

THE IMPLEMENTATION OF SOCIAL STUDIES LEARNING IN JUNIOR HIGH SCHOOLS TO UNDERSTAND THE DYNAMICS OF GLOBALIZATION

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Abstract

In light of globalization, this study examined how junior high school pupils used their Social Studies coursework. Three social studies instructors contributed to the study, which used a qualitative methodology and a case study technique. According to the findings, instructors encounter a number of difficulties when incorporating global concerns into the curriculum, such as a lack of resources and the requirement to modify teaching materials. Nevertheless, they also discovered opportunities through the application of innovative teaching approaches, including the use of digital media and issue-based discussions. These findings had important implications for teachers, students, and schools in developing more effective and relevant Social Studies learning strategies in the face of globalization dynamics.

Keyword: *Social Studies Learning, Globalization, Junior High School*

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INTRODUCTION

Junior high school social studies integrates sociology, geography, economics, and history to give students a thorough grasp of how societies operate. Its goals include developing critical thinking skills, increasing problem-solving ability, and increasing knowledge of current societal challenges. Social studies has a significant impact on how students perceive cultural diversity, economic interdependence, and technological advancements in the modern, globalized world. To promote active student participation and foster a deeper understanding of global relationships, adequate social studies instruction incorporates interactive strategies such as case studies, group discussions, and project-based learning.

There are a number of challenges with implementing social studies instruction on an international scale. Because of little budget, poor teacher training, and disparities in student understanding, educators frequently struggle to include international topics in their lessons. In addition, younger kids might struggle to grasp ideas related to globalization, like trade deals, international relations, and the sharing of cultures.

Teachers must employ cutting-edge teaching strategies that integrate technology-based learning resources and real-world experiences to overcome these challenges. Previous Studies

Previous Studies

Various studies have explored Social Studies (IPS) learning at the junior high school level in addressing the challenges of globalization. Agustin, Saputri, and Setiawan (2023) identified that students' lack of understanding of globalization issues is a major obstacle in social studies learning. To address this, learning approaches must connect the material with real-world global dynamics. Similarly, Andira et al. (2024) emphasized the importance of integrated social studies learning as a means of character reinforcement, helping students deal with the influence of foreign cultures and values in the globalization era. Situmorang et al. (2024) added that globalization affects students' behavior in applying Pancasila values, highlighting the need to

strengthen character education in the learning process.

Furthermore, Istiqomah (2023) highlighted the importance of teacher creativity in designing learning strategies that are relevant and engaging so that students can think critically about global issues. Safrudin and Wijaya (2024) argued that a lack of innovation in teaching methods and the use of non-contextual materials hinders the effectiveness of social studies learning. They proposed the use of problem-based learning and digital media as potential solutions. In terms of social development, Kadhafi (2024) showed that contextual learning approaches in social studies could improve students' social awareness, which is essential for facing global complexities.

Recent studies have also emphasized emerging trends. Azzahra et al. (2024), through a case study at SMP Muhammadiyah 3 Medan, revealed challenges in implementing the Merdeka Curriculum, especially in integrating character education and technology use within the framework of Society 5.0. Similarly, Lathifah et al. (2023) discussed the obstacles in implementing the social studies curriculum in the globalization era, such as the lack of teacher training and limited access to digital tools. In addition, Widhiyanti et al. (2024) demonstrated that interactive, technology-based social studies learning could foster 21st-century skills such as empathy, collaboration, and communication. Widyarini and Suharto (2024) further emphasized the need for active learning strategies to help students critically and reflectively respond to global issues.

Although previous studies have examined the challenges and strategies in social studies learning within the context of globalization, most of them focus on general aspects such as character values, technology use, or curriculum implementation. There is still a limited number of studies that specifically investigate how social studies learning can be designed in an integrative way to bridge local content with global issues, and how teachers apply these approaches in real classroom settings suitable for today's junior high school students. Therefore, this study aims to fill that gap by exploring contextual and globally relevant social studies practices that are aligned with 21st-century learning needs.

Empirical Reason

Research indicates that globalization significantly impacts the education system, especially in the context of Social Studies education. It draws attention to the difficulties in putting the Merdeka Curriculum into practice at the junior high school level and stresses the necessity of incorporating current events and technical developments into the curriculum. They argue that in order for IPS education to remain relevant, it must change with the times and make sure that students are aware of the social, political, and economic changes that are taking on all over the world and that have a big influence on their daily lives.

Examine how globalization has impacted students' behavior and their understanding of regional values, such as Pancasila. These findings highlight how critical it is to treat both local and international topics in Social Studies classes by demonstrating how global influences impact middle school students' opinions of their national identity. To allow students to build up a global consciousness while maintaining a strong bond with their national identity, social studies teachers must include these components in their lessons.

It also looks at how important it is to use creative teaching methods to address the global concerns that students encounter. According to the report, traditional methods of teaching IPS in junior high schools need to be modified by including technology, encouraging critical thinking, and tackling current global issues in order to increase students' understanding of global trends.

I have come to the conclusion that quite a few junior high school Social research classes still use traditional teaching methods after reading the literature as well as looking at a number of research. The incorporation of globalization-related topics— such as technological change, environmental issues, and socio-political developments—tends to be limited, owing in part to a lack of funding and the persistence of conventional teaching practices. This situation can make it more difficult for pupils to understand how events across the world affect their daily lives as part of the ongoing globalization process.

It is clear from my observations and experience that IPS education needs more

creative teaching methods. Students may gain a better understanding of the effects of globalization by employing case studies from other countries, using technology to simulate global issues, and encouraging collaboration in their coursework. These methods will enhance students' understanding of the material while also developing their critical thinking skills and global perspective, better preparing them to face future challenges.

Basic Theories

a. Constructivist Learning Theory (Piaget, 1970)

This theory is chosen because it emphasizes that students build their knowledge through active encounters. In the context of Social Studies learning, it supports approaches that help students deeply and contextually understand globalization issues rather than passively receiving information.

b. Collaborative Learning Theory (Vygotsky, 1978)

This method emphasizes how crucial social connection and teamwork are to the learning process. Effective Social Studies learning in the face of globalization challenges requires student discussions and collaboration to develop a richer and more critical understanding of social and cultural issues.

c. Global Education Theory

This theory is relevant because the study focuses on developing students' global awareness through Social Studies learning. Global Education Theory supports education that prepares students to become global citizens sensitive to global issues, cultural diversity, and international interconnectedness.

d. Problem-Based Learning (PBL)

Problem-based learning is suitable for addressing real-world issues in globalization. With PBL, students encounter authentic problems that require critical analysis and creative solutions, making Social Studies learning more relevant and practical.

e. Curriculum Development Theory (Hilda Taba, 1962)

This theory is chosen to understand how the Social Studies curriculum is developed and adapted to meet contemporary needs, especially in the context of globalization. It helps explain how learning materials are designed and implemented to accommodate global issues in Social Studies education.

Research Purposes

To explore the implementation of Social Studies learning in junior high schools in the context of globalization.

To identify the strengths and challenges in adapting Social Studies education to the dynamics of globalization from the perspective of teachers.

METHODOLOGY

This study used a qualitative research method with a case study approach to investigate how Social Studies is implemented in junior high schools in the context of globalization. The focus was on teachers' experiences, strategies, and challenges in integrating global issues into their lessons. The participants were three Social Studies teachers: Mr. Asep and Ms. Siti Syarah from SMP Muhammadiyah 19 Sawangan, and Mr. Kosaman from SMP Al Syukro Universal. They were selected purposively based on their involvement in teaching globalization-related topics, with the aim of capturing diverse perspectives from different schools.

Data were collected through semi-structured interviews and a questionnaire. The interviews were conducted in person using open-ended questions that explored how the teachers delivered global issues, their methods, and classroom challenges. The questionnaire helped gather early insights into the teachers' and students' understanding of globalization. The data were then analyzed through several stages: reduction (highlighting relevant parts), coding (grouping into themes like digital integration, global-local linkage, and identity), and selection (choosing clear, supportive quotes). Triangulation was conducted by comparing interview findings and identifying consistent patterns across participants, which helped strengthen the validity and reliability of the study.

RESULT AND DISCUSSION

Result

No.	Interviewee Name/Code	Key Interview Question	Main Answer Summary/Key Quote	Main Theme/Category
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1.	Teacher 1	What is the role of Social Studies in preparing students for globalization?	"a very important role in shaping students' understanding of globalization, social studies helps students understand the dynamics of relations between countries."	Crucial Role of Social Studies
2.	Teacher 2	What is the role of Social Studies in preparing students for globalization?	"IPS covers various fields history, geography, economics, sociology, anthropology which makes it essential, students need to understand globalization as a social creature and learn how people complement each other."	Crucial Role of Social Studies
3.	Teacher 3	What is the role of Social Studies in preparing students for globalization?	"Very important Because currently there is a change and transition from manual to digital so that it facilitates the learning process."	Crucial Role of Social Studies
4.	Teacher 1	What are the biggest challenges in teaching Social Studies in the era of globalization?	"The biggest challenge for teachers when teaching globalization to students is that based on these concepts, globalization, which is often abstract, becomes something real for students, so they have to keep updating the material."	Teacher Challenges

5.	Teacher 2	What are the biggest challenges in teaching Sosial Studies in the era of globalization?	"The biggest challenge is to differentiate between the positive and negative sides of globalization, without proper guidance they may fall into negative behavior, that is why teachers must teach them carefully and clearly."	Teacher Challenges
6.	Teacher 3	What are the biggest challenges in teaching Sosial Studies in the era of globalization?	"Minimal character building because they are more active with gadgets."	Teacher Challenges
7.	Teacher 1	How do you overcome these challenges?	"The strategy implemented uses contextual approach-based learning, namely the meeting of global issues with concrete examples around us."	Effective Approaches
8.	Teacher 2	How do you overcome these challenges?	"Using relevant examples, such as students' interest in Korean music or artists, this has positive and negative sides, they must learn the teacher's language positively so as not to fall into the negative."	Effective Approaches
9.	Teacher 3	How do you overcome these challenges?	"Literacy from manual to digital facilitates the teaching and learning process."	Effective Approaches

10.	Teacher 1	What are the main objectives of Social Studies learning, aspecially regarding globalization?	"The aim is to prepare students to face global challenges by developing critical thinking."	Social Studies Learning Objectives
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The results obtained from the interview are as follows: Social studies learning in elementary schools is essential in equipping pupils to handle the difficulties posed by globalization. Effective teaching techniques that utilize real-world examples pertinent to students' lives and emphasize striking a balance between understanding the advantages and disadvantages of globalization on local communities are essential to the success of the learning process. Local culture and national identity. Teachers are required to be creative in connecting material with current issues, developing students' critical thinking skills, and instilling positive values such as hard work, discipline, and a sense of responsibility as responsible global citizens. The biggest challenge for teachers is guiding students to filter information and avoid the negative impacts of globalization while also fostering awareness of Indonesia's role in the international arena.

Because social studies offers a thorough grasp of the dynamics of international relations, including economic, social, cultural, and political dimensions, it has a substantial impact on students' perceptions of globalization. Through a contextual approach, social studies learning links global issues with concrete examples from students' surroundings, such as discussing climate change and its direct impacts or trends in the use of foreign products. Good teaching resources, such as those on free trade, climate change, human rights, and international migration, assist students in comprehending how nations are interconnected and how technology, especially in the areas of communication and transportation, speeds up international trade. The methods of learning, Including Discussions, case studies, simulations, and problem- based projects, are a few of the resources utilized to assist pupils in solving global problems and honing their critical thinking abilities. The purpose of social studies learning is not only to provide knowledge but also to prepare students to face global challenges by developing

critical thinking skills, cross-cultural communication, and social awareness while shaping their character as responsible citizens. Although teachers face challenges in bringing abstract concepts of globalization to life and updating learning materials with rapid technological developments, social studies learning still encourages students to realize Indonesia's role in the global arena, including in organizations such as ASEAN and the UN, and to think about how they can make positive contributions to the nation on a global scale. Social studies is therefore, more than just a topic taught in the classroom; it is a means of bringing up a generation that is aware of the advantages and challenges of living in a globalized environment.

Making the switch from manual to digital social studies instruction is essential for improving the efficiency and accessibility of education in Indonesia. But there are problems that need to be addressed, such as the need to promote local culture, low per capita income, and a shortage of human resources. Building an efficient and long-lasting educational framework requires an understanding of Indonesia's cultural diversity, striking a balance between the use of technology and character education, and encouraging international cooperation. By following these steps, students can be better equipped to face challenges in the digital and global era.

Discussion

The findings from interviews with Pak Asep and Bu Siti Syarah (SMP Muhammadiyah 19 Sawangan) and Pak Kosaman (SMP Al Syukro Universal), along with document analysis, highlight the pivotal role of social studies in helping students understand globalization. Teachers emphasize that social studies must not be limited to historical facts but evolve into an integrative discipline that fosters critical thinking, global awareness, and intercultural understanding—aligning with Wang & Li (2024) and Garcia & Rodriguez (2023).

Participants also noted the need for 21st-century skills such as collaboration, problem-solving, and the ability to engage with diverse perspectives, consistent with Kim & Park (2021). Moreover, social studies is seen as a platform to examine the dual impacts of globalization—its opportunities and threats to cultural identity

(Dewantara et al., 2023; Peters & Davis, 2024). Teachers advocate teaching topics such as colonialism, global inequality, and cultural exchange to raise awareness and moral sensitivity among students (Williams & Taylor, 2023).

Challenges remain, including limited teaching resources and the need for more relevant materials, which echo findings by Harris & King (2022). There is also a shared call for stronger institutional support and professional development, as suggested by Nugraha & Setiawan (2021), and for the integration of ICT tools (Rahman & Utami, 2020).

Finally, the importance of values—such as empathy, justice, and environmental awareness—is emphasized as part of holistic social studies learning (Putra & Wijaya, 2022; Gunawan & Santoso, 2020). Teachers believe this approach is vital for shaping responsible and globally-minded citizens.

FINDINGS

The participants agreed that social studies learning provides students with a thorough understanding of the dynamics of international relations, which is essential for equipping them to handle the challenges of globalization. Students can connect global challenges, such as climate change, to everyday experiences by using a contextual approach, such as climate change and international trade. Discussion-oriented learning and project work that focuses on solving problems encourage social consciousness and the development of critical thinking skills.

Despite the challenges of transitioning from manual to digital learning and the limited availability of human resources in developing countries, the Integration of technology and international cooperation can enhance the quality of learning. Maintaining pupils' appreciation of their national identity requires finding a balance between the effects of globalization and local culture. As a result, social studies helps students develop their character as responsible citizens in addition to imparting knowledge in a global context.

CONCLUSION

This study aims to explore the implementation of social studies learning in the

context of globalization in junior high schools and identify the strengths and challenges in adapting social studies learning to the dynamics of globalization from the perspective of teachers. According to the study's findings, there are still a number of barriers to social studies education in the context of globalization, such as a shortage of resources, insufficient training for teachers, and students' challenges in understanding complex concepts. Teachers of social studies must develop cutting-edge, technology-based teaching methods to enhance students' understanding of globalization. Social studies learning in the context of globalization can enhance students' critical thinking, problem-solving skills, and understanding of social change.

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