The Urgency of Social Studies Learning Through Local Wisdom Approach To The Challenge of Borderless Society

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Abstract: This paper aims to identify concepts of local wisdom values and borderless society, analyze social studies learning and 21st-century skills, and implement local wisdom values in social studies learning facing borderless society challenges. The research method used is reviewing literature by reviewing journals, books, and other literature sources. The results showed that: a). The values of local wisdom are the identity of a nation in the form of culture, norms, and social behavior of the community maintained from generation to generation. In this case, borderless society is a big challenge in maintaining national identity, where borderless society is a condition of world society without borders. b). Social studies learning is an integration of social science disciplines to become citizens who apply national values. In a

borderless society, 21st-century skills (communication, collaboration, critical thinking & problem solving, creativity & innovation) are needed to implement the values of local wisdom in social studies learning. c). Implementation of local wisdom values in social studies learning to face the challenges of a borderless society, namely affective and cognitive values internalized in students' attitudes, and cognitive inclusion in the curriculum or learning content with skills frame 4C.

Keywords: Social Studies Learning, Local Wisdom, Borderless Society

Introduction

The rapid development of information and communication technology causes the world to shrink without border. All regions and countries in the world are interconnected and connected, which causes the fading of the identity of a nation (Ohmae, 2005; Goldsmith, 2006; Hermawanto, 2020). This change is called the era of globalization, as Giddens (1990) conveys that globalization is a process of intensifying social relations worldwide that connects localities throughout the world. A similar opinion was conveyed by R. Robertson (1992) that globalization is a process of intensifying awareness of the world. Based on expert opinion, it is concluded that globalization is what makes the world community without borders or known as a borderless society.

Borderless society is a condition of world society that seems to have no partitions because of the technology that connects everyone wherever they are borderless technology (Corp, 2018). This article also mentions that a borderless society emerged after globalization, where people can access anything without coming to the country concerned. On the other hand, negative values are a challenge for the community, namely the erosion of national values, local values, traditions, and customs that have been preserved from generation to generation. Advances in science and technology tend to loosen moral values in society (Abdullah, 2006; Ibrahim, 2016).

One form of the tendency of borderless society is that every individual can hear the same music simultaneously, culinary from other countries and others. As reported by Koreaboo (2020), it is known that the most k-pop fans are Indonesia 9.9%, Thailand 8.1%, Vietnam 7.4%, United States 7.4%. This data is based on public viewing via YouTube. The data shows that the Indonesian

state likes other cultures. There is a tendency to practice it in everyday life, such as how to dress, eat, interact with the opposite sex, and many other things that are not considered suitable with the original Indonesian culture.

One of the strategies in maintaining and developing local wisdom in the era of borderless society is incorporating it into the education process at school. The incorporation should consider the aspects of affective and cognitive in balance. Social studies learning includes humans, places, and the environment, social and cultural systems (Sapriya, 2012). This definition means that social studies learning comes from community activities and cultural values reflected in everyday life. A similar expression was conveyed by Efendi (2014) that applying the values of local cultural wisdom of an area is essential to be included in social studies learning so that children as the nation's successors can filter out foreign cultures due to borderless society.

Based on the background of the problem above, this study aims to identify the concept of local wisdom values and Borderless Society, analyze social studies learning and 21st-century skills, and implement local wisdom values in social studies learning to face the challenges of borderless society.

Methods

This research uses literature research methods (literature review). Literature reviews research activities using library data collection methods, reading, recording, and processing research materials (Zed, 2004; Syaodih, 2009). This study limits its data collection to the literature review or library research without directly researching the field. The research was conducted by collecting and studying various literature and literature studies. A literature study collects data or sources related to specific topics from various sources such as journals, books, and other libraries (Snyder, 2019).

Data collection techniques use secondary data obtained from various sources such as books, scientific journals, reports from research bodies that are accurate and relevant to the concept of local wisdom, borderless society, Skills of the 21st century, and social studies learning.

The data analysis in the article consisted of two stages: data reduction and data presentation. Data reduction makes it easier for the author to select data from the literature validly while presenting the data in narrative form. The

discussion and conclusions in this article are the results of analyzing and interpreting various relevant scientific sources to discuss the importance of social studies learning using a local wisdom approach in facing the challenges of borderless society.

Findings

Values of Local Wisdom and Borderless Society. Local wisdom is the identity of a society with a culture consisting of local ideas such as values, norms, customs, and beliefs owned and followed by a community (Wales, 1948; Sartini, 2004; Wagiran, 2012). The term local wisdom was first put forward by Wales in his book Culture Change in Greater with the word local genius; then, in Indonesia, it is referred to as local wisdom. Keraf conveyed a similar opinion in Supriatna (2015) that local wisdom is in the form of knowledge, beliefs, conceptions and traditions reflected in human behavior in the community. Based on the description of the concept of local wisdom presented by the experts above, it can be seen that wisdom locates the identity of a society consisting of community traditions in behaving in everyday life.

Local wisdom has a particular function in society. Wirdanengsih (2018) Local wisdom functions to maintain cultural sustainability, and there is a cultural shift. Furthermore, Ayatrohaedi in Maryani (2014) stated that the function of local wisdom consists of four elements: (1) surviving foreign cultures, (2) having the ability to accommodate foreign cultural elements, (3) integrating foreign cultural elements into native culture, (4) as a forum for self-control, (5) giving direction to cultural development. So in such a context, the function of local wisdom as a constructive identity is to maintain national identity in facing the era of borderless society.

Switching to the concept of borderless society is a term that emerged in the 21st century. Starting with the discovery of the internet, which marked the start of the industrial revolution 4.0, the Industrial Revolution gave rise to a borderless society. This term is part of Society 5.0, where people can combine the natural world and the virtual world to solve problems. Society 5.0 has an integrated system in all elements of people's lives worldwide with no boundaries. It also means that humans have made technology, artificial intelligence, and the internet think as a part of life (U-Tokyo-Lab, 2020).

The research was written by PWC (2016) entitled A Borderless society 2025 explains that digital society or society without borders has a significant impact on traditional society, where automated machines replace processes. The logic previously controlled by humans is replaced by machines or artificial intelligence. The Borderless Technology Corp team (2017) wrote the study on Borderless Society titled "Creating A Borderless Community-Can it fares better than a Westphalian state?", stated that there are no boundaries between one country and another; people are interconnected without boundaries anywhere and anytime. Society can transfer culture, language, style, or trends. This site brings positive and negative impacts for every country, including Indonesia. The following is an overview of the changes, challenges, and opportunities in the era of Borderless Society.
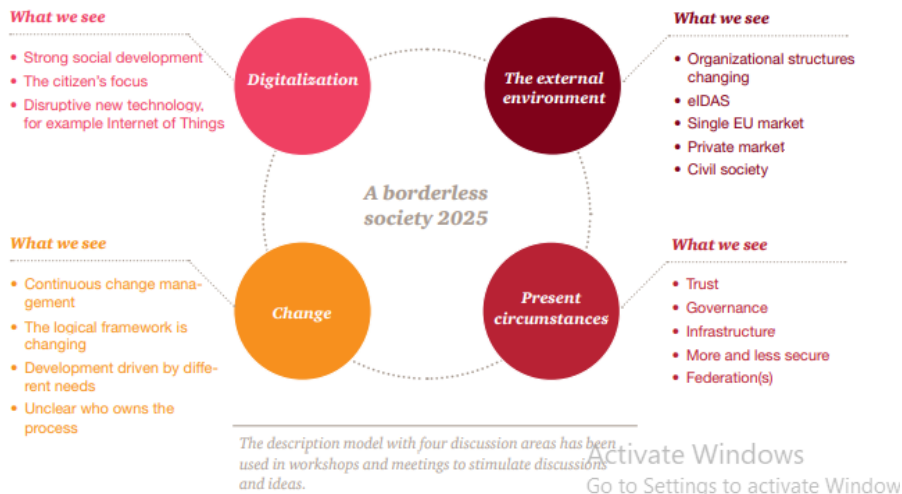

Figure 1. Changes, Challenges and Opportunities in
the Era of Borderless Society 2025
Source: Borderless Technology Corp (2017)

The picture above shows that a borderless society is connected with digitization, change, environmental conditions, and current conditions, which are predicted in 2025. However, The realization of this condition has been accelerated due to technological developments during the COVID-19 pandemic. Borderless society and local wisdom are two opposite concepts, but they are interconnected to maintain national identity. Borderless society is a necessity included in human life that erodes the national values and national identity if it is not fortified with local wisdom values.

Social Studies Learning and 21st Century Skills. Learning Social Sciences (IPS) in schools and universities is inseparable from the development and existence of social studies in the United States because it influences social studies in Indonesia. The National Council put forward the definition of Social Studies for the Social Studies (NCCS) (1992), "the integrated study of social sciences and humanities to promote civic competence. Within the school program, social studies provide coordinated, systematic study drawing upon such disciplines as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences". A similar statement was conveyed by Mayhood et al. (1991) that Social Studies Education is the integration of social science fields such as history, geography, and philosophy, which is carried out for instructional purposes in schools and universities.

NCSS and Mayhood's thoughts on the social studies concept illustrate that social studies learning can develop students' abilities to become citizens who have national values, ideals, and ideas in shaping personality through integrating the above disciplines. Then the Ministry of National Education Number 22 of 2006 explains the objectives of social studies education: (1) Knowing concepts related to people's lives and their environment, (2) Having basic skills for logical and critical thinking, curiosity, inquiry, problem-solving, and skills in social life, (3) have a commitment and awareness of social and human values, (4) can communicate, cooperate and compete in a pluralistic society, at local, national, and global levels (Supsiloani, 2017; Siska, 2021).

Related to social studies learning ability in facing the era of a borderless society, social awareness and cooperating with the global community are competencies that must exist in social studies learning that is internalized with local wisdom material at the school level. According to Sapriya (2012), the scope of social studies subjects includes several aspects: 1). People, places, and environment. 2). Time, sustainability, and change. 3). Social and cultural systems. 4). Economic behavior and welfare. Social studies content is an urgent lesson in the era of Borderless Society in the content of local culture. In addition, social studies learning based on local wisdom must be taught with a combination of 21st Century skills or known as 4Cs.

The idea of 21st-century skills issued by the Pacific Policy Research Center (in Zusmelia et al., 2017) consists of a). Communication and Collaboration, b). Critical thinking and problem-solving, c). Creativity and innovation. Meanwhile, according to the National Education Association (NEA), the 21st-century skills students must possess are 4C: communication, collaboration, critical thinking and problem solving, creativity and innovation (Siska, 2019). These skills are incorporated and implemented in the 2013 curriculum as stated in Permendikbud Nnumber 20 of 2016 with mentioning the importance to compete towards a world community without boundaries.

Implementation of Local Wisdom Values in Social Studies Learning faces the challenges of the Borderless Society. The era of Borderless Society allows people to connect from various countries using sophisticated technology and information known as artificial intelligence, internet think, and others. The learning process should instill the values of local wisdom so that national identity and identity are not lost with globalization. Social studies learning is a subject that must answer these challenges. According to Supriatna (2020), social studies learning must present learning material contextually and creatively.

Implementing local wisdom values in social studies learning using 21st-century skills or skills is considered capable of responding to the challenges of changing times leading to the Era of Borderless Society. The following are the forms of local wisdom in society, namely (values, norms, ethics, beliefs, customs, customary laws, and special rules). Some values related to local wisdom are commitment to your beliefs, responsibility, discipline, independence, honesty, respect and courtesy, compassion and care, self-confidence, creativity, hard work, and never giving up, justice, and leadership, Kind and humility, tolerance, peace-loving, and unity. This value is implemented in social studies learning.
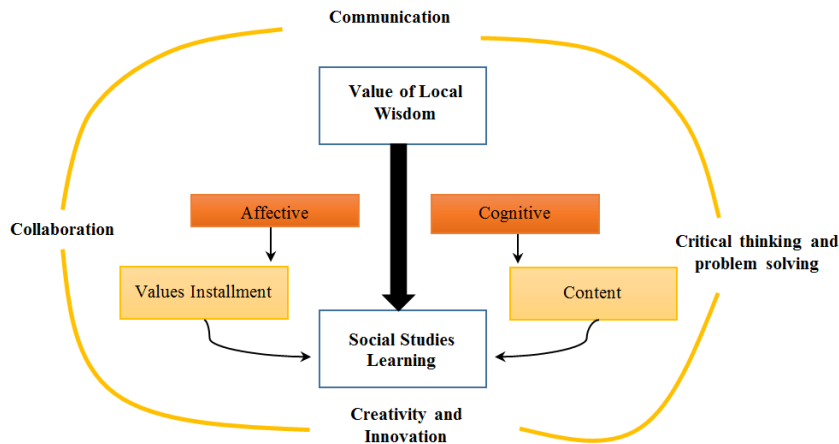
Figure 2. Construct of the Integration of Local Wisdom Values and the 21st Century Skills in Social Studies Learning

Conclusion

There is urgency in integrating social studies learning through local wisdom values to face the challenges of the borderless society era. Here are some considerations: a) the values of local wisdom are the identity of a nation in the form of culture, norms, and social behavior of the community maintained from generation to generation. In this case, borderless society is a big challenge in maintaining national identity, where borderless society is a condition of world society without borders. b) Social studies learning is an integration of social science disciplines to become citizens who apply national values. In a borderless society, 21st-century skills (communication, collaboration, critical thinking & problem solving, creativity & innovation) are needed to implement the values of local wisdom in social studies learning. c) Implementation of local wisdom values in social studies learning to face the challenges of a borderless society, namely values in the form of affective and cognitive, affective values internalized in students' attitudes, and cognitive inclusion in the curriculum or learning content with a 21st-century skills frame 4C. This research is certainly not finished; many other aspects need to be researched, including developing social studies learning models to face the era of borderless society.

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