

## International Seminar Developing Society 5.0 Skills in The New Era Transformation of Indonesian IPS Education in The 21st Century

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### Abstrak

*Transformasi merupakan suatu tantangan modernisasi zaman yang tidak asing lagi bagi bangsa Indonesia. Transformasi tersebut ialah proses menuju perubahan yang lebih baru dan harus direspon oleh segenap manusia sosial dan pendidikan, sehingga mencapai perubahan yang berkualitas terhadap perkembangan zaman. Respon tersebut membuahkan perubahan yang multifungsi pada bidang kehidupan masyarakat maupun lingkungan pendidikan. Abad 21 ini masih lemah respon yang positif terhadap transformasi zaman sehingga nampak dampak yang negatif seperti minimnya minat terhadap lingkungan sosialnya. Maka peran dari pendidikan yang multifungsi yakni PIPS menjadi sarana bagi anak bangsa untuk bejala dalam dunia sosial. Tujuan dari artikel ini berusaha memaparkan Transformasi pendidikan Ilmu Pengetahuan Sosial di Indonesia abad 21. Metode dalam penulisan artikel dijabarkan melalui studi literatur yang memanfaatkan mesin pencari untuk memperoleh jurnal dan ebook. Dalam pembahasan yang akan dijabarkan pada artikel ini meliputi bagaimana proses Transformasi perubahan pendidikan IPS di Indonesia abad 21, bercermin pada awal mula pendidikan dikenal Indonesia.*

**Kata kunci:** Transformasi, Pendidikan IPS.

### Abstract

Transformation is a modernization challenge that is familiar to the Indonesian people. This transformation is a process towards newer changes and must be responded to by all social and educational people to achieve quality changes to the times. This response resulted in multifunctional changes in community life and the educational environment. However, the 21st century is still weak in a positive response to the transformation of the times, so it appears to have negative impacts such as a lack of interest in the social environment. So the role of multifunctional education, namely PIPS, is a means for the nation's children to learn in the social world. The purpose of this article is to describe the transformation of social science education in Indonesia in the 21st century. The method of writing articles is described through literature studies that use search engines to obtain journals and ebooks. The discussion described in this article includes how the transformation of social studies education changes in Indonesia in the 21st century, reflecting on the beginning of education known to Indonesia.

**Keywords:** Transformation, Social Studies Education.

### Preliminary

Transformation seeks development from all directions and aspects of community life, initially prioritizing participation in stimulating educational efforts and collaborating in each phase and process of the development (Melynia et al., 2021). Every community environment wants to make a change from a specific direction, of course, towards a better one (ABBAS, 2020). This hope is determined to achieve a more progressive and prosperous life (Abbas, Jumriani, Handy, et al., 2021). The determination for the emergence of these changes is the initial milestone of the process of modernization (Matondang, 2019). Therefore, modernization requires good quality of education to bring about better changes (Abbas, 2021).

Required conditions in each change for the better becomes a motivation for the Indonesian nation (ABBAS, 2020). These provisions can be obtained from multifunctional education, which can be interpreted as the order of life (Abbas, Jumriani, Syaharuddin, et al.,

2021). As is the case, PIPS in the social studies context approach collaborates with the Social Sciences (IIS) and the Humanities, which in essence, have integration meditate (Abbas, Rusmaniah, Rival, et al., 2021). Social Education is Formed based on social reality problems using an interdisciplinary approach (Syaharuddin & Mutiani, 2020).

IPS has contributed significantly to education in Indonesia from ancient times to the 21st century because IPS is an integrated science. Inside, it contains a variety of knowledge (Abbas & Warmansyah, 2014). Currently, Indonesian Social Sciences Education has been challenged to strengthen a philosophical foundation with a solid theoretical basis with the primary objective of developing a social studies curriculum. Following the development of the socio-cultural system and Indonesian society (Abbas EW, 2018).

According to (Subiyakto, B., & Mutiani, M., 2019), Social Studies education can provide considerable support in dealing with social problems because social studies education has a role and function in advancing human resources to gain knowledge about human dignity as a creature, social skills, skills in applying this knowledge and being able to act based on values and norms so that they can live in a society (Achmadi, 2019). Moreover, the essence of life is about social interaction that continues throughout life because life is dynamic.

Integrating IPS motivates social media students to explore the meaning of Science Knowledge Social further. From that, social values are fundamental because this, especially in the world of education, is more instilled in students in learning. Through the learning process, it is necessary to instill social values, religion, social care, and love for the homeland. In this process, it is hoped that students can further improve how to behave well, honestly, and sincerely in doing things in society and be fair, compassionate, help others, love the nation and each other, and please help as an expression of moral form that has social value (Mutiani, 2017).

The transformation and change of social studies education in Indonesia, in essence, always develops along with changing times (Jumriani, Rahayu, et al., 2021). Likewise, social studies education entered the world of Indonesian education in its way. As explained in (Abbas EW, 2013),:

"Social Science Education (PIPS) was introduced in the world of Indonesian education when IKIP Bandung implemented the Pioneer School Development Project (PPSP) in 1972, which was then included in the national education curriculum through 1975 Curriculum. Social Sciences (IPS), the equivalent of social studies from American Unions, are luggage for lecturers at academic staff education institutions (LPTK) who study in Western countries, which then introduce social studies and are used as subjects in the world of Indonesian education.

Based on this, the transformation of social studies education in Indonesia in the 21st century requires a positive response from community institutions to educational institutions because social studies education has been around for a long time in the world of education (Jumriani, Syaharuddin, et al., 2021). So the purpose of this article is to describe the transformation of social science education in Indonesia in the 21st century by reflecting on the beginning of education known to Indonesia and as an appreciation of social studies as a subject in the world of Indonesian education in the 21st century.

## **Method**

Articles are written by applying the literature review method. Literature studies are theoretical studies based on books, journals, and relevant references (I Wayan Eka Mahendra & Ni Nyoman Parmithi, 2015). In digging analysis related to the problem of the transformation of social studies education in Indonesia in the 21st century, this article is descriptive and described as a structured narrative (Sugiyono, 2018; Suwartono, 2014). The applied literature aims to construct the author's thoughts on finding information related to the problem of transforming social studies education in Indonesia in the 21st century. From various variations on reference sources, it adds insight to writing articles.).

## **Results and Discussion**

In my view how the transformation from Social Studies Education from time to time can improve their skills, especially in the times, especially 21st-century skills. The transformation of the times does not miss advancing technology. Science and technology have become popular means of communicating with each other communicate from afar feels close and vice versa. Now, during the COVID-19 pandemic, technology plays a vital role in maintaining the activities of the community so that they are maintained and maintained. One of them, in terms of education, remains conditioned by technology and communication—face-modernization needs policies from individuals to the general audience to achieve modern, positive ones.

It reflected the multidimensional crisis that hit Indonesia in 1997, which had a remarkable impact on the quality of Indonesia's human resources and education in Indonesia. As such, to participate in meaningful roles in the era of globalization in the 21st century, every citizen must be required to have different abilities from each other. Which demands capabilities beyond the past several decades (Maftuh, Buyamin & PD, M, 2010). As time goes by, things like that also explore changes. Therefore, the specific changes in social studies education are an integrated science to the social environment(Mardhiah et al., 2021).

The presence of PIPS in the Indonesian education system cannot be separated from the curriculum system that has been implemented in Indonesia. Several experts also put forward that embryonic curricula and social studies education in Indonesian formal educational institutions were included in the 1947 curriculum, the 1952-centered curriculum, the 1964 curriculum, and the 1968 curriculum (Sapriya, 2017). Then according to (Birsyada Iqbal, 2014), PIPS which grows and develops in Indonesia, cannot separate from the chaotic situation that had hit Indonesia; education was also included as a result of the emergence of the event, namely the G30S/PKI which was finally resolved and the new order was born as a result of the change from being led by the old order.

Apart from that, the development of Indonesian social studies education is divided into two, namely social studies education for universities and social studies education for elementary and secondary schools (Hidayat, 2020). Meanwhile (Numan, 2001) argues that social studies education in elementary and secondary schools is interpreted as a simplification and adaptation of social science disciplines, humanities, and basic human activities that are organized and presented scientifically, referring to psychological-pedagogical goals. Mainly the realm of education.

Social studies education combines education and culture, namely the whole idea of ideas, behavior, and human creations developed through the learning process. This integration can serve as a guide for the life of society, nation, and state (Ridwan, 2014). In contrast, according to (Putro, 2020), the current social studies learning situation tends to be segregated, only using memorization techniques and lacking skill development. The author concludes this by looking at the lack of students' understanding of process and continuity.

The development of social studies education, as stated above, in its development process can not be separated from changes in the curriculum in it. Hence, social studies education as social knowledge education refers to the organization of curriculum materials, the main objective of which is to develop student competencies in terms of knowledge of society and culture. The main focus of social studies is the study of human relations in society and the environment (Jaenudin, 2014). Curriculum changes in social studies education in Indonesia began with: the social studies curriculum 1974-1975, social studies curriculum 1984-1990, social studies curriculum 1994, social studies curriculum 2006, and social studies curriculum 2013 (Hidayat, 2020).

First, the development of the 1974-1975 PIPS curriculum in Indonesia cannot be far from the 1975 curriculum archives. In its content on Social Studies as a subject intended for education in elementary and secondary schools, the 1974 junior high school curriculum covers the disciplines of Geography, History, and Economics, which is the reference for the main scientific disciplines? (Mutiani et al., 2021). Meanwhile, the disciplines of Sociology, Politics, and Anthropology as a reference for companion subjects (Hasan, 1996). Judging from the opinion about social studies education in Indonesia, it is more uplifting and adapted from several speculations on the development of the social sciences intertwined with foreign countries. Furthermore, the progress of Social Studies also occurred in the 1974 curriculum and continued in 1975, when the Social Studies curriculum was perfected.

Second, the IPS curriculum from 1984-to 1990 improved from the previous curriculum, which was in 1974. In the 1984 IPS curriculum, it is only necessary to mention names as subjects for elementary and junior high school education levels, which is exactly like the previous 1974 curriculum (Gunawan, 2016). Meanwhile, at the social science education level, high school has used social science disciplines to name the terms of stand-alone subjects. In addition, developments were also seen in 1990; the social studies education curriculum had two concepts: (1) social studies taught in the tradition of "citizenship transmission" this form of learning is based on education Pancasila and citizenship and national history. (2) IPS taught in "social science," the education takes the form of separately from high school, junior high school, and an integrated one in elementary school (Rachmah, 2014).

Third, the social studies education curriculum in 1994 was set differently from the elementary, junior high, and high school levels. However, if we review the content of the material provided from the elementary level until the SMP approach used is an integrated approach. Even so, the separation is still visible in the IPS curriculum material. In another sense, social studies education in this curriculum is still not complete given by integration. In addition, the SMA level is still distributed separately (Hidayat, 2020). Therefore, in the social studies education curriculum in 1994, there were still gaps in subject matter between school levels.

Fourth the 2006 IPS education curriculum is a study of the Education Unit Level Curriculum (KTSP). Social studies integration from various IIS branches: Sociology, History, Geography, Economics, Politics, and Law and Culture. IS is formulated as the basis of reality and social phenomena that carry out an interdisciplinary approach to aspects of the IIS branch (sociology, history, geography, economics, politics, law, and culture). Social studies and social studies are part of the educational curriculum launched by the contents of the IIS branches: sociology, history of geography, economics, politics, anthropology, philosophy, and social psychology (Samiha, 2017). In the KTSP curriculum, there have been improvements, among others, the existence of opportunities from the curriculum that provides space for social studies education as an integrated subject.

Fifth, the social studies education curriculum in 2013 is a development in refining the KTSP curriculum. In the 2013 Social Sciences education curriculum, there are three curriculum systems developed in which learning models are developed, namely: (1) Project-Based Learning (Project-Based Learning), (2) Discovery Learning, (3) Problem Based Learning (Siregar, 2019).

According to Abbas EW (2013), an increase in theme-based PIPS was developed in the 2013 curriculum; learning about the theme is limited to specific fields of study or certain subjects but several subjects. The impetus for the thematic is the spirit of the 2013 curriculum. Then it is related to social studies learning in the Teacher's or Student's book for class IX SMP. Regardless of the second, the book must improve the teaching materials developed based on the theme. Selected themes based on standardized themes become a reference for development, not based on the scientific standards of each discipline (scientific).

This is the curriculum development education tIPS in Indonesia, which makes the IPS journey, not a joke. So that every step of the development of a long social studies education can face challenges change modernization nowadays, even social studies education existsamongEducation. The positive thing is that after PIPS and social studies learning lasted for approximately 40 years, now is the time to "return" PIPS to its khittah, which got the best moment with the implementation the 2013 Curriculum (Abbas EW, 2013). With that also, in the future, the social studies curriculum can be integrated with the world of work, and various other thingsSkillswhich should be owned by every student need to be further improved so that in the future, students can create independent individuals and can create jobs (Nursyifa, 2019).

Modernization Social studies education in Indonesia has surpassed challenges, such as the challenges of the changing curriculum up to the 2013 curriculum, which is a refinement of the process of changing the previous curricula. (Sukmadinata, 2010). To achieve better social studies education, it is necessary for educators who are up to date on social issues. Good educators will have a good impact on students and the community. Of themodernizationSocial studies, education can be followed and corrected wisely(Wiriaatmadja, 2015).

In line with that, it is necessary to transform social studies teaching to prepare students to learn the changing times. Therefore, social studies teaching is not only a conceptual or theoretical measure; the essential thing is implementing social studies education. So that it can make a guide for students to be able to understand the level of social life and be able to solve problems about what is happening in the community (Nursyifa, 2019). And so, the precious gift ofmodernizationSocial studies education is beneficial for the Indonesian people to become good citizens by applying social understanding.

In addition, in the face of all challenges and obstacles In this era, alliances from all fields such as family, school, and community are very much needed as well as the role of government in the process of advancing the excellence of the world of education in this era of modernization. The effort to be achieved is, of course, not easy; moreover, the main goal is God wants to transform (Yusnita et al., 2021). So that in this case, the transformation can start from now on, from the usual stage, to bring extraordinary changes to the order of human life in the future. With that, the results of the study (Muhammad Abror A & Nunuk Suryani & Deni Tri Ardianto, 2019) showed that in social studies subjects, students are directed to become Indonesian citizens who are wise, responsible, democratic, and love peace.

Implementation of character values education Social Studies in Indonesian education is also necessary because character education is the main focus in achievement modernization education. Especially social studies education. As is the law case no. 20 of 2003 concerning the National Education System, which formulates the objectives and functions of education that must be used in developing education efforts in Indonesia, among others:

Article 3 of the National Education System Law states, "National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen."

Improving character education is very strategic for the sake of continuity and excellence for the nation to come. The improvements are based on sound planning, a balanced approach, and more effective learning and learning methods (Afandi, 2011). So (Mutiani 2017) explains that PIPS has the primary responsibility, namely: to support students to increase the knowledge, skills, and values that should be needed to participate in community life at level local, national and global.

In social studies education itself, character education has been instilled. This is in line with the objectives of social studies education, which include fostering students as good citizens, possessing knowledge, skills, and high social awareness. These things can be helpful personally and for the community and the Indonesian state (Syaharuddin et al., 2021). However, making it happen starts with the learning process, and learning is not limited to cognitive, psychomotor, and affective aspects.

Generally, Transformation education in social studies is found in the challenges faced by social studies education in the era of the 21st century. These challenges are created because of the existence of beings who are the initial source of life's problems: education, technology, society, or culture. Because humans are created with unique thoughts, unique thoughts create the character. In the world of social studies education in Indonesia, the latest curriculum discusses character education which has always been the main focus in social studies achievement for great students. Based on this, PIPS can deliver educated character in the face of the challenges transformation of 21st century Indonesia.

## **Conclusion**

Transformation brings the modernization of the times and impacts challenges in dealing with technology, education, society, and culture. To compensate for this transformation, PIPS

must carry out a change so that it is helpful for the life order of students in their interactions from local to national and global. Based on the above study, facing the transformation of social studies education in Indonesia in the 21st century has undergone a long process of its development. From the use of the curriculum in 1974-1975 to the stage of improving the curriculum, namely the 2013 curriculum, which contributed a lot to the world of education in Indonesia. not only that, with the character education applied to the 2013 curriculum, it plays a significant role in facing the challenges of modernization.

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