



THE IMPORTANCE OF CRITICAL THINKING TO FACE GLOBAL CHALLENGES IN THE ERA OF INDUSTRY 4.0 THROUGH SOCIAL STUDIES

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Abstract : This article is motivated by the problem of the advancement of science and technology in the era of industrial revolution 4.0. The connected world is only blocked by virtual boundaries. Always a sign of signs and within inwardly many complex things caused by globalization. Therefore, people who can help improve it. Education has a close relationship with globalization. In this era of globalization, Indonesia must make changes in the educational process, using a more comprehensive and flexible education system, so that it can produce an effective impact on the life of the global community. This article also addresses how critical thinking is needed to address global challenges.

Keywords : critical thinking, globalization, industrial revolution 4.0, social studies

I. INTRODUCTION

Globalization is something that cannot be released in the current development. Although there is no single understanding in explaining what globalization is but at least in terms of the word globalization can be interpreted as a global process. The word globalization begins with the world globe, which means the world and the global meaning of the world (Rafik, 2006:1; Jackson, 2016).

From the above view can be understood simply that globalization is an era without limits which is characterized by changes in social structures in the community. These changes can be seen from the high linkages between the people and the elements that occur due to transculturation through rapid technological and communication developments. Globalization is also interpreted as a global movement that influences the formation of systems and values of life that must be faced or not.

Lodge (in Syam, Somantri, 2010:163; Nurhaidah, 2015) that the notion of globalization emphasizes more on the dimensions of closeness between nations that are driven by investment, trade, and capital, and accelerated with technological progress. He further emphasized:

"...a process forced by global flows of people, information, trade and capital. It is accelerated by technology, which is driven by only a few hundred multinational corporations and may be harmful to the environment. Therein lies the conundrum of whether it is wise to leave globalization in the hands of these few corporations, or might it not make more sense to seek greater involvement from the global community."

Based on the opinion of the Lodge above, globalization is a process to put the world under the same unit without being limited by the geographical boundaries of a country. This



implies the disclosure of various information that is channeled continuously in electronic media (information technology), such as the internet or others.

Interactions between individuals, between communities, and between nations occur quickly. Experts explain change as a time dimension. The connected world is only sealed by virtual boundaries. Change always gives a real sign and has a trace in human life. Some people believe that globalization has both positive and negative impacts on society (eg Denis, 2010; Yang,R & Qiu, 2010). There is also one negative impact of globalization, as stated by Martin Guevara Urbina in the book “The Dynamics of Education and Globalization in the New Millennium”(2012), with the emergence of globalization, the scope and nature of crime and law must be analyzed in a global context, as illustrated by the globalization of the war on drugs, the national globalization of security propaganda , and the globalization of knowledge , which, by extension, "overflows" into the school system (Urbina,2012;byxbe,2013:8). Many p Changes that occur in a phase of human life, one of which is a change in the industrial era. Currently experiencing an industrial era 4.0.

Era 4.0 (fourth industrial revolution) is characterized by the complex problems facing the world population. All types of work will be increasingly complex (Baiquni,2009). This is due to a combination of globalization with information technology whose speed of development is much unexpected. To be able to take part in the 4.0 era, skills are needed to deal with complex problems. In the book *The Fourth Industrial Revolution*, Klaus Schwab describes the number of types of work that will be lost in the near future (Brodjonegoro,2018). Therefore, there needs to be a change in mindset to face the 4.0 era, namely through education. In an age of globalization, change is so fast that the education system must keep abreast of the latest developments (Pandey, in Tullao,2003).

In the context of globalization, education plays a strategic role to increase competitiveness. As Aristotle once stated in his book on political philosophy, education is an integral part of the existence and sustainability of various countries. through education, will produce intelligent, skilled and able to participate in the life of the nation and state.

Education is closely related to globalization. In this era of globalization, Indonesia must reform in the education process, with the pressure of creating a more comprehensive and flexible education system so that graduates can function effectively in the lives of democratic global societies. Patton(in Maryani, E,2009:3) revealed that “according psychologists agree that IQ contributes only 20 % of the factor that determines access, a full 80 % comes from other factors, including emotional intelligence”, said EQ includes self awareness, mood management, self motivation, impulse control and people skills. All of them reflect that the world of education is not enough to just make students smarter, holistic and integrated abilities are very important in bringing students to be able to compete globally.

For that reason, education must be designed in a way that allows students to develop the potential that is owned naturally and creatively in an atmosphere full of freedom, togetherness, and responsibility. In addition, education must produce graduates who can understand the community with all the factors that can support achieving success or obstacles that cause failure in social life. One alternative that can be done is to develop education that is global in mind (Saputra, 2008:46).

II. LITERATURE REVIEW

2.1 Global Era: Understanding and Characteristics



The global era is a social change, in the form of increasing linkages between communities and elements that occur due to the transculturation of technological developments in the field of transportation and communication that facilitate international cultural and economic exchanges. Globalization is characterized by computerization, miniaturization, digitalization, communication, fiber optics and the Internet (Ştibli, 2010; Lam,2010). Globalization is also interpreted as a global movement, namely a development of the formation of systems and values of life that are global (Oviyanti, 2013). There are at least three characteristics of the society in the 21st century, namely:

a. Technology Society

The technology community in question is something people who have technology literacy and use various technology applications so that they can change the way of thinking, acting and even changing the shape and pattern of human life that is totally different from the previous life. In such communities, the role of education and teachers very important and strategic, especially in providing guidance, encouragement, enthusiasm, facilities for the community and students to acquire knowledge and skills using technology. In addition, no less important is the role of education in providing direction and guidance so that mastery of technology does not backfire for the community, which is due to a lack of appreciation for ethics.

Education and teachers can foster understanding correct ethics so that human life is not threatened because of technological progress itself(Ngafifi, 2014). When education implies the necessity of students to master technology, it is certainly not less important for the teacher's role to master science and technology first in order to provide updated knowledge and technology skills to students.

b. Open Society

The birth of such advanced communication technology made the world one as if without insulation, so that interpersonal communication became closer and almost unimpeded, which in turn gave birth to an open society. In an open society, between one nation and another can influence each other in various ways, including influencing the culture of other nations. This threatens the lives of other people because of the possibility of domination or domination by those who are stronger, those who are high achievers and those who have the capital to a weak, helpless and poor community. For this reason, in open society, it is necessary for humans who are able to develop its capacity to become a strong, resilient, creative, disciplined and accomplished human and nation, so as not to become a victim and oppressed by an era full of competition. In this context, the role of education is very important to improve the dignity of a society and nation, so as not to become a servant nation that can be governed by other nations. It is very ironic if our great nation cannot compete with other nations, which only rely on quantity without quality.

c. Civil Society

Civil society is a form of something open society, where each individual has the same opportunity to acquire knowledge and skills using technology, work,



excel and provide something in accordance with his capacity. Civil society grows in a society that respects each other, not on the basis of origins or descent, but based on individual abilities, tolerance and responsibility for their personal and community life, and upholding a sense of togetherness to achieve mutual prosperity.

Civil society grows and develops not by itself and not without a planned effort, but a community built through education. The key to the realization of civil society is education because through education can be built quality resources with personalities that are in accordance with the culture and awareness of individuals living side by side to achieve common goals.

2.2 21st Century Skills

We are currently living in an era of globalization, we are required to have global perspectives, and have the skills to interact socially and cooperate across cultures globally as well. We are required to be more able to play an active role in global life. Therefore, we are actually not enough to be able to think globally and act locally (thinking globally acting locally) or just think locally and act globally, but even better is how we think or have insight globally and become an active actor in global life (thinking globally acting globally (Evans, 2007; Tien&Talley, 2012). This means that we as a nation need to have global insight and also become active actors in global life both in the economic, social, cultural, political and other fields.

Since the emergence of a global movement calling for a new learning model for the 21st century, there has been a growing opinion that formal education must be changed. This change is important to create new forms of learning that are needed to overcome complex global challenges. Identification of student competencies that need to be developed is very important to deal with the 21st century. Traditional approaches that emphasize memorization or the application of simple procedures will not develop critical thinking skills or student independence. Every individual must be involved in inquiry-based learning that is meaningful, has the value of truth and relevance, to develop the high-level thinking skills they need (Barron and Darling-Hammond, in Zubaidah, 2017:8).

This is supported by the opinions of Trilling, B and Charles Fadel (2012), revealing that every individual must have competence in the 21st century, namely communication & collaboration, critical thinking, and creativity.

a. **Communication and collaboration**

Good communication skills are valuable skills in the world of work and everyday life. Communication skills include skills in expressing thoughts clearly and persuasively orally or in writing, the ability to express opinions with clear sentences, convey orders clearly, and can motivate others through speaking skills. Collaboration and teamwork can be developed through the experiences that exist in schools, between schools, and outside of school. Students can work together collaboratively on authentic project-based assignments and develop their skills through peer tutoring learning in groups. In the world of work in the future, collaborative skills must also be applied when dealing with colleagues who are located far apart. Effective



communication and collaboration skills accompanied by technology and social media skills will enable collaboration with international groups.

b. Critical Thinking

These skills are the skills fundamental to learning in the 21st century. Critical thinking skills include the ability to access, analyze, synthesize information that can be learned, trained and mastered (Zubaidah, 2017:3). Critical thinking skills also describe other skills such as communication and information skills, as well as the ability to examine, analyze, interpret, and evaluate evidence. In the era of digital literacy where the flow of information is very abundant, students need to have the ability to choose relevant sources and information, find quality sources and conduct an assessment of the sources of aspects of objectivity, reliability, and prosperity.

c. Creative

Achieving professional and personal success requires innovation skills and creative spirit. Creativity and innovation will increasingly develop if students have the opportunity to think divergently. Students must be triggered to think outside of the existing habits, involve new ways of thinking, get opportunities to convey new ideas and solutions, ask unusual questions, and try to put forward alleged answers. Individual success will be obtained by students who have creative skills. Successful individuals will make this world a better place for all.

With students have this competence, is expected to prepare students to become effective and responsible citizens in a global society. In accordance with the main objectives of global education (Marryfield & Kasai, 2009:165). and social studies typology Woolover and Scott proposed five social studies perspectives (social studies education), namely: 1) social studies as citizenship transmission, 2) social studies as personal development, 3) social studies as reflective inquiry, 4) social studies as social science education , and 5) social studies as rational decision making and social action (Scott, W.1998) means that Social studies are a means to pass on old values that are considered important by the community to the younger generation. The aim is to maintain the values that have long existed in the community. Social studies as personal development mean that IPS helps to develop maximally the potential of students. The aim is to develop students as active and productive members of society. Social studies as reflective inquiry mean that social studies train students to develop and use reflective thinking skills, namely in the form of critical thinking, inductive thinking, problem-solving, scientific research, value studies, and rational decision making. The aim is to train students to study social problems critically and systematically. Social studies as social science education mean that social studies education students to be able to understand social sciences. The aim is that students can answer questions related to social sciences scientifically. Social studies as rational decision making and social action mean that social studies education students to make rational decisions and act in accordance with decisions made. In other words, there is a need for good social action based on that decision school.



III. RESULTS AND DISCUSSIONS

SOCIAL STUDIES DEVELOPMENT IN THE GLOBAL ERA: CRITICAL THINKING

In the current era of globalization, every citizen including students is required to have a number of skills needed in life not only as citizens but also as citizens of the world so that the lives of students can be more functional and more meaningful. Some of the skills needed in the globalization era include: 1) critical thinking and problem solving, 2) collaboration across network and leading by influence, 3) agility and adaptability, 4) initiative and entrepreneurialism, 5) effective oral and written communication, 6) accessing and analyzing information, and 7) curiosity and imagination (Wagner, 2008:67).

In line with Wagner's thinking, Metiri Group (in Ginanjar) skills that need to be mastered, namely: 1) digital age literacy, which includes (a) basic, scientific and technological literacy, (b) visual literacy and information, and (c) cultural literacy and global awareness; 2) think of intellectual capital inventories, which include (a) adaptability/managing complexity and self-direction, (b) curiosity, creativity, and risk-taking, (c) thinking in a higher and reasoning order; 3) interactive communication - social and personal skills, which include (a) working in groups, and working together (collaboration), (b) personal responsibility (personal), and social, (c) interactive communication; 4) quality and up-to-date results, which include (a) prioritizing, planning, and managing results, (b) using real-world tools effectively, (c) high-quality results with application to the real world.

A number of skills demanded by all citizens in the era of globalization certainly have an influence on the world of education. Schools are required to be able to prepare students so that they can actively participate in the era of globalization, which of course is the responsibility of all subjects in the curriculum, and all activities in the school (Heriansyah, 2014). Social studies subjects are subjects that aim to educate students to be good citizens, namely citizens who are able to live democratically, interact and interact with others positively, in accordance with the objectives of social studies according to the National Council of the Social Studies (NCSS, 2014) "... 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". This is strengthened in Minister of National Education Regulation No. 22 of 2006 concerning the Social Sciences Subject Standards, namely: (a) knowing concepts related to people's lives and their environment; (b) has the basic ability to think logically and critically, curiosity, inquiry, problem solving, and skills in social life; (c) have a commitment and awareness of social and humanitarian values; and (d) have the ability to communicate, cooperate and be competent in a diverse society at the local, national and global levels. In order to achieve the objectives already described, it is necessary to formulate some capabilities that can be developed through social studies subjects. James Bank (1990) that the abilities that must be mastered by students through social studies subjects are knowledge, skills, attitudes, and values, and the practice of citizens. Students need to master knowledge that is useful in making decisions and interacting actively and effectively in society (Bank, J, 1990:6).

The curriculum and educational process in general, as well as social studies in particular "Accused", does not give enough space, and adequate opportunities for students to think. What is done in learning (social studies), in general is memorizing various facts that are considered important without understanding well what is explained by the facts, and



students do not have the opportunity to try to connect or construct these facts into a concept, and connect between existing concepts be a generalization (Wahab, in Nursiti,2013).

Social studies subjects are still viewed by students as a boring lesson and are considered less relevant to their lives as written by Stahl (2008) that: "... studies classes are dull, boring, and irrelevant to their lives. If curriculum in social studies is to continue to have support from school administrators, politicians, and the general public, it is desirable to have positive student attitudes towards the subject matter. For it is quite possible that negative attitudes towards social studies could ultimately result in a decline in the allocation of resources for this subject area (Stahl, 2008:3).

Stahl, (2008:8) revealed that (1) the teacher and learning environment play a strong role in shaping students' attitudes towards social studies, (2) teachers can create a positive learning environment in the classroom, (3) the classroom climate and student attitudes can be changed through teacher intervention in building the image of IPS. Therefore, social studies learning needs to be pursued by paying attention to the principles of social studies learning. One of the life skills that need to be developed through the education process is the ability to think (Depdiknas,2003). A person's ability to succeed in his life, among others, is determined by his thinking skills, especially in an effort to solve the life problems he faces. Ennis (Zainullah,2014) explains that in addition to the formation of moral nature, and manners, inquiry and critical thinking are suggested as the main goals of education, and are two things that are highly related to one another.

Richard Paul(Glaser,1941; Barnett & Davies,2015) provides a definition that: "Critical thinking is that mode of thinking –about any subject, content or problem – in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them. Critical thinking is a mode of thinking about any matter, substance or problem, where the thinker enhances the quality of his thinking by handling skillfully the structures inherent in thought and applying intellectual standards to him. Glaser,(1941) defines that "critical thinking as: (1) an attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one's experience; (2) knowledge of the methods of logical enquiry and reasoning; and (3) some skill in applying those methods. Critical thinking calls for a persistent effort to examine any belief or supposed form of knowledge in the light of the evidence that supports it and the further conclusions to which it tends" (Newmann,1990; Anastas,2011).

The above definition explains that critical thinking as: (1) an attitude of wanting to think deeply about problems and things that are within one's experience; (2) knowledge of logical examination methods and reasoning; and (3) a kind of skill to apply these methods. Critical thinking demands a great effort to examine every assumptions or assumption based on its supporting evidence and the subsequent conclusions that result from it (Kowiyah,2012:177).

Costa(in Ahyani, n.d. Rasiman, 2013) explained that critical learning cannot be done directly, as well as learning about the material, but done by linking critical thinking effectively with students. Critical thinking skills can be trained in students through thinking education, which is through learning reasoning, where the thought process is needed the involvement of the thinker's own activities. One approach in developing critical thinking skills is to give a number of questions, guide and relate to the concepts that students have had before.



Morgan(in Pritasari,2011) provides a framework for the importance of learning thinking, namely: (1) thinking is needed to develop attitudes and perceptions that support the creation of positive classroom conditions, (2) think necessary to acquire and integrate knowledge, (3) need to broadening knowledge horizons, (4) need to actualize meaningfulness of knowledge, and (5) need to develop profitable thinking behavior.

Therefore critical thinking is a competition that must be trained in students because this ability is very necessary for today's life. Teachers need to help students to develop critical thinking skills through strategies, and learning methods that support students to actively learn. Inquiry combined with a cooperative strategy is one way for that, thus the activities of inquiry, students can actively learn to formulate problems, conduct investigations, analyze and interpret data, and make decisions to solve the problems they face.

One thing that is no less important in learning thinking skills, is the need for intensive exercises. Such thinking skills require students to be trained repeatedly, although, in fact, this skill has become part of the way of thinking. Routine exercise by students will have an impact on efficiency, and the automation of the skills that students have. In the social studies learning the process in class, the teacher must add new thinking skills, and apply them in other lessons, so that the number or type of students' thinking skills are increasingly increasing.

Based on the explanation above, it can be said that social studies learning must always emphasize understanding, and critical thinking, and learn how to approach learning, not avoid it. Critical thinking skills can be trained through the process of learning and learning in the classroom (Ardiyanti,2016; Ramli,2017).

Social studies need to play an important role in training children and young people to have social skills like this. They will later be active in the world of work and act as citizens. Skills of cooperation (collaboration skills) according to the Partnership for 21st Century Skills Trilling & Fadel (2012:55) which must be owned by the students include a) Demonstrate the ability to work effectively and respectfully with diverse teams. b) Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal. c) Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.

As is It has been explained above that diverse teamwork, scattered in various parts of the world and linked to technology, is becoming a norm in the 21st century. Likewise, the conditions of schools and communities that are culturally diverse (multicultural) are also becoming something common throughout the world. Conditions like this require that those of us who live in the 21st century have the skills to interact socially that are cross-cultural (social and cross-cultural interaction skills). This is supported by Marryfield & Kasai, (2009:169) that global education is more than just a line of world history or the geography of the Pacific islands. In today's world, students must be able to work effectively with people of different cultures and linguistic backgrounds.

In relation to cross-cultural social interaction skills, Trilling & Fadel (2012:80) "the ability to work effectively and creatively with team members and classmates regardless of differences in culture and style is an essential 21st-century life skill. Understanding and accommodating cultural and social differences, and using these differences to come up with



even more creative ideas and solutions to problems, will be increasingly important throughout our century”.

Trilling & Fadel (2009:81) Cross-cultural social interaction skills that students must have included: Interact effectively with others: a) Know when it's appropriate to listen and when to speak, b) Conduct themselves in a respectable, professional manner. Work effectively in diverse teams: a) Respect cultural differences and work effectively with people from a range of social and cultural backgrounds, b) Respond open-mindedly to different ideas and values, c) Leverage social and cultural differences to create new ideas and increases innovation and quality of work. In line with the above opinion, Wagner (2008:25) states that related to globalization, every student needs to have global awareness which refers to students' ability to: (1) use 21st century skills (such as critical thinking and problem solving to understand and address global issues, (2) learn and work collaboratively with people from diverse cultures, religions and lifestyles, in a spirit of mutual respect and open dialogue in personal, work and life contexts community, and (3) understanding other nations and cultures.

As for John Spencer, he is a teacher in Phoenix, Arizona. He explained that globalization can feel like a fairly large abstract concept. So, he will start teaching by asking the question "How is our world connected?" he starts with Twitter chat or Edmodo group where they chat with students in other countries, asking about similarities and differences. From there, they began to realize that most companies are transnational and technology, systems, and economic products are more global than national. From there, they began to explore globalization in their own world. They must examine one product and see how production moves from one place to another. They began researching global marketing. He also asked them to find examples of globalization in their own environment. Some of them interviewed people and asked about global conferences. The other goes to the idea of immigration. Even so, some of them did photo diaries. This often makes them see elements of the culture of globalization and pose difficult questions about whether globalization erodes cultural identity in encouraging monolithic culture. He has had some success in getting students to include all these elements into a documentary.

Whereas according to Poerwanti, Jenny (2013:52-53) in teaching global education in social studies at the elementary level, it can be done through children's daily experiences in terms of music, art, science, for example, when students in elementary school study social studies on the topic of home and family. It is time for the teacher to start developing an understanding, that people all over the world need a home and they build their houses in different ways and have different variations that can show the identity of a nation. By starting such learning the teacher has begun with global education that can provide a "message" that there are basic similarities and differences in every nation in the world due to differences in geography, culture, history, including ways of living in the modern world.

As mentioned above, the skills to face global challenges do not come naturally. He must be taught and trained, among others through Social Studies Education. Prof. Dr. Hamid Hasan (in Somantri, N 2010:194-210) describes the implementation of social studies education in facing global challenges, namely by creating a competency-based curriculum, while the competency-related learning process consists of activities: 1) information seeking,



2) understanding of information, 3) use of information, 4) utilization of information. In these four aspects, students are expected to be able to find other sources of information besides the teacher, namely by using the assignment model for students to be able to find other information, to the point where students can have independence and initiative in information seeking activities. Students must be able to identify various types of information obtained from a source. After understanding the student must be able to use the information he has obtained, then this last stage students will use information based on their initiative and creativity. This is supported by the opinion of Trilling, B and Charles Fadel (2012), revealing that every individual must have competence in the 21st century, namely communication, collaboration, critical thinking and creativity.

IV. CONCLUSION

Globalization is something that cannot be released in the current development. Although there is no single understanding in explaining what globalization is but at least in terms of the word globalization can be interpreted as a global process. Globalization can change our lives. The global economic system can provide opportunities for our work, consumer goods, investment, and quality of life (Kusdaryani, 2012).

In the context of globalization, education in Indonesia also needs to provide an understanding of education about the existence of the nation in relation to other nations and all the problems of the world. Through education, it is not only built state building and nation building but also capacity building (Argo, 2010:13).

Meanwhile, the main objective of global education is to prepare students to be effective and responsible citizens in the global community. Towards this end, students need to practice real-life skills, to gain knowledge about the world, and develop expertise in seeing various events and issues from a variety of global perspectives.

Since the emergence of a global movement calling for a new learning model for the 21st century, there has been a growing opinion that formal education must be changed. This change is important to create new forms of learning that are needed to overcome complex global challenges. As stated by Trilling, B and Charles Fadel (2012), reveals that every individual must have competence in the 21st century, namely communication, collaboration, critical thinking, and creativity.

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