

Social Studies in the Frame of 21st Century Education***Social Studies* dalam Bingkai Pendidikan Abad 21****Gusmira Wita¹ dan Irhas Fansuri Mursal²****[1gusmira123@gmail.com](mailto:gusmira123@gmail.com) dan [2irhasfansuri@gmail.com](mailto:irhasfansuri@gmail.com)****¹ Universitas Negeri Padang dan ² Universitas Jambi**

Abstrak: Pembelajaran social studies memiliki peran penting bagi peserta didik sebab social studies berkaitan dengan berbagai aspek kehidupan manusia yang melibatkan tingkah laku dalam memenuhi aspek kebutuhan hidup serta Social studies berkaitan dengan bagaimana cara manusia menggunakan usahanya memenuhi kebutuhannya. Pada hakikatnya yang dipelajari dalam social studies adalah bagaimana mempelajari, menelaah, mengkaji sistem kehidupan manusia di dalam masyarakat. Kebutuhan Abad 21 menuntut agar model pembelajaran yang diterapkan dalam proses pembelajaran social studies mampu mengembangkan kemampuan berfikir tingkat tinggi peserta didik yang dalam Taksonomi Bloom mencakup kemampuan menganalisis (C4), mengevaluasi (C5) dan mencipta (C6). Dengan demikian proses pembelajaran menghasilkan sumber daya manusia yang unggul, mampu berfikir kritis serta memiliki kesiapan dalam menghadapi perubahan yang cepat dalam masyarakat global.

Kata Kunci: social studies, Abad 21, berfikir tingkat tinggi.

Abstract: Learning social studies has an important role for students because social studies is related to various aspects of human life which involve behavior in meeting aspects of life's needs and social studies is related to how humans use their efforts to meet their needs. In essence, what is studied in social studies is how to study, examine, study the system of human life in society. The needs of the 21st century demand that the learning model applied in the social studies learning process is able to develop students' high-level thinking skills which in Bloom's Taxonomy include the ability to analyze (C4), evaluate (C5) and create (C6). Thus the learning process produces excellent human resources, capable of critical thinking and readiness to face rapid changes in global society.

Keywords: social studies, 21st century, higher order thinking.

INTRODUCTION

The 21st century is the century of knowledge, a century where information is spread and developed. One of the prominent features of the 21st Century era is the increasingly interconnected world of science and technology so that the synergy between them is getting faster. Meanwhile, in the context of the use of information and communication technology, it has narrowed and even melted the dimensions of space and time which have been the determining factors for the speed and success of human mastery of science and technology (<http://yana.staf.upi.edu>).

The 21st century which is marked as the century of openness or the century of globalization has many differences from the 20th century in various ways. Among them are in terms of work, social life and self-actualization. The 21st century is marked by the rapid development of information technology. Many jobs have been replaced by machines, both production machines and computers. The

way of life in society has also begun to change, with the development of information technology, distance is not a barrier to communication. But the problem is people care less about each other because they are busy with the technology they have.

The 21st century is also known as the age of knowledge, all alternatives for meeting the needs of life in various knowledge-based contexts, for example the development of a knowledge-based economy, the development of knowledge-based community empowerment, the development of knowledge-based industries. Besides that, the global economy in the 21st century is controlled by information technology networks, where all transactions are carried out online, investments and capital markets are carried out without seeing real life turmoil, except by looking at the numbers on the monitor. These figures change in a matter of minutes or even seconds due to economic, political, social turmoil and even by world leaders. (Wijaya, Sudjimat and Nyoto, 2016: 264) The 21st century is marked by the abundance of available information that can be accessed anywhere and anytime, social change is accelerating, and routine work and communication can be done anywhere and anytime. (Ministry of Education and Culture Research and Development, 2013) So efforts to improve life are always carried out in order to develop human resources who are ready to face this change.

The National Education Standards Agency (2010), states that 21st century national education aims to realize the ideals of the nation, namely a prosperous and happy Indonesian society, with an honorable and equal position with other nations in the global world. This is realized through the formation of a society that has quality human resources, namely individuals who are independent, willing and capable of realizing the ideals of their nation. ([http: yana.staf.upi.edu](http://yana.staf.upi.edu))

Referring to the educational paradigm and national education paradigm mentioned by Mukminan (2014: 3) that BNSP formulates eight national education paradigms in the 21st century, which are as follows.

1. In facing the 21st century where technology and science are required in a global society, education must be oriented towards mathematics and science along with social science and humanity with a reasonable balance.
2. Education does not only make a person knowledgeable but also adheres to a scientific attitude towards science and technology, namely in the form of a critical, logical, inventive and consistent attitude as well as having the ability to adapt.
3. Early childhood education, basic, secondary and tertiary education must be mutually sustainable systems, each level supporting the next.
4. At every level of education it is necessary to instill a spirit of independence because personal independence underlies national independence.
5. In facing the convergence of various fields of science and technology, it is necessary to avoid specialization that is too early and too sharp.
6. It is necessary to pay attention to ethnic, cultural, religious and social diversity in the implementation of education, especially at the early education level.

7. For the sake of equality of access to education, education must be implemented by the government and society (decentralization) by following the policies set by the government.

8. It is necessary to implement a correct monitoring system and continuous evaluation which is carried out consistently in order to ensure the implementation of quality education.

In this regard, it is necessary to carry out an improvement by building creative, independent and critical human beings without abandoning the insight of responsibility to defend others so that they are invited to progress to enjoy the opportunities given by adab 21. In this regard, we are challenged to create an educational system that can produce thinkers who are able to participate in building a social and economic order that is aware of knowledge like other citizens of the 21st century. Various efforts have been made to improve the quality of education, including: curriculum redesign, learning approaches, content arrangement, and competence determination, which are always adapted to the development of situations and conditions, as well as the current era. Efforts to improve the quality of education require hard work from all of us, high will and commitment to the task, given the efforts to improve the quality of education, many innovations must be created, creativity must be developed, with all the consequences and benefits. (Mukminan, 2014:2)

P21 (Partnership for 21st Century Learning) develops a learning framework in the 21st century that requires students to have skills, knowledge and abilities in the fields of technology, media and information, learning and innovation skills as well as life and career skills. This framework also describes the skills, knowledge and expertise that must be mastered so that students can be successful in life and work. (Wijaya, Sudjimat and Nyoto, 2016: 266)

In line with this, the Ministry of Education and Culture formulated that the 21st century learning paradigm emphasizes the ability of students to find out problems from various sources, formulate problems, think analytically and collaborate and collaborate in solving problems. As contained in the following table.

Tabel 1
Learning Model based on Characteristics of the 21st Century

| Ciri Abad 21 | Model Pembelajaran |
|--|--|
| Informasi (tersedia dimana saja, kapan saja) | Pembelajaran diarahkan untuk mendorong peserta didik mencari tahu dari berbagai sumber obserbasi, bukan diberi tahu. |
| Kompulasi (lebih cepat memakai mesin) | Pembelajaran diarahkan untuk mampu merumuskan masalah (menanya), bukan hanya menyelesaikan masalah (menjawab). |
| Otomasi (menjangkau segera pekerjaan rutin) | Pembelajaran diarahkan untuk melatih berfikir analitis (pengambilan keputusan) bukan berfikir mekanistik (rutin) |

Sumber: litbang.kemendikbud.go.id.

Every individual facing the 21st century must have critical thinking skills, knowledge and skills of digital literacy, information literacy, media literacy and mastery of information and communication technology. (Frydenberg & Andone, 2011) We cannot avoid the reality that occurs and every individual must be prepared to face it. Preparing self-ability through a continuous learning process needs to be done so that it is ready to face all the changes that occur.

2013 Curriculum Strategies for Entering the 21st Century Education

Education is a process that is carried out consciously and intentionally to improve the abilities and values of a person's or society's behavior. This is in accordance with the goals of national education which are applied to RI Law No. 20 of 2003 concerning the national education system, namely "National education aims to educate the life of the nation and develop the whole person for people who believe and fear God Almighty and are virtuous, have knowledge and skills, physical and mental health, a solid and independent personality, and a sense of social and national responsibility"

To improve the educational process in order to improve the quality of human resources, the Indonesian government implemented the 2013 curriculum which has now been perfected. The application of this curriculum requires students to have higher order thinking skills (HOTS). In line with the results of the national exam convention as mandated in government regulation number 16 of 2005 (jo. PP 32 of 2013). Resulting in that in order to increase the credibility and reliability of the National Examination, in the future improvements will be made, one of which is that the National Examination measures higher cognitive domains (higher order thinking). (<http://www.kemdikbud.go.id>).

The 2013 curriculum is a curriculum development carried out in order to improve the KTSP curriculum. The theme of the 2013 curriculum development is to be able to produce Indonesian people who are productive, creative, innovative and affective through strengthening integrated attitudes (know why), skills (know how), and knowledge (know how).

There are several factors that are the reasons for the changes in the 2013 curriculum in the Indonesian education system, namely (1) future challenges including globalization, environmental issues, advances in technology and a knowledge-based economy, (2) future competencies which include the ability to communicate, the ability to think clearly and critically, the ability to consider the moral aspect of a problem, the ability to be an effective citizen, and the ability to try to understand and be tolerant of different views, (3) emerging social phenomena such as student fights, drugs, corruption, plagiarism and social unrest, and (4) public perception that assesses education so far has focused too much on cognitive aspects, the burden on students is too heavy, and lacks character.

Based on this, it is said that the 2013 curriculum is oriented towards the development of globalization in which there are advances in information technology, environmental problems, and the rise of the creative economy and culture. This curriculum is competency-based, in terms of attitudes, knowledge and skills. The position of the 2013 curriculum which must be applied in teacher learning must be integrated as the theme in the 2013 curriculum development. Of

course, to achieve this, a learning process that supports creativity is needed. That is why it is necessary to formulate a curriculum that promotes personal experience through observing, asking, reasoning, and trying (observation based learning). To increase the creativity of students. Besides that, students must be accustomed to working in networks or through collaborative learning. The development of the 2013 curriculum, in addition to providing answers to some of the problems inherent in the previous curriculum, also aims to encourage students to be better able to make observations, ask questions, reason, and communicate (present) what is obtained or known after receiving learning material.

This curriculum is prepared to create generations who are ready to face the future. Because it is structured in order to anticipate future developments that will be unavoidable. So it is appropriate that the 21st century paradigm shift and the 21st century competency framework become the basis for developing the 2013 curriculum.

Implementation of 21st Century Education Concepts in Learning Social studies

Social studies learning is related to various aspects of human life that involve behavior in fulfilling aspects of their life needs. Social studies is concerned with how humans use their efforts to meet their needs. In essence, what is studied in social studies is how to study, examine, examine the human life system on the surface of the earth. In relation to the scope of Social Studies, the development of Social Studies curriculum material varies with integrated material, related to separate.

Social studies or what we know as Social Studies (IPS) is one of the subjects in basic education (SD/MI and SMP/MTs), while in secondary education (SMA/MA) social studies is known as a specialization group together with specialization MIPA, Language and Culture. Social studies in basic education, especially elementary school, is integrated (integrated) because of that the learning is thematic. In the lower grades (I, II and III) IPS is combined with Indonesian Language, Pancasila and Citizenship Education, and Mathematics. In SD/MI, the high grades (Classes IV, V, and VI) become independent subjects. At the SMP/MTs level, learning is integrated-correlative in nature, materially the concepts of social science in social studies are not yet tied to a theme. In secondary education, namely SMA/MA social studies, it becomes a specialization group, which consists of monodisciplinary subjects, namely Geography, Sociology, Economics, and History. (Ministry of Education and Culture, 2016)

There are several abilities that are expected after students take part in social studies learning both in elementary education and social studies specialization groups in secondary education. The expected capabilities are as follows.

- 1) Recognize and understand concepts related to people's lives and their environment
- 2) Applying theories, approaches and methods of the social sciences and humanities, in simple research and communicating orally and/or in writing in accordance with the rules of scientific writing by utilizing information technology;

3) Think logically and critically, curiosity, inquiry, creative, innovative, collaborative and skilled at solving problems in people's lives

4) Understanding the impact of scientific developments on technological developments and human life both in the past and the potential impact in the future for themselves, other people and their environment

5) Having commitment and awareness of social and human values and being proud to be an Indonesian citizen; and

6) Communicating, cooperating, and being competitive in a pluralistic society, at the local, national, global level. (Ministry of Education and Culture, 2016)

Learning the 2013 curriculum which leads to a 21st century way of thinking puts forward high-level thinking skills. Students must be trained to think critically, creatively and solve problems. Learning Social Studies must be a meaningful learning. So that the benefits are real for students. Social studies learning must be avoided from a monotonous learning model that is dominated by lectures in the form of the only transfer of knowledge from teacher to student. Students are invited to be involved in the learning process so that learning Social Studies is not considered boring.

Based on the 2013 curriculum, there are several learning models offered to develop students' high-level thinking skills, namely: 1) a scientific learning model. 2) problem based learning model of learning. 3) project-based learning model. But it does not demand the possibility of a teacher developing other learning models but with the hope that the learning model applied is able to develop students' high-level thinking skills which in Bloom's taxonomy include the ability to analyze (C4), evaluate (C5) and create (C6).

The difference between the 2013 curriculum and the previous curriculum (KBK and KTSP) was caused by changes in concepts including changes in Graduate Competency Standards (SKL), changes in curriculum structure, achievement of student competencies based on the concept of 21st Century Skills (Trilling and Fadel, 2009), changes in learning approaches based on scientific approaches (Dyers et al., 2009), and learning assessment based on authentic assessment (Wiggins, 2002 and Ormiston, 2011 in Murti, 2013).

Di abad ke 21 ini, pendidikan menjadi semakin penting untuk menjamin peserta didik memiliki keterampilan belajar dan berinovasi, keterampilan menggunakan teknologi dan media informasi, serta dapat bekerja, dan bertahan dengan menggunakan keterampilan untuk hidup (life skills). Wijaya, Sudjimat dan Nyoto (2016:269) menyebutkan bahwa ada perbedaan yang terdapat pada proses pembelajaran pada masa industri (sebelum abad 21) dengan masa ilmu pengetahuan (masa abad 21). Seperti yang dapat dilihat pada tabel berikut.

Table 2
Differences in the Implementation of Industrial Age Learning and Knowledge Age

| No | Masa Industri (<i>Industrial Age</i>) | Masa Pengetahuan (<i>Knowledge Age</i>) |
|----|---|---|
| 1 | Pendidik memegang kekuasaan penuh untuk proses belajar, | Pendidik sebagai fasilitator |

| | | |
|----|---|---|
| | semua berpusat pada guru | |
| 2 | Pendidik sebagai sumber ilmu dan pengetahuan | Pendidik sebagai teman belajar |
| 3 | Belajar berpusat pada kurikulum (direct learning) | Belajar berpusat pada siswa |
| 4 | Belajar dibatasi waktu dan terjadwal | Belajar lebih fleksibel dan sesuai dengan kebutuhan |
| 5 | Belajar berbasis fakta | Belajar berbasis project (project based) dan masalah(problem based) |
| 6 | Bersifat teoritis, abstrak dan survey | Bersifat nyata, proses dan refleksi |
| 7 | <i>Drill dan practice</i> | <i>Inquiry & design</i> |
| 8 | Sesuai aturan dan prosedur | Menemukan (discovery) |
| 9 | Bersaing (<i>competitive</i>) | <i>Collaborative</i> |
| 10 | Focus pada permasalahan di kelas | Fokus pada permasalahan sosial |
| 11 | Pembelajaran sesuai dengan norma yang ada | Pembelajaran lebih kreatif |
| 12 | Computer sebagai subject belajar | Komputer sebagai media untuk pembelajaran |
| 13 | Media presentasi bersifat statis | Media presentasi yang lebih dinamis |
| 14 | Komunikasi antar pelajara terbatas di kelas | Komunikasi antar pelajar menjadi tidak terbatas |
| 15 | Penilaian dilakukan berdasarkan hasil tes | Penilaian ditinjau dari berbagai aspek |

In line with this, the Ministry of Education and Culture formulated that the 21st century learning paradigm emphasizes the ability of students to find out from various sources, formulate problems, think analytically and collaborate and collaborate in solving problems. Meanwhile, based on the 21st century learning framework are as follows. (1) The ability to think critically and solve problems is able to think critically, laterally and systemically, especially in the context of problem solving. (2) Ability to communicate and cooperate, able to communicate and collaborate effectively with various parties. (3) The ability to create and innovate, being able to develop their creativity to produce various innovative breakthroughs, (4) Information and communication technology literacy, being able to utilize information and communication technology to improve performance and daily activities. (5) Contextual learning ability, being able to undergo contextual independent learning activities as part of personal development. (6) Information skills and media literacy, being able to understand and use various communication media to convey various ideas and carry out collaborative activities and interactions with various parties. (Wijaya, Sudjimat and Nyoto, 2106:266-267).

In line with the above, education in the 21st century according to Partick Slattery in his book "Curriculum Development in the Postmodern" as cited by Hidayat and Patras (2013), must be based on the following four concepts.

1) The concept of Dorotri which says that education should be directed to social change, community empowerment, and freeing the human mind, body and spirit.

2) The concept of Thich Nhat Hanh which suggests seven things that must inspire education, namely a) don't idolize or be bound by theory, ideology or religion because there is no absolute truth, b) don't think that the knowledge you have now is the most correct and avoid thinking narrowly, c) don't force others, d) have to care about others, e) don't nurture hatred and anger, f) don't lose yourself under any circumstances, and g) don't work in a place that destroys humans and nature.

3) The concept comes from David Ort which explains that the context of learning, curriculum development and research. Therefore the teacher as an educator must use various opportunities to connect students with the surrounding environment. The goal is to create survival

4) The concept comes from Dietrich Bonhoeffer which prohibits teachers from carrying out learning activities in a state of stress. He revealed that being free is freeing others, because no one thinks of freedom in a substantial way.

Based on some of the opinions above, education in the 21st century must be the main foundation and a place for goodness to grow for individual transformation and renew society. therefore teachers and students must collaborate well in the process of implementing education in schools.

CONCLUSION

Learning social studies in schools must reflect the 21st century learning paradigm. So that the learning carried out is far more meaningful and able to produce students who are in accordance with the expectations of the implementation of social studies in schools both at the elementary, middle and high school levels. Education is considered the best social engineering system to improve the welfare, dignity and status of a nation. The presence of capable teachers who are competent is needed in this case, because education and teachers are something that cannot be separated. In order to teach social studies with a 21st century educational paradigm, teachers must have 21st century thinking skills, the ability to access information, information management skills, pedagogical thinking skills, the ability to create a good learning environment, be creative and produce work, the ability to build a new paradigm. All of these abilities should be owned by a teacher in teaching learning in class, especially social studies. So that the learning that is carried out really becomes meaningful learning. Because great, innovative and creative teachers will be able to inspire those around them and bring change to the face of Indonesian education.

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