



# Music, Identity, And Global Citizenship: Exploring The Role Of Music In Shaping Civic Identity Among Youth

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## ABSTRACT

This paper explores music's pivotal role in shaping youth civic identity, particularly within the context of global citizenship. In an increasingly interconnected world, developing a global civic identity is crucial, and music emerges as a powerful cultural force capable of influencing young people's perceptions of community, belonging, and responsibility.

The study critically examines existing literature on the intersection of music and civic identity, evaluating various theoretical frameworks and empirical studies addressing how music contributes to forming civic values and global awareness. It identifies critical debates, such as the effectiveness of music-based educational interventions and the contextual factors that influence their outcomes. Additionally, the paper highlights gaps in the current research, including the need for more longitudinal studies and culturally diverse perspectives. By synthesizing these scholarly discussions, the paper assesses the strengths and limitations of current approaches, providing a nuanced understanding of how music can be strategically integrated into educational practices to foster a robust civic identity among youth.

This research highlights the potential of integrating music into educational frameworks to enhance the development of global civic identity, offering theoretical insights and practical recommendations for educators aiming to cultivate a sense of global citizenship through music.

**Keywords:** Music, Identity, Global Citizenship, Civic Identity, Youth

## Introduction

Conversations on subjects such as identity using the universal language of music cut across national borders. During globalization, music is one of the critical factors in determining civic identity, especially for the youth, whose cultural identities are ever-changing. Global citizenship emerged recently with an emphasis on understanding one's relevance in the present. With different styles and diverse backgrounds, individuals from all over the world are united towards global and active citizenship using various kinds of music.

Studies have examined how music impacts identity formation while enhancing civic involvement in various situations. For instance, Barrett and Bond (201) argue that music education programs facilitate positive youth development by engendering a sense of acceptance and society among them. Similarly, Bennett (2018) explores the connection between youth, music, and do-it-yourself activities, indicating that music serves as an avenue for self-expression and civic identity formation. This research shows that music is more than just entertainment for today's youth. It can be used in education to position them within their cultures, which are undergoing rapid changes due to globalization.

Again, music is vital in promoting social justice and resistance for marginalized communities, mainly when used in educational settings. Anyiwo et al. (2022) explore how hip-hop culture serves as a form of racial resistance among Black youth, giving them a voice to challenge systemic oppression. Bonnette-Bailey et al. (2018) claim that skepticism of rap music is related to African American youth's civic engagement, as it stimulates critical thought patterns and enables social consciousness. The authors indicate several instances that point out the power of music as a catalyst for civic duty and social change, more so among the youth from underprivileged parts of society. This shows how music interventions can be integrated into their learning to develop a sense of justice and promote civic engagement.

Another area where music promotes belongingness is among refugees and people living in the diaspora. According to De Martini Ugolotti (2022), displaced people can form their cultural roots while dealing with various aspects of their displacement by engaging in musical performances. Therefore, this kind of belonging, facilitated by music, helps develop civic identity and global citizenship because it allows them to understand themselves as part of a larger interconnected world.

Educational music can use the digital space to promote civic identity and global citizenship. Through the influence of diverse music on different digital platforms and social media, there has been a significant increase in youth civic engagement. Ekstrom and Ostman (2015) show how the Internet can enhance civic engagement and impolitically participatory youth stories through online sharing or listening to music. From this perspective, political involvement and civic activism can be instigated. Furthermore, Literat and Kligler-Vilenchik (2019) contend that young people use social media to express collective political feelings by composing songs or other things, hence offering a platform for global civil awareness.

The role of music in shaping young people's civic identities and understanding of what it means to be a global citizen is crucial. Its functions include promoting cultural awareness, enhancing social interactions, and widening the conscience of citizens globally. This paper will look at these aspects from the perspective of how we can design musical interventions within education that can help change young people's civic identity and promote global citizenship.

The main aim of this article is to examine how music interventions can be part of education and foster local identity as well as global citizenship. The researcher analyses how music influences young people's cultural awareness, social interaction, and the development of global citizenship by using it in learning. The study extensively reviews different theoretical frameworks and empirical studies concerning musical impact on civic identity formation processes in both localities and globally. Finally, it seeks to demonstrate ways in which musical applications can be integrated into educational and social programs aimed at cultivating civic virtues among the youth toward becoming world citizens.

The study answers the following questions:

1. How does music contribute to the formation of civic identity among youth through educational interventions?
2. In what ways does music promote global citizenship through educational interventions?
3. What role does music education play in fostering young people's cultural awareness and social engagement?

Rich literature highlights the potential of music as a tool for social change and civic engagement and will serve as the basis for answering these questions aimed at exploring the relationship between music in education, civic identity, and global citizenship.

### Literature Review

The music that people often refer to as a global language plays a significant part in identity development, building social harmony, and enhancing citizenship. Music is a compelling medium for disclosing individual or collective identities, thus bridging cultural divides, deepening understanding, and creating global belonging amidst widespread globalization, leading to constantly changing cultural identities. This article explores the importance of music in youth civic identity development and global citizenship promotion, informing its integration into educational settings. It shows the role of music in promoting cultural awareness, social involvement, and international civic consciousness as essential factors in shaping young people's lives into a more globalized and empathic community.

The study is based on two main theoretical frameworks: Social Identity Theory (SIT) and Cultural Citizenship Theory. Social Identity Theory (SIT), proposed by Tajfel and Turner (1979), implies that identity is constructed through memberships to groups, which affects behavior or attitudes (Brown, 2020). This theory can explain how music can be used in education to help form civic identities among young people by giving them a sense of belonging to certain social groups. Through the reinforcement of commonality amongst its members, music makes it possible to express oneself and comprehend an individual's societal position.

Much literature shows that hip-hop music contributes to youth building their civic identity. For example, hip-hop culture promotes resistance by black youth against systemic injustice while affirming their cultural identity (Anyiwo et al., 2022). It helps these youths navigate their societies' norms and find where they belong while performing responsible citizenship roles (Bennett, 2018). Concerning music as a way of education, the programs support the development of civic consciousness among the youth, hence promoting them as informed citizens within their respective communities (Barrett & Bond, 2015).

According to cultural citizenship theory, citizenship transcends legal and political connotations, including cultural participation. Therefore, engagement with artistic practices like music serves to claim one's rights and responsibilities within society (Bendix et al., 2016). It enables individuals to navigate their identities while engaging in broader civic discourse using music (Danielson, 2017). Supporting literature indicates that music has helped foster global citizenship and promote cultural awareness, corresponding to the Cultural Citizenship Theory. Breaking through cultural barriers where youth can address global issues belongs to making music that connects them with other parts of the world (Hess, 2021). Dislocated people rely on the

songs to fit into different environments, even when keeping their culture intact, becoming part of the global citizenry (Kuttner et al., 2016; De Martini Ugolotti, 2022). Using educational programs meant for young people also means connecting internationally through some means, raising awareness concerning civil rights across borders (Wray-Lake& Abrams, 2020; Nguyen & Ferguson, 2019).

One of the evident roles of music is in shaping identity among youth. The words denoting citizenship identity refer to an individual's feeling of belongingness and accountability within a community that fosters well-informed and active citizens. This process is considerably enhanced by music, especially among the youths, as it serves as a means of self-expression and an avenue of understanding their position in society. According to Bennett (2018), the connection between youth and music is very complicated since it acts as a personal and group experience that assists them in making sense of their social atmospheres.

For instance, Hip-Hop culture has been recognized as one of the potent forces that shape civic identities among young people. Hence, Anyiwo et al. (2022) argue that hip-hop allows black youth to demonstrate resistance against systemic injustice while also affirming their cultural identity. Such forms of musical performance enable young people to address social concerns, creating a sense of community and collective aim. Hipolito-Delgado Ziona (2017) underscores the importance of music in stimulating civic self-efficacy among disadvantaged youth by showing how music can motivate young people to take action and participate actively in public affairs.

Another role of music is as a promoter of global citizenship. Global citizenship focuses on how people should consider themselves part of one large society and thus have shared duties worldwide. This way, it tries to make people think beyond their national territories. Music, because it has this unique ability to go past all barriers brought about by language or culture, makes it essential to create such awareness (Hess, 2021). People from different backgrounds can connect through music, urging youth to feel like they belong in a larger world and think about more significant issues affecting humanity.

According to Hess (2021), this is one of the ways music brings other possibilities to light instead of just global citizenship. They also cultivate empathy and cultural awareness, essential components of global citizenship, by listening to music from diverse backgrounds that bring about varying perspectives and realities. A sense of personal responsibility for the whole world can be evoked by critically analyzing international issues and one's role in solving them.

According to Kuttner et al. (2016), music plays a significant role in facilitating the integration of displaced individuals into the world citizenry, allowing for adaptation to new contexts while preserving their own culture. In addition, de Martini Ugolotti (2022) discusses how dislocated people create music as a way of establishing solidarity across various diasporas by making connections with the globe. This has led to a greater understanding among nations as these migrant artists exchange their works with members of host communities, making them more rooted. These migratory exchanges show that global citizenship is important for immigrants and society so that they can recognize their shared humanity and realness. Finally, despite globalization challenges, music has torn down national borders, leading to a more humane and united world, emphasizing its relevance in global citizenship (Haduong et al., 2024).

In this technology and computer era, music still plays an important role in global citizenship advocacy, especially among youth who engage in civic activities through digital platforms. Youth civic engagement varies significantly based on music used to convey political messages and foster social change within cyberspace (Wray-Lake & Abrams, 2020). Thus, such sites make it possible for young people from different countries to find each other and create a common voice that goes beyond the borders of any single nation (Greene et al., 2018). By sharing or interacting with songs that express their beliefs and concerns, young people take part in global discussions around them that are meant to raise awareness of urgent problems confronting them as well as encourage them to tackle those challenges (Nguyen & Ferguson, 2019). This method of online music interaction positively contributes to developing global identity among youngsters, enabling them to engage in acts aimed at promoting global citizenship. In similar terms, Litart and Kligler-Vilenchik (2019) illustrate how young people use social media to circulate music representing their civic beliefs, resulting in worldwide talks on social justice, sustainable environment, and personal liberty. This kind of musical activism empowers young voices and reinforces their international identity as global citizens who are positively committed to global change.

Generally, music has consistently advocated for global citizenship, thus giving youth a chance to know matters that occur afar so they understand them, too. By breaking cultural limits, fostering empathy, and being avenues of public engagement, music encourages the young to accept themselves as citizens of the globe. Music can be one of the best channels through which values and responsibilities associated with international citizenship can be promoted (Nguyen & Ferguson, 2019). Therefore, a thorough understanding of why youngsters should engage in cultural exchange programs, participate in digital video activism, or be part of global campaigns may be drawn using it.

Music plays an essential role in fostering cultural awareness and social engagement. Civic identity and global citizenship rely heavily on cultural awareness and social engagement. In nurturing these qualities among the youth, music greatly influences cultural norms and personal expressions. Cultural exchange occurs through music's reflection and construction of such identities as ethnicity, enabling young individuals to appreciate various traditions.

Cantillon et al. (2021) also state that popular music preservation in deindustrializing cities contributes to cultural justice by maintaining local cultural identities. In doing so, it fosters pride and belonging, which encourages them (the youths) to connect with their communities, hence strengthening their civic identity. Since they associate music with their culture, they will participate in civic activities and promote the conservation of their cultures.

For the world's people to communicate, music is a crucial instrument that bridges cultural gaps while fostering understanding among various cultures. As a result, Hess (2021) emphasizes the significance of music in promoting global citizenship among young people, arguing that it is a vehicle for intercultural encounters and an invitation to participate in worldwide social movements. It cuts across languages, bringing together people with the same grievances and blessings, especially on matters of social justice. By listening to or participating in songs about equity or human rights, they can see cultural diversity positively, creating an environment where all individuals express themselves on one global stage. This song-based mutual appreciation brings different nations together in pursuit of equity goals, formulation of national identities, and preservation of the environment.

Music education is revealed to support the achievement of civic engagement and global citizenship goals. Music programs within academic institutions' domains have been found to play an essential role in fostering youth development because they create a sense of belonging and civic duty. Barrett and Bond (2015) state that music programs linking youth to their communities can bolster civic consciousness and encourage social cohesion. Such programs enable young people to connect with communities, cultivate a sense of obligation, and participate in civic activities, thus enhancing their civic consciousness.

Digital platforms, in addition to traditional educational environments, have significantly contributed to the concept of constructing civic identity through music. According to Wargo (2021), digital media offers an opportunity to amplify youth voices, with music being a core component of online civic engagement. For instance, youths can share songs that reflect their identities and the social problems they encounter in social media outlets, which also contribute to more considerable civic discussions or movements. This underscores that music is essential in developing civic identities in the digital age.

Incorporating music into civic education and youth programs is essential for nurturing dedicated and liable citizens. Such a method not only enhances one's cultural consciousness but also allows sharing ideas with others besides offering room for creativity, making it an effective tool in civic identity formation among the young. In fact, through these avenues, such as classrooms, community programs, or online platforms, music remains among the most significant ways of enabling youths to understand their place within society.

Generally, music education contributes too much to promoting awareness of culture. Therefore, students should participate in music classes because, according to Pendergast (2020), these classes enhance the understanding of oneself and society. Learners can be subject to different cultural practices through which they can appreciate diversity within cultures amongst societies down here. In addition, music intervention is an effective method of promoting social integration and awareness among marginalized youths. Wiess and Bensimon (2020) mention how group music interventions form an appropriate ambiance for displaced teens who want to interact with fellow peer artists one-on-one or even use such situations for presentations like reading their work out loud. This intervention enables disenfranchised youth to learn more about their surroundings, creating meaningful bonds and realizing connections with their environments (Wiess & Bensimon, 2020).

### **Methodology**

This study will examine the impact of music interventions in education on the process of forming civic identity and promoting global citizenship among the youth through secondary data analysis. This research approach is appropriate because it enables us to have a clear picture of how much music relates to identity and civic engagement in a very complex way. The study aims to build a comprehensive view of how music in education contributes to global citizenship for youths by evaluating previously conducted works.

The data used for this research are drawn from several academic sources, such as peer-reviewed journals containing articles concerning musical identification and international belongingness based on the secondary analysis method. The selected references had relevance and were considered significant additions within the contextually appropriate body of literature dealing with music, thereby linking them with other domains such as civic identity. Among the major sources are the studies on the impact of music education that underline the fact that through structured music programs, it is possible to instill in young people a sense of belongingness, truth, and civic responsibility. Barrett and Bond (2015) illustrate that music education dramatically impacts youth development by providing an opportunity for social interaction and creating a sense of community. Hip-hop culture functions as an anti-racism and youth politics mechanism among blacks in their studies on music in social movements, according to Anyiwo et al. (2022). In addition, several other studies offer significant insights into how music could evoke social change, especially in marginalized groups.

In addition, studies such as Bennett (2018) and De Martini Ugolotti (2022) on youth culture and world consciousness may reveal more about how people create identities through music globally. In doing so, they

argue that music education enhances the idea of global citizenship through transnational ties. The perspectives presented above facilitate a better understanding of the topic discussed herein. Thus, this research discusses ways youth develop civic identity via song engagement, promoting globalism through songs.

The data was analyzed thematically to reveal repeated themes about the impacts of music on individuals' development of identity, civic engagement, and global citizenship. Thematic analyses are significant in secondary studies as they give a well-ordered understanding of data from which essential knowledge can be obtained.

The study began with a global review of literature to identify main themes, such as the role of music in social movements and its influence on youth development via education. Finally, it provides an overview of how music shapes the understanding of world problems. After that, these categories were further dissected to learn their contributions to forming civic identities and fostering a sense of global citizenry. Also, in this regard, specific attention was paid to the context of the emergence of these themes, for instance, the way digital platforms have facilitated music's capacity for civic engagement (Ekström & Östman, 2015; Literat & Kligler-Vilenchik, 2019). As such, context-specific analysis was critical in understanding how music education works with young people, revealing its direct and indirect effects on their sense of citizenship and global belonging.

Thus, this research draws together different studies and tries to relate them thematically, presenting a more sophisticated understanding of some of the issues that connect music to identity construction and monitoring political involvement among young people.

## Results

The data collected identified three major themes, which clearly show how important music education is in influencing civic identity, enhancing civic engagement, and developing young global citizens. The following sections will elaborate on these themes.

The first theme is the role of music education in identity formation. The theme relates to the emergence of music to build civic identity among the youth. The youth can use music as a powerful medium to explore, express, and affirm their cultural and social identities. Identity formation is crucial in establishing a sense of self and belonging, essential aspects of a civic identity.

Moreover, several studies illustrate how culturally responsive pedagogy in music education fosters identity development. As Shaw (2016) indicates, when music education is in tune with students' cultural backgrounds, young people will resonate more profoundly with their roots, ultimately enhancing their self-identity. It enables them to locate within larger social structures by connecting to those cultural roots, adding to more explicit civic identities.

Experts say music is a significant means for conveying politically and socially driven identities, primarily when identity is in doubt or has been disputed. A striking example is the "Aksi Bela Islam" March in Jakarta, where Hidayatullah (2021) demonstrated how religious and political identities were clearly defined using music. Here, music represented the faiths with which the participants identified and brought them together through a joint affiliation. This illustrates how music is powerful for young people to claim their identity in society, especially in areas where they may feel isolated or excluded.

The findings imply that music education contributes to self-expression and identity formation because it encourages young people's self-awareness about themselves as community members or citizens participating in civil life. When interacting with music, young people can establish strong civic identities that display cultural and political values.

The second theme from the studies is music education as a promoter of civic engagement. This theme is centered on the role of music in enhancing civic engagement for young people. Civic involvement among young people is motivated and stimulated by music, especially in terms of social movements and political activism. When music is involved, public spaces—physical and virtual—become arenas for civic engagement where young people can express their civic identities and participate in community activities (Mirra & Garcia, 2017). According to Burke et al. (2016), musical events, such as in schools, turn ordinary places into places for social participation. Such spaces, often created by youths, serve as a community's meeting places and collective voices, with music acting as a catalyst. For example, through musical performances, concerts, or other similar educational events, youth use music to reach out to their communities and advocate social changes.

Digital music also plays a big part in building citizen's actions. In their research, Literat and Kligler-Vilenchik (2019) dwell on how the young use social media platforms as spaces for politics. For example, youth with common political visions can meet on various websites to share music they have personally remixed or made new versions of. The strength of viral characteristics in digital media magnifies the effectiveness of music, thus making it appealing to many people and leading them to act as one. Educators can use digital spaces to promote music education for civic participation.

In addition, Garcia et al. (2015) argue that music is significant in enhancing digital media's role as support for critical literacy and civic agency among the youth. On various digital platforms, young people can engage

with songs that question existing societal standards and further their capacity for analytical thought, thereby creating an informed population capable of active citizenship. This paper demonstrates that there is more to music than just entertainment; it is also a significant contributor to civic engagement. Such participation occurs through educational activities such as attending concerts and cultural events, allowing them to have deep roots within their concerns with society and making them agents of change instead.

The third theme that emerged from the analysis is the role of music education in fostering global citizenship among youth. Exposure to diverse musical genres and traditions fosters an understanding of cultures and empathy, essential to global citizenship. Music thus creates bridges between different cultures, promoting a sense of "we are humans" and a commitment to social justice.

Hess (2021) argues that music serves as a means for young people to visualize different possible futures and participate in civic actions that promote world justice. Listening to this kind of music enables young people to think beyond their immediate surroundings and consider their position within the global community. This is particularly important today, where singular actions or community activities could have enormous consequences. Malin et al. (2017) add that youth's civic participation tends to be impacted by music that addresses global issues. Their results indicate that young people exposed to music touching on international concerns will likely remain civically active since they better understand the relationship between local and global problems. It demonstrates some degree of global citizenship in young people who want to effect change regarding our planet's desolate situation.

Moreover, civic education must be reconceptualized and involve embodied civic action through music for young children (Payne et al., 2020). According to Payne et al. (2020), music is an appropriate medium to teach global citizenship from the early stages of life, as it touches children's hearts so interestingly. Through musical activities, empathy and responsibility towards others are formed, laying the foundation for lifelong civic participation.

To sum up, this analysis highlights the importance of music in shaping civil identity, promoting civil participation, and encouraging global citizenship among the youth. Youth can investigate their identities, express themselves through music, and actively be involved in public life, thereby connecting with the world. Those findings, therefore, reveal that music for social change is a radical aspect of achieving international understanding.

## Discussion

Findings from this study reveal that using music as a tool for civic education programs can enhance its effectiveness. Music education plays an essential role in promoting their involvement in global affairs education for youth. As part of culture, music is the best tool for the young to examine their identities and larger socio-political movements. Music-infused civic education provides students with the tools for self-discovery, self-expression, and constructive engagement with their environment. Pendergast (2020) states that musical education may help increase civic engagement among individuals, especially the youth. When listening to songs on social and political issues, learners can correlate these tunes with real-life events that take place around them. This may lead to increased active participation in community activities among students and through alternative methods like musicians' activism, hence making them more accountable citizens.

Youth voices and opinions are raised through their engagement in conversations, including through songs. Furthermore, they are distributed through different social media networks that act as channels for promoting musical pieces by young musicians. Students may use social platforms to educate citizens on their responsibilities. These claims were made by Mirra and Garcia (2020) as well as Pontes et al. (2019); by virtue of such platforms, young people can express their political identities, culminating in their political identity development. This paper aims to explore the significance of incorporating music into education for youth.

In addition, this aligns with the principles of global citizenship education, which aims to instill a sense of unity and responsibility toward all people around the globe (Waldron et al., 2018). As a form of cross-cultural and transcultural communication, music effectively conveys the concepts of empathy, intercultural awareness, and social equity. Besides, it does not require translation since anybody can decode it regardless of vernacular language; thus, its message is simple to grasp. Exposure to more cultural contexts or musical genres can help students get better perspectives on different issues concerned with justice so that they become involved in any transformation processes meant to bring about justice in society.

However, some challenges and limitations are emerging emerged from the study. Adding sound to civics education could be of great value; however, this idea poses some challenges. First, music cannot be easily quantified as an influence on global citizenship. The relationship between sound and civic identity or participation is complex; it depends on several factors, such as culture, genre, and individual preferences. Wilf and Wray-Lake (2024) observe considerable variation in online civic engagement among young people; therefore, only some forms of musical involvement lead to long-lasting civil participation. For instance, some youth may take up music activism while others may listen to their music privately and not relate it to any major social problem; due to these fluctuations in the use of music for various purposes, making explicit assertions about whether music aids in fostering global citizenship or otherwise becomes a difficult task.

Furthermore, socioeconomic parameters can also influence the contribution of music to identity formations. As Wray-Lake and Abrams (2020) note, there are a variety of hurdles that urban youth of color must negotiate, like lack of access to music education and other social opportunities. Because of socio-economic inequalities, artistic expression does not enrich the civic identity and global citizenship of marginalized youth. That is why sound education and the necessary materials for participating in musical activities can be difficult for them, meaning music cannot be used as a tool for civic engagement.

The various barriers indicate that more complex ways need to be used to embed music into civic education, considering the different experiences of learners themselves. In this way, teachers have to comprehend these differences when developing inclusive programs that enable all students to engage with music in their understanding.

Because it is important, a study should be conducted on the role digital media have played in music distribution and its influence on global citizenship. As many varieties of social media evolve, they enable diverse means through which young people get engaged in music, making it possible for their civic identity to be strengthened while at the same time being updated on world events. According to Marchi and Clark (2021), young people have used social media as an arena for public opposition, challenging prevailing myths through music and promoting social reform. It shows that engaging with music digitally can uplift and stimulate more extensive civic engagement.

The internet is good for actualizing youth democratic participation via creative jobs, with music being the core ingredient, according to Ekström & Östman (2015). It has become essential to understand how musicality affects the civic identities of youth through entertainment and involvement. Longitudinal studies could offer compelling insights into how music has affected civic identity, especially in digital media and global citizenship. By studying changes in young people's involvement in both musical and civic activities since youth, researchers can learn more about the lasting impact of music on identity creation and cosmopolitanism. This work may lead to the development of intelligent civic education programs that utilize music to make young people love their community.

Implementing music in civic education has challenges, yet its benefits seem extensive. Educators and researchers who continually examine these connections among music, self-conceptions, and social participation can devise means for the youth to assert themselves as enlightened members of the worldwide community.

## Conclusion

Music develops civic identity among youths, which also helps with international citizenship. Besides, it contributes significantly to the establishment of global civic consciousness, which emphasizes cultural awareness, social participation, and the community-at-large identification within which we live. The results of this research reveal how music relates to civic education, highlighting some of the ways that can lead to increased youth involvement in both local and global settings.

Different music traditions and styles expose young people to various cultural positions globally, help them understand world problems, and make them feel sympathetic towards other people. These encounters broadened their horizons about different cultures and inculcated in them a sense of being world citizens. Furthermore, music allows young people to express themselves artistically while engaging in social and political issues, enhancing their sense of belonging and accountability towards their country.

Experts contend that music education is an instrument to improve ethnic identity and civic self-efficacy among downtrodden youth. This portrays music as a significant source of empowerment for young people's civic participation, especially those feeling alienated from mainstream society. Therefore, educators may include this force in educational and social programs to develop civic virtues and global citizenship.

Thus, purposefully integrated into civic education programs, music facilitates the formation of identity among young people while promoting civic engagement; hence, its inclusion in citizenship education at the global level is inevitable. One of the main reasons we want to build responsible and conscious worldwide citizens is because it can unite people with different cultural backgrounds or geographical locations, inspire social movements, and compel individuals to belong. By examining how music education affects identity formation and political participation, there is no doubt that music goes beyond mere creative expression and serves as a tool for connecting humanity.

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