

**SOCIAL SCIENCE LEARNING IN PRIMARY SCHOOL
RESPONDING TO THE CHALLENGES OF 21ST CENTURY EDUCATION**

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ABSTRACT

Social science learning at the elementary school level plays a vital role in preparing future generations according to the demands of the 21st century. This study aims to examine more about social science learning in primary schools responding to the challenges of 21st-century education. The method in this study uses the method of literature review, which collects articles relevant, and then reduces the most appropriate and relevant articles to strengthen existing theories or findings. The results showed that social studies learning plays an important role in responding to the challenges of the 21st century, such as guiding students to have the ability to think critically, care about global issues, have digital literacy skills, and socio-cultural skills. This implies that more attention is needed to social studies learning in elementary schools, and teachers need to innovate learning so that student social studies learning motivation increases so that students are equipped to face the challenges of the 21st century.

Keywords: *Social Science, Primary School, Elementary School, 21st-century*

ABSTRAK

Pembelajaran IPS di tingkat sekolah dasar berperan penting dalam mempersiapkan generasi masa depan sesuai tuntutan abad ke-21. Penelitian ini bertujuan untuk mengkaji lebih dalam mengenai pembelajaran IPS di sekolah dasar dalam menjawab tantangan pendidikan abad 21. Metode dalam penelitian ini menggunakan metode tinjauan pustaka, yaitu mengumpulkan artikel-artikel yang relevan, kemudian mereduksi artikel-artikel yang paling sesuai dengan topik untuk memperkuat memperkuat teori atau hasil temuan yang sudah ada. Hasil penelitian menunjukkan bahwa pembelajaran IPS berperan penting dalam menjawab tantangan abad ke-21, seperti membimbing peserta didik agar memiliki kemampuan berpikir kritis, peduli terhadap isu-isu global, memiliki kemampuan literasi digital, dan keterampilan sosial budaya. Hal ini memiliki implikasi bahwa perlunya perhatian yang lebih pada pembelajaran IPS di sekolah dasar, serta guru perlu melakukan inovasi pembelajaran agar motivasi belajar IPS siswa meningkat sehingga siswa memiliki bekal menghadapi tantangan abad ke-21.

Kata kunci: *Ilmu Pengetahuan Sosial, Sekolah Dasar, Abad ke-21*

A. INTRODUCTION

Social science learning at the primary school level has great potential to answer the challenges of 21st-century education (Nopa et al., 2020). The 21st century is marked by technological advancement, globalization, rapid changes in cultural, social, economic, and environmental diversity, and various aspects of life (Afifah et al., 2022). The ever-evolving technological revolution and rapid global change are becoming the challenges of 21st-century education (Mirra, 2020). These challenges include digital disruption, where technology dominates student activities, causing dependence (Khasanah & Herina, 2020). Information distortion is also a challenge because abundant information causes difficulties in processing and evaluating the veracity of the information (Fadli, 2021). Furthermore, instant gratification is the impact of advanced technology so students can easily access anything (Tirtoni, 2022). Another impact of technological growth is still the degradation of morals in the easy generation; this is undoubtedly a challenge that must be faced (Benaziria, 2018; Oktaviani Hidayat et al., 2019; Saragih, 2023).

Education challenges in the 21st century are no longer limited to cognitive mastery alone. Therefore, it demands the mastery of skills to face the challenges of an increasingly globalized world (Utaminingsih, Puspita, et al., 2023). 21st-century skills required by students include critical thinking and problem-solving skills, communication skills, innovation, creativity, and collaboration (Silber-Varod et al., 2019). In response to these challenges, educational institutions need relevant curricula, qualified teachers, and effective learning methods to prepare students to become a superior generation (Phharisia, 2021). In addition, students must also have good digital literacy skills to face challenges in the era of globalization (Utami et al., 2022). Social science learning has great potential to be a critical foundation in responding to these needs (Nursahid, 2022).

Social science learning at the elementary school level is essential in preparing future generations to face the complexity and demands of the times (Nurdiana, 2015). Social sciences, as a multidisciplinary subject, offer an ideal stage to integrate these crucial aspects in the teaching and learning process at the primary level (Wirawan & Sukarini, 2021). Social, cultural, economic, and political aspects in global and local contexts have a crucial role in equipping students with relevant knowledge and skills to deal with the complex realities of the future (Umami & Musyarofah, 2020). In addition, it has excellent potential to help students develop a deep understanding of global issues and critical thinking skills that are much needed in the face of the complexities of the 21st century (Zain et al., 2022).

The importance of learning social sciences in primary school is broader than understanding historical facts or geography. It involves developing analytical abilities and social skills to deal with global change (Anggraeni et al., 2022). By understanding the social context, students can develop a deeper understanding of various social, cultural, and

environmental issues, become responsible citizens, and play an active role in Society (Fatahullah, 2016). Social sciences also enable students to understand human values, think reflectively, and appreciate diversity (Nafisahab et al., 2020). This directly supports character-building, emotional intelligence, and social interaction skills critical in overcoming moral degradation caused by massive technological developments (Siska et al., 2021).

Social science learning in elementary schools collaborates with digital literacy, making students not only technology actors but also technology literacy skills will make students technologically wise (Khasanah & Herina, 2020). Students will also be more guided to have accurate information on how to analyze to avoid readily believing in the information obtained to evaluate the information (Hadiansah et al., 2021). This certainly requires students to have the critical thinking skills needed in the 21st century (Urip & Riwanto, 2020). Through technological skills in social science learning, students are also equipped to understand and respond to social change and instill positive morals in students (Laar et al., 2017). Therefore, social science learning in elementary schools is the foundation of an effort to equip the younger generation to survive in facing the challenges of the 21st century (Wahid, 2019).

This study explores how social science learning at the primary school level can answer the challenges of 21st-century education, especially in developing skills, knowledge, and attitudes relevant to this era. This research is expected to provide valuable insights for educators, policymakers, and education practitioners to improve the quality of social science learning as part of preparing the younger generation to face the challenging world of the 21st century.

Through a deeper understanding of the benefits and role of social science in elementary schools, it is hoped that optimal learning strategies can be identified (Nursahid, 2022). This is to strengthen the relevance of social science education in the face of the dynamics of the 21st century (Utaminingsih, Sulasih, et al., 2023). After that, it is necessary to conduct a literature review and further research to support a strong foundation for understanding the role of social science in preparing future generations who are ready to face various challenges in the global era (Juliya et al., 2021).

B. RESEARCH METHOD

The method in this study uses the method of literature review or literature study. The purpose of this literature study is to strengthen existing theories and findings. This data is collected through search engines, including Publish or Perish, Google Scholar, Academia Edu, and Research Gate. Article searches are limited from 2013-2023. The first search, using the keywords "Social Science Learning and the 21st Century" and "Social Science Learning and Responding to the Challenges of the 21st Century", then added "Social Science Learning and Critical Thinking", "Social Science Learning and Digital Literacy Skills," "Social Science Learning and Global Issues", "Social Science Learning and Social and Cultural Skills". The search results obtained the results of 187 journals relevant to the study's title. Data

analysis is carried out by reducing data. Reduction begins by deduplication of the same article or articles. Still available articles are further reduced, selected articles that are most relevant to the research title and the problem to be studied. The reduction results were obtained from articles from 2015 to 2023. The next stage is collecting relevant information to strengthen theories and findings. In addition, the presentation of data and conclusion. The conclusions are based on the overall discussion.

C. RESULTS AND DISCUSSION

Social Sciences Guide the Development of Critical Thinking

21st-century education requires preparing students to face increasingly complex and diverse challenges (Urip & Riwanto, 2020). Critical thinking is essential in this context (Qomariyah, 2017). Critical thinking allows students to better understand the world around them (Purwanti et al., 2022). The importance of critical thinking in 21st-century education must be connected to the ability to solve problems, make data-based decisions, assess information critically, and make wise decisions (Nasution et al., 2020). Social sciences have a central role to play in the development of this ability. Students are given opportunities to develop critical thinking skills through analysis of news sources, historical studies, understanding global challenges, and solving social problems (Utaminingsih, Sulasih, et al., 2023).

Social science subjects in elementary school encourage students to analyze various social, economic, and political aspects of their societies (Astuti, 2017). They are invited to question information, understand causation, and identify different points of view (Parihah et al., 2023). In addition, it involves the integration of various disciplines, such as history, geography, economics, and sociology (Handini, 2016). Multidisciplinary integration helps students to understand real-world complexities that often cannot be explained by one discipline alone (Siska et al., 2021). Furthermore, it presents complex real-world problems. It enables students to develop their critical thinking skills in the context of real situations (Zain et al., 2022). They are invited to find solutions to social, economic, and political problems that exist in their society (Rahmi et al., 2021).

Social studies subjects allow students to understand the various arguments in society and build their arguments based on solid evidence and analysis (Rasyid, 2016). This helps them develop argumentation skills that are essential in critical thinking (Fatahullah, 2016). These subjects allow students to engage in complex thinking, analyze social problems, and understand the reality of their world (Permana, 2018). In the face of the challenges of 21st-century education, social science learning in elementary schools can be a powerful instrument in helping students become capable of critical thinking, confronting complex problems, and making wise decisions (Christina & Kristin, 2016).

Social Science Leads to Understanding Global Issues

21st-century education faces challenges, including the increasing need for global understanding (List, 2019). In this era of globalization, understanding global issues such as

international trade, climate change, human rights, international conflicts, and cooperation between countries becomes very important. Social Science (IPS) learning is one powerful tool for developing this global understanding (Parihah et al., 2023).

Social science learning helps students understand global issues in depth, including causes, impacts, and solutions (Yusnaldi, 2023). This helps students become more conscious and responsible global citizens (Pasaribu et al., 2022). In addition, it involves students in analyzing social problems and finding solutions (F. W. Utami et al., 2022). This helps them develop problem-solving skills to tackle global challenges (Poerwanti, 2012). Furthermore, it involves cooperation between students from different cultures and backgrounds (Muhaimin, 2015). It enables students to understand diverse worldviews and learn to work together in a global context (Rahayu, 2022). Social studies learning materials often cover human rights issues (Mukti, 2022). It helps students understand human rights' importance and promotes global justice (Miftahuddin, 2016).

Educators and curriculum must continue integrating social studies learning in educational programs to ensure students have the knowledge and skills necessary to meet the challenges of the 21st century (Riski et al., 2023). In addition, collaboration between educational institutions, government, and communities must be increased to support compelling social studies learning (Tohri et al., 2022). By harnessing the great potential of social studies learning, it can create a generation ready to tackle global issues and contribute to building a more just and sustainable world (Kuntari, 2019).

Education has also become a principal means to develop an understanding of global issues such as climate change, international trade, human rights, and geopolitical conflicts that significantly impact society (Astutik, 2022). Therefore, it is crucial to explore how social science learning can enhance students' understanding of global issues (Poerwanti, 2012). Factors that contribute to increased student understanding include (F. W. Utami et al., 2022): 1) topics of social knowledge relevant to global issues, 2) discussions that involve students in the analysis of global issues, 3) use of diverse learning resources such as books, articles, and online resources, and 4) project activities that enable students to apply their understanding in authentic contexts.

Teachers can help students relate social science concepts to global issues, stimulate in-depth discussion, and provide relevant direction (Tohri et al., 2022). Engage students in activities that allow them to apply their understanding in real situations. This can include research projects, simulations, and case studies (Rahayu, 2022). Structured and issue-oriented learning can help students develop more profound insights into the global challenges faced by today's society (Mukti, 2022).

Social Science Guides Digital Literacy Skills

21st-century education faces various challenges related to the development of technology and information (Spires et al., 2018). One of the main challenges is the development of digital literacy skills (Lazonder et al., 2020). Digital literacy is essential in this era, where technology and digital media play a central role in everyday life (Atoy et al.,

2020). Digital literacy skills include accessing, assessing, understanding (Laar et al., 2017), and using information presented in various digital formats (Kumpulainen et al., 2020).

Social science learning has great potential to effectively develop digital literacy skills (Ginanjar et al., 2019). Through an interdisciplinary approach and real-world relevant content, social science learning can help students integrate digital literacy skills into their understanding of the social, political, economic, and cultural issues they encounter in everyday life (Heryani et al., 2022). In addition, it helps students develop the ability to search, access, and evaluate information from various digital sources, including search engines, social media, news sites, and online databases (Meyanti & Lasmawan, 2023).

Students are taught to analyze and assess the credibility of information they find online (List, 2019). They learn to recognize reliable sources and avoid spreading false or biased information (Yazon et al., 2019). Students learn to understand the structure and content of digital texts, including news articles, blogs, and social media (Nawaf et al., 2023). They can identify the main message, the author's purpose, and the texts' social and political implications (Efendi & Hanif, 2022). Social studies learning also encourages students to use their creativity in creating digital content that is relevant to the social issues they study (Karima & Ginanjar, 2021). This includes creating blogs, videos, and social media campaigns (Purnomo, 2022).

Social science learning is ideal for developing digital literacy skills (Purnomo, 2022). The social, political, economic, and cultural issues taught in these subjects create a significant context for students to apply their digital literacy skills (Selsabila & Pramudiani, 2022). In addition, it also encourages critical thinking, pluralist perspectives, and cooperation among students, all of which are relevant to the use and analysis of digital information (Heryani et al., 2022). The role of teachers in integrating digital literacy skills into social science learning is crucial. Teachers must deeply understand digital literacy and how to teach it effectively (Yazon et al., 2019). Teacher training and curriculum development must support this approach (Selsabila & Pramudiani, 2022).

Through digital access to information in social science learning, students can develop skills in information access, credibility evaluation, digital text analysis, and digital creativity (Faliyandra et al., 2022). However, this requires competent teachers and a supportive curriculum (Efendi & Hanif, 2022). As such, this approach needs to be noted and improved to prepare students with the digital literacy skills required in an increasingly digitally connected world (Yuniarto & Yudha, 2021).

Social Sciences Guide Social and Cultural Skills

Education in the 21st century has faced challenges related to global change, technology, and rapid social dynamics (Calamlam, 2021). In response to this challenge, it is necessary to find practical learning approaches to develop student's social and cultural skills (Aulia & Pebriani, 2023). Social science has great potential to answer this challenge because it encompasses an understanding of society, culture, and human relations (Maulana et al., 2018). In social science learning, students learn about society and culture and develop fundamental life skills (Ginanjar, 2016). Critical thinking skills, communication

skills, an understanding of cultural diversity, and problem-solving abilities are essential in developing individuals ready to face a rapidly changing world (Fahreza & Rahmi, 2018).

In-depth social science learning and focusing on social and cultural analysis provides students with opportunities to develop critical thinking skills (Anggraeni et al., 2022). They are taught to examine contemporary issues, question information, and craft strong arguments (Malawi & Tristiar, n.d.). In addition, it can encourage students to participate in class discussions, presentations, and collaborative projects (Phharisia, 2021). This helps students improve their speaking and writing skills and understand how to communicate effectively (Dhesita, 2023).

Social science education focusing on developing social and cultural skills also helps students become more active and engaged citizens in their communities (Umami & Musyarofah, 2020). They can overcome conflicts, solve social problems, and contribute to more significant social improvement. The concept also helps students understand cultural diversity, values, and social norms (Handayani, 2017). They can develop empathy and respect for people with different backgrounds.

Social science materials also often involve case studies and complex social situations (Rahmi et al., 2021). This enables students to develop problem-solving skills applicable to various contexts (Amtorunajah & Masruri, 2015). In this respect, social science education can be considered an essential part of the transformation efforts of 21st-century education (Umami & Musyarofah, 2020). Primary school teachers need to integrate learning strategies that are more interactive, student-centered, and oriented towards developing social and cultural skills (Handayani, 2017). Thus, social science learning can be an effective solution in addressing the challenges of 21st-century education and preparing a generation for a complex and diverse world.

D. CONCLUSION

Social science learning in elementary schools plays a vital role in responding to the challenges of the 21st century. It guided students to have accurate information on how to analyze to avoid readily believing in the information obtained to evaluate the information and understand the social context to develop a deeper understanding of various social, cultural, and environmental issues. Social science prepares students to become responsible generations, play an active societal role, care about global issues, and have digital literacy and socio-cultural skills.

Social science materials in primary schools are an integral part of 21st-century education, which is the basis for instilling critical thinking, analytical, and social skills essential to face global change. In addition, it enables students to understand human values, think reflectively, and value diversity and improves social interaction skills. Social science learning in elementary school is the foundation for helping students think critically, face complex problems, make wise decisions, and guide their understanding of global issues. This implies that more attention is needed to social studies learning in elementary

schools, and teachers need to innovate learning to increase student social studies learning motivation. Students are equipped to face the challenges of the 21st century.

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