



## BASIC PROBLEMS OF SOCIAL STUDIES IN THE 21ST CENTURY

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**Abstract** : The Global Era in the 21st Century demands that humans throughout the world have the ability to meet the demands of the times. Social Sciences Education in Indonesia has a role to shape and develop Indonesian society to achieve the skills needed. Through this study can be known the problems and dynamics that occur in social studies education that has been carried out in Indonesia, through this study can be known the problems and dynamics that occur in social studies education that has been carried out in Indonesia. The research method used is the library method by reviewing and analyzing the sources of Journals, Books, Newspapers and Internet Sources to produce studies relevant to the discussion. Research results show that social studies learning in schooling in the 21st century still has classic problems and problems in the field of innovation and the use of science and technology, awareness of teachers and education practitioners is needed to restore the role of social studies education in accordance with the objectives of national education and has a significant impact on developing Indonesian society as part of the World community.

**Keywords** : basic problem, social studies, 21<sup>st</sup> century

### I. INTRODUCTION

Globalization becomes a big issue that is still sexy in the 21st century. The Borderless World, the flow of information and goods flows unhindered from one country to another allows insight and understanding of the progress of the nation. An event that occurs in a place in this world will quickly be known immediately when the event takes place. Mastery of information becomes very important in community life, but the free flow of information requires the quality requirements of human resources to be able to access it and use it to improve the quality of life, here the challenge to be able to master science and technology in a broad sense (Suwarma Al Muchtar, 2001; 14-15) Mastery of technology can have a positive and negative impact on people's lives, everything will depend on the quality of the human resources.

Facing the rapid competition of education at the global level, all parties need to equate the attitude to prioritize the improvement of the quality of education. The government, society, educators and all subsystems in the education sector must participate in catching up and improving the achievements that have been achieved (Saputra and Dongoran, 2018: 67). Education has many opportunities to create conditions for the development of human potential to master science and technology, knowledge, skills and the ability to cultivate the work ethic in order to improve the quality of Indonesian human resources.



In Indonesia, conceptually, education development is closely linked to economic development and even with 21st century education challenges, the world of education in Indonesia faces three major challenges, namely;

- 1) As a result of the economic crisis, the world of education is required to maintain the results of educational development that have been achieved.
- 2) To anticipate the era of globalization, the world of education is required to prepare competent human resources to be able to compete in the global job market.
- 3) In line with the enactment of regional autonomy, the national education system is required to make changes and adjustments so that it can realize a democratic education process, paying attention to the diversity of needs / circumstances of the region and students, and encourage increased community participation (Sagala, 2013: 44).

Efforts to improve the quality of education are an important part in improving the quality of human resources, especially related to the demands of education in the 21st century. The era of globalization requires intellectual ability and innovation power, independent learning abilities, mental maturity, problem solving abilities, and the ability to adapt to any changes that occur in the environment. In meeting the demands of these needs, education is demanded to be able to develop each of its students to be ready to enter the era of globalization that is full of challenges, producing advanced and independent people and people of Indonesia and responsive to the development of the times through improving the quality of education and Social Sciences Education as a study examine the symptoms and social problems that occur in the community facing challenges and problems in learning applications in the 21st century. The constraints experienced by the Educator of Social Sciences include various aspects, such as the teacher still being locked up in teaching materials, the use of science and technology as a learning tool there are still few who use it, and the lack of innovation carried out by teachers and social science education practitioners in designing social studies education. to fulfill the learning sequences in the 21st century.

## **II. METHODS AND RESEARCH DESIGN**

This study uses literature study by analyzing and reviewing sources from Journals, Books, and Seminar. Results to find out the challenges faced by social studies education in the 21st century. This method is in accordance with the rules of the literature research method where sources of literature are used as material to analyze and determine the results of thinking about the problems and challenges of social studies education in the 21st century, as expressed by Zeid (2004) that the literature study is a method that can be used in analyzing to obtain the results of library research through literature studies that have fulfilled the rules in the study.

## **III. RESULTS AND DISCUSSIONS**

Changes that occur as a result of the advancement of science and technology, and with the influx of globalization, have a multidimensional effect. In the field of education this change is demanded by the needs of students, society and employment. One form of change that is required of the teacher is that the teacher must always renew his professional skills by providing



multicultural lessons through a "global perspective" approach to improving the quality of education in order to meet these needs (Wiriaatmadja, 2002: 276).

A global perspective is a way of thinking or a way of thinking about a problem, event or activity from a global point of view, namely in terms of world or international interests. (Wiriaatmadja, 2002: 277-278). Therefore, our attitudes and actions are also directed towards global interests. The era of globalization which is marked by increasingly sharp competition, swift flows of information and communication, and openness is one of the drivers, which if we do not follow it carefully will cause a lag.

This lag is caused also because globalization is a process in which humans on this earth are incorporated into a single world society, namely the global community; and in the process events, decisions and activities in one part of the world are significant consequences for individuals or communities in other regions far on this earth. In addition, globalization also generates an open society, which gives value to individuals, to rights and obligations so that all human beings have equal opportunities to develop their potential and contribute their abilities to the progress of the nation.

Education in the global era is a value that is built from the different views of each person, and to answer these differences and Tye (1990: 166 in Dorothy, J Skeel, 1995: 136) states

*“Global education involves learning about those problems and issues that cut across national boundaries, and about the interconnectedness system - ecological, cultural, economic, political, and technological. Global education involves perspective taking – seeing things through the eyes and minds of others – and it means the realization that while individuals and groups may view life differently, they also have common needs and wants”.*

Global education according to the definition above involves studies of various problems and issues that cut national boundaries, and the existence of links between ecological, cultural, economic, political and technological systems. Planting will be a cross-cultural understanding that includes the development of skills in taking perspective, namely, the ability to see life from the views of others.

Global education means building awareness of problems and global situations (culture, politics, economics, human rights, technology etc.) to students. With global education, students are expected to be able to think globally without being limited by regional and state boundaries and apply it without leaving the culture and culture in their environment. Borrowing a term from Achmad (2004) which explains that social studies education is an educational program and not a sub-discipline, so that in the nomenclature of the philosophy of science, social sciences, and education science there will be no PIPS sub-disciplines. Which is in the National Council for Social Studies (NCSS) and Social Science Education Council (SSEC) literature called "Social Studies" and "Social Science Education". Meanwhile, IPS itself is defined as,



*... The integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences (NCSS, 2018).*

This means that the Social Sciences Education includes integrated studies of social sciences (such as: anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology) and expanded with humanities, mathematics, and science materials -natural Science. Furthermore, the purpose of PIPS 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 and interdependent world.

Whereas the HISPIPSI Communication Forum II in Yogyakarta has defined PIPS as a simplification or adaptation of the social sciences and humanities disciplines, as well as basic human activities organized and presented scientifically and pedagogically / psychologically for educational purposes. Furthermore (Hasan, 1996) the UPI Bandung Social Sciences Education (PIPS) professor indicated that approximately 60% of PIPS teachers in Indonesia had no social studies background. This statement was made at the National Seminar and the Regional Deliberation I of the Association of Indonesian Social Sciences Education Scholars (HISPIPSI) of West Java, in Bandung, October 31, 2002. On this basis, it is not an exaggeration if the reality of life in society, social studies subjects in the view of parents of students occupy the position of "second class" compared to the position of IPA, thus affirmation Prof. Dr. Nursid Sumaatmadja, in the momentum of the same seminar. Meanwhile, other Social science education experts (such as Prof. Nu`man Somantri, M.Sc.Ed, Prof. Dr. Azis Wahab, MA, and Prof. Dr. Suwarma Al Muchtar, SHMPd.) Revealed that the process of social studies in the level of schooling contains several weaknesses as illustrated in the table below and the factors that cause it:

**Weakness Analysis of Social Studies Learning Process at School Level and Factors That Cause It**

No.	Description of Weaknesses of the Learning Process	Causative factor
1.	Less attention to changes in the purpose, function, and role of Social Studies in school	Learning objectives are unclear and not clear (not purposeful)
2.	Position, role, and functional relationships with other fields of study are ignored	Factual information relies more on out-of-date textbooks and less efficient use of other sources
3.	Weak transfer of information on the concepts of social sciences	Out put PIPS does not provide additional power and does not contain



		power (not empowering and not powerful)
4.	The teacher cannot convince students to learn PIPS more closely and earnestly	Students are not taught to build an independent conceptualization
5.	Teachers are more dominating students (teacher centered)	Low learning levels, students' learning needs are not served
6.	Not yet familiarizing the experience of the values of social democratic life by involving students and the entire school community in various classroom and school activities	In class meetings do not hold local, national and global settings, especially with regard to the structure of social systems and social behavior

Global life requires a change in children's education. Education must provide not only understanding and skills to live effectively in a global society today, but also the ability to overcome future realities and appreciate those from the past.

Dorothy J. Skeel in her book "Elementary Social Studies Challenges for Tomorrow's World" proposes a number of global educational goals, namely: The first goal, to develop children's ability to feel the world as an interdependent human society that has more cultural similarities than its differences. In addition, children must recognize that the perceptions of everyone in the world are shaped by their own experiences, and everyone does not have to have the same perception. The second goal is for children to realize that dependence on human society faces the problems of planetary overpopulation, air and water pollution, lack of food, energy and depletion of resources, health, education, conflict, poverty, deprivation of human rights. The third goal of global life is to develop in children a willingness to recognize benefits and the importance of paying attention to diversity between people and culture and constantly changing the status of the world. This introduces children's knowledge and appreciation of world cultures and understands the causes and effects of change. Fourth goal: With this knowledge and appreciation, human relations skills can develop. These skills allow children to connect and interact with people from different cultural groups and different cultures of the world. The fifth goal is so that children can develop the ability to apply the ability to think inquiry and analyze information about the world, and to assess important information and review it with a global perspective. The sixth objective and covering the purpose of children's education is to improve the philosophy and value system that takes into account the reality of world life. Testing of values such as cooperation, justice, responsibility, living standards and peaceful resolution of conflicts will be needed. Procurement of decision-making skills that are then applied to that philosophy and value system is necessary. The seventh goal is to help children develop good self-concept and self-realization that are useful as individuals in human society. When this has been fulfilled, they can establish more effective relationships with other members in community life.





Realistically, the above goals are the most difficult to achieve, but, one needs to implement them optimistically. In such an effort, one must continuously assess the components of the school. What are the attitudes, skills and abilities of the teachers? What are children's attitudes, skills and abilities? What material or resources are available at school and community? What does the community feel?

The approach does not have to be slowly by adding studies about world culture or its problems into the existing curriculum, but it must be more about sustainable development from a world perspective that spreads to all aspects of the curriculum. Children must learn to function effectively in their own communities, and view the community as one of the many communities in the world. Individuals who see global education as a threat to the sustainability of national identity will raise concerns with the possibility of children developing a confusion about their own country in an effort to understand the culture of other countries and their values.

#### IV. CONCLUSION

Education is demanded to be able to develop every student to be ready to enter the era of globalization that is ready to face challenges, produce people and people of Indonesia who are advanced and independent and responsive to the times through improving the quality of education. In a world that is increasingly narrow and interdependent, there is a need for a global education that develops world awareness of the interrelationships in various systems, such as Economics, Politics, Social, and Environment.

Broadly speaking, Indonesian IPS education in the 21st century is still experiencing classical problems with the culture of learning to listen and record and not yet using digital technology based learning media. In social studies education in education quality education can be improved by holding an update on the system and implementation of education which includes curriculum improvement, teacher professionalism, and utilization of facilities and infrastructure that are adequate and in accordance with the development of science and technology in the learning process.

By advancing social science education will automatically strengthen the ability to compete economically with other worlds. Social studies education can develop students' abilities and skills to understand change and be able to compete in the international world.

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