

# Revitalization of Social Studies Education to Build the Nation's Generation with Creative Pedagogy in the 21<sup>st</sup> Century

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## Abstract

The purpose of this study is to examine Social Studies Education in preparing the nation's generation through 21<sup>st</sup> century creative pedagogy and to find out strategies to face the challenges of 21<sup>st</sup> century Social Studies Education. The research method used is the library research method by involving searching, assessing and analyzing literature relevant to the research. Data analysis techniques use a content analysis model with steps: design determination, search for basic data, and consequent knowledge search. The results found that social studies education with 21<sup>st</sup> century creative pedagogy requires 10 future skills of the nation's generation, namely: Complex Problem Solving, Critical Thinking, Creativity, People Management, Coordinating with other, Emotional Intelligence, Judgment and Decision Making, Service Orientation, Negotiation, Cognitive Flexibility. The strategy to face the challenges of 21<sup>st</sup> century social studies education is to implement the four principles of the Pancasila Student Profile, namely holistic, contextual, student-centered and exploratory. Why this research is important, because as an increase in creativity and innovation that examines how social studies education can promote student creativity in responding to social and cultural issues. This research can measure the impact of Social Studies Education in shaping students' critical thinking, and analytical skills to become competent global citizens. Thus, social studies education must transform following the changing times towards technological advances as future intelligence that cannot be defeated by artificial intelligence.

**Keywords:** Social Studies Education, Generation of the Nation, Creative Pedagogy, 21<sup>st</sup> Century

## Introduction

This article is based on McLuhan's prediction in that the mode of globalization of the world has undergone the 4T Revolution (*Technology, Telecommunication, Transportation, Tourism*). The 4T Revolution mode has a dominant globalizing force so that boundaries

between regions are increasingly blurred and lead to the creation of global villages.<sup>1</sup> In that context, globalization becomes an inevitable phenomenon.<sup>2</sup> Meanwhile, the view Anthony G Wilhelm that cultural destruction began since the time of information technology, namely satellites and the internet developed. Since that time, the consumption of information has become increasingly limitless.<sup>3</sup> The times when it is haram to consume something turns out to be halal just like that. Young children can simply look at pornographic images.<sup>4</sup> Teenagers who were supposed to be the cornerstones of the nation's culture instead glorified hedonism and modernity.<sup>5</sup> Science and technology that are developing rapidly cannot be pursued by the old methods used in schools.<sup>6</sup>

The development of technology, especially information and communication technology (ICT) and openness in its use are two important phenomena that are predicted to be the main characteristics and have implications for changing the paradigm of 21st century learning.<sup>7</sup> The existence of the 4T revolution era certainly changes the new face of Indonesian education, education continues to transform following the times. In this regard, social studies education requires a new paradigm to revitalize social studies education to be effective, strong and powerful as social capital in order to educate the nation's social life. Relevant to social studies learning traditions Roberta M Woolever and Kathryn P Scot that is: (a) social studies as citizenship transmission, (b) social studies as personal development, (c) social studies as reflective inquiry, (d) social studies as social science education, dan (e) social studies as rational

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<sup>1</sup> Krisnadi Yuliawan Saptadi, "Membaca Globalisasi Dalam Kaca Mata Perang Budaya," in *Makalah Seminar Globalisasi, Seni, Dan Moral Bangsa Di Lembaga Ilmu Pengetahuan Indonesia (LIPI) Jakarta*, vol. 25, 2008; Jan Aart Scholte, "The Globalization of World Politics," *The Globalization of World Politics*, 2001.

<sup>2</sup> Scholte, "The Globalization of World Politics"; Nancy W Gleason, *Higher Education in the Era of the Fourth Industrial Revolution* (Springer Nature, 2018); A Safril Mubah, "Strategi Meningkatkan Daya Tahan Budaya Lokal Dalam Menghadapi Arus Globalisasi," *Jurnal Unair* 24, no. 4 (2011): 302–8.

<sup>3</sup> Anthony G Wilhelm, *Demokrasi Di Era Digital: Tantangan Kehidupan Politik Di Ruang Cyber* (Pustaka Pelajar, 2003); Claudio Aporta and Eric Higgs, "Satellite Culture: Global Positioning Systems, Inuit Wayfinding, and the Need for a New Account of Technology," *Current Anthropology* 46, no. 5 (2005): 729–53.

<sup>4</sup> John Lever and Johan Fischer, "Religion, Regulation, Consumption: Globalising Kosher and Halal Markets," in *Religion, Regulation, Consumption* (Manchester University Press, 2018).

<sup>5</sup> Ruth Ben-Ghiat, *Fascist Modernities: Italy, 1922-1945*, vol. 42 (Univ of California Press, 2001); Douglas Kellner and Jeff Share, "Critical Media Literacy, Democracy, And," *Media Literacy: A Reader*, 2007, 1.

<sup>6</sup> W Gulo, "Strategi Belajar Mengajar, Jakarta: PT" (Grasindo, 2002).

<sup>7</sup> Chigozie Nnebedum, "The Value of Integrating 21st Century Skills into the Enterprise of Teaching Sociology," *Academic Journal Of Interdisciplinary Studies* 8, no. 1 (2019): 37; Pearl Chen, "From CMS to SNS: Educational Networking for Urban Teachers.," *Journal of Urban Learning, Teaching, and Research* 7 (2011): 50–61.

decision making and social action.<sup>8</sup> Social studies as citizenship transmission means that social studies is a means to carry forward old values that are considered important, the goal is to maintain values that have long existed in society.<sup>9</sup> Social studies as personal development means that social studies helps develop the maximum potential of students.

The 4T revolution is not a threat if humans can take advantage of the momentum positively and correctly, even its existence brings humans towards progress, especially in the field of education.<sup>10</sup> The existence of learning in the era of the 4T Revolution is e-learning-based learning, the use of smartphones to learn, the use of the internet looking for various learning literacy looking for various learning literacy, and various technology-based learning that can help in the learning process. The current gap between developed and developing countries on the adoption of e-learning is apparently influencing individual behavior when adopting new technologies.<sup>11</sup> Various research results also provide empirical support to develop skills through technology and be placed as creative and innovative media in the 21st century, because it is a major issue and is able to innovate new, including social studies education.<sup>12</sup> Research results Christine Redeker found that the use of social media in learning supports pedagogic innovation by motivating learning processes based on personalization, collaboration and changing patterns of interaction between learners and teachers.<sup>13</sup> This is the vision of NCSS, “National Standards for Social Studies Teachers is that social studies education must be meaningful, strong, value-based, challenging, and active.”<sup>14</sup>

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<sup>8</sup> Roberta M Woolever and Kathryn P Scott, *Active Learning in Social Studies: Promoting Cognitive and Social Growth* (Scott Foresman & Company, 1988).

<sup>9</sup> Anna S Ochoa-Becker, *Democratic Education for Social Studies: An Issues-Centered Decision Making Curriculum* (IAP, 2006).

<sup>10</sup> Hasni Hasni et al., “Social Studies Learning Applications Based on Science, Technology and Society Approaches in The Contemporary Era,” in *Social Studies Conference Proceedings, 2022*, 81–87.

<sup>11</sup> Herry Porda Nugroho Putro et al., “Adoption of E-Learning in Indonesian Higher Education: Innovation or Irritation?,” *Educational Sciences: Theory & Practice* 22, no. 1 (2022): 36–45.

<sup>12</sup> Sandra Kerka, “Distance Learning, the Internet, and the World Wide Web. ERIC Digest,” 2012; Muhammad Farisi, “Developing the 21st-Century Social Studies Skills through Technology Integration,” *Turkish Online Journal of Distance Education* 17, no. 1 (2016): 16–30; Shelli A Whitworth and Michael J Berson, “Computer Technology in the Social Studies: An Examination of the Effectiveness Literature (1996-2001),” *Contemporary Issues in Technology and Teacher Education* 2, no. 4 (2002): 471–508.

<sup>13</sup> Christine Redeker et al., “The Future of Learning: Preparing for Change,” 2012; Cynthia Luna Scott, “The Futures of Learning 2: What Kind of Learning for the 21st Century?,” 2015; Joke Voogt and Natalie Pareja Roblin, “A Comparative Analysis of International Frameworks for 21st Century Competences: Implications for National Curriculum Policies,” *Journal of Curriculum Studies* 44, no. 3 (2012): 299–321.

<sup>14</sup> NCSS, “National Standards for Social Studies Teachers: National Standards of Social Studies Teaching,” *Washington, DC: NCSS Vol 1* (2000).

However, on the other hand, the changes in the industrial revolution era have made humans dehumanized because they are enslaved by technology, especially for the younger generation who make this era an era of freedom without social values and norms. Research results H.A.R Turnbull, C. Mom just fac Tilar prove that someone who spends a lot of time accessing the internet, only has a little time to communicate with others in real time.<sup>15</sup> Kristina E Hatch It found that children who used devices more tended to do less physical activity.<sup>16</sup> Another phenomenon is the emergence of students who are consumptive based on needs but desires.<sup>17</sup> The digital world seems to be a place for pedagogy that teaches students to become a consumer society, even consumptive culture, such as people's consumption patterns switching to fast food that can be found in restaurants.<sup>18</sup> In fact, millions of hectares of forests in Indonesia are lost to meet consumer goods.<sup>19</sup>

The above conditions, of course, are contrary to the objectives of Education in the era of the Industrial Revolution 4.0 and Society 5.0. which aims to develop intelligence to interact more broadly at the global level or interaction for the future.<sup>20</sup> The purpose of National Education and the main core of Social Studies Education is to realize humans who are able to adapt, socialize, participate, be responsible, care for their social environment is a challenge.<sup>21</sup> The tendency of decreased social ability in students as one of the impacts of the era of disruption and must be addressed immediately.<sup>22</sup> These challenges must be faced in the world of education in the contemporary era which can be seen from the way of thinking, how to learn, how to act students in order to develop various innovations and creativity in education.<sup>23</sup> This phenomenon is relevant to the results of research Christensen C. M. Dyer, J. H., & Gregersen,

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<sup>15</sup> H.A.R Turnbull, C. Mom just fac Tilar, "Pengembangan Kreativitas Dan Enterpreneurship Dalam Pendidikan Nasional" (Jakarta: Buku Kompas, 2010).

<sup>16</sup> Kristina E Hatch, "Determining the Effects of Technology on Children," 2011.

<sup>17</sup> Nana Supriatna, "Prosa Dari Praha," *Bandung: PT. Remaja Rosdakarya*, 2018.

<sup>18</sup> L. Martens, "Learning to Consume-Consuming to Learn: Children in the Interface Between Consumption and Education," *British Journal of Consumer Culture*, 26(3), 343-357, 2015.

<sup>19</sup> Marvin Zuckerman, *Sensation Seeking and Risk*. (American Psychological Association, 2007); Jane N Zuckerman, Lars Rombo, and Alain Fisch, "The True Burden and Risk of Cholera: Implications for Prevention and Control," *The Lancet Infectious Diseases* 7, no. 8 (2007): 521-30.

<sup>20</sup> Supritana.N & Maulidah N, *Pedagogi Kreatif, Menumbuhkan Kreativitas Dalam Pembelajaran Sejarah Dan IPS*, ed. Adi Asmara, Cet Pertama (Bandung: PT Remaja Rosdakarya, 2020).

<sup>21</sup> Sandra L Mullins, "Social Studies for the 21st Century: Recommendations of the National Commission on Social Studies in the Schools. ERIC Digest," 1990; D Nagel, "Partnership for 21st Century Skills Debuts' 21st Century Skills and Social Studies Map," *Pobrane z: [https://Thejournal.Com/Articles/2008/07/17/Partnership-for-21st-Century-Skillsdebuts-21st-\(Otwarty](https://Thejournal.Com/Articles/2008/07/17/Partnership-for-21st-Century-Skillsdebuts-21st-(Otwarty) 20.08. 2021), 2008.*

<sup>22</sup> K. Schwab, "The Global Competitiveness Report 2016-2017." (Geneva: World Economic Forum (WEF), 2017).

<sup>23</sup> A Nursyifa, "Transformasi Pendidikan Ilmu Pengetahuan Sosial Dalam Menghadapi Era Revolusi Industri 4.0," *Journal of Civics and Education Studies* 6, no. 1 (2019): 51-64; Marzano Heflebower, "Teaching & Assessing 21 St Century Skills. The Classroom Strategies Series" (Amerika Serikat, 2012).

H.B that intelligence-based learning will not provide significant results, which is only an increase of 50%) compared to creativity-based ones, which are up to 200%.<sup>24</sup> Therefore, social studies education must revitalize in meeting various demands of society and become a scientific guideline to be applied in real life, especially the presence of the Merdeka Belajar Curriculum in the 21<sup>st</sup> century. The problem of this article is how the new face of Social Studies Education in preparing the nation's generation with creative pedagogy of the 21<sup>st</sup> century and how to deal with the challenges of Social Studies Education in the 21<sup>st</sup> century.

### **Research Methods**

The research method used is a library research method involving searching, assessing and analyzing literature relevant to this research. Data collection techniques are from books, journals and documentation studies. Literature review is academic research that aims to develop theoretical aspects and aspects of paralytic benefits.<sup>25</sup> The data collection technique, then researchers analyze descriptively using a content analysis model with steps: design determination, principal data search, and contextual knowledge search.<sup>26</sup>

### **Results And Discussion**

#### **Social Studies Education with 21<sup>st</sup> Century Creative Pedagogy**

A good citizen is a citizen who is able to interact with others so that he becomes a good citizen. Social studies education plays a role in equipping students by developing various attitudes so that students can participate in the life of society, nation and world.<sup>27</sup> The curriculum and objectives of Social Studies Education are aimed at helping students develop knowledge, skills and attitudes to be able to participate and become good citizens in a multicultural environment and an interconnected world.<sup>28</sup> One of the skills that must be raised is the skill in portraying himself in a community environment with the ability to solve problems of himself and his environment in the present and the future in social studies learning.<sup>29</sup>

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<sup>24</sup> and Christensen C. M. Dyer, J. H., Gregersen, H.B., *Five "Discovery Skills" Separate True Inovators from the Rest of Us*. (Harvard Business Review, 2019).

<sup>25</sup> V. Wiratna Sujarweni, "Metodologi Penelitian" (Yogyakarta: Pustaka Press, 2014).

<sup>26</sup> Afifudin, Et.al, *Metodologi Penelitian Kualitatif* (Bandung: Pustaka Setia, 2012).

<sup>27</sup> Sapriya, *Pendidikan IPS* (Bandung: Remaja Rosdakarya., 2007).

<sup>28</sup> NCSS, "Powerful and Purposeful Teaching and Learning in Elementary School Social Studies.," *Social Education*, 73(5), 252–254, 2009; A. James Banks, *Teaching Strategies for Social Studies: Inquiry Valing and Decision Marking*. (New York: Longman, 1990); NCSS, "National Standards for Social Studies Teachers: National Standards of Social Studies Teaching"; NCSS, *Curriculum Standard for Social Studies*. (Washington: National Commission on Social Studies in the School, 1994).

<sup>29</sup> Hasni Hasni and Muh Said, "Implementasi Model Pembelajaran IPS Berbasis Kearifan Lokal Di SMP Nusantara Makassar," *SUPREMASI: Jurnal Pemikiran, Penelitian Ilmu-Ilmu Sosial, Hukum Dan Pengajarannya* 15, no. 1 (2020): 82–86.

Understanding sustainability is very important so that the act of consuming today is not exploitative of natural resources and still thinks about future interests.<sup>30</sup>

Some of the competencies offered through Social Studies Education from literature studies that refer to the tradition of Social Studies in the United States NCSS about the development of creative and relevant pedagogy with a comprehensive social studies education program has four dimensions are:

1. Knowledge: Developing knowledge, students must be taught facts, concepts, principles, generalizations and theories and basic social studies concepts that are abstract, including higher order thinking skills (HOTS).<sup>31</sup>
2. Skill: Develop skills by training research, thinking, social participation, communication both in the form of hard skills and softskill. One example of this skill is overcoming the craft of gadgets<sup>32</sup>.
3. Attitude and Value: Contains substantive values and prosuderal values derived from religious values, social values, and values adopted by a nation. Strengthening character education also fortifies the current globalization of the younger generation in facing the era of the industrial revolution 4.0<sup>33</sup>.
4. Citizen atau Social Action: It is an important social studies dimension because actions can enable learners to learn concretely. The form of application is the modeling of activities in solving problems in the classroom by means of group discussions.<sup>34</sup>

One of the principles for teaching skills in the 21<sup>st</sup> century is (1) making learning 'big picture' based: (2) teaching with discipline; (3) develop lower and higher thinking skills to motivate understanding in different contexts; (4) motivating the transfer of learning; (5) learn how to 'learn to learn' or metacognition; (6) correct misunderstandings directly; (7) encourage group work; (8) utilize technology to support learning; and (9) increase student creativity.<sup>35</sup>

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<sup>30</sup> Nana Supriatna, *Ecopedagogy , Membangun Kecerdasan Ekologis Dalamn Pembelajaran IPS*, (Bandung: Rosdakarya, 2016).

<sup>31</sup> Sapriya., *Pendidikan IPS Konsep dan Pembelajaran*. (Bandung: PT Remaja Rosdakarya, 2009).

<sup>32</sup> Sapriya.

<sup>33</sup> Iswan Iswan and Herwina Bahar, "Penguatan Pendidikan Karakter Perspektif Islam Dalam Era Millennial IR. 4.0," in *Prosiding Seminar Nasional Pendidikan*, vol. 1, 2018.

<sup>34</sup> NCSS, "Powerful and Purposeful Teaching and Learning in Elementary School Social Studies.;" Banks, *Teaching Strategies for Social Studies: Inquiry Valing and Decision Marking.*; NCSS, "National Standards for Social Studies Teachers: National Standards of Social Studies Teaching"; NCSS, *Curriculum Standard for Social Studies*.

<sup>35</sup> Anna Rosefsky Saavedra and V Darleen Opfer, "Teaching and Learning 21st Century Skills: Lessons from the Learning Sciences," *A Global Cities Education Network Report. New York, Asia Society* 10 (2012).

The study above is in line with the formulation of social studies learning objectives related to cognitive, affective and psychomotor aspects. The social studies learning objectives consist of three clusters, namely: (1) development of inquiry and critical thinking skills; (2) development of attitudes and values; and (3) knowledge comprehension.<sup>36</sup> Various 21<sup>st</sup> century skills complement each other and can be further developed by creative social studies teachers to prepare the nation's generation with creativity and innovation to facilitate students who are avid with devices.<sup>37</sup> In addition, Delors et al from the International Commission on Education for the Twenty-first Century, formulated four principles in education in the 21st century known as the four pillars of education, namely learning to know, lerning to do, learning to be and learning to live together. The most important competencies offered in the 21st century are 4 skills or commonly abbreviated as 4C which include: Communication, Collaboration, Critical Thinking and Problem Solving, and Creativity and Innovation.<sup>38</sup> While the three skills that must be possessed in the 21<sup>st</sup> century according to Charles Fadel and Bernie Trilling are: life and career skills, learning and innovation skills, and information media and technology skills.<sup>39</sup> The 21<sup>st</sup> century learning organization in the form of the most important skill mastered by students is to become productive creative citizens and people in the 21<sup>st</sup> century which is illustrated in the figure below:

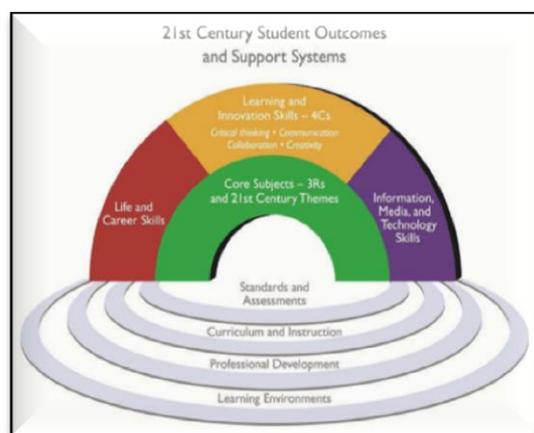


Figure 1: 21<sup>st</sup> Century Competence<sup>40</sup>

<sup>36</sup> Erin Marie Furtak, "The Problem with Answers: An Exploration of Guided Scientific Inquiry Teaching," *Science Education* 90, no. 3 (2006): 453–67.

<sup>37</sup> Supritana.N & Maulidah N, *Pedagogi Kreatif, Menumbuhkan Kreativitas Dalam Pembelajaran Sejarah Dan IPS*.

<sup>38</sup> P21, *21st Century Skills, Education & Competitiveness* (Washington DC: Partnership for 21st Century Skills., 2008).

<sup>39</sup> Charles Fadel and Bernie Trilling, "21st Century Skills: Learning for Life in Our Times.," *Education Review*, 2010.

<sup>40</sup> Partnership for 21st Century Skills., *Reimagining Citizenship for the 21st Century: A Call to Action for Policymakers and Educators*. (Diambil dari [http://www.p21.org/storage/documents/Reimagining\\_Citizenship\\_for\\_21st\\_Century\\_webversion.pdf](http://www.p21.org/storage/documents/Reimagining_Citizenship_for_21st_Century_webversion.pdf), 2014).

From various skills of the 21<sup>st</sup> century, then converted and become a reference for social studies teachers in developing creative pedagogy in each subject matter, presented in the following table:

Table 1: 21<sup>st</sup> Century Social Studies Skills and Top 10 Future Skills

<b>Skill for the Future</b>			
No	<b>Top 10 Skill</b>		<b>21<sup>st</sup> Century Social Studies Skill</b>
	<b>In 2020</b>	<b>In 2015</b>	
1	Complex Problem Solving	Complex Problem Solving	Creativity and innovation
2	Critical Thinking	Coordinating with other	Critical thinking and problem solving
3	Creativity	People management	Communication
4	People Management	Critical Thinking	Collaboration
5	Coordinating with other	Negotiation	Information literacy
6	Emotional Intelligence	Quality control	Media literacy
7	Judgment and Decision Making	Judgment and Decision Making	Information and communication technologies literacy
8	Service Orentation	Service Orentation	Flexibilitiy and adaptability
9	Negotiation	Active learning	Initiative and self direction
10	Cognitive Flexibility	Creativity	Social and cross-cultutal skill, productivity and accountability, leadership and responsibility.

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Source: Researcher's Results (2023) Adapted from.<sup>43</sup>

Social studies learning must be able to realize social studies skills in the 21<sup>st</sup> century by integrating the 10 skills of the future generation of the nation described above. Social studies learning can be translated as learning that is packaged in an interesting way and inspires students in creative ways.<sup>44</sup> Creativity is also considered as the intelligence of the future that cannot be defeated by artificial intelligence.<sup>45</sup> Thus, 21<sup>st</sup> century social studies learning needs to organize innovative learning to produce students who are empowered with high creativity, including learning skills and innovation, as illustrated below:

<sup>41</sup> Schwab, "The Global Competitiveness Report 2016-2017."

<sup>42</sup> Nagel, "Partnership for 21st Century Skills Debuts' 21st Century Skills and Social Studies Map."

<sup>43</sup> Schwab, "The Global Competitiveness Report 2016-2017."; Supritana.N & Maulidah N, *Pedagogi Kreatif, Menumbuhkan Kreativitas Dalam Pembelajaran Sejarah Dan IPS*; Nagel, "Partnership for 21st Century Skills Debuts' 21st Century Skills and Social Studies Map."

<sup>44</sup> Supritana.N & Maulidah N, *Pedagogi Kreatif, Menumbuhkan Kreativitas Dalam Pembelajaran Sejarah Dan IPS*.

<sup>45</sup> Esther Care, Patrick Griffin, and Barry McGaw, *Assessment and Teaching of 21st Century Skills* (New York.: Springer, 2012).

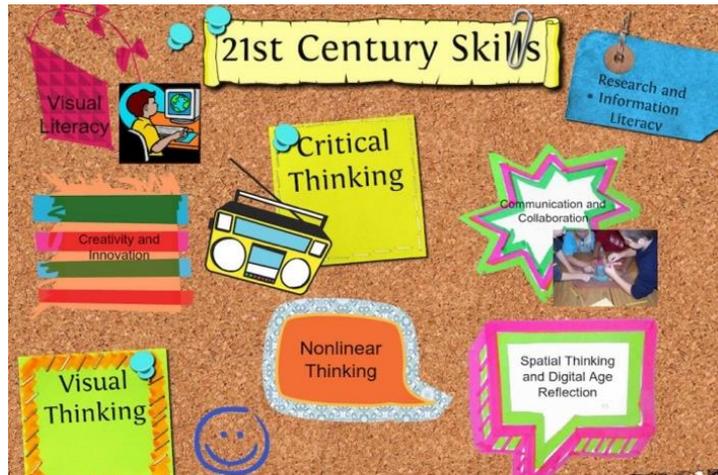


Figure 2: Visualization of students in the 21<sup>st</sup> century (Results of researchers)

Based on the findings above, it confirms that creativity is one of the important indicators so that students can successfully face a complex world and as a role model in facing uncertainty in the 21<sup>st</sup> century.

### **Strategies to Face the Challenges of 21<sup>st</sup> Century Social Studies Education**

Along with the changing times, humans continue to transform to make various changes in life, especially in advances in technology. Education is one of the great hopes for the community to keep pace with existing progress. The school is a miniature of the life of the people of Durkheim in.<sup>46</sup> Entering the 21<sup>st</sup> century, countries in the world began to develop cross-country education systems. This is proof of the concern of world citizens for improving the quality of education and the development of science and technology.<sup>47</sup> To realize international Education, the four pillars of Education by UNESCO in 1996 include: Learning to know, Learning to do, Learning to live together, and Learning to be.<sup>48</sup> Based on the results of researchaterina Ananiadou and Magdalean Claro that there are three dimensions of learning in the 21st century, namely: information, communication, ethics and social influence.<sup>49</sup> Likewise, the 2013 Curriculum currently applied in Indonesia, seeks to answer various phenomena of the progress of the existing times. Students are not only directed in the curriculum to have intelligence in utilizing advances in the fields of science and technology, but they are also

<sup>46</sup> Rakhmat Hidayat, "Sosiologi Pendidikan Emile Durkheim," *Jakarta: Rajawali Pers*, 2014.

<sup>47</sup> John Jerrim, Anna K Chmielewski, and Phil Parker, "Socioeconomic Inequality in Access to High-Status Colleges: A Cross-Country Comparison," *Research in Social Stratification and Mobility* 42 (2015): 20–32.

<sup>48</sup> S Sapriya, "Pendidikan IPS Konsep Dan Pembelajaran," *Bandung: PT Remaja Rosda Karya*, 2009.

<sup>49</sup> Katerina Ananiadou and Magdalean Claro, "21st Century Skills and Competences for New Millennium Learners in OECD Countries," 2009.

required to have the ability to develop human qualities called soft skills.<sup>50</sup> In the 2013 Curriculum must provide a balance between soft skills and hard skills.<sup>51</sup>

The social studies curriculum in Indonesia must transform following the changing times towards technological advancement. This finding also responds to the new curriculum present in Indonesia that updates Curriculum 13 is the independent learning curriculum.<sup>52</sup> That the Mendikbud's version of freedom of learning is departing from the desire for educational output to produce better quality and no longer produce students who are only good at memorizing, but also have sharp analytical skills, reasoning and comprehensive understanding in learning to develop themselves. Freedom of Learning is an educational process that must create happy atmospheres.<sup>53</sup> The essence of free learning is exploring the greatest potential of teachers and students to innovate and improve the quality of learning independently. Being independent does not mean following the entire process of education bureaucracy, but really educational innovation.<sup>54</sup> This finding is relevant to Imam Mujiono that the most important thing in teaching is to bring happiness to students in the classroom, teaching happily to make students happy.<sup>55</sup>

The strategy to face the challenges of social studies education in the 21<sup>st</sup> century with the presence of an independent learning curriculum is that teachers must have creative pedagogy and have the flexibility to choose teaching materials so that they can be adjusted to the learning needs and interests of students. Teachers can also make projects in strengthening the achievement of the Pancasila Student Profile as a hallmark of the Freedom to Learn curriculum which is developed based on certain themes set by the government. The project is not directed at achieving specific learning achievement targets, so it is not tied to subject content.<sup>56</sup> One of the steps that can be taken to revitalize 21<sup>st</sup> century social studies education by implementing the

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<sup>50</sup> Heri Retnawati, Samsul Hadi, and Ariadie Chandra Nugraha, "Vocational High School Teachers' Difficulties in Implementing the Assessment in Curriculum 2013 in Yogyakarta Province of Indonesia.," *International Journal of Instruction* 9, no. 1 (2016): 33–48.

<sup>51</sup> Dadang Supardan, *Pembelajaran Ilmu Pengetahuan Sosial: Perspektif Filosofi Dan Kurikulum* (Bumi Aksara, 2022); James E Rebele and E Kent St Pierre, "A Commentary on Learning Objectives for Accounting Education Programs: The Importance of Soft Skills and Technical Knowledge," *Journal of Accounting Education* 48 (2019): 71–79.

<sup>52</sup> Muhamad Zaenal Makruf, "Implementasi Konsep Merdeka Belajar Dalam Pembelajaran Daring Pada MASA Pandemi COVID-19 DI SMP Muhammadiyah Bandongan" (Skripsi, Universitas Muhammadiyah Magelang, 2022).

<sup>53</sup> Imam Mujiono, "Persepsi Guru Tentang Konsep Merdeka Belajar Mendikbud Nadiem Makarim Dalam Pendidikan Agama Islam Di MTS Negeri 3 Sleman," 2020.

<sup>54</sup> Mohammad Tohir, "Empat Pokok Kebijakan Merdeka Belajar," 2019.

<sup>55</sup> Timothy D Walker, *Teach like Finland: 33 Simple Strategies for Joyful Classrooms* (WW Norton & Company, 2017).

<sup>56</sup> Dina Mardiana and Umiarso Umiarso, "Merdeka Belajar Di Tengah Pandemi Covid-19: Studi Di Sekolah Menengah Pertama Di Indonesia," *Al-TA'DIB: Jurnal Kajian Ilmu Kependidikan* 13, no. 2 (2020): 78–91; Lauren B Resnick and Daniel P Resnick, "Assessing the Thinking Curriculum: New Tools for Educational Reform," in *Changing Assessments: Alternative Views of Aptitude, Achievement and Instruction* (Springer, 1992), 37–75.

principles of the Pancasila student profile project, namely: (1) Holistic: Encouraging students to learn the material as a whole in sustainable global development. (2) Consecrating: Motivating students to be able to make the environment and reality of life the main material of learning. (3) Rely on students: Students become active learning subjects by providing many opportunities to police knowledge according to their abilities. (4) Exploratory: The spirit to open space for the process of self-development and inquiry, both structured and free.<sup>57</sup>

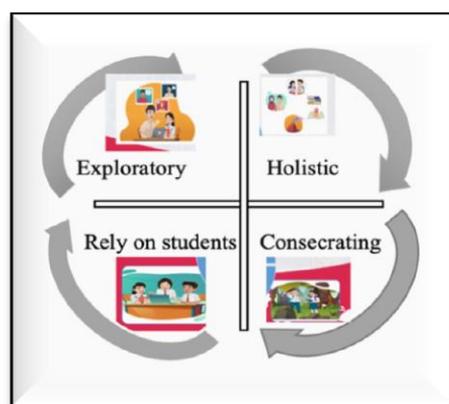


Figure 3: Application principle of The 21<sup>st</sup> Century Pancasila Student Profile

Source: Researcher's Results (2023) adapted from<sup>58</sup>

From the principle of student profile, Pancasila provides benefits in facing the challenges of Social Studies Education in the 21<sup>st</sup> Century which is in line with the objectives of Social Studies Education, namely:

1. Give time to students to develop their competencies and strengthen the character and profile of Pancasila students.
2. Develop competence as educators who are open to cooperate with other subject educators.
3. Give space and time to students to plan a project-based learning process with a clear end goal.
4. Making the Education unit a learning organization that contributes to the community and the surrounding environment.

Making the Education unit an ecosystem that is open to community participation.<sup>59</sup>

The development of social studies learning in the 21<sup>st</sup> century with the implementation of the Freedom to Learn curriculum is a solution in providing space to instill global understanding

<sup>57</sup> Kemdikbud., *Buku Saku Kurikulum Merdeka; Tanya Jawab. Kementerian Pendidikan Dan Kebudayaan, 1–50, 2022.*

<sup>58</sup> Kemdikbud.

<sup>59</sup> Kemdikbud.; Badan Standar and Kurikulum dan Assesmen Pendidikan, “Kementrian Pendidikan, Kebudayaan, Riset Dan Teknologi,” 2022.

in shaping intelligence and cross cultural skills are: You are a human being, Your home is earth, You are citizen of multiculture society, You live in interrelated world.<sup>60</sup> Ideally, the principle of the Pancasila Student Profile in the 21<sup>st</sup> century is not only about the subjects that must be taught but Education in the 21<sup>st</sup> century is about leadership, responsibility, problem solving, analytical thinking, adaptability, communication, initiative, self-esteem, creative, cross-cultural skills, and cooperation, as the following illustration:



Figure 4: 21<sup>st</sup> Century Skills: Adaptation of Researchers from <sup>61</sup>

Social studies education requires the skills mentioned above because it is related to the application of the Pancasila Student Profile. The output of the principles of the Pancasila Student Profile is the formation of character, thinking skills, skills that enable students to play an active role in addressing social issues and contributing to the development of a sustainable and inclusive society in the 21<sup>st</sup> century.

### Conclusion

The development of 21<sup>st</sup> century skills in Social Studies Education by applying 21<sup>st</sup> century pedagogy is expected to develop the creativity of the nation's generation so that they can live well in the challenges of the 4.0 era. 4.0 and Society 5.0. Social studies learning must be able to realize social studies skills in the 21<sup>st</sup> century by integrating 10 skills of the nation's future generation. The strategy to face the challenges of social studies education in the 21<sup>st</sup> century with the presence of an independent learning curriculum is that teachers must have creative pedagogy and have the flexibility to choose teaching materials so that they can be

<sup>60</sup> Morgan Anderson, "The Case against" Critical Thinking Skills": In Pursuit of a Humanizing Pedagogy.," *Philosophical Studies in Education* 46 (2015): 83–89.

<sup>61</sup> Tony Wagner, "Overcoming the Global Achievement Gap," *Cambridge, Mass., Harvard University* 1 (2010).

adjusted to the learning needs and interests of students. The principle of the Pancasila Student Profile is a real step in facing the challenges of 21<sup>st</sup> century Social Studies Education, namely Holistic, Consectual, Berpusst for students and Exploratory. The development of social studies learning in the 21<sup>st</sup> century with the implementation of the Freedom to Learn curriculum is a solution in providing space to instill global understanding in shaping intelligence and cross cultural skills.

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