



Promoting Local and Global Value in Social Studies and History Education in the Pandemic Era to Supporting Education for Sustainable Development

Professor Wasino

Semarang State University, Indonesia
Department of History Education, Faculty of Social Sciences
History Teacher and Researcher



Promoting Local and Global Value in Social Studies and History Education in the Pandemic Era to Supporting Education for Sustainable Development

Wasino, History Teacher and Researcher
Faculty of Social Sciences, Universitas Negeri Semarang
wasino@mail.unnes.ac.id

Local and Global, the Old Issues

The concept of Local and Global has become an old issues since the end of the twentieth century.

But locality views on globalization vary, in Indonesia, must anticipate globalization if it can erode local values.

Globalization is considered to threaten the new generation being dragged down by the current global cultural culture. Global culture generally refers to Western civilization.

This globalization is reflected in the world of economy and the world of telecommunications.



Revolution 4.0

This change accelerates the digital industrial revolution that has developed in developed countries known as revolution 4.0. In the following decades, the industrial revolution 4.0 is born, which is a continuation of the 3.0. This revolution begins with the invention and use of the internet. Internet is not only a search engine but can be connected intelligently. It starts from cloud storage (cloud), smartly connected devices, physical fiber systems, and robotics.

Through the use of the internet as a digital technology product, the interconnection between users is possible. In the manufacturing industry, for example, the internet allows interconnection between physical machines and production systems.

In the world of education, the interconnection system between the Ministry of Education and all tertiary institutions in Indonesia has been done through data on lecturers, academic performance, ranks, and so on.

Limited areas

Globalization is accelerated by the presence of the industrial revolution 4.0. The internet company marks the industrial revolution as a high-speed liaison medium in parts of the world, including in the world of learning.

However, still limited internet use until the end of 2019 was still too urban areas.

The disparity in internet use is apparent between rural and urban areas, Java, outside Java, rich and poor.



COVID -19

Covid 19, which originated in Wuhan, China, was initially an outbreak that occurred locally and then spread to almost the entire world, known as a pandemic. This epidemic had a paradoxical effect on the planet.

Human worldwide are physically isolated, imprisoned because they have to have limited mobility, maintain distance, use masks, wash hands, and take a shower after leaving the house.

On the other hand, it gave birth to a new culture known as internet culture, which opened new relationships between human beings using media in cyberspace that could reach across localities around the world.

In this new world, the use of the internet through social media has spread across the globe. Previously, interactions between human beings were physically limited by geographical barriers and open countries.

Covid-19 accelerates the process of the digital revolution to 3rd world countries, including Indonesia.

Implementation in learning

After almost two years of a pandemic, the education world has become accustomed to distance learning using digital media such as zoom, Webex, google classroom, Elena, Ms. Team, etc. This distance learning facilitates academic relations between countries, giving birth to a global education network that offers expertise in their respective fields, including history, history education, and social studies.

Content on history learning

I was learning before the pandemic is more dominant in local and national content. The interrelation between aspects of local history and national history is the dominant aspect taught in schools. This activity is related to the strong current of thought about the function of history as part of the cultivation of nationalism. There is only a small amount of historical content in junior and senior high schools/vocational schools that discuss the global historical range—Studying Local history as a reinforcement of the content of national history

Teaching, from national to global history

- ▶ Teaching history with a nationalistic paradigm is a development of the post-Independence Indonesian historiographical tradition, known as an Indonesian-centric perspective. This perspective emphasizes the role of the Indonesian nation as an essential factor in its historical narrative, including narratives in textbooks.
- ▶ History outside Indonesia is known as world history material. World history materials such as European, American, Indian, and Chinese History are taught as separate lessons not linked to local and national historical content.
- ▶ World historiography has changed from national, local to global content. Local and national contents do not stand alone as historical facts, but they are related to broader national, regional, and international levels. Must rearrange History learning materials and learning methods to link local points with facts in global history.



Global history and world history

- ▶ Global history, according to Olstein, "adopts the interconnected world created by the process of globalization as its larger unit of analysis, providing the ultimate context for the analysis of any historical entity, phenomenon, or process."
- ▶ World history "adopts the world as its ultimate unit of analysis and looks for phenomena that had an impact on humanity as a whole (for example, climate changes, environmental issues, plagues) or processes that brought different societies into contact (for example, trade, migration, conquests, cultural diffusion) even before the entire globe became interconnected through the process of globalization."

Global history 2

- ▶ The process of globalization essentially differentiates global and world history. World history implies a history that is not necessarily wholly interconnected through globalization, while global history examines this specific history of interconnectivity. Still, both labels remain tied to an idea of a larger scale that frames the analysis, whether it is all of humanity or the entire integrated world.
- ▶ Global history responds to the cultural and intellectual needs of communities, societies, and cultures increasingly interconnected. Global history is an appropriate way of looking to "our past", in an era of accelerated globalization, helping to "deprovincialize" the discipline.

Global historical paradigm variations:

► History of everything: history is seen from the world's perspective, not from the standpoint of locality or nationality. Felipe Fernandez Arestó said that across the planet as a whole should be viewed as one cage. History is a global biography. Global history, for example, family history, prostitutes, history of tea and coffee, history of glass and gold, history of migration and trade, global history of religion and religion, history of war and peace. A global history includes the world, not just locality or nationality.

► History of connection

This paradigm emphasizes exchange and connection in this paradigm, no isolated society, nation, and civilization. Since the beginning of human history, there has always been mobility and interaction. Human and cultural mobility has become a global historical study.

► History based on the concept of integration

This paradigm emphasizes how the process of integration between communities and human civilization at the local, national, and global levels. The integration of politics, economy, socio-culture is the focus of the global historical narrative.

Global history Paradigm 2

► History of Networking

The study of global history is related to the concept of networks. Intellectual networks, ideas, trade networks, ulama networks, and the like are the basic principles in the global narrative of history.

► Central Phery-Phery. The study of global history is related to the concept of center and phery phery. This concept refers to the sociologist Immanuel Wallerstein, known as the world-system theory, which divides the world into two production systems, namely the center (developed countries) and the phery (developing countries). However, according to Frank Gunder, the two are bound by the production and distribution of products.

► 6. Linkage. This theory is related to the economy that production activities in a region link with other regions through production links, distribution, and consumption

Global history and interconnection with local history

The study of global history cannot be separated from local history. Local events have networks and connections with international affairs. For example, the account of local heroism is connected with the intervention process of global capitalism in the form of a monopoly on economic resources and colonization. The Village School during the Colonial period was related to ethical policies at the national level and associated with the parliamentary debate in the Netherlands about prosperity in the colonies. Similarly, global issues such as poverty and climate change discussed at the international level are also related to problems at the local level. The Spanish flu pandemic, which was a global event, also occurred in localities in Indonesia. Epidemic networks develop between countries and between localities in the world.

Local and global values in history learning

► In line with the interrelation of global and local history, local values have an international importance network. The matters that are often referred to as local wisdom are not purely from the locality, or ideas that arise from the locality have experienced diffusion at the global level. Local values that are connected to global values include:

► Harmony with nature: for example, the form of the earth alms ceremony after the rice harvest is an event that can be considered a reflection of local values. However, these values have a network with respect for the goddess of rice, Dewi Sri, who influences Indian tradition.

Local and global value 2

- ▶ Democracy: the value of democracy which is reflected in the village community in the form of determining the village head, which begins with the consultation of the elders and continues with direct elections, illustrates the interconnection change from local democracy to western democracy. The influence of the concept of democracy which had its roots in the Greek and Roman times that influenced Europe, was brought by the Dutch in the form of the introduction of the election of village heads to the Daendels government.
- ▶ Local Heroism: in several areas, heroes emerged as a reaction to colonialism. Many of the values of this character's struggle are inspired by global values that come from religion, such as Islam, Hinduism, Confucianism, etc.
- ▶ Gotong royong, the noble values of the Indonesian people, can be connected with human values. These values become global values; all over the world. When an epidemic occurs in one part of the world, people in other parts of the world help.

Clossing

History learning and social studies should link-local values with global values that are networked or connected to international matters.

This method will have the meaning of promoting locality and globality in a new era supported by the digital revolution.

The education gap between countries can be prevented.

Internet Is the windows for the all leaners in the world in learning history and social studies and other knowledge field.



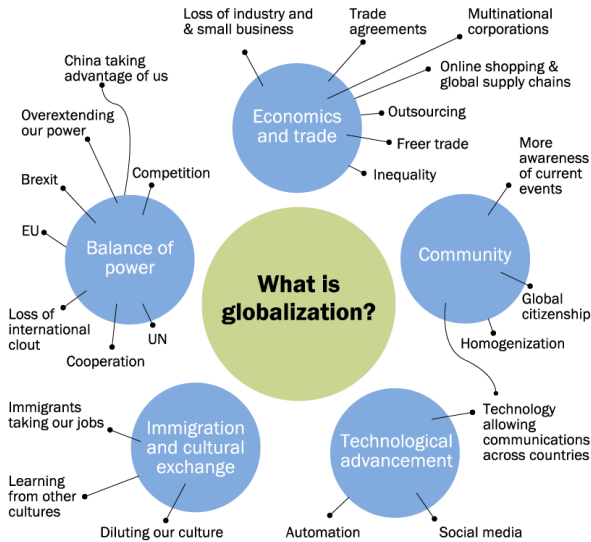
SUSTAINABLE DEVELOPMENT GOALS

17 GOALS TO TRANSFORM OUR WORLD



Focus group participants found it easier to illustrate than define globalization

What is globalization?



Note: This graphical representation reflects the breadth of ideas shared by focus group participants, not the frequency with which these ideas came up.

Source: Focus groups conducted Aug. 19-Nov. 20, 2019.

"In U.S. and UK, Globalization Leaves Some Feeling 'Left Behind' or 'Swept Up'"

PEW RESEARCH CENTER