

21st-Century Skills and Social Studies Education

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Abstrak

Karakteristik Abad 21 ditandai dengan adanya berbagai perubahan pada aspek ekonomi, transportasi, teknologi, komunikasi, dan informasi sebagai dampak globalisasi. Oleh karena itu, individu atau kelompok memerlukan keterampilan berpikir kritis dan menyelesaikan masalah, komunikasi, kolaborasi, dan kreativitas dan Inovasi. Tujuan penulisan ini mendeskripsikan keterkaitan pendidikan IPS untuk mengembangkan keterampilan abad 21. Penulisan ini menggunakan studi literatur dengan memanfaatkan jurnal ilmiah, ebook, serta Undang-Undang yang dituangkan dalam hasil penulisan. Hasil penelitian memastikan bahwa pendidikan IPS memiliki keterkaitan dalam mengembangkan keterampilan di abad 21 sebagaimana tujuan Pendidikan IPS untuk pengembangan kemampuan berpikir kritis, keterampilan sosial, dan mampu mengatasi suatu permasalahan baik yang terjadi pada dirinya sendiri maupun masyarakat. Pengembangan keterampilan Abad 21 melalui pendidikan IPS dapat dilakukan melalui berbagai model atau metode pembelajaran IPS yang relevan dengan keterampilan Abad 21 sehingga pendidikan IPS mampu menghasilkan sumber daya manusia yang mampu beradaptasi dan menghadapi tantangan abad 21.

Kata Kunci: Abad 21, Keterampilan Abad 21, dan Pendidikan IPS.

Abstract

The characteristics of the 21st-century are marked by various changes in the aspects of the economy, transportation, technology, communication, and information as a result of globalization. Therefore, individuals or groups need critical thinking, problem-solving, communication, collaboration, and creativity and innovation skills. This writing aims to describe the relationship between social studies Education to develop 21st-century skills. This writing uses literature studies by utilizing scientific journals, ebooks, and laws as outlined in writing. The study results ensure that social studies education has a relationship in developing skills in the 21st-century. The objectives of social studies education are to develop critical thinking skills and social skills and overcome a problem that occurs both to himself and society. The development of 21st-Century skills through social studies Education can be carried out through various social studies learning models or methods relevant to 21st-century skills so that social studies education can produce human resources who can adapt and face the challenges of the 21st-Century.

Keywords: 21st-Century, 21st-Century Skills, and Social Studies Education.

PRELIMINARY

The 21st-century is synonymous with globalization, where there are no demographic boundaries between each country. Human life in this era underwent different changes from the previous life order. Information technology is developing rapidly, and automatic development where changes in work were initially utilizing Human Resources (HR) are replaced by

technology (Arnyana, 2019). Changes in several aspects of human life require an increase in human quality to survive and adapt amid globalization. Human resources' quality in question is human resources with strong penetrating and deterrence power due to reliable science and technology capabilities, a work ethic and high fighting power, and a responsible attitude towards society and nationality (Mutiani, 2019; Mutiani & Faisal, 2019). In line with the development of globalization and investigating global needs, UNESCO determines several skills that must be mastered in the era of globalization, including the ability to think critically and solve problems, creativity and innovation, communication and collaboration skills, social and cross-cultural skills, and information mastery skills (Sani, 2014).

The improvement of human quality can be realized in the world of Education. As written in the National Education System Law Number 20 of 2003 which states that "Education is a vehicle for developing abilities and shaping dignified national character and civilization to educate the nation's life, and develop children's potential to become human beings with religious, social, and scientific characteristics and hold democratic citizens accountable. Education is a means of improving the quality of human resources in all aspects of life and a means of inheriting cultural values (Sani, 2014).

Developing 21st-century skills can be carried out through Education can be achieved by utilizing social studies subject matter. Social studies are a simplification or adaptation of social science and humanities disciplines and necessary human activities organized and presented scientifically for educational purposes. Social studies subjects are taught at the primary and secondary education levels, with the PIPS curriculum as an instrument to learn about society and the consequences of dynamic science and technology (Abbas, 2020a, 2020b; Mutiani, 2014; Somantri et al., 2001).

Social studies education equips students with the knowledge, skills, attitudes, and values to shape the character of students to become human beings who have an identity and can live in society, have a sense of responsibility, rights as citizens; global interactions and communication systems; group identity that shows one's loyalty; community (Abbas, 2013; Nasih et al., 2019). Also, social studies education is based on values . Students can understand and solve social issues rationally and are sensitive to cultural similarities and differences with a commitment to social responsibility (Abbas, 2019).

Social studies analyze, assess symptoms and social problems that exist in society. However, society's study in social studies learning has limitations, namely only in the school environment or students in a broad environment. Social studies subjects in schools can provide

knowledge and insight to students about the basic concepts of social sciences and humanities, have sensitivity and awareness of social problems in the environment, and have the skills to study and solve problems. The function of social studies learning is to instill a scientific attitude and train students to solve problems faced and develop students' creative and innovative abilities (Mutiani, 2019; Mutiani et al., 2019; Al-Muchtar, 2007; Mutiani et al., 2019).

In line with the above, the 21st-Century needs people who are active, responsive to change, and able to think critically, facing the challenges of the global era (Mutiani & Faisal, 2019). Improving humans' quality to survive and adapt to the global era can be developed in social studies education. Education in a global vision prepares students to become global citizens who have a sense of responsibility and can become agents of change in filtering the negative impacts of globalization (Subiyakto & Mutiani, 2019).

The linkage of social studies education and the 21st-Century were studied by Arif Widodo et al. in 2020 with the title "Social Studies Education Responds to the Challenges of the 21st-Century: A Critique of Social Studies Learning Practices in Elementary Schools" The research results describe that globalization and technological advances change the social and cultural fabric of humans (Widodo et al., 2020). The challenges of social change must be prepared, and through social studies, the phenomenon of change can be understood. Through social studies education, it can be learned how to socialize, adapt to change, communicate and collaborate to build relationships, think analytically and critically. This shows that social studies education is still needed and relevant to face the challenges in the 21st-Century. In practice, social studies learning contains social science, cultural values,

Comparing previous studies with this article's writing is at the level of linkage and 21st-century skills development in social studies education. Based on the explanation above, the 21st-Century presents a world without borders with increasingly rapid technological developments and impacts all aspects of human life. Facing the impact of these developments, students need to be equipped with 21st-century skills to ensure they can compete against the global world. 21st-century skills can be developed through social studies Education at the school level. Through social studies education, it is hoped that students will have 21st-century skills useful for facing challenges in the future.

METHOD

This writing uses a literature study. A literature study or literature study is writing by collecting data or sources, such as journal sources, books, and other scientific literature related to a topic. According to Zed (2014), a literature study is a series of writing activities relating to the method of collecting library data, as well as reading, taking notes, and then processing the

writing material. So, writing a literature study is done by examining books or journals to summarize and review and describe the writing theme of information related to social studies education and 21st-century skills (Sofiah et al., 2020; Syaharuddin & Mutiani, 2020).

The author searches data/sources of books/ebooks or writing journals published on the internet or libraries, using the selected keywords social studies education, 21st-century, 21st-century skills. With the following data collection criteria:

1. The literature source year used is from 2009 to 2020.
2. Literature journal search strategy using the google scholar site (<https://scholargoogle.com>)

Writing a literature study is then synthesized using a narrative method by grouping the data from the search results of similar data or the results traced to answer the problem formulation. Based on the search results, some data can be obtained as follows:

Table 1. Data Tracking

No.	Search keywords	Book	Journa l	Documen t
1.	Social studies education	5	4	1
2.	21st-Century	-	6	-
3.	21st-Century Skills	-	7	-
	Amount	5	17	1

Source: Researcher (data processed for February 2021)

Based on the table. One above, tracing data from various sources such as books, journals, documents, etc. Following the data collection criteria, the search keywords for Social Sciences Education, 21st-Century, and 21st-Century Skills were obtained and accumulated with 23 sources from books, journals, documents, and the other sources.

RESULTS AND DISCUSSION

Education is a means of building people so that they can survive and adapt to a dynamic society. Therefore, the educational paradigm always changes with the times, with education describing the substantive needs of Education to respond to global life challenges. So, Education can improve the quality of human resources (Afandi et al., 2016).

In line with the flow of globalization, Education must move in line with the times. Even in the 21st-Century, there has been a change in the educational paradigm from conventional to modern Education (Afandi et al., 2016). There are several paradigm differences in learning in the 21st-century era, as can be explained in the following table:

Table 2. Changes in Old Education Paradigm and 21st-Century Education

Old Education Paradigm	21st-Century Education Paradigm
<i>Teacher centered</i>	<i>Learner-centered</i>
<i>Direct teaching</i>	<i>Interactive teaching</i>
<i>Knowledge</i>	<i>Skills</i>

<i>Theory</i>	<i>Process</i>
<i>Basic skills</i>	<i>Applied skills</i>
<i>Facts and principles</i>	<i>Questions and problems</i>
<i>Theory</i>	<i>Practice</i>
<i>Material based</i>	<i>Project-based</i>
<i>Time constrained</i>	<i>According to the needs</i>
<i>Competitive</i>	<i>Collaborative</i>
<i>One-Size fits all</i>	<i>Personalized</i>
<i>Focus on class</i>	<i>Focus on the global community</i>
<i>Text-based</i>	<i>Web-based</i>
<i>Summative test</i>	<i>Formative evaluation</i>
<i>Learn to continue school</i>	<i>Learn for life</i>

Source: Trilling & Fadel, 2009 in Afandi et al., 2016.

Based on table 2. The change in the paradigm of old Education and 21st-century education lies in its conventional nature towards modern Education. This can be seen in the shift in learning practices that were originally teacher-centered learning in the 21st-Century student-centered learning. Also, the old educational paradigm emphasizes the mastery of learners' knowledge. Meanwhile, 21st-century education places more emphasis on mastering the skills of students. In the 21st-century, the demands are very high to create human resources responsive to the times' challenges.

Also, in the development of education in the 21st-century, several principles must be followed when related to the concept of learning. Some of the 21st-century education principles are as follows: First, Learning to think. Learn to think oriented to logical and rational knowledge. Learning activities think to acquire, deepen and utilize knowledge for the benefit of the 21st-Century. Students must be ready to adapt to new situations that require new skills—second, Learning to do. Learning to do or learn to live, oriented to problem-solving skills. A person needs to learn to adapt to a static society (Sugiyarti et al., 2018). They were third, Learning to be. They were oriented to the formation of self character. Qualified students who can respond to failure and conflict in the 21st-Century have fundamental cognitive abilities and social skills—fourth, Learning to live together—oriented to have an attitude of tolerance and cooperation. The benefits of learning together will allow students to be actively involved in discussions and make them critical thinkers of every problem (Sugiyarti et al., 2018).

Education in the 21st-Century is functionally to produce productive, creative, innovative, and effective graduates and form a competitive advantage in students to compete in the era of globalization. With this, in the 21st-century, students are expected to master the skills to face the era of globalization quickly. 21st-century skills have four skill areas to prepare them for the globalization era: critical thinking and problem solving, communication, collaboration, and creativity and innovation (Mahanal, 2014).

1. Critical Thinking and Problem Solving

Critical thinking is one of the life skills that need to be developed in the educational process. Through the ability to think critically, a person will observe and at the same time find solutions to all the problems faced in his life (Zubaidah et al., 2018). Critical thinking skills at the practical level can analyze a problem from various points of view to get wise solutions to the problem based on logical thinking. Critical thinking skills include being able to distinguish truth from lies, facts, or opinions.

Making decisions with sensible and reflective thinking requires critical thinking skills to decide what to believe and do. Critical thinking is beneficial because humans can think realistically with logical and rational reasons to solve a problem and make the right decision. By having the ability to think critically, students will be able to compose, express, analyze, and solve problems (Suryanti & Wijayanti, 2018). Thinking skills in the order of life are useful for seeing every dynamic change in society and filtering every impact of globalization so that by thinking critically, society does not fall into the flow of globalization but can adapt to existing changes (Rachmantika & Wardono, 2019)

2. Communication

Communication is an essential thing in human life. Communication skills are interpreted to express new thoughts, ideas/ideas, or information, both orally and in writing (Redhana, 2019). Communication is an activity that everyone in life often carries out, and communication is carried out in any scope, anywhere, and anytime. Good language and cultural communication skills will support the success of global cooperation. Because complex communication involving explanation will help negotiations and forms of intense human interaction, communication goals can be achieved (Mahanal, 2014).

Some communication skills that can be developed in learning are as follows: Skills to convey information and ensure the recipient of the information understands the meaning of the message conveyed, both verbally and in writing through the media and how to communicate appropriately with the character of the recipient of the message and the purpose of the message being delivered. The communication media used can be in technology and other digital resources in expressing ideas and opinions. Thus, a person can interact cooperatively in one group (Zubaidah et al., 2018).

3. Collaboration (cooperation)

Collaboration skills can be interpreted as skills to work together effectively by showing mutual respect to team members and training skills in making decisions needed to achieve common goals (Redhana, 2019).

Some indicators of collaborative skills include: Collaboration skills can be demonstrated by the ability to work together in groups effectively by respecting and respecting team members, and also having a willingness to help each other with fellow team members, and compromise to achieve common goals so that each person in the team member works productively and is responsible for the job (Mahanal, 2014).

4. Creativity and Innovation

Creativity refers to finding something new that was not there before, something from unique creative ideas to be original, and finding new solutions for every problem. Indicators of someone who can think creatively are as follows: using various ways to find new ideas, such as discussions with colleagues, so that new ideas are different from previous ideas. These findings can improve, analyze, and evaluate existing ideas to maximize creative endeavors (Redhana, 2019).

Meanwhile, innovation is defined as a renewal—applying innovation to make ideas become real and real contributions in the field. Creativity is related to several other skills such as critical thinking and making decisions and solving problems, communication, and collaboration (Mahanal, 2014).

The 21st-century skills can be developed through social studies subjects. Social studies at the elementary school level use integrative thematic, namely by using themes that can link several subject concepts to the subject matter to provide direct, meaningful experiences to students (Wahyuni et al., 2017). Meanwhile, social studies learning at the junior high school level uses an integrated approach, which combines several concepts of social science disciplines such as history, geography, sociology, and economics (Abbas, 2013).

The linkage of social studies education with the development of 21st-century skills can be contained in social studies Education's objectives in the 2006 curriculum. Social studies education aims to ensure that students have the following abilities: recognizing concepts related to community life, and have necessary skills for logical and critical thinking, curiosity, inquiry, problem solving, and skills in social life; to have a commitment and awareness within himself to social and human values; and able to communicate, cooperate and compete in a pluralistic society, at the local, national and global levels (Somantri et al., 2001). In line with this, Said Hamid Hasan (1991) stated that social studies learning outcomes refer to two aspects, first, the

ability to understand social studies concepts; second, the ability to apply the understanding of social studies, such as the ability to understand and solve social problems (problem-solving), and can make the right decision (decision-making process) (Mutiani, 2020).

Based on the explanation above, the relationship between 21st-century skills and social studies Education is IPS as the actualization of 21st-century skills development. Students can develop potential and be sensitive to the surrounding social problems and skills in overcoming social problems in themselves and society—social studies of human studies in social relationships. As social beings, humans will have social relations from family, the surrounding environment to the global community. Social studies education in the 21st-Century so that humans can socialize with society in dynamic community development and adapt to science and technology development (Abbas, 2013).

The development of 21st-century social studies education skills requires learning innovations with appropriate learning strategies to develop 4C skills by utilizing technology to create a more prosperous learning environment and build 21st-century skills. The strategies in question are: Having awareness and technology literacy so that participants know about the problems that occur and then solve them using technology. This can be done by problem-based learning using models and cooperative learning (Zubaidah et al., 2018).

The use of learning models or methods is expected to develop students' critical thinking skills and problem-solving and communication skills, as seen from students' activeness in asking questions, expressing opinions, and seeking information. While the skills to work together and creativity and innovation can be done by giving a problem, students work together to solve it.

In line with this strategy, the National Social Studies Commission in America summarized several characteristics of the social studies curriculum for the 21st-Century, namely as follows: The social studies curriculum was developed to include a clear understanding of the role of citizens in democratic societies. Such conditions allow them to be active, foster participation in law, culture, and volunteering designed to improve the community and nation's quality of life (Abbas et al., 2016).

The social studies curriculum for the 21st-Century shows a clear link between the humanities and the natural and physical sciences. Therefore, it is necessary to integrate other sciences with social studies. Social studies learning is no longer just to be accepted and memorized only about social studies knowledge. More than that, students are invited to find out about past contemporary events, but students must have the insight to deal with future

events. This is supported by a teaching strategy that should help students become independent and cooperative, developing problem-solving, decision-making, negotiation, conflict resolution, and critical thinking skills. Implementing this curriculum requires the support of the school committee, administration section, and the community.

CONCLUSION

The 21st-Century is a century where information technology is developing rapidly, marked by machine technology, production machines, and computers, starting to replace routine human jobs. These technological developments have an impact on human life. In line with this, the 21st-Century requires humans to survive and adapt to the times, equipped with several skills in the 21st-Century, namely critical thinking and solving problems. Communication, collaboration, and creativity and innovation. Some of these skills can be developed in the learning process, one of which is in social studies learning in schools. Because social studies integrate various kinds of social science organizing and necessary human activities and all its problems, organized and presented scientifically and psychologically for educational purposes, the study's scope comes from people's lives. They were developing 21st-century skills in social studies learning can be internalized through relevant learning models and methods.

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