

A STUDY ON THE ROLE OF SOCIAL STUDIES FACING THE IMPACT OF GLOBALIZATION

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INTRODUCTION

The rapid flow of globalization demands us all to behave wisely in understanding the global perspective (17). This global perspective includes the demands of a more diverse global life with its various characteristics, which require us to be interdependent between countries and to prepare ourselves in anticipating the increasingly rapid flow of globalization that enters all aspects of life (16). This research is based on the need to understand the role of social studies in facing the increasingly complex challenges of globalization. Globalization has affected various aspects of life, including politics, economy, society, and culture. As a discipline that studies human life in a social context, social studies play an important role in understanding and addressing the impacts of globalization. This research is conducted in the context of the need to enhance understanding of how social studies can help individuals and societies in facing the changes and challenges brought about by globalization. In this regard, this research can assist educators and education professionals in improving their social studies curriculum and teaching methods to better address the needs and demands of the increasingly complex times. Furthermore, this research is also based on the need to increase understanding of the importance of social studies as a tool for promoting understanding and appreciation of various cultures and ways of life worldwide. This can help build interpersonal skills and assist communities in responding to cultural and social differences with positive and inclusive attitudes. In addressing the increasingly complex challenges of globalization, this research provides important insights into how social studies can help individuals and societies in facing the changes and challenges brought about by globalization.

Globalization is a natural inevitability that will enter various aspects of life, they are in economic, social, or cultural. The method used in this research is qualitative method through literature review. The research can investigate how the social studies curriculum can be adapted to the challenges of globalization and how social studies learning can help students understand the impact of globalization on society and culture. Additionally, the research can evaluate the effectiveness of social studies learning in producing students who have the ability to make appropriate and responsible decisions in facing global issues. Globalization is global in nature, and it pervades all aspects of human life, including the field of education. In the field of education, the role of Social Sciences is very important because it is hoped that through Social studies, a discipline of knowledge can be created that provides an understanding and filter that can sift through various flows of globalization, both positive and negative. The development of science and technology in the era of globalization has impacted all aspects of life, ranging from economic, cultural, to social aspects (4). Along with the increasing development of the times, the social attitudes of Indonesian society have undergone many changes. (3) This change not only occurs in adults and teenagers, but also in young children. This may be due to the increasing influence of foreign cultures that are developing in Indonesia through various sources. Globalization is global in nature, penetrating all aspects of human life including education (16).

The era of globalization, or commonly known as the era of free markets, has been echoed by economic observers for several decades now. The word "globalization" popularly refers to the rapid spread of everything worldwide (9). Globalization as a process has a long history. Globalization demands free trade and is considered a venue for creativity and expansion for the growth of world trade and knowledge systems. This means that social change that changes patterns of communication, technology, production and consumption, as well as the increase in internationalism, is a cultural value.

The era of globalization has a double impact (11); the beneficial impact and the detrimental impact. The beneficial impact provides a wide range of cooperation opportunities to foreign countries. However, on the other hand, if we are unable to compete with them, due to weak

human resources, the consequence will be detrimental to our nation. Therefore, our challenge in the future is to increase competitiveness and competitive advantage in all sectors, both real and monetary sectors, relying on the ability of human resources, technology, and management without reducing the comparative advantages that our nation already possesses.

The era of globalization, characterized by increasing competition, a rapid flow of information and communication, and openness, is one of the driving forces that, if we do not follow closely, will lead to a lag behind. This lag is also caused by globalization, which is a process in which humans on this earth are incorporated or included in a single global society, and in the process, events, decisions, and activities in one part of the world have significant consequences for individuals or communities in other far-flung regions. In addition, globalization also creates an open society that values individuals, rights, and obligations, so that all people have equal opportunities to develop their potential and contribute their abilities to the progress of the nation (12).

Globalization has a significant impact on elementary school education, with both positive and negative effects. One of the main effects is the influence of media and technology, which are increasingly sophisticated and easily accessible. This can affect children's learning styles and broaden their perspectives about the wider world. However, negative impacts can also occur, such as the influence of foreign culture that may not align with local values and cultures. Children may be influenced by consumeristic lifestyles and cultures that do not align with the values taught in their local environments. Furthermore, globalization can also affect the quality of education and teaching in elementary schools. Educators may face challenges in preparing students to compete in an increasingly competitive global market. Students may also have difficulty mastering foreign languages or new technologies that are needed in the global workforce. Therefore, it is important for educators to take appropriate steps to address the impact of globalization on elementary school education. This can be done through the development of a more inclusive and experience-oriented curriculum, as well as integrating local values and cultures into teaching. In addition, educators need to broaden their knowledge about global trends and challenges in education and strive to prepare students to face an increasingly complex and diverse future.

In developing a global perspective or global outlook as a skill, we must pay attention to the phenomena and issues that exist in the global context. This includes their impact on social, economic, cultural, and religious issues. In the field of culture, including education, plays a very important role because globalization in education is comprehensive and related to the standardization of education. Through standardization in education, it demands quality and uniformity of competencies in similar fields globally. Globalization has two impacts, positive and negative. The positive impact is related to aspects of development and progress that can promote the advancement and glory of the nation.

Until now, Social studies (IPS in Indonesian) is considered an educational program and not a separate sub-discipline of science (2). Therefore, it will not be found in the nomenclature of philosophy of science, social science disciplines, or education (14). The Social Science Education Council (SSEC) and National Council for Social Studies (NCSS) refer to IPS as "Social Science Education" and "Social Studies". The name IPS in primary and secondary education in Indonesia emerged simultaneously with the implementation of the SD (elementary), SMP (junior high), and SMA (senior high) curricula in 2013 (5).

From this perspective, IPS as a field of study is still "new." This is because its perspective is considered new, even though the material studied is not new. In other words, IPS adopts an integrated perspective from several subjects such as geography, economics, political science, law, history, anthropology, psychology, sociology, and so on. This integration is possible because these subjects have the same material object of study, which is human beings. In the field of social science, we encounter many terms that can sometimes confuse understanding. These terms include Social Sciences, Social Studies, and IPS. It must be acknowledged that the idea of IPS comes from the literature of American education. The original name of IPS in the United States is "Social Studies." This term was first used as the name of a committee called the "Committee of Social Studies," which was established in 1913. The purpose of the institution was to provide a forum for experts interested in the social sciences curriculum at the school level and social science experts who shared the same interests. The name of the

committee was then used as the name of the curriculum they produced. However, the term "Social Studies" became more well-known in the 1960s when the government began to provide funds to develop the curriculum. When Indonesia introduced the concept of IPS, the understanding and goals were not exactly the same as social studies in the United States. It should be remembered that the conditions in Indonesian society are different from those in American society. This suggests certain adjustments. Actually, this condition is very good because every idea that comes from outside can be accepted if it is suitable for our society (3). The IPS field of study that entered Indonesia originated from the United States, which in its home country is called Social Studies. Social Studies was first included in school curricula in Rugby (England) in 1827, or about half a century after the Industrial Revolution (18th century), which was marked by a change in the use of human energy to machine energy. The Industrial Revolution brought about changes, namely prosperity for some of the British society (7). On the other hand, the Industrial Revolution gave rise to the ideology of capitalism and dehumanization, where human beings were not valued as humans or not humanized because the industrialists valued production factors, capital, and money more than human energy. After observing this situation, Thomas Arnold intended to overcome the process of dehumanization by incorporating social studies into his school curriculum. The aim was for students to learn about human interaction issues and to play an active role in community life. (8)

The background of the inclusion of Social Studies in school curricula in the United States is different from that in England because the situations and conditions that led to it were also different. The population of the United States consists of various races, including the Indian race, which is the indigenous population, the white race that came from Europe, and the Negro race that was brought from Africa to work on the country's plantations. Initially, the multi-racial population of the United States did not pose a problem. Only after the Civil War between the North and the South or known as the Civil War that took place in 1861-1865, when the United States was ready to become a world power, the difficulties began to arise because the multi-racial population found it difficult to become one nation (9).

In addition, there were also very sharp socio-economic differences. Social and educational experts made great efforts to make the multi-racial population feel like one nation, namely the American nation. One of the ways taken was by incorporating social studies into the school curriculum in the state of Wisconsin in 1892. After research was conducted, at the beginning of the 20th century, a National Commission of The National Education Association recommended the need for social studies to be included in the school curriculum. (8)

The form of social studies when it was first introduced was a combination of history, geography, and civics. Aside from being a response by social science experts to the social situation in England and the United States, the inclusion of social studies in the school curriculum was also driven by the desire of education experts. This was because they wanted students to, after leaving elementary and middle school; (1) become good citizens, in the sense of knowing and carrying out their rights and responsibilities, and (2) be able to live in society in a balanced way, meaning to pay attention to both personal and societal interests. To achieve these goals, students did not have to wait to learn social science in college, because in fact, they had already received the foundation of social studies in elementary and middle school. Another consideration for including social studies in the school curriculum is that students' abilities are crucial in selecting and organizing social science materials. To make social science subjects more interesting and easily understood by elementary and middle school students, materials are taken from real life experiences in their local communities, such as personal experiences, peer groups, nature, and surrounding society. This is easier to understand because it has a greater meaning for students than abstract and complicated teaching materials from social science. The background for including social science as a subject in the school curriculum in Indonesia is very different from that in England and the United States. The growth of social studies in Indonesia cannot be separated from the chaotic situation, including in the field of education, as a result of the G 30S/PKI rebellion, which was ultimately suppressed by the New Order government. After the situation calmed down, the government launched the Five-Year Development Plan (Repelita) (13). Social attitudes are an individual's awareness of the social environment around them. Social attitudes are usually shown because

of a sense of concern and care for the environment where one is located. Meanwhile, basic social attitudes are the things or attitudes that underlie the social development of each individual. Basic social attitudes should be instilled in individuals from an early age, for example, since a child is in the Elementary School level. So, when the child has entered a higher level of education, the child is already able to position themselves and behave as a social creature in accordance with their respective social environment (2).

As previously explained, the formation of basic social attitudes in elementary school children can be done through the application of values from each component or foundation of social science contained in the Social Science subjects at the elementary school level. Because, from every foundation of social science included in Social Science, each has a role in forming basic social attitudes in elementary school children, including:

Viewed from the Foundation of Geography Geography is a social science that studies phenomena on the earth's surface, both physical and those related to the lives of living things and their problems through spatial, environmental and regional approaches for the sake of a program, process, and success of development in social life contexts. In Social Science at the Elementary School level, Geography is usually related to environmental issues, especially studying the social environment around each person's residence. From existing Geography knowledge, an Elementary School teacher can develop, direct, and train students so that they have basic social attitudes towards the environment, including: (a) knowing the condition of the environment around their residence; (b) knowing the location of a place in their surrounding environment; (c) Being sensitive to environmental service activities in their respective areas to help preserve nature and the environment; (d) knowing and paying attention to the condition of the school environment and its components; (e) knowing the state of nature in their surrounding environment and trying to carry out activities to prevent environmental damage, starting from simple activities, such as getting used to disposing of waste in its proper place. (7).

Viewed from the Foundation of Economics In general, economics is a science that studies individual and community behavior in determining choices related to limited resources to fulfill daily needs that include production, consumption, and distribution activities. Specifically, economics at the Elementary School level can be interpreted as a science that is expected to instill basic economic attitudes in terms of fulfilling daily life needs. Through economics knowledge contained in Social Science for Elementary School, a child can learn and train themselves to carry out simple social activities related to economics, for example: (a) a child can prioritize necessary activities or needs; (b) a child can distinguish between basic needs and complementary needs; (c) a child can train themselves to live frugally by saving money; (d) at the Elementary School level, children are also introduced to currency and various economic activities, so that children can apply them in their daily lives. For example, when a child is asked by their mother to buy rice at a grocery store. From this simple activity, the child has already learned to carry out economic activities and interact with other humans. From the perspective of the foundation of history, history is a part of social studies that studies important events in human past. At the elementary school level, history is usually taught from grades 4 to 6 and includes a brief description of Indonesian national history, from the struggle for independence to the independence of Indonesia. Thus, from an intellectual standpoint, because of the existence of history, students can learn about life in Indonesia in the past and compare it with life in Indonesia today. In terms of its application in daily life, history also plays a role in shaping children's basic social attitudes, including:

(a) training children to appreciate time and opportunity, because time and past events cannot be repeated; (b) training children to appreciate the work of others, as an implementation of respecting the services of heroes (c) helping children to recognize and know the history and origin of their respective regions to foster a sense of love and ownership towards their regions (6).

From the perspective of the foundation of sociology, sociology is the study of everyday life as a social creature, including material on social interaction, social behavior, social norms and values, social roles, social mobility, and social stratification. This material will be explained in its entirety when the child is at the junior high and high school level. However, for elementary school children, what is taught usually only covers social interaction, social behavior, and

social roles. Thus, in practice, children can build and develop basic social attitudes through sociology, which has been integrated with other social sciences in the Social Sciences subject at the elementary school level. The role of sociology in shaping basic social attitudes in elementary school children includes: (10). a) students can interact and communicate with individuals and also with a group. b) students can have an awareness of themselves as social beings, that is, they cannot live alone. Thus, students will train themselves to help others and appreciate help from others. c) students can learn how to socialize well, making it easy to be accepted among their peers. d) in elementary school, there is also material on family genealogy, so from the material obtained, students can apply it in daily life within the family environment by placing themselves in the family as a child, grandchild, older sibling, younger sibling, and acting according to the roles that should be done. For example, as a child, they must obey their parents' orders. e) children can adapt or adjust to the social environment around them by creating good social relationships and acting politely and respectfully towards their peers, neighbors, or community figures such as the head of the RT or religious leaders in their environment. In addition, there are many things included in Social Sciences that play a role in shaping basic social attitudes in elementary school children because, fundamentally, Social Sciences are a collection of social sciences that are combined and include everything related to social aspects of life.

METHOD

The method used in this research is qualitative method through literature review. The research can investigate how the social studies curriculum can be adapted to the challenges of globalization and how social studies learning can help students understand the impact of globalization on society and culture. Additionally, the research can evaluate the effectiveness of social studies learning in producing students who have the ability to make appropriate and responsible decisions in facing global issues.

RESULT OF STUDY

The National Council for Social Studies (NCSS) states that social studies is the integrated study of the science and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (13). Furthermore Hasan states that Social Studies (IPS) is an interdisciplinary approach to the social sciences. IPS is an integration of various branches of the social sciences, such as sociology, cultural anthropology, social psychology, history, geography, economics, political science, and so on."

Thus, it is clear that IPS is a fusion of social science disciplines. The fusion here means that IPS is a complete field of study that is not separated into boxes of existing disciplines. This means that the IPS field of study no longer recognizes geography, economics, and history as separate subjects, but instead, all of these disciplines are taught in an integrated way. In the curriculum literature, this integrated approach is called the "broadfield" approach. With this approach, the boundaries between disciplines become blurred, meaning that there is a synthesis between several disciplines. Therefore, IPS is actually rooted in the social sciences, with the understanding that the theories, concepts, and principles applied in IPS are the theories, concepts, and principles that exist and apply in the social sciences. Social science is used to approach, analyze, and develop alternative solutions to social problems that are implemented in IPS teaching.

Every educational effort always has a certain goal to be achieved. Based on clear, firm, and directed educational goals, educators can determine what efforts they will make and what materials should be given to their students. Similarly, in our country, the national education goals are formulated based on the Pancasila state philosophy and the 1945 Constitution, as outlined in the GBHN (Outline of State Policy). In relation to this, the 2013 curriculum for elementary school states that social science (referred to as IPS in the 2013 curriculum) aims to: (a) teach basic concepts of sociology, geography, economics, history, and citizenship,

pedagogy, and psychology; (b) develop critical and creative thinking skills, inquiry, problem-solving, and social skills; (c) build commitment and awareness of social and humanitarian values; (d) improve the ability to cooperate and compete in a diverse society, both nationally and globally.

In line with these goals, the purpose of IPS education is "to develop students into good citizens who have useful social knowledge, skills, and concerns for themselves, society, and the country". Meanwhile, in detail, formulates the purpose of IPS education oriented towards the behavior of students, namely: (a) knowledge and understanding, (b) the attitude of learning life, (c) social values and attitudes, (d) skills (13).

Overall, the purpose of Social studies in Elementary School is as follows: (a) equip students with social knowledge that is useful in their future social life in the community; (b) equip students with the ability to identify, analyze, and develop alternative solutions to social problems that occur in daily life; (c) equip students with the ability to communicate with fellow members of society from various fields of knowledge and expertise; (d) equip students with a positive mental attitude and skills in utilizing the environment as part of their lives; (e) equip students with the ability to develop social knowledge and expertise in accordance with the development of community life, the development of science, and the development of technology (f).

Besides having the aforementioned goals, social studies also has a vision and mission, which is to shape and develop good citizen personalities in society. Essentially, there are three main studies related to the learning objectives of social studies in primary schools, namely:

Developing Students' Thinking Skills The development of intellectual abilities is the development of students' abilities to think about social sciences and social problems. Hasan (2012) added that the thinking process also includes the ability to search for information, process information, and communicate the results of thinking (5).

Developing Social Responsibility and Participation The third dimension in Social Studies learning in primary schools is developing social responsibility and participation, which is to develop the goal of Social Studies in shaping good citizens who are able to participate in social life.

Globalization, in its literal sense, is a social change that involves increasing interconnectedness among communities and their elements as a result of transculturation and technological developments in transportation and communication that facilitate cultural and international economic exchanges. Globalization as "the compression of the world into a single space and the intensification of consciousness of the world as a whole. Globalization also gives birth to global culture, which encompasses the world at the international level (17).

The term globalization can be applied in various social, cultural, economic, and other contexts. Globalization can mean: the formation of a global village, which means closer contacts between various parts of the world, increased personal interaction, cooperation, and friendship between people around the world (4). The term globalization is actually borrowed from the English language, globalization. The word globalization itself comes from the word global, which means universal, and the suffix "-lization" can be interpreted as a process. So from the origin of the word, globalization can be interpreted as the process of spreading new elements, whether in the form of information, ideas, lifestyles, or technology, globally.

The following are the opinions of experts who have tried to define globalization, among them: Selo Soemardjan, Globalization is a process of forming an organizational and communication system between communities throughout the world. The goal of globalization is to follow certain systems and rules, such as the formation of the United Nations, OIC, AFTA, NAFTA, etc.

Achmad Suparman. Globalization is a process of making something or behavior a characteristic, and every individual in the world is not limited by territory.

Thomas L. Friedman. Globalization has ideological and technological dimensions. The technological dimension is capitalism and free markets, while the ideological dimension is information technology that has united the world.

Malcolm Water. Globalization is a social process that results in the geographic limitations of socio-cultural conditions becoming less important, which is reflected in people's awareness.

Emanuel Ritcher Globalization is a global network that simultaneously unites previously

scattered and isolated communities into interdependence and world unity.

In many ways, globalization has many characteristics similar to internationalization, and the terms are often used interchangeably. Some parties often use the term globalization associated with the reduced role of states or national boundaries. From some of the definitions of globalization, conclusions can be drawn about some of the characteristics of globalization, namely: (a) increased shared problems such as in the field of environmental, regional inflation, and multinational crises. (b) increased cultural interaction through the development of mass media (especially in film, music, television, and international news and sports transmissions); (c) changes in the concept of space and time; (d) the economic markets and production in different countries become interdependent, resulting in the growth of international trade.

The globalization era will be marked by intense economic competition along with the revolution of information technology, communication technology, and industrial technology. This competition is still dominated by economic giants such as Japan from the Asian region, the European Union, and the United States. Each has their own advantages. For example, America excels in product technology, which is technology that produces new products with high technology levels, such as the production of supersonic airplanes, robots, and so on. Germany and Japan rely on their advantages in process technology, which produces new processes in the production of an existing product, such as CDs, which were first made by the Netherlands and then continuously improved by Japan, resulting in CDs with better quality and cheaper prices.

In addition to the three, China has recently emerged as a new economic power in the world with a growth rate of above 9% - the highest in the world. Economic competition in the era of free markets is also characterized by the movement of goods, services, capital, and labor that takes place freely, followed by the demand for increasingly high levels of production technology, which in turn demands higher levels of education from workers. Furthermore, the development of communication technology has eliminated distances and boundaries between individuals, groups, and countries.

Communication between countries takes place very quickly and easily. Likewise, global information development can be easily accessed through information technology such as the internet. The transfer of money and foreign investment can be done in seconds by foreign entrepreneurs. The rapid and rigorous progress of information and industrial technology in the era of globalization demands that every country improve itself in facing such competition. A nation that is able to improve itself by increasing its human resources is likely to be able to compete in such a healthy competition. This is where education, including Islamic education, is required to demonstrate whether it is able to educate and produce students who are highly competitive or whether it is barren in the face of various advances and dynamics of globalization.

Therefore, the globalization era is a great challenge for the world of education. In this context, Khaerudin Kurniawan (2010) details various educational challenges facing the horizon of globalization: (5)

First, the challenge is to increase added value, which is how to increase national work productivity and economic growth and distribution, as an effort to maintain and improve sustainable development.

Second, the challenge is to conduct comprehensive research on the occurrence of the era of reform and transformation of the structure of society, from traditional-agrarian society to modern-industrial and information-communication society, and its implications for the improvement and development of human resource quality.

Third, the challenge is in the increasingly fierce global competition, which is to increase the nation's competitiveness in producing quality creative works as a result of thinking, discovery, and mastery of science, technology, and art.

Fourth, the challenge is the emergence of new invasions and colonialism in the field of science and technology, which replaces invasions and colonialism in the political and economic fields. All of these challenges require high-quality and competitive human resources in these fields comprehensively and comparatively, with a focus on excellence, professional expertise, forward-looking vision, high self-confidence and self-esteem, and adequate skills according to

the needs and bargaining power of the market. These abilities must be realized in the process of quality Islamic education.

Globalization is a worldwide phenomenon that has permeated all aspects of human life, including education (11). One of the fields of education affected by the forces of globalization is social studies. In order to face the challenges posed by globalization, there is a need for renewal in social studies. According to Somantri (2001), the characteristics of renewal in teaching social studies education are as follows: (a) the learning materials should pay more attention to students' needs and interests; (b) the learning materials should address more social issues; (c) the learning materials should focus on thinking skills, particularly investigative skills; (d) the learning materials should give more attention to the preservation and use of the natural environment; (e) basic human activities should be reflected in the curriculum; (f) the curriculum organization should be varied, ranging from "integrated, correlated, and separated" organization; (g) the arrangement of learning materials should vary from citizenship, functional, humanistic, and structural approaches; (h) social studies classes should be developed into a democracy laboratory; (i) evaluation should not only consider cognitive, affective, and psychomotor aspects but also try to develop DQ (Democratic Quotient) and CQ (Citizenship Quotient); (j) sociological, anthropological, and other social knowledge elements enrich the curriculum, as the elements of science, technology, mathematics, and religion (13).

Based on the above opinion, all parties involved in social studies education, especially academics and practitioners, must make efforts to renew social studies education in accordance with their authority and abilities. Eventually, it is hoped that the concepts of social studies education can adapt to the forces of globalization. This is important because social studies learning is based on concepts that evolve in human life.

Concepts are ideas or abstractions of concrete events. According to Rochiati Wiriaatmadja (2002), Concepts are words that classify, categorize, and describe a set of related facts. Concepts combine several similar facts under one label."The key concepts in social science education are as follows: (5).

History, which includes change, continuity, nationalism, colonialism, imperialism, and revolution.

Geography, which includes space/spatial, location, distance, area, environment, and spatial patterns.

Anthropology, which includes culture, tradition, belief, ritual, kinship, and acculturation.

Politics, which includes authority, power, state, justice, democracy, and human rights.

Sociology, which includes society, roles, stratification, values, norms, and conflict.

Economics, which includes production, distribution, consumption, supply, demand, and scarcity.

In facing the forces of globalization, the structure of social studies education must be improved. This is in accordance with Somantri's (2001) opinion, which states that: to face the challenges and dynamics of society and globalization, there is a need for consolidation of the social studies education curriculum, which includes: (a) the penetration of the social studies education identity into the primary structure; (b) simplification of less important subjects and the presentation of global education; (c) strengthening all discipline subjects to be equivalent to university subjects to support the primary structure; (d) offering business-oriented subjects.

DISCUSSION

Based on the studies as presented above, In facing the forces of globalization, the structure of social studies must be improved. The efforts to create an educational system that involves children, youth, and adults in two ways. On one hand, students learn to experience and understand that the world is a single and complete global system; and on the other hand, students learn to see themselves as participants (components) of the world system and understand the benefits and sacrifices, rights and obligations that come with their participation. In the concept of global education above, the emphasis is on the learning process undertaken by human beings as a whole, meaning at all age levels from childhood to adulthood. Furthermore, the focus of learning is on experiencing, understanding, internalizing, and realizing that the world is a unified and complete global system, where each

human being has their own place. Through global education, students learn to see and understand themselves as participants in the world system, and understand their position as components of the world with rights and obligations that include being able to benefit or take risks from it.

Approach is a way of looking at something that has been planned to achieve the desired goal. In learning activities, an approach is defined as a way of conveying planned material to achieve learning objectives (1). In education, there are generally two types of approaches: academic and pedagogical. The academic approach is a scientific perspective on what knowledge is and how to obtain it. Meanwhile, the pedagogical approach is a perspective on how to convey knowledge to others (students). In PIPS, the academic approach is an absolute ability that educators must possess; without it, they are not qualified as educators. One approach that falls under the academic approach is the structural approach, as proposed by Somantri (2001), who stated that "The structural approach starts from the discipline of science. Although the teaching materials are taken from various disciplines, all of these materials must first be systematically arranged according to one of the social science discipline structures". So, in the structural approach, teaching materials are taken from various disciplines and systematically arranged according to one of the social science discipline structures. In addition to being systematic, the materials must also be essential to present (13).

The pedagogical approach is a perspective on how to convey knowledge to others (students). The approaches used by IPS in determining/choosing/developing programs and learning methods, according to Somantri (2001), are based on the following approaches: (a) student-centered, where the student factor is highly considered/prioritized; (b) community-oriented, where real-life and community problems are used as sources and materials as well as a place to learn; (c) ecosystem, meaning environmental factors are also considered and utilized; (d) comprehensive and integrated; (e) using inquiry techniques and student active learning as the main learning process media.

If educators pay attention to the approaches above in planning and implementing IPS learning, it will support and facilitate the achievement of IPS learning objectives as expected. This is because IPS learning is directed towards activities that encourage active student learning to develop their potentials, such as intellectual, mental, emotional, social, and physical (cognitive, affective, psychomotor) aspects.

The global perspective as a skill that we must possess will not arise and occur without effort. Therefore, a process is needed to develop and foster it, especially for the younger generation who will be the future human resources (HR). The process of developing a global perspective or global awareness starts with observation and appreciation at the local level. Phenomena, events, and problems that occur locally around where we live are observed and noticed. From here, a local perspective or local awareness is formed. Local awareness as a skill will become the basis for developing regional awareness (regional perspective) in each individual.

Regional perspective as a skill that we must possess cannot simply be inherent in each individual, but must go through training in caring and intentionality.

In responding to global education, educational systems that do not align with the pace of global development need to be restructured. According to Hasan (2000), "The education system throughout the world needs to be reinvented, that is, education that can prepare people who have an identity in their local community and at the same time have a global vision to build the world together." This is because humanity only has one planet to live on, which is Earth. Therefore, the survival of humanity on this planet must be a shared responsibility to preserve it (5).

In Indonesia, the awareness of the importance of global education has actually existed since before independence, since the establishment of the Taman Siswa School. As the founder of Taman Siswa, Ki Hajar Dewantara (1962:228) argued that, "For this purpose, teaching of English language is necessary in all secondary schools. (13). The importance of the English language in global communication, including in education, was also stated by John Naisbit & Patricia Aburdene (1990:126), who said that "The most important factor accelerating the development of a single global lifestyle is the proliferation of the English language." In the Indonesian education curriculum, English language teaching has started from the elementary level to anticipate global life, even though the results have not met expectations. Besides

English, which plays a role in global communication and education, computer and internet are also important, but the key still lies in the English language because both media generally use English (14).

IPS (Social Studies) can play an important role in helping elementary school students to cope with the impact of globalization on their education. IPS can help students understand the difference between local values and culture with global values and culture, and introduce them to a broader perspective on lifestyles, cultures, and global issues. Through IPS, students can gain a better understanding of various social and political issues at the global level, such as environment, international trade, and human rights. IPS can also help students understand the importance of tolerance, cooperation, and cross-cultural understanding. As part of the curriculum, IPS can help students develop analytical, synthesis, and evaluation skills, as well as social and life skills such as communication, collaboration, and leadership. With these skills, students can prepare themselves to face the challenges and opportunities posed by globalization. Therefore, IPS has an important role in helping elementary school students to cope with the impact of globalization on their education. IPS can help students understand a world that is becoming increasingly complex and diverse, as well as help students prepare for a future full of challenges.

CONCLUSION

The development of the globalization era has impacted all aspects of life, from the economy, culture, to the social aspect that is clearly visible. Along with the increasing development of time, the social attitudes of Indonesian society have undergone many changes, not only in adults but also in early childhood. This may be due to the increasing influence of foreign culture that is developing in Indonesia through various sources. The rapid changes experienced by society as technology and science develop have brought many positive and negative impacts on human life in general. To keep up with the fast-paced progress, we still rely on education to accompany and maintain the constantly changing social life of society.

However, our education system, which has not been able to catch up with the rapid pace of change, needs to be adjusted and maintained so that it can continue to respond to the challenges of change and progress that continue to occur. In the field of education, Social Science Education is also not immune to the tough challenges that demand an improvement in the quality of education and education personnel. Looking at the situation faced and must be passed, it is fitting for Social Science Education to start improving itself by shifting from epistemological orders towards innovation and solutions for the future development of Social Science Education. This is very suitable for the main goal of Social Science Education, which is to prepare citizens who can make reflective decisions and participate successfully in the life of citizenship in the community, nation, and country.

Based on this problem, we feel the need to extract some of the core ideas of Social Studies, particularly regarding the change in thinking patterns from theory-based to critical and creative thinking patterns. This will not only produce innovation and renewal but also have a very positive impact on students who are still in the development stage. Therefore, we try to explain how to think critically in IPS learning so that it not only burdens students with knowledge but also trains their thinking skills.

Social Studies (IPS) is one of the subjects taught in Elementary School that combines concepts of social and humanities sciences with the aim of providing social and citizenship education. The topics studied in Social Science include political, economic, cultural, environmental, and societal aspects in the past, present, and future. These aspects are studied to help students develop the knowledge, skills, and social attitudes necessary for living in a society. Developing social attitudes is crucial because individuals with high social attitudes are better able to live and socialize in society. Social attitude is an individual's awareness of the social environment around them, usually demonstrated through a sense of care and concern for the environment they are in. Basic social attitudes should be instilled in individuals from an early age, such as during Elementary School. This way, when the child enters higher levels of education, they are already capable of behaving as social beings according to their respective social environments.

RECOMMENDATIONS

Young children, especially those in elementary school, are generally the most susceptible to

external influences, both positive and negative. Therefore, there needs to be involvement between family, school, and the community to guide, support, and monitor the development of social attitudes in children. Parents should always pay attention to changes in their children's social and mental attitudes while they are in the family environment. Similarly, teachers should always guide and direct their students towards positive behavior. The development of basic social attitudes in children can be instilled through the practice of certain subjects related to social aspects of life, such as social science.

Therefore, children can develop social attitudes in their lives by starting with the basic social attitudes developed from an early age. To foster high social attitudes among children (Elementary School students), the role of Social Science teachers is crucial. Social Science teachers who are needed are those who not only have a broad knowledge of Social Science, but also can implement that knowledge in real life, daily activities with their students and the surrounding community, and care about others and the environment in which they are in.

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Biography

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