indonesia (Hossain, 2024). The preliminary argument of this research is that global citizenship does not emerge automatically from diversity or global connectedness, but is shaped through communication practices that are conscious, reflective, dialogic, and sensitive to cultural contexts (Mitchell, 2023). When intercultural communication is carried out strategically, individuals and groups are better able to build mutual recognition, reduce stereotypes, expand empathy, and create inclusive spaces for participation (Santos, 2024). Ultimately, this process strengthens the sense of togetherness in a plural society without eliminating local and national identities (Onuorah, 2025). This study is expected to contribute theoretically through the development of an integrative analytical framework, and practically through recommendations for education, communities, and policies aimed at strengthening social cohesion in Indonesia (Siahaan et al., 2025). This argument positions communication as the primary bridge between diversity and sustainable social solidarity (Kerstetter et al., 2023).

RESEARCH METHOD

This study adopts a qualitative approach, with a case study design. A qualitative approach was chosen because this study aims to gain a deep

understanding of the processes, meanings, experiences, and strategies related to cross-cultural communication, as these factors contribute to the development of global citizenship and the strengthening of social cohesion (Hossain, 2024). This study does not focus on quantitatively measuring relationships between variables, but rather on understanding the social dynamics, the interpretations made by various actors, and the contexts in which cross-cultural interactions take place in real life. A case study design was chosen because the study focuses on a specific context: cross-cultural communication practices within Indonesia's pluralistic society. Through case studies, researchers can thoroughly analyze the patterns of communication, the forms of interaction, the challenges faced, and the strategies used by individuals and groups to build recognition, empathy, participation, and social solidarity amidst cultural diversity (Santos, 2024).

The location of this research is Indonesia. The focus is on those social spaces that facilitate intercultural interactions, such as educational environments, youth communities, public forums, and digital spaces where people from different cultural, religious, linguistic, and social backgrounds come together (Chen & Borsari, 2024). Indonesia was chosen as the study site because it is a multicultural country with a high level of diversity. This makes it an ideal context for examining the relationship between intercultural communication, global citizenship, and social cohesion. Additionally, Indonesia presents complex social realities: diversity can be a source of integration, but it can also lead to tensions if not managed through effective communication. This location was chosen because Indonesian society provides valuable examples of how intercultural communication strategies can foster social solidarity within a local context, while also taking into account global dynamics (Setiawan, 2026).

The data collection techniques used in this research include in-depth interviews, observations, and documentation. In-depth interviews were utilized to gain insights into the perspectives, experiences, and practices of those interviewed regarding cross-cultural communication, the development of global citizenship awareness, and efforts to strengthen social cohesion. The respondents included educators, community activists, young people, community leaders, and other individuals involved in cross-cultural interactions (Kim & Kwon, 2023). Observations were conducted to directly observe patterns of communication, forms of participation, dynamics of dialogue, and social responses that occur in cross-cultural interactions, both in physical and digital environments. Documentation was used to supplement the data through records of activities, program archives, communication materials, digital recordings, photographs, and other documents relevant to the research focus (Fafalios et al., 2023). By combining these three techniques, the data collected became more comprehensive, contextual, and detailed.

Table 1. Verification of Data Accuracy

No.	Aspect of Data Validity	Validation Technique	Implementation in the Study
1	Credibility	Source triangulation	Data were compared across various informants, such as educators, community activists, youth, and community leaders, to ensure consistency of information.
2	Credibility	Technique triangulation	Interview findings were checked against observation and documentation to ensure consistency between informants' statements and empirical situations.
3	Credibility	Member check	The researcher reconfirmed preliminary findings with informants so that the interpretation would align with their experiences and intentions.
4	Transferability	Contextual description	The researcher provided a detailed description of the setting, informant characteristics, forms of interaction, and research context so that the findings could be easily understood and their relevance assessed.
5	Dependability	Audit of the research process	The entire research process was documented systematically, from data collection and coding to analysis and conclusion drawing.
6	Confirmability	Audit trail and peer discussion	The researcher kept field notes, transcripts, and supporting documents and discussed the findings with peers to minimize subjectivity.

Source: Authors' own work

Data validity checking was conducted to ensure that the research findings truly reflected empirical conditions and could be scientifically justified (Uher, 2023). In this study, data validity was examined through four main criteria: credibility, transferability, dependability, and confirmability. Credibility was established through source triangulation, technique triangulation, and member checking. Transferability was achieved by providing a detailed contextual description. Dependability was maintained through systematic documentation of the entire research process, while confirmability was ensured through the provision of an audit trail and peer discussion (Khankeh et al., 2026). Through these steps, the resulting data were expected to have a high level of trustworthiness and to strongly support the research findings.

FINDINGS AND DISCUSSION

Findings

In the field, this sub-finding is understood as the process of fostering global citizenship through intercultural communication practices that are carried out consciously, dialogically, empathetically, and strategically, so that they are able to strengthen social cohesion amid the diversity of Indonesian society. Operationally, strategic intercultural communication frameworks are reflected in the ability of social actors to listen to differences, manage potential misunderstandings, build mutual recognition, and create inclusive spaces of interaction. In the context of this study, global citizenship is not interpreted as an identity that replaces local or national identity, but rather as a social orientation that encourages openness, shared responsibility, cross-group solidarity, and awareness of global interconnectedness. Therefore, this sub-finding is visible in communication practices that not only maintain interpersonal relationships, but also strengthen a sense of social togetherness within a plural society.

Informant I1, as an educator, explained that effective intercultural communication begins with a willingness to understand other people's perspectives before making judgments. The informant stated, *"When students come from different cultural backgrounds, we cannot immediately demand that they adjust unilaterally. What matters is building a space for dialogue so that they feel respected, and from there a sense of mutual understanding emerges."* This statement shows that a communication strategy that places dialogue as the starting point plays an important role in fostering a sense of acceptance and reducing social distance. The researcher interprets that recognizing differences through inclusive communication constitutes the initial foundation of global citizenship. In this context, global citizenship is formed not through universal slogans, but through concrete experiences of interacting on equal terms, in which individuals learn to respect diversity while simultaneously building social solidarity.

Informant I2, as a youth community activist, stated that cross-group interaction becomes more productive when it is facilitated by directed communication and guided by shared goals. The informant remarked, *"Simply bringing together people from different backgrounds is not necessarily enough. There must be a way of communicating that builds a sense of safety, there must be collaborative goals, and there must be rules of mutual respect so that they do not just show up, but truly feel that they are part of the group."* These data indicate that strategic intercultural communication does not stop at symbolic encounters, but requires the management of interaction in ways that enable meaningful participation. The researcher interprets that communicative safety and shared involvement are important mechanisms in building social cohesion. When individuals feel recognized and included, they are more likely to develop empathy, reduce stereotypes, and view diversity as a foundation for social cooperation.

The flow of this sub-theme can be described as follows: inclusive intercultural communication strategies → the creation of a safe dialogic space

→ the emergence of mutual recognition and empathy → the development of cross-group participation → the formation of a global citizenship orientation → the strengthening of social cohesion. This flow shows that intercultural communication functions as a gradual process that links micro-level interaction with broader social outcomes. At the initial stage, communication strategies that are open and culturally sensitive build a sense of safety in interaction. This sense of safety enables individuals to listen to one another and understand differences more reflectively. From this process emerge recognition, empathy, and active involvement, which subsequently shape a global citizenship orientation. The researcher interprets that, in the Indonesian context, global citizenship grows through communicative social experiences, and social cohesion is strengthened when differences are managed as spaces of collaboration rather than as sources of social distance.

The observation results show that in several interaction spaces, such as community forums, youth activities, educational discussions, and digital spaces, strategic intercultural communication is characterized by practices of active listening, the use of inclusive language, respect for differing opinions, and efforts to reduce stereotypes that emerge in conversations. The researcher also found that when facilitators or forum leaders were able to direct interactions in a fair and open manner, participants from different backgrounds tended to participate more actively and were more likely to develop cooperative relationships. Conversely, when communication took place in an exclusive, dominant, or prejudice-laden manner, interaction became rigid and social cohesion weakened. The researcher interprets that the quality of communication plays a major role in determining whether diversity becomes a source of shared learning or instead a trigger for social fragmentation. Thus, the observations reinforce the interview findings that strategic communication constitutes a practical foundation for fostering global citizenship.

Overall, the research data indicate that global citizenship in Indonesian society is not formed automatically by diversity or global connectedness, but grows through intercultural communication that is managed strategically. The main substance of the data shows that when communication is built on dialogue, recognition, safety, and participation, individuals are more likely to develop empathy, reduce prejudice, and build solidarity across identities. The pattern emerging from the data is that strategic communication functions as a bridge between social diversity and social cohesion. In other words, global citizenship is not merely a normative orientation, but the result of communication practices that continuously cultivate openness and a sense of belonging to a broader community. This pattern explains that strong social cohesion in a plural society depends greatly on the ability of social actors and institutions to manage intercultural communication in an inclusive, reflective, and collaboration-oriented manner.

Table 2. The Ideal Influence of Strategic Intercultural Communication Frameworks on Global Citizenship and Social Cohesion

Informant Position	Interview Excerpt	Indicator
Educator	"The most important thing in a diverse classroom is creating a space for dialogue so that every participant feels respected and confident enough to express their views."	Dialogic space, recognition, inclusiveness
Youth community activist	"Cross-cultural encounters must be guided through safe and respectful communication so that collaboration can truly take place."	Communicative safety, collaboration, mutual respect
Community leader	"If people are accustomed to listening before judging, small conflicts can be prevented and relationships among citizens become better."	Active listening, conflict prevention, social cohesion
Forum facilitator	"The language used in discussion must be neutral and open, because the way we speak greatly affects whether participants feel accepted or not."	Inclusive language, social acceptance, strategic communication
Youth participant in a community	"I feel more open toward other groups when discussions are conducted without degrading anyone's identity."	Openness, empathy, identity respect
Social program manager	"When people from different backgrounds feel involved in a shared purpose, they are more likely to see themselves as part of a broader community."	Participation, sense of belonging, global citizenship

Source: Authors' own work

The table above shows that the ideal influence of strategic intercultural communication frameworks on the formation of global citizenship and the strengthening of social cohesion emerges through several main patterns. First, inclusive dialogue encourages recognition and a sense of acceptance. Second, safe and respectful communication enables cross-identity participation to take place in a more meaningful way. Third, empathy, openness, and a sense of belonging develop when individuals are not only brought together, but are also facilitated to build shared goals. Thus, the table confirms that strategic intercultural communication functions as a social mechanism that connects diversity with solidarity, allowing global citizenship to grow in an operational way within Indonesian society.

Discussion

The findings of this study indicate that global citizenship in the Indonesian context is shaped through strategic intercultural communication, namely communication that is dialogic, inclusive, empathetic, and capable of

creating a sense of safety in interactions across identities (Salim et al., 2026). This finding is in line with the literature suggesting that global citizenship is not only related to knowledge about the world, but also to the ability to build ethical, reflective, and open relationships toward difference. A number of previous studies have emphasized that cross-cultural dialogue can expand empathy, reduce prejudice, and strengthen a sense of shared responsibility. The findings of this study confirm this view by showing that mutual recognition and safe communicative spaces are important prerequisites for the growth of a global citizenship orientation (Hossain, 2024). Accordingly, this study reinforces the argument that intercultural communication is not merely a complementary aspect in a plural society, but rather a primary social mechanism through which diversity can be managed productively and cohesively (Hajisoteriou & Sorkos, 2023).

On the other hand, this study also extends the literature, which has tended to position global citizenship primarily as the outcome of formal education, curriculum, or exposure to global issues alone. The field findings show that global citizenship grows more concretely through everyday interactional experiences that are strategically managed, whether in communities, social forums, educational spaces, or digital environments (Amorim et al., 2025). This distinction is important because many previous studies have emphasized the normative dimensions of global citizenship, such as tolerance, openness, and global awareness, without explaining in detail the communicative processes that make those values truly alive in social practice. This study demonstrates that without communication strategies that foster safety, recognition, and participation, diversity may only produce symbolic encounters that do not automatically generate social cohesion. Thus, this study offers a more operational position by placing communication as a constitutive process, rather than merely a context, of global citizenship (Biccum, 2024).

The finding concerning the flow of strategic communication that moves from inclusive dialogue to recognition, empathy, participation, and then to social cohesion is also consistent with theoretical perspectives emphasizing the importance of social relations and symbolic capital in plural societies (Saragih, 2026). The literature on intercultural communication explains that the quality of interaction strongly determines whether difference will produce shared learning or instead reinforce social distance. This study supports that view, but also shows a distinctive feature: in the Indonesian context, effective intercultural communication must be sensitive to local identities, social norms, and the dynamics of diversity that exist at the community level. This means that successful communication strategies cannot be entirely imported from universal frameworks, but need to be adapted to local social structures and historical experiences. This distinction constitutes an important contribution because it confirms that global citizenship in a plural society develops through the encounter between universal values and concrete local contexts (Bosio et al., 2023).

The theoretical implication of this study is the strengthening of the idea that strategic intercultural communication frameworks can be understood as an

analytical framework that bridges the study of global citizenship and social cohesion. This study shows that global citizenship cannot be adequately explained as merely a value orientation, but must be viewed as the result of communication processes that allow individuals to experience recognition, involvement, and a sense of belonging to a broader community (Haim-Litevsky et al., 2023). Therefore, this study contributes to theory development by positioning strategic communication as an explanatory variable that connects identity diversity with social solidarity. In addition, this study enriches the discourse on social cohesion by showing that cohesion is built not only through identity similarity or structural integration, but also through the quality of interaction continuously produced in social spaces. This perspective opens opportunities for future research to examine the mediating roles of empathy, trust, and participation in the formation of global citizenship (Carmona et al., 2024).

Practically, the findings of this study are relevant for educational institutions, civil society communities, social program managers, and policymakers in Indonesia. These findings show that strengthening social cohesion cannot be achieved merely through calls for tolerance or ceremonial cross-cultural encounters, but requires communication designs that are intentional, safe, and participatory. In the educational context, this means that learning processes need to provide equal and reflective spaces for dialogue. In the context of communities and social programs, communication facilitation should be directed toward shared goals, respect for identity, and the active involvement of all parties (Alsaleh, 2024). For policymakers, the findings provide a basis for integrating intercultural communication training, dialogic literacy, and digital interaction ethics into broader social development strategies. Therefore, this study confirms that sustainable social cohesion can only be strengthened when global citizenship is practiced through intercultural communication that is inclusive, strategic, and context-sensitive (Shabalala, 2025).

CONCLUSION

This study concludes that fostering global citizenship in Indonesia depends significantly on the presence of strategic intercultural communication frameworks that enable inclusive, dialogic, and empathetic interaction across differences. The findings demonstrate that global citizenship does not emerge automatically from diversity, multicultural exposure, or global connectivity alone, but is cultivated through communication practices that create recognition, mutual respect, participatory engagement, and a sense of communicative safety. In this respect, intercultural communication functions not merely as a supporting social skill, but as a constitutive mechanism through which social cohesion is built and sustained. The study further confirms that when individuals and groups are provided with spaces for meaningful dialogue and inclusive participation, they are more likely to develop empathy, reduce prejudice, and construct broader civic belonging without abandoning local or national identities. Accordingly, this research positions strategic intercultural

communication as a central pathway for translating pluralism into sustainable social solidarity within the Indonesian context.

The study also offers important theoretical and practical contributions. Theoretically, it advances the literature by linking global citizenship and social cohesion through an intercultural communication perspective, thereby showing that communication processes are central to the formation of inclusive civic orientations in plural societies. Practically, the findings suggest that efforts to strengthen social cohesion in Indonesia should move beyond symbolic tolerance-based discourse and incorporate structured communication strategies in education, community engagement, and policy design. Institutions should therefore promote dialogic literacy, inclusive interaction, and culturally sensitive facilitation as part of broader citizenship development initiatives. While this study is limited to a qualitative case-oriented interpretation within the Indonesian context, it provides a strong conceptual basis for future research to test these relationships in broader settings and across different institutional environments. Future studies may also examine the mediating roles of trust, empathy, and participation in shaping global citizenship and long-term social cohesion.

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