

The Role of Social Studies Education in Navigating Globalization and National Dynamics: Challenges and Opportunities in the 21st Century

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Abstrak

This research examines the evolving role of social studies education in the context of globalization and changing national dynamics. Using a qualitative literature review methodology, this study analyzes current research, educational policies, and case studies related to social studies education in the globalized world. The findings reveal that social studies education plays a crucial role in developing students' global competencies while simultaneously strengthening their national identity. Key challenges identified include integrating technology effectively, addressing complex global issues, and balancing global and local perspectives. However, significant opportunities exist through innovative pedagogical approaches, project-based learning, and the development of 21st century skills. The study concludes that a reformed approach to social studies education—one that embraces both global citizenship values and national cultural perspectives—is essential for preparing students to thrive in an increasingly interconnected world while remaining grounded in their cultural heritage. This research contributes to the ongoing discourse on educational adaptation in response to global challenges and provides practical implications for curriculum development, teacher preparation, and educational policy in the field of social studies.

Kata Kunci: *Social Studies Education, Globalization, Pedagogy*

PENDAHULUAN

In the contemporary era characterized by rapid globalization, technological advancement, and evolving national identities, social studies education stands at a critical crossroads. The traditional boundaries that once separated nations economically, culturally, and politically have become increasingly permeable, creating both challenges and opportunities for educational systems worldwide. Social studies education, by its very nature, is tasked with helping students understand and navigate these complex social realities, making it particularly affected by—and responsive to—global and national changes.

Globalization has transformed education in a big way, as seen by the rising interrelationships and dependencies between countries and individuals around the

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world via trade, investment, travel, popular culture, and other forms of interaction (Setiyarini, 2022). Numerous academics have noted that this trend has resulted in the blurring of national boundaries while also generating new demands for educational systems (Suranto et al. , 2023). In order for social studies instruction, which includes subjects like history, economics, geography, political science, sociology, and anthropology, to continue to be relevant and effective, it must adjust to these evolving realities. Meanwhile, national dynamics continue to evolve in response to both global pressures and internal developments. Countries are grappling with questions of identity, citizenship, and cultural preservation in an increasingly homogenized world. Indonesia, like many nations, faces the challenge of maintaining its rich cultural heritage and national unity while preparing students for global engagement and competition (Fatmawati & Ningsih, 2024; Supriyanti & Isbandiyah, 2023).

The purpose of this study is to examine the role of social studies education in helping students navigate the complex interplay between globalization and national dynamics. This research seeks to identify challenges, opportunities, and effective strategies for social studies education in this context, with particular attention to the Indonesian experience. By analyzing current literature, educational policies, and case studies, this study aims to contribute to the ongoing discourse on educational adaptation in response to global challenges.

The significance of this research lies in its potential to inform educational practice, curriculum development, and policy-making in the field of social studies. As educators and policymakers seek to prepare students for an uncertain future characterized by rapid change and increasing complexity, understanding how social studies education can effectively bridge global competencies and national identity becomes increasingly important.

2. LITERATURE REVIEW

2.1 Conceptual Framework of Social Studies Education

Social studies instruction is not an independent science, but an integration of diverse social science fields that has been modified for instructional use (Hidayat, 2022). Social studies in Indonesia is seen as an integrated, dynamic, and comprehensive subject that aims to teach students how to analyze social issues in society (Hidayat, 2022; Setiyarini, 2022). Rahmi Hidayat (2022) describes social studies as an integrated curriculum that includes the selection, adaptation, and regulated modification of scientific concepts like history, economics, geography, sociology, and anthropology. The fundamental goal of social studies education is to prepare students to become positive agents of change in society by equipping them with the knowledge, skills, and values necessary for effective social participation (Balqis et al., 2024). This preparation is particularly important in the context of globalization, which presents both challenges and opportunities for social engagement and citizenship.

The development of social studies education in Indonesia has been dynamic, evolving alongside the social sciences and responding to societal changes. As Kalbin Salim and Mira Puspa Sari (2014) have observed, social studies education needs to constantly adapt in order to meet the needs of society and the evolving global

environment (Suranto et al. , 2023). Curriculum changes and pedagogical advancements intended to make social studies instruction more relevant and successful in addressing current social concerns reflect this shift.

2.2 The Impact of Globalization on Education

The curriculum's content, instructional strategies, and educational goals have all been significantly impacted by globalization's effects on educational systems throughout the world. Globalization has had both positive and negative effects on education, as Sukiyat (2019) points out. The benefits include a better educational infrastructure, greater educator quality via worldwide knowledge sharing, and simpler access to instructional resources (Suranto et al. , 2023).

However, globalization also presents significant challenges. The rapid influx of foreign cultures through technology and media can threaten national cultural identity and values (Setiyarini, 2022). As Dyah Setiyarini (2022) argues, "Globalization, which brings in foreign cultures through technology, society, and others, can add to the repertoire of cultural diversity within the nation, but on the other hand, globalization can become a dangerous threat in every aspect of our nation's life".

In the Indonesian context, this tension is particularly evident. Indonesia, with its rich cultural diversity and strong national identity, must navigate the competing demands of global integration and cultural preservation. According to Emilla Dwi Nurrahma et al., globalization has had a "significant impact on education in Indonesia," making knowledge and skills relevant to the global market increasingly important (Nurrahma et al., 2024).

2.3 National Dynamics in Educational Context

National dynamics play a crucial role in shaping educational policies and practices. In Indonesia, as in many other countries, education is seen as a key instrument for nation-building and the transmission of national values and identity. According to research by Ilmu Pengetahuan Sosial (IPS) educators, social studies plays a significant role in transmitting citizenship values to students in secondary schools (Balqis et al., 2024).

The journal article "Ilmu Pengetahuan Sosial Sebagai Transmisi Kewarganegaraan" emphasizes that through social studies learning, students are guided to understand the structure and dynamics of society, as well as the process of forming their citizenship identity in a broader context (Balqis et al., 2024). This understanding provides students with a solid foundation to comprehend their roles in society and the state.

Furthermore, social studies education introduces students to fundamental democratic principles and citizenship values. Through discussions about citizens' rights and obligations, principles of justice, political participation, and human rights, students are equipped with essential citizenship values (Balqis et al., 2024). This aspect of social studies education is particularly important in the context of national dynamics, as it helps foster a sense of national identity and civic responsibility among students.

2.4 Integration of Global and National Perspectives in Social Studies

The integration of global and national perspectives is a critical aspect of contemporary social studies education. According to Asia Society, a globally competent student in social studies can "investigate the world, recognize perspectives, communicate ideas, and take action" (Asia Society, 2017). This global competence framework emphasizes the importance of situating social questions in the world beyond one's immediate environment, considering multiple perspectives, communicating effectively across cultures, and taking informed action to address global issues.

At the same time, maintaining and strengthening national identity remains an important educational objective. The challenge for social studies education is to strike a balance between these potentially competing priorities. As noted in the article "Tantangan Implementasi Kurikulum Pendidikan IPS Di Era Globalisasi," the social studies curriculum needs to integrate contemporary global issues while also strengthening students' critical and analytical skills in responding to global dynamics (Lathifah et al., 2023).

What UNESCO refers to as global citizenship education (GCED) is one way to achieve this integration. UNESCO believes that global citizenship education teaches pupils about the world around them and how to collaborate to address the significant challenges facing the planet (UNESCO, 2025). Global citizenship is based on the idea that we are connected to a larger global community rather than just one nation, in contrast to national citizenship. Significantly, UNESCO stresses that there is no conflict between citizenship and global citizenship. These two ideas, on the other hand, complement each other (UNESCO, 2025).

2.5 Development of 21st Century Skills through Social Studies

The ability to acquire the skills necessary for the 21st century is greatly aided by social studies education. According to a case study examining Indonesia's Social Learning Service Program (KKN), this program successfully fosters 21st-century skills while simultaneously promoting community development (Kiettikunwong et al., 2025). Students may use their theoretical knowledge in real-world contexts through the program's project-based methodology, which consists of four stages: Preparation, Action, After Action, and Evaluation.

In the same way, Izza Lathifah et al.'s study, which is detailed in Andriani et al. (2024), shows that the field trip approach is successful in helping elementary school children comprehend the effects of globalization. By combining theory and practice, boosting student participation, and fostering crucial observation abilities, this experiential learning method makes connections. Dewi (2020), who stresses the significance of direct experience in students' knowledge construction, provides a thorough discussion of the experiential learning concept that supports the field trip technique, as the researchers point out.

The demands of the Industrial Revolution 5.0 era are met by these novel methods of teaching social studies. The integration of technology, project-based methodologies, and the development of 21st-century skills into social studies learning in this era has been shown by research to significantly increase the effectiveness of social studies learning (Fatmawati & Ningsih, 2024). These methods

equip students to be adaptable global citizens who are able to respond to change and help create a more sustainable world.

METHOD

This research employs a qualitative descriptive approach based on a comprehensive literature review. The qualitative approach was selected due to its suitability for exploring complex social phenomena and educational contexts, allowing for a nuanced understanding of the role of social studies education in navigating globalization and national dynamics.

3.1 Research Approach

The study adopts a systematic literature review methodology, which involves the collection, analysis, and synthesis of existing research, theoretical frameworks, and case studies related to social studies education in the context of globalization and national dynamics. This approach enables a comprehensive examination of current knowledge, trends, and practices in the field, providing a foundation for identifying challenges, opportunities, and effective strategies.

3.2 Data Collection Methods

Data for this study were collected through a systematic search and review of relevant literature from multiple sources, including:

1. Academic journals and peer-reviewed publications in the fields of education, social studies, globalization studies, and related disciplines.
2. Books and monographs on educational theory and practice, particularly those focusing on social studies education and global citizenship.
3. Educational policy documents and curriculum frameworks from various countries, with particular attention to the Indonesian context.
4. Case studies of innovative social studies education practices in response to globalization.
5. Reports and publications from international organizations such as UNESCO and Asia Society.

The literature search was conducted using keywords such as "social studies education," "globalization," "national dynamics," "global citizenship," "21st century skills," and related terms. Priority was given to recent publications (from 2017 to 2025) to ensure the relevance and currency of the data, although some seminal works from earlier periods were included for their foundational value.

3.3 Data Analysis

The collected literature was analyzed using a thematic content analysis approach. This process involved:

1. Initial coding of the literature to identify key themes, concepts, and findings related to social studies education in the context of globalization and national dynamics.

2. Categorization of coded data into major themes and subthemes, allowing for the identification of patterns, relationships, and contradictions across the literature.
3. Synthesis of the findings to develop a coherent narrative that addresses the research objectives and contributes to the existing body of knowledge.
4. Critical evaluation of the evidence and arguments presented in the literature, considering methodological rigor, theoretical foundations, and contextual factors.

The analysis was guided by the research questions and objectives, with a focus on identifying challenges, opportunities, and effective strategies for social studies education in navigating the complex interplay between global and national contexts.

3.4 Research Limitations

This study acknowledges several limitations that should be considered when interpreting its findings:

1. The reliance on existing literature means that the study is constrained by the availability and quality of published research on the topic.
2. While efforts were made to include perspectives from diverse geographical and cultural contexts, the literature is dominated by works from certain regions, potentially limiting the global applicability of the findings.
3. The rapidly changing nature of globalization and educational practices means that some of the most recent developments may not yet be reflected in the published literature.
4. The focus on the Indonesian context in parts of the analysis may limit the generalizability of some findings to other national contexts with different historical, cultural, and educational backgrounds.

Despite these limitations, the study provides a valuable contribution to understanding the evolving role of social studies education in the context of globalization and national dynamics, offering insights that can inform educational practice, curriculum development, and policy-making.

HASIL DAN PEMBAHASAN

Current Challenges in Social Studies Education

The analysis of the literature reveals several key challenges facing social studies education in the era of globalization and evolving national dynamics. First, there is the challenge of technology integration. As noted by Kalbin Salim and Mira Puspa Sari (2014), technological advances due to the rapid flow of globalization are changing teaching patterns in education, shifting from classical teaching to technology-based approaches (Suranto et al., 2023). While this offers new opportunities, it also presents challenges in terms of digital divide, teacher preparation, and appropriate pedagogical approaches for technology integration.

Second, social studies educators face the challenge of addressing complex global issues while making them accessible and relevant to students. According to research on the implementation of social studies education in the globalization era, the current social studies curriculum needs to integrate contemporary global issues and utilize educational technology to enhance student engagement and understanding (Lathifah et al., 2023). This requires not only content knowledge but also pedagogical expertise in presenting complex global dynamics in ways that are meaningful and appropriate for students at different developmental stages.

Third, social studies education must navigate the tension between global perspectives and national identity. As Dyah Setiyarini (2022) argues, "Facing this phenomenon, social studies education should ideally be responsive and self-organizing in dealing with globalization. Materials repeated from the start to fail in practice are made into basic materials to work with students to strengthen the spirit of nationalism in the era of globalization" (Setiyarini, 2022). This balancing act requires careful curriculum design and thoughtful pedagogical approaches that acknowledge both global interdependence and national uniqueness.

Finally, there is the challenge of addressing socio-economic disparities in access to quality social studies education. Emilla Dwi Nurrahma et al. note that "issues such as socio-economic disparities, digital technology advancement, and the need for education related to the world of work also need to be addressed" (Nurrahma et al., 2024). These disparities can exacerbate educational inequalities, limiting the ability of some students to develop the global competencies needed in the contemporary world.

Opportunities for Innovation

Despite these challenges, the literature also identifies significant opportunities for innovation in social studies education. One key opportunity lies in the use of experiential learning approaches. Research by Izza Lathifah et al. demonstrates the effectiveness of the field trip method in helping elementary school students understand the impact of globalization (Andriani et al., 2024). This approach "has proven to be effective in bridging theory and practice, increasing student involvement, and developing critical observation skills", suggesting its potential for broader application in social studies education.

Another opportunity is the integration of project-based learning. The case study of Indonesia's Social Learning Service Program (KKN) shows how a project-based approach with four phases (Preparation, Action, After Action, and Evaluation) allows students to apply theoretical knowledge in real-world situations (Kiettikunwong et al., 2025). This approach not only enhances learning outcomes but also contributes to community development, creating a win-win situation for students and society.

The increased availability of global educational resources also presents opportunities for enriching social studies education. According to Sukiyat (2019), the ease of accessing educational information in the era of globalization should be utilized maximally by educators, as "currently, educators can freely see learning trends in the world and look for references from other countries... that are useful in the teaching and learning process" (Suranto et al., 2023). This global knowledge

exchange can enhance the quality and relevance of social studies education, exposing students to diverse perspectives and approaches.

Finally, there is the opportunity to reimagine social studies education as a vehicle for global citizenship. UNESCO's framework for global citizenship education offers a vision of education that helps "learners understand the world around them and work together to fix the big problems that affect everyone" (UNESCO, 2025). By embracing this perspective, social studies education can prepare students not only for academic success but also for meaningful civic engagement in an increasingly interconnected world.

Strategies for Integrating Global and National Perspectives

The literature suggests several effective strategies for integrating global and national perspectives in social studies education. One approach is the development of a curriculum that explicitly addresses both global issues and national contexts. According to Asia Society, globally competent students in social studies should be able to "situate and analyze social questions in the world beyond their own immediate environment or time" while also using "sources of evidence from historical and contemporary contexts to consider their own and others' perspectives" (Asia Society, 2017). This dual focus can help students develop a nuanced understanding of how global and national dynamics interact.

Another strategy is the use of comparative approaches that highlight both similarities and differences across cultures and nations. By examining how different societies respond to similar challenges, students can develop a deeper appreciation for both universal human concerns and culturally specific solutions. This approach aligns with the goal of helping students "identify and compare cultural perspectives and alternative explanations found in the sources of evidence as part of an argument" (Asia Society, 2017).

The incorporation of local case studies within global frameworks is another effective strategy. Research on social studies education in Indonesia emphasizes the importance of "simplifying complex concepts into concrete examples that students can observe in everyday life" (Andriani et al., 2024). By connecting global issues to local realities, teachers can make abstract concepts more concrete and relevant, enhancing student engagement and understanding.

Finally, the development of critical literacy skills is essential for navigating the complex interplay between global and national narratives. As Philip Howard notes in "Lie Machines," there is a need to be aware of how "ruling elites, lobbyists, and shady politicians... use new information technology for political redlining or astroturf movements" and "produce, distribute, and market untruths that serve ideology". By developing students' critical literacy skills, social studies education can help them become discerning consumers and producers of information in an age of information abundance and manipulation.

Role of Technology in Transforming Social Studies Education

Technology plays a crucial role in transforming social studies education in the era of globalization. According to Andalas (2020), digital technology products

offer many conveniences that can make education more meaningful, effective, and efficient (Suranto et al., 2023). These technologies provide opportunities for creating new learning methods that enhance student engagement and understanding.

One significant aspect of technology's role is enabling access to diverse global perspectives. Through digital platforms, students can interact with primary sources, virtual field trips, and real-time data from around the world, expanding their understanding beyond textbook descriptions. This aligns with the goal of helping students "select and document primary and secondary sources of evidence from multiple world cultures and a variety of print and digital media in response to the question"(Andriani et al., 2024)..

Technology also facilitates collaborative learning across geographical boundaries. Through video conferencing, shared digital workspaces, and social media, students can engage in collaborative projects with peers from different countries, gaining firsthand experience with cross-cultural communication and cooperation. This experience is invaluable for developing the skills needed in an increasingly interconnected global society.

Furthermore, technology enables the creation of authentic learning experiences through simulations and virtual environments. These tools allow students to explore complex social, political, and economic systems in ways that would be difficult or impossible in traditional classroom settings. By experiencing these systems firsthand, albeit virtually, students can develop a deeper understanding of how they function and how they are affected by global and national forces.

However, the literature also cautions against uncritical technology adoption. As noted by Philip Howard, modern technology is a "double-edged sword," making it easier to both access information and monitor specific object movements. This dual nature underscores the importance of developing students' critical digital literacy skills alongside their technological proficiency, ensuring they can navigate digital environments safely and effectively.

Teacher Preparation and Professional Development

The transformation of social studies education in response to globalization and national dynamics necessitates corresponding changes in teacher preparation and professional development. According to research on the challenges and opportunities in implementing social studies curriculum in the globalization era, there is "an urgent need for teacher professional development to teach methods that meet the needs of 21st-century students" (Lathifaf et al.,2023).

Effective teacher preparation for contemporary social studies education requires not only content knowledge across multiple disciplines but also pedagogical skills for addressing complex global issues in age-appropriate ways. Teachers need to be equipped with strategies for making abstract global concepts concrete and relevant to students' lives, as well as approaches for navigating potentially sensitive issues related to national identity and global citizenship.

Professional development should also focus on technology integration, providing teachers with the knowledge and skills to leverage digital tools effectively

in social studies instruction. As noted by Kalbin Salim and Mira Puspa Sari (2014), the shift from classical teaching to technology-based approaches requires teachers to adapt their practices and develop new competencies (Suranto et al., 2023).

Furthermore, teachers need opportunities to develop their own global competencies and cultural literacy. According to Sukiyat (2019), the ease of accessing global educational information should be utilized maximally by educators to improve their knowledge and practice (Suranto et al., 2023). This global perspective can enhance teachers' ability to present diverse viewpoints and foster cross-cultural understanding among their students.

Finally, professional learning communities and networks can provide ongoing support for social studies teachers as they navigate these complex educational challenges. By sharing best practices, collaborating on curriculum development, and engaging in collective reflection, teachers can continuously improve their practice and respond effectively to the evolving demands of social studies education in a globalized world.

Implications for Curriculum Development

The findings of this study have significant implications for social studies curriculum development. First, curricula need to be designed with flexibility and adaptability in mind, allowing for continuous updating in response to rapidly changing global dynamics. As Tantangan Implementasi Kurikulum Pendidikan IPS Di Era Globalisasi notes, "the current IPS curriculum needs to integrate contemporary global issues and utilize educational technology to enhance student engagement and understanding" (Lathifaf et al., 2023).

Second, social studies curricula should explicitly address the relationship between global and national contexts, helping students understand how these domains interact and influence each other. This includes examining how global trends affect national policies and practices, as well as how national characteristics shape engagement with global systems and processes.

Third, curricula should incorporate opportunities for authentic, project-based learning experiences that allow students to apply their knowledge and skills to real-world issues. The success of Indonesia's Social Learning Service Program (KKN) demonstrates the value of approaches that enable students to "apply theoretical knowledge in real-world situations" (Kiettikunwong et al., 2025).

Fourth, social studies curricula should prioritize the development of critical thinking skills, particularly in relation to media and information literacy. In an era of information abundance and potential manipulation, students need to be able to evaluate sources, identify bias, and make informed judgments about the reliability and validity of information.

Finally, curriculum development should involve diverse stakeholders, including educators, policymakers, community members, and students themselves. As noted in the research on the democratic method, people have a critical role in social experiments, both as subjects of social research and as users and producers of knowledge about society. By involving these stakeholders in the curriculum development process, social studies education can better respond to the diverse needs and perspectives of the communities it serves.

KESIMPULAN

This study has examined the evolving role of social studies education in navigating the complex interplay between globalization and national dynamics. Through a comprehensive literature review, it has identified key challenges, opportunities, and effective strategies for social studies education in this context, with particular attention to the Indonesian experience.

The findings highlight several critical insights. First, social studies education plays a crucial role in developing students' global competencies while simultaneously strengthening their national identity. This dual focus is essential in preparing students for effective citizenship in a world characterized by both global interdependence and persistent national frameworks.

Second, social studies education faces significant challenges in the era of globalization, including technology integration, addressing complex global issues, balancing global and national perspectives, and addressing socio-economic disparities in educational access. These challenges require thoughtful responses from educators, policymakers, and curriculum developers.

Third, despite these challenges, significant opportunities exist for innovation in social studies education. Experiential learning approaches, project-based learning, global educational resources, and reimagining social studies as a vehicle for global citizenship all offer promising pathways for enhancing the relevance and effectiveness of social studies education. Fourth, effective strategies for integrating global and national perspectives include curriculum development that explicitly addresses both domains, comparative approaches that highlight similarities and differences across cultures, incorporation of local case studies within global frameworks, and development of critical literacy skills for navigating complex narratives.

Fifth, technology plays a crucial role in transforming social studies education, enabling access to diverse global perspectives, facilitating collaborative learning across geographical boundaries, and creating authentic learning experiences through simulations and virtual environments. However, critical digital literacy is essential for navigating these technological tools effectively.

Sixth, teacher preparation and professional development are vital for the successful transformation of social studies education. Teachers need not only content knowledge and pedagogical skills but also global competencies, cultural literacy, and technological proficiency to meet the demands of contemporary social studies education.

Finally, curriculum development should prioritize flexibility, explicit addressing of global-national relationships, authentic learning experiences, critical thinking skills, and stakeholder involvement to ensure that social studies education remains relevant and effective in a rapidly changing world.

In conclusion, social studies education stands at a critical juncture as it adapts to the challenges and opportunities presented by globalization and evolving national dynamics. By embracing innovative approaches, balancing global and national perspectives, leveraging technology effectively, and prioritizing teacher development and curriculum reform, social studies education can fulfill its potential as a powerful vehicle for preparing students to thrive in an increasingly interconnected world while remaining grounded in their cultural heritage.

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