

**EFFORTS TO BUILD GLOBAL AWARENESS THROUGH SOCIAL STUDIES
LEARNING IN THE ERA OF INDUSTRIAL REVOLUTION 5.0**

Emiliya Fatmawati *

* UIN Prof. K.H. Saifuddin Zuhri Purwokerto

emiliyafatmawati858@gmail.com

Tutuk Ningsih **

** UIN Prof. K.H. Saifuddin Zuhri Purwokerto

tutuk@uinsaizu.ac.id

Received 14 June 2024, Accepted 12 August 2024, Published 17 August 2024

Abstract

In the era of Industrial Revolution 5.0, it is important to understand how social studies learning can build global awareness in students. This article explores the challenges and opportunities in implementing social studies learning in this changing era. Key challenges include technology integration, cultural diversity and understanding complex global issues. However, there are significant opportunities in the use of technology, project-based learning and the development of 21st century skills in social studies learning. The purpose of this study is to investigate how practical approaches in social studies learning can help build global awareness in students in the era of Industrial Revolution 5.0. The results showed that the integration of technology, project-based approach, and 21st century skills development significantly improved the effectiveness of social studies learning in building global awareness. The practical implementation of these strategies opens up opportunities to prepare students to be adaptive global citizens, responsive to change, and contribute to the development of a more sustainable world. In conclusion, social studies learning in the era of the Industrial Revolution 5.0 has great potential to be a driving force in shaping a generation that has a strong global awareness and is ready to face complex global challenges.

Keywords: Challenges and opportunities; Global awareness; Industrial revolution 5.0; Social studies learning.

Abstrak

Pada era Revolusi Industri 5.0, penting untuk memahami bagaimana pembelajaran Ilmu Pengetahuan Sosial (IPS) dapat membangun kesadaran global pada siswa. Artikel ini mengeksplorasi tantangan dan peluang dalam mengimplementasikan pembelajaran IPS di era yang terus berubah ini. Tantangan utama mencakup integrasi teknologi, keberagaman budaya, dan pemahaman terhadap isu-isu global yang kompleks. Namun, terdapat peluang signifikan dalam penggunaan teknologi, pembelajaran berbasis proyek, dan pengembangan keterampilan abad ke-21 dalam pembelajaran IPS. Tujuan penelitian ini adalah untuk menyelidiki bagaimana pendekatan praktis dalam pembelajaran IPS dapat membantu membangun kesadaran global pada siswa di era Revolusi Industri 5.0. Hasil penelitian menunjukkan bahwa integrasi teknologi, pendekatan berbasis proyek, dan pengembangan keterampilan abad ke-21 secara signifikan meningkatkan efektivitas pembelajaran IPS dalam membangun kesadaran global. Implementasi praktis dari strategi ini membuka peluang untuk mempersiapkan siswa menjadi warga global yang adaptif, responsif terhadap perubahan, dan berkontribusi pada pembangunan dunia yang lebih berkelanjutan. Kesimpulannya, pembelajaran IPS di era Revolusi Industri 5.0 memiliki potensi besar untuk menjadi motor penggerak dalam membentuk generasi yang memiliki kesadaran global yang kuat dan siap menghadapi tantangan global yang kompleks.

Kata Kunci: Kesadaran Global; Pembelajaran IPS; Revolusi Industri 5.0; Tantangan dan Peluang.

INTRODUCTION

In the era of the industrial revolution 5.0, technology plays a very important role for the advancement of education (Ong & Annamalai, 2024). This can be seen from more active learning, creative learning media, and students are motivated to explore their curiosity. In a small scope, students need to be taught to use technology wisely (Putra, 2022). This is because a lot of information is widespread in the mass media, if students are less capable then they will be carried away by negative impacts such as believing in hoax news. Students as the next generation of the nation need to be taught to understand awareness in a global perspective (Reimers & Chung, 2019).

Today's global changes include far-reaching transformations in various aspects of human life, primarily driven by technological advancements and ever-increasing connectivity. The Industrial Revolution 5.0 is the latest stage in industrial evolution that signifies the increasingly close integration of advanced digital technologies, such as artificial intelligence, *big data*, cloud computing, robotics, and the *Internet of Things*, with human aspects of the production process and daily life (Suprayitno, 2021). These changes include not only technological innovations, but also changes in the paradigms and business models underlying many sectors, including education. The Industrial Revolution 5.0 highlights the importance of collaboration and integration between humans and technology, as well as the utilization of artificial intelligence and data analytics to improve efficiency, productivity and quality of life (Usanto et al., 2023).

The Industrial Revolution 5.0 poses various challenges and opportunities (Nair et al., 2021). On the one hand, the advent of new technologies presents the potential to enhance learning experiences, access global resources and develop skills relevant to the future world of work. However, on the other hand, there are concerns about unequal access to technology, anxiety about its impact on traditional occupations, and challenges in preparing young people

for the complexity and uncertainty of the future. A deep understanding of global change and the industrial revolution 5.0 is crucial. This makes it possible to evaluate its impact on various aspects of life, including education, and to design responsive and adaptive strategies. By understanding the dynamics of these changes, teachers can identify opportunities to improve student learning, prepare to become empowered global citizens, as well as facilitate the necessary transformation in the education system to face an increasingly complex and rapidly changing future (Harini et al., 2023).

In the era of Industrial Revolution 5.0, which is characterized by the combination of smart technology and human-machine interaction, the importance of building global awareness through social studies learning is increasingly prominent. However, research that examines in depth how smart technology can be integrated in social studies learning to build global awareness is still very limited. The Industrial Revolution 5.0 not only emphasizes on automation and efficiency, but also on sustainability and holistic human development. In this context, effective social studies learning should be able to adapt smart technology to support global education goals.

Smart technologies such as artificial intelligence (AI), the Internet of Things (IoT) and collaborative robotics have great potential to revolutionize the way learning is done. However, how these technologies can be effectively applied in the social studies curriculum to enhance global awareness remains an unanswered question. Previous research has mostly focused on the use of technology in STEM (Science, Technology, Engineering, and Mathematics) learning and not much has explored the application of smart technologies in social studies. This creates a significant gap in the educational literature that needs to be filled.

The lack of specific research on the integration of smart technologies in social studies learning results in a lack of practical guidance for educators in implementing these technologies. In fact, smart technology can be used to create an interactive and dynamic learning environment, where students can interact with global simulations, keep up to date with international issues in real-time, and collaborate with students from different parts of the world. Without clear guidelines and models, educators may struggle to implement these technologies effectively.

In addition, there is an urgent need to understand how the integration of smart technologies can affect students' understanding of global issues. Can the use of AI in social data analysis or the use of VR (Virtual Reality) in global conflict simulations increase students' awareness and empathy towards global issues? These questions need to be answered through comprehensive empirical research. Without a clear understanding of the impact of these technologies, we risk missing the opportunity to harness their potential in social studies education.

The importance of global awareness in the 5.0 era is significant given the challenges and dynamics faced by the global community. The current era is characterized by increasingly rapid globalization, with economic, political, social, and technological changes occurring rapidly around the world. In this situation, global awareness is key to understanding and overcoming the complexity of challenges faced by humans on a global scale (Blum & Smythe, 2021). One of the main reasons why global awareness is important is because the challenges faced by modern societies are no longer limited by geographical or national boundaries. Issues such as climate change, poverty, injustice, armed conflict, and pandemics show that challenges are universal and require a collective response from the global community (Hara et al., 2023).

Global awareness helps individuals understand that they are part of a wider global community and that their actions have an impact not only locally, but also globally. In an era where digital technology connects people from different parts of the world within seconds, global awareness is becoming increasingly relevant. Information and ideas can be easily disseminated and accessed around the world, allowing individuals to become more connected and informed about global issues. Global awareness is not only important for individuals, but also for societies and leaders around the world (Byker & Vainer, 2020). This calls for education that encourages the development of global awareness early on, both at the school level and in society as a whole. Global awareness is not just about understanding the world, but also about taking responsibility and acting to create positive change in it. The role of Social Studies learning becomes crucial in building global awareness, especially in the midst of the industrial revolution 5.0 which changes the paradigm of education. Social Studies, which includes a number of disciplines such as history, geography, economics and sociology, provides a platform for the exploration of global issues, cultural diversity and the complexity of intercultural interactions.

In the midst of the industrial revolution 5.0, where technology and humans are increasingly integrated, social studies learning can play a role as a means to develop students' understanding of global change (Hamsah et al., 2023). Through an understanding of history, students can trace the roots of change and understand how technological developments and social life affect global dynamics. Social studies learning provides a comprehensive foundation for developing an understanding of the complexity of global issues in the era of the industrial revolution 5.0. Furthermore, social studies plays an important role in shaping students' critical and analytical skills (Ginanjar, 2016). In an era of abundant information, students need to be equipped with the ability to assess and filter information from various sources. Social studies learning teaches students to develop a critical perspective on the news, data, and opinions they encounter, helping them to become independent thinkers who are able to formulate views on global issues (Rahayu, 2022).

An atmosphere that encourages cross-cultural communication and cooperation is also generated by social studies education. Collaboration between people and technology is emphasized in the context of the fifth industrial revolution (IR5.0), so cross-cultural work skills are very important. In social studies education, students can learn how to appreciate diversity as a resource to address global issues and develop interpersonal and cross-cultural competencies. Social studies education plays a dual role in preparing students to become citizens in an increasingly connected and complex global society, as well as in the transmission of knowledge.

Researchers analyzed several articles with similar themes, including the following: *first*, an article written by Asfiana (2024) with the title "Analysis of The Advantages and Challenges of Information Communication Technology-Based Learning In Elementary School" discusses the advantages of ICT learning at the elementary level. The article discusses the challenges and solutions that can be applied in the implementation of ICT at the elementary level; *second*, the article written by Syukron and Ana (2024) with the title "Analysis of The Actualization of Ki Hajar Dewantara's Teachings to Foster Student's Writing Skill in The School Literacy Movement Program" which discusses the noble values applied by Ki Hajar Dewantara in the GLS program. Teachers have implemented Ki Hajar Dewantara's teachings, especially regarding literacy; *third*, an article written by Ade Irma and Syamsul Hadi (2022) with the title

"Digital Literacy Policy for Student Character Development" which discusses literacy policies within the school scope. Stakeholders try to overcome cyber crime. Schools collaborate with parents and the community to provide digital literacy strengthening to students. From some of the articles above, there is no research that is the same as the researcher so it can be concluded that this research has *novelty* value.

In the context of the Industrial Revolution 5.0, this article aims to investigate how social studies education contributes to the development of global awareness. It also examines effective teaching methods and strategies that can be applied in today's educational environment. With the help of social studies education, students can increase their knowledge of global issues, broaden their perspectives on the world, and acquire the necessary skills to contribute to the development of a more cohesive and interconnected global society. This article seeks to explain these processes.

RESEARCH METHODS

The reason for choosing this topic arises from the need to explore the critical role of social studies learning in preparing students to face challenges and opportunities in the era of the Industrial Revolution 5.0, where global issues are increasingly closely related to technological advances. The type of research used is qualitative literature study, where researchers only discuss conceptually. The choice of qualitative approach is relevant because it can provide in-depth and contextual insights related to the role of social studies learning and global awareness, while allowing researchers to explore complex concepts in the existing literature.

Sources included journal articles, books, research reports and other academic sources. Inclusion and exclusion criteria were set to ensure that the literature used was relevant to the focus of the study and included diverse perspectives. The research process began with a literature search using academic databases such as PubMed, Google Scholar, and digital libraries. Data analysis was conducted through literature synthesis and thematic analysis. Synthesis involves organizing findings from the literature into a cohesive narrative, while thematic analysis allows the researcher to identify patterns, key themes and theoretical frameworks that emerge from the analyzed literature. Through this approach, this research aims to present a comprehensive picture of the role of social studies learning in the context of global awareness in the era of the Industrial Revolution 5.0.

RESULTS AND DISCUSSION

Social studies learning

The primary education curriculum includes social studies as a core component, with the aim of providing students with a thorough understanding of the social, cultural, political and economic forces that shape their environment. Elementary social studies education is based on the idea that students should be able to analyze and understand the complex relationships between various aspects of social and cultural life in addition to knowing core facts and ideas. In this regard, social studies learning fosters critical thinking, questioning, and understanding of the phenomena being studied in addition to imparting knowledge to students.

Social studies teaching in primary schools is based on the method of constructivism, which emphasizes students' active participation in developing an understanding of their

environment. Therefore, students are the main actors in the learning process and not just passive recipients of information. Through various authentic real-world activities, teachers facilitate students' exploration of social and cultural concepts. Students can absorb social studies concepts more fully and understand the broader social implications of these concepts by using this approach.

Social studies in primary schools aims to develop the social, communication and critical thinking skills needed to engage in political and social life, in addition to acquiring knowledge. Students' ability to weigh information critically, ask relevant questions, and communicate their opinions effectively and concisely. Students can also work together in groups, cooperate, and gain knowledge from shared experiences through social studies teaching.

Teachers can utilize students' direct experiences, such as visiting historical places, observing the surrounding environment, or inviting resource persons from local communities, to strengthen understanding of social studies concepts (Maslahah & Rofiah, 2019). Learning becomes more relevant and meaningful, so that students are more involved and interested in the learning process. In social studies learning in primary schools, technology integration can also be an important aspect to enhance students' learning experience. Although the use of technology may not be as intensive at the primary level as it is at higher levels, teachers can still utilize it as a learning aid that presents information in an interactive and engaging way for students (Muslich, 2019). Technology can also be used to facilitate communication and collaboration between students, as well as provide access to relevant digital resources.

Social studies learning in elementary schools aims to provide a strong foundation for students' understanding of the world around them and develop the skills and values needed to participate actively in society (Ekaprastya et al., 2022). With an appropriate approach and learning that is relevant to students' lives, social studies learning in elementary schools can be a strong foundation for development as responsible and environmentally aware individuals (Saleh, 2021).

The Era of Industrial Revolution 5.0

Industrial Revolution 5.0 is a term that refers to technological developments that fundamentally change the way humans interact with technology (Widyawati, 2023). According to experts, such as Klaus Schwab, founder and chairman of the World Economic Forum, the Industrial Revolution Era 5.0 is an advanced stage of the previous industrial revolution, characterized by the convergence of advanced technologies such as artificial intelligence (AI), robotics, quantum computing, the Internet of Things (IoT), and biotechnology. The definition of Industrial Revolution 5.0 involves the deepening integration of the physical, digital and biological worlds. This creates a globally connected system, where technology is not only used to increase production efficiency, but also to create greater added value, improve quality of life, and change the way we work, live, and interact with each other.

The Industrial Revolution 5.0 marks an era where technology not only replaces human work, but also collaborates with humans. Through this era, there is the potential to require greater engagement between humans and machines, and enable the development of more innovative and adaptive solutions to complex problems faced by humans. In the Era of Industrial Revolution 5.0, there is a paradigm shift in the way we view technology. Technology is no longer considered just a tool, but a partner that works alongside humans to achieve greater goals.

In addition, the Industrial Revolution 5.0 also brings significant implications in terms of

education and learning. Teachers and educational institutions must prepare students with the skills and knowledge necessary to succeed in an increasingly complex digital economy. This includes skills such as problem solving, critical thinking, collaboration, communication, and digital literacy, as well as a deep understanding of ethics in the use of technology (Munisa et al., 2024).

Concept of Global Awareness

Global awareness is a broad and deep awareness of global issues, the interdependence of individuals, groups and countries around the world. In a contemporary society that is increasingly connected through technology and cross-border interactions, global awareness is becoming increasingly important as a response to the complexity of the challenges faced by the world today. The importance of global awareness cannot be ignored, because in the context of globalization, whatever happens in one part of the world can have a significant impact elsewhere. Global awareness enables individuals to understand roles within a larger network of global relationships, as well as to respond to issues that affect societies around the world (Kuntari, 2019).

More than just understanding global issues, global awareness also encourages individuals to build attitudes that are inclusive, tolerant, and respectful of cultural diversity. In a society that is increasingly connected through the internet and social media, global awareness also plays an important role in fostering solidarity and empathy among individuals from different cultural, religious, and ethnic backgrounds (Dharma, 2021). This helps in accelerating the reduction of social inequality and creating a more inclusive and empowered environment. Global awareness is not only a necessity, but also an important value in shaping individuals who care, empathize, and contribute to creating positive change in an increasingly globally connected contemporary society.

The factors that influence global awareness are diverse and complex, encompassing multiple dimensions of individual experiences, social interactions, and global dynamics, including: *first*, education plays an important role in shaping global awareness. Through curricula covering global issues, student exchange programs, and cross-cultural learning experiences, educational institutions provide opportunities for individuals to broaden their view of the world, understand the complexity of global issues, and develop an inclusive and empathetic attitude towards cultural diversity.

Secondly, life experience is also a significant factor in shaping global awareness. Through cultural exchanges, and interactions with individuals from different cultural backgrounds, individuals can develop a deeper understanding of the similarities and differences among societies and cultures around the world. These life experiences help broaden individuals' horizons, eliminate stereotypes, and build empathy towards people from different backgrounds. *Third*, mass media and information technology play an important role in influencing global awareness. Through widespread access to international information and news, individuals have the opportunity to keep up with current developments around the world, understand emerging global issues, and participate in global discussions. However, it is important to remember that the media can also reinforce stereotypes and biases, so individuals need to develop critical skills to interpret the information they receive.

Fourth, social interaction is also a significant factor in shaping global awareness. Through intercultural dialog, cross-border cooperation, and exchange of ideas, individuals can broaden their horizons about the world, understand different perspectives, and build mutually

beneficial relationships with people from different cultural backgrounds. (Primadita, 2017)*Fifth*, economic, political, and environmental factors also influence global awareness. Issues such as international trade, conflicts between countries, and climate change reinforce awareness of the interconnections between individuals, societies, and countries around the world, and emphasize the need for international cooperation in addressing global challenges.

The link between global awareness and social studies learning has a significant impact in shaping individuals who are able to overcome complex issues in the era of the Industrial Revolution 5.0. Social studies learning not only provides knowledge about social and cultural systems, but also facilitates the development of global awareness through various aspects (Marli, 2010). *First*, social studies learning provides a theoretical foundation and in-depth conceptual understanding of global issues. Through a curriculum that includes topics such as peace, human rights, and global inequality, students are introduced to issues that are the focus of global awareness (Putra, 2021).

Second, social studies learning helps students understand the connection between local decisions and global impacts. Through case studies, discussions and learning projects, students can see how actions at the local level can have widespread consequences and understand the importance of global considerations in decision-making. This strengthens the connection between local and global aspects in building awareness of the interconnections between communities and countries; *third*, social studies learning facilitates an understanding of cultural diversity and multicultural perspectives. By exploring different cultures, histories and values in different parts of the world, students can develop empathy for people from different backgrounds. This can form the basis for a global consciousness that values diversity and understands each culture's contribution to shaping a complex world.

Fourth, social studies learning also encourages students to develop critical skills in dealing with global issues. Critical analysis of information sources, understanding of various points of view, and the ability to formulate sustainable solutions are an integral part of social studies learning (Kalionga et al., 2023). This not only helps students become intelligent consumers of information but also increases the capacity to actively participate in addressing global issues; *fifth*, social studies learning stimulates attitudes of social engagement and responsibility. By emphasizing the importance of individual action in creating positive change, students are empowered to contribute to local and global communities. Global awareness instilled through social studies learning provides a moral foundation to act responsibly in dealing with global issues (Tohri et al., 2022).

Challenges in Building Global Awareness through Social Studies Learning

The development of global awareness through social studies learning in the era of the Industrial Revolution 5.0 faces various challenges that need to be overcome so that the educational process can achieve optimal results. Some of these challenges reflect the dynamics of social change, technology and the global environment that affect the current educational context. The first challenge is that the rapid pace of technological change can be an obstacle in aligning the social studies curriculum with current global issues (Safran et al., 2024). With the continuous advancement of technology, teachers and curriculum must always be updated to remain relevant to the development of rapidly evolving global issues (Muslim, 2020). This challenge demands creativity and adaptability in developing learning methods that integrate the latest information over time.

The second challenge relates to accessibility and inequality in the use of technology.

While information technology enables access to a wide range of global information sources, many regions still face limited accessibility to devices and internet connectivity (Nurdiansyah, 2021). This creates a digital divide that can inhibit students from a balanced and equitable learning experience. In addition, social studies learning in a global context requires an inclusive approach to respond to students' diverse cultures and backgrounds. The third challenge is to ensure that curricula and learning methods are able to reflect diversity and global perspectives without discriminating or downplaying the values of certain cultures (Lathifah et al., 2023). Integrating cultural diversity in social studies learning is a crucial step to building a global consciousness that understands and appreciates differences.

The fourth, significant challenge lies in understanding and addressing complex global issues. Issues such as climate change, economic inequality and interstate conflict require in-depth understanding and a multidisciplinary approach. Social studies curriculum and teaching must be able to provide a holistic understanding and facilitate student involvement in formulating sustainable solutions to these challenges. The fifth challenge is the role of teachers in guiding students in understanding and addressing contemporary issues. Teachers need to have a strong understanding of global issues, pedagogical skills to deal with technological challenges, and the ability to design lessons that stimulate critical thinking and positive action. This challenge emphasizes the importance of teachers' continuous professional development in order to effectively guide students in understanding and responding to global issues (Husniati et al., 2022).

Opportunities in Building Global Awareness through Social Studies Learning

Amidst the challenges faced in building global awareness, there are significant opportunities that can enhance the effectiveness of this approach. Some of these opportunities reflect positive changes in the educational paradigm and the utilization of technology. *First*, the development of information and communication technology (ICT) provides a great opportunity to increase students' access to global information. The integration of technology in social studies learning allows teachers to utilize online resources, interactive simulations and collaborative platforms that enrich students' learning experience. These opportunities also include the use of social media as a tool to share information, ideas and views between students around the world (Indriyati, 2023).

Secondly, project-based and collaborative learning approaches can provide opportunities to apply social studies concepts in real contexts. Projects that focus on global issues allow students to gain a deeper understanding, develop analysis skills, and formulate concrete solutions. Collaboration between students can enrich perspectives and stimulate intercultural dialogue; *Third*, strengthening skills 4.0 (21st century skills) through social studies learning. The development of skills such as critical thinking, creativity, communication, and collaboration is essential in facing the dynamics of era 5.0 (Indrawati & Amiroh, 2022). Social studies learning can be directed to hone these skills, preparing students to become adaptable and innovative global citizens.

Fourth, the emphasis on student-centered learning approaches provides an opportunity to respond to students' individual needs and learning styles. The use of methods such as project-based learning, reflective discussion, and independent exploration can build students' motivation to learn and understand social studies concepts in a meaningful context (Suprayitno, 2021); *Fifth*, the integration of media and information literacy in social studies learning. Students need to be equipped with the skills to analyze information from various sources,

understand the impact of mass media on global perceptions, and develop a critical understanding of the narratives presented by the media.

Practical Implementation in Social Studies Learning in the Era of Industrial Revolution 5.0

The practical implementation of social studies learning in the era of Industrial Revolution 5.0 requires an innovative and responsive approach to the dynamics of global change and technological advancement. Here are some practical strategies that can be applied in social studies learning in this era:

1. Case Studies on Culture and Tradition

Social studies learning can utilize smart technology to explore cultures and traditions in a more in-depth and interactive manner. One effective way to do this is through case studies involving the use of Virtual Reality (VR) and Augmented Reality (AR). With VR, students can "visit" various cultural locations and interact with virtual environments that replicate real situations. For example, students can walk through ancient temples in Japan, attend cultural festivals in Brazil, or visit historical sites in Egypt. This immersive experience allows students to experience the uniqueness of each culture first-hand, which is much more powerful than simply reading a book or watching a video.

In addition, AR technology can be used to enrich learning materials about culture and tradition. By using AR applications on mobile or tablet devices, students can view cultural objects in three-dimensional form and learn related information through direct interaction. For example, when learning about batik, students can scan batik images with their devices and see the batik making process in 3D animation, complete with explanations about the symbolism and history behind each motif. This approach not only makes learning more engaging but also helps students understand the cultural context more deeply.

To enhance global collaboration and understanding, teachers can organize international collaborative projects involving students from different countries. Through online learning platforms, students can work together on projects that explore their respective cultures and traditions. For example, students from Indonesia can work with students from India to compare and analyze traditional wedding ceremonies in both countries. They can use technologies such as video conferencing, online discussion forums and digital document sharing to communicate and share information. This project not only increases cultural knowledge but also develops intercultural communication skills and global teamwork.

The application of case studies on culture and tradition with smart technology also involves innovative evaluation. Instead of traditional written exams, students can create multimedia projects that present their findings. For example, they can create documentary videos, VR-based presentations, or interactive e-books that tell the story of the cultures and traditions they studied. These projects can then be published online, allowing students to share their knowledge with a wider audience and get feedback from various parties. This evaluation approach not only measures students' understanding but also enhances their digital skills and creativity.

2. Inter-School Collaborative Project

Social Studies learning can be strengthened through inter-school collaborative projects that utilize smart technology to create immersive and interactive learning experiences. Inter-school collaborative projects allow students from different cultural and geographical backgrounds to work together to explore global issues, broaden their understanding of the

world and develop teamwork skills. Through digital platforms, such as Google Classroom, Microsoft Teams, or specialized collaborative learning apps, students can connect and work together in real-time without being hindered by physical distance (Wiluya & Khastini, 2022).

One form of inter-school collaborative project is joint research on important topics in social studies, such as climate change, human rights or the global economy. Students can be divided into international groups where each group is tasked with collecting data, analyzing the information and presenting their findings. For example, a project on climate change could involve students from different countries to collect local data on the impact of climate change in their respective regions. They can then share their research results through video conferences, online discussion forums and collaborative documents, compare their findings and draw broader conclusions based on the combined data.

Smart technologies such as artificial intelligence (AI) and data analytics can also be used to support these collaborative projects. Using data analytics tools, students can analyze data collected from multiple sources and gain deeper insights. AI can help in identifying patterns and trends that may not be visible with manual analysis. For example, AI can be used to analyze data on air pollution levels in different cities and provide recommendations on measures that can be taken to reduce pollution. This allows students to learn how smart technology can be used to solve real-world problems, enrich their learning experience, and increase the relevance of social studies learning.

To measure the success of inter-school collaborative projects, evaluation should involve multiple forms of assessment, including project presentations, personal reflections and peer feedback. Students can create multimedia presentations showcasing the results of their research, using videos, infographics and animations to explain their findings. Personal reflection helps students evaluate their learning experience and understand the impact of the project on their understanding of global issues (Yolandha & Dewi, 2021). Feedback from peers, both from their own and partner schools, allows students to gain a broader perspective and improve the quality of their work. Through this comprehensive evaluation, the inter-school collaborative project not only improved students' knowledge of social studies topics but also developed communication, collaboration and critical thinking skills that are essential in the era of the Industrial Revolution 5.0.

3. Use of Media and Technology

Social studies learning can be significantly enhanced by the use of smart media and technology. The integration of digital media, such as educational videos, podcasts and interactive simulations, provides a more engaging and immersive learning experience for students. Platforms such as YouTube and various educational podcasts allow students to access information flexibly and interactively. Documentary videos on world history, socio-economic analysis and expert interviews provide a more lively and engaging context than traditional texts, enhancing students' understanding of complex material.

Other smart technologies that can be integrated in social studies learning are artificial intelligence (AI) and data analytics. AI can be used to create personalized learning assistants that can provide learning assistance and resources tailored to students' individual needs. For example, an AI-based chatbot can answer students' questions about social studies material, provide additional explanations or direct students to relevant resources. In addition, data analytics can help teachers understand student learning patterns and identify areas that require

more attention. By utilizing data collected through digital learning platforms, teachers can make data-driven decisions to improve their teaching strategies (Suprayitno, 2021).

The use of media and technology in social studies learning also involves digital collaborative tools that allow students to work together on group projects even if they are in different locations. Platforms such as Google Classroom, Microsoft Teams and various online collaboration apps facilitate communication and collaboration between students. For example, students can work together on research projects on global issues, share information, and produce joint presentations online. These collaborative tools also allow teachers to provide real-time feedback and monitor project progress.

4. Using Relevant Reading Materials

In the era of the Industrial Revolution 5.0, the use of relevant and up-to-date reading materials in social studies learning is becoming increasingly important. Reading materials that include journal articles, e-books, educational blogs and other online sources should be carefully selected to ensure that they reflect the latest developments in social science and technology (Maritim et al., 2024). For example, journal articles discussing the impact of smart technologies on society or e-books on climate change and global policy can provide students with deeper and contextualized insights into emerging issues. Accessing relevant reading materials helps students develop a more holistic and critical understanding of the topics studied.

Utilizing digital reading materials also allows teachers to integrate multiple perspectives and sources of information in the social studies curriculum. With access to digital libraries and online databases, teachers can provide reading materials from various authors, researchers and journalists from different parts of the world. This is important to enrich students' perspectives and teach them about the complexity of global issues. For example, when discussing international conflicts, students can read articles from various sources that have different viewpoints, so they can understand the issue from different angles and learn to think critically and objectively.

To increase student engagement with relevant reading materials, teachers can use smart technologies such as AI-based learning platforms that can recommend reading materials that match students' interests and comprehension levels. AI algorithms can analyze students' reading patterns and suggest articles, books or research that may be interesting and useful to them. In addition, e-reader apps equipped with annotation and bookmarking features can help students note important points, highlight relevant information, and organize their thoughts more effectively. Thus, this technology not only makes reading materials more accessible but also helps students in understanding and applying the information they read.

To ensure relevant reading materials actually enhance learning, teachers need to engage students in critical and reflective discussions about the material they have read. This can be done through class discussions, study groups, or online discussion forums where students can share their views, ask questions, and debate the issues raised in the reading material. Teachers can also assign tasks such as book reviews, article analysis, or reflective essays that allow students to explore and articulate their understanding in depth. Through this approach, the use of relevant reading materials not only enriches students' knowledge but also develops analytical, critical and communication skills that are essential in the era of the Industrial Revolution 5.0.

5. Supporting Social Action

In the era of Industrial Revolution 5.0, Social Studies learning should not only focus on theoretical understanding but also on practical applications that support social action. Smart technologies can be used to strengthen students' engagement in social action by providing platforms for campaigning, organizing and participating in social initiatives. For example, social media and community-based applications allow students to form advocacy groups, organize events and rally support for social issues such as climate change, human rights and gender equality. Using these technologies, students can learn how to mobilize communities, build networks, and contribute tangibly to social change.

Project-based learning can be implemented by engaging students in social action initiatives that are relevant to the social studies material they are learning. Teachers can design projects where students have to identify a social problem in their community, conduct research to understand the problem, and develop and implement an action plan to address the problem. For example, students can conduct an awareness campaign on the importance of recycling or organize an environmental clean-up activity. In this process, students not only learn about social issues but also develop leadership, cooperation and problem-solving skills that are essential in the era of Industrial Revolution 5.0.

Online crowdfunding and fundraising platforms can also be utilized to support social action in social studies learning. Students can learn how to design a fundraising campaign for their social project, communicate the purpose and importance of the project to a wide audience, and manage the funds raised transparently and effectively. For example, they could create a campaign on platforms such as Kickstarter or GoFundMe to raise funds for the construction of clean water facilities in remote areas. This process teaches students about financial responsibility, transparency and the importance of building trust in social action.

To ensure the success and sustainability of students' social action, evaluation and reflection need to be an integral part of the learning process. Teachers can help students evaluate the impact of their social action, both through data collection and feedback from the communities they helped, as well as through personal reflection and group discussions. This reflection helps students understand what they have achieved, the challenges they face, and how they can improve their efforts in the future.

Through the application of these practical strategies, social studies learning at the primary level can become more interesting and relevant to students, while helping to develop a deep understanding of global issues and the values of global awareness.

CONCLUSIONS

In the context of social studies learning in the era of the Industrial Revolution 5.0, it is important to understand that global awareness is the key to preparing students to become global citizens who are responsive and adaptive to changes that occur at the local and global levels. Through the integration of social studies learning concepts that are relevant to global issues, learning can be an effective means of building such awareness. From the various practical implementation strategies that have been mentioned, it becomes clear that inclusive, interactive and technology-based learning approaches can facilitate a deep understanding of global issues, stimulate student engagement and develop the skills needed to contribute to a global society. Practical implementation in social studies learning in the era of the Industrial Revolution 5.0 offers significant opportunities to prepare future generations who have broad understanding, relevant skills and high awareness of increasingly complex global dynamics. This is in

accordance with the demands of the times that require individuals to become agents of change who can adapt quickly and contribute to the development of a more sustainable, inclusive and just world.

REFERENCES

- Arrahmi, S. Z., & Nisa, A. F. (2024). Analysis of The Actualization of Ki Hajar dewantara's Teachings to Foster Student's Writing Skill In The School Literacy Movement Program. *Pionir: Jurnal Pendidikan*, 13(1). <https://doi.org/10.22373/pjp.v13i1.21134>
- Asfiana. (2024). Analysis of The Advantages and Challenges of Information Communication Technology-Based Learning In Elementary School. *Pionir: Jurnal Pendidikan*, 13(No. 1). <https://doi.org/10.22373/pjp.v13i1.21335>
- Blum, D., & Smythe, J. L. (2021). Beyond "Feeling Blessed": Using international documentary film to foster global awareness in an online college course. *International Journal of Multicultural Education*, 23(No. 2).
- Byker, E. J., & Vainer, V. (2020). Social studies education in Argentina: Hacia Una Ciudadania global? *The Journal of Social Studies Research*, 44(4). <https://doi.org/10.1016/j.jssr.2020.06.002>
- Dharma, S. (2021). Membangun Kesadaran Global Warga Negara: Studi Kebijakan Publik Di Era Pandemi Covid 19. *Perspektif*, 10(No. 1). <https://doi.org/10.31289/perspektif.v10i1.4671>
- Ekaprasetya, S. N. A., Salsabila, S. R., Arifin, M. H., & Wahyuningsih, Y. (2022). Peran Pembelajaran IPS dalam Meningkatkan Keterampilan Sosial Peserta Didik Sekolah Dasar. *Jurnal Pendidikan Tambusai*, 6(No. 1).
- Ginanjari, A. (2016). Penguatan Peran IPS Dalam Meningkatkan Keterampilan Sosial Peserta Didik. *Harmony*, 1(No. 1).
- Hamsah, H., Sidik, S., Mesra, R., & Nur, R. (2023). Tantangan Pendidikan Sosiologi Di Era Industri 4.0. *PADARINGAN (Jurnal Pendidikan Sosiologi Antropologi)*, 5(No. 3). <https://doi.org/10.20527/pn.v5i03.9463>
- Hara, A. E., Trihartono, A., & Suyani Indriastuti. (2023). *Keamanan Insani (HUMAN SECURITY): Eksplorasi Berbagai Perspektif di Dunia*. Pandiva Buku.
- Harini, H., Pranansa, A. G., & Terminanto, A. A. (2023). Inovasi Teknologi Dalam Meningkatkan Efisiensi Manajemen Pendidikan Dan Pengabdian Masyarakat Di Era Digital. *Community Development Journal: Jurnal Pengabdian Masyarakat*, 4(No. 6).
- Husniati, R., Setiadi, I. K., Pangestuti, D. C., & Nugraheni, S. (2022). Tantangan Guru Dalam Penyelenggaraan Pembelajaran di Era Industri 4.0 dan Society 5.0. *Batara Wisnu: Indonesian Journal of Community Services*, 2(1). <https://doi.org/10.53363/bw.v2i1.79>
- Indrawati, D. & Amiroh. (2022). Peran Critical Thinking Dalam Mendorong Kreativitas Peserta Didik di Era Revolusi Industri 4.0 Menuju Era Revolusi Industri 5.0. *Tarbawi*, 5(No. 2).
- Indriyati, N. (2023). Peran Media Sosial dalam Pembelajaran IPS Era Society 5.0 di MI Darwata Karangasem Kecamatan Sampang Kabupaten Cilacap. *Jurnal Kependidikan*, 11(2). <https://doi.org/10.24090/jk.v11i2.8702>
- Kaliongga, A., Iriani, A., & Mawardi, M. (2023). Reintegrasi dan Kontekstualisasi Kearifan Lokal Sintuwu Maroso: Upaya Menjawab Tantangan Pendidikan di Era Revolusi Industri 4.0 Menuju Society 5.0. *Scholaria: Jurnal Pendidikan dan Kebudayaan*, 13(No.2). <https://doi.org/10.24246/j.js.2023.v13.i2.p117-127>

- Kuntari, S. (2019). Relevansi Pendidikan IPS dalam Arus Globalisasi. *Hermeneutika: Jurnal Hermeneutika*, 5(No.1). <https://doi.org/10.30870/hermeneutika.v5i1.7389>
- Lathifah, I., Funkiuudin, H., Trisnaningtyas, R., Setiawan, R. Y., Alfiyah, N. A., Muthoharoh, L., & Rohman, N. (2023). Tantangan Implementasi Kurikulum Pendidikan IPS Di Era Globalisasi. *Concept: Journal of Social Humanities and Education*, 2(No. 4).
- Maritim, E., Damayanti, M., Susilowati, D., & Budiarso, A. (2024). Upaya Peningkatan Literasi Ekonomi Bagi Siswa SD Dalam Menyongsong Era Society. *Dharmas Education Journal (DE_Journal)*, 5(No. 1). <https://doi.org/10.56667/dejournal.v5i1.1067>
- Marli, S. (2010). Pendidikan Ilmu Pengetahuan Sosial Dengan Model Pembelajaran Multietnik. *JGM: Jurnal Guru Membangun*, 24(No. 2).
- Maslahah, W., & Rofiah, L. (2019). Pengembangan Bahan Ajar (Modul) Sejarah Indonesia Berbasis Candi-Candi Di Blitar Untuk Meningkatkan Kesadaran Sejarah. *AGASTYA: JURNAL SEJARAH DAN PEMBELAJARANNYA*, 9(No. 1). <https://doi.org/10.25273/ajsp.v9i1.3418>
- Munisa, M., Putri, U. N., Sari, W. V., & Fitri, N. A. (2024). Digital Literacy Based On Local Wisdom In Inclusive Education. *PIONIR: JURNAL PENDIDIKAN*, 13(No. 1). <https://doi.org/10.22373/pjp.v13i1.22058>
- Muslich, A. (2019). Pendidikan Nilai Dalam Pembelajaran IPS MI di Era Milenial. *AL-ASASIYYA: Journal Of Basic Education*, 3(No. 2). <https://doi.org/10.24269/ajbe.v3i2.1849>
- Muslim. (2020). Peran Pendidikan IPS Dalam Pembentukan Perilaku Sosial Dan Tanggung Jawab Sosial Era Abad 21. *SOCIAL PEDAGOGY: Journal of Social Science Education*, 1(2). <https://doi.org/10.32332/social-pedagogy.v1i2.2745>
- Nair, M. M., Tyagi, A. K., & Sreenath, N. (2021). The future with industry 4.0 at the core of society 5.0: Open issues, future opportunities and challenges. *International Conference on Computer Communication and Informatics (ICCCI)*.
- Nurdiansyah, N. (2021). Pemanfaatan Sejarah Lokal Kerajaan Siak sebagai Sumber Belajar untuk Mengembangkan Kesadaran Sejarah Siswa. *Jurnal Studi Guru dan Pembelajaran*, 4(No.2). <https://doi.org/10.30605/jsgp.4.2.2021.1341>
- Ong, Q. K. L., & Annamalai, N. (2024). Technological pedagogical content knowledge for twenty-first century learning skills: The game changer for teachers of industrial revolution 5.0. *Education and Information Technologies*, 29(No. 2).
- Putra, E. S. I. (2021). Pendidikan IPS di Era Globalisasi: Sebuah Pendekatan Kurikulum Pembelajaran. *EDUKASI*, 9(No. 1). <https://doi.org/10.32520/judek.v9i1.1541>
- Putra, E. S. I. (2022). Tantangan Pendidikan IPS di Era Masyarakat Madani. *Jurnal Edukasi*, 10(No. 1)YYSDAW.
- Rahayu, S. (2022). Tantangan Pembelajaran Terhadap Isu Global. *JESS: Jurnal Education Social Science*, 2(No.1).
- Reimers, F. M., & Chung, C. K. (2019). Teaching and learning for the twenty-first century: Educational goals, policies, and curricula from six nations. *Harvard Education Press*.
- Safran, S., Hasibuan, A. R., Megarani, O., & Ramadhani, F. (2024). Rancangan Guru Dalam Pembelajaran Pendidikan IPS Di Era Digital. *BERSATU: Jurnal Pendidikan Bhinneka Tunggal Ika*, 2(No.1).

- Saleh, M. (2021). Semangat Kebangsaan Berbasis Peristiwa Sejarah Lokal untuk Membangun Kesadaran Sejarah di Sekolah Dasar. *Jurnal Basicedu*, 5(No. 5). <https://doi.org/10.31004/basicedu.v5i5.1306>
- Suprayitno, E. (2021). Strategi Meningkatkan Citra Pembelajaran IPS yang Bermakna Menuju Era Society 5.0. *Sosial Khatulistiwa: Jurnal Pendidikan IPS*, 1(No. 1). <https://doi.org/10.26418/skjpi.v1i1.47966>
- Suriani, A. I., & Hadi, S. (2022). Kebijakan Literasi Digital Bagi Pengembangan Karakter Peserta Didik. *JKPD (Jurnal Kajian Pendidikan Dasar)*, 7(1). <https://doi.org/10.26618/jkpd.v7i1.7030>
- Tohri, A., Syamsiar, H., Rasyad, A., Hafiz, A., & Rizkah, R. (2022). Relevansi Metode Pembelajaran IPS Terpadu Berbasis Kearifan Lokal di Era Masyarakat Digital. *Jurnal Teknodik*, 26(No. 2). <https://doi.org/10.32550/teknodik.vi.951>
- Usanto, Sucahyo, N., Warta, W., & Fitriyani, I. F. (2023). Transformasi Kepemimpinan Yang Bersifat Profetik Dan Pemberdayaan Masyarakat Di Era Society 5.0 Yang Berkelanjutan. *Community Development Journal: Jurnal Pengabdian Masyarakat*, 4(No. 2).
- Widyawati, E. R. (2023). *Pemanfaatan Media Pembelajaran Berbasis Teknologi sebagai Alat Pembelajaran Kekinian bagi Guru Profesional IPS dalam Penerapan Pendidikan Karakter Menyongsong Era Society 5.0*. 10.
- Wiluya, Y., & Khastini, R. O. (2022). Pembelajaran IPS Menuju Era Revolusi Industri 4.0 di Era New Normal Pandemi Covid-19. *Jurnal Education and development Institut Pendidikan Tapanuli Selatan*, 10(No. 3).
- Yolandha, W., & Dewi, D. A. (2021). Pendidikan Kewarganegaraan Konsolidasi Identitas Nasional di Era Revolusi Industri 4.0. *Jurnal Pendidikan Tambusai*, 5(No. 1).

Efforts to Build Global Awareness Through Social Studies Learning in the Era of Industrial Revolution 5.0

Emiliya Fatmawati *

* UIN Prof. K.H. Saifuddin Zuhri Purwokerto

emiliyafatmawati858@gmail.com

Tutuk Ningsih **

** UIN Prof. K.H. Saifuddin Zuhri Purwokerto

tutuk@uinsaizu.ac.id

Received 14 June 2024, Accepted 12 August 2024, Published 17 August 2024

Abstract

In the era of Industrial Revolution 5.0, it is important to understand how social studies learning can build global awareness in students. This article explores the challenges and opportunities in implementing social studies learning in this changing era. Key challenges include technology integration, cultural diversity and understanding complex global issues. However, there are significant opportunities in the use of technology, project-based learning and the development of 21st century skills in social studies learning. The purpose of this study is to investigate how practical approaches in social studies learning can help build global awareness in students in the era of Industrial Revolution 5.0. The results showed that the integration of technology, project-based approach, and 21st century skills development significantly improved the effectiveness of social studies learning in building global awareness. The practical implementation of these strategies opens up opportunities to prepare students to be adaptive global citizens, responsive to change, and contribute to the development of a more sustainable world. In conclusion, social studies learning in the era of the Industrial Revolution 5.0 has great potential to be a driving force in shaping a generation that has a strong global awareness and is ready to face complex global challenges.

Keywords: Challenges and opportunities; Global awareness; Industrial revolution 5.0; Social studies learning.

Abstrak

Pada era Revolusi Industri 5.0, penting untuk memahami bagaimana pembelajaran Ilmu Pengetahuan Sosial (IPS) dapat membangun kesadaran global pada siswa. Artikel ini mengeksplorasi tantangan dan peluang dalam mengimplementasikan pembelajaran IPS di era yang terus berubah ini. Tantangan utama mencakup integrasi teknologi, keberagaman budaya, dan pemahaman terhadap isu-isu global yang kompleks. Namun, terdapat peluang signifikan dalam penggunaan teknologi, pembelajaran berbasis proyek, dan pengembangan keterampilan abad ke-21 dalam pembelajaran IPS. Tujuan penelitian ini adalah untuk menyelidiki bagaimana pendekatan praktis dalam pembelajaran IPS dapat membantu membangun kesadaran global pada siswa di era Revolusi Industri 5.0. Hasil penelitian menunjukkan bahwa integrasi teknologi, pendekatan berbasis proyek, dan pengembangan keterampilan abad ke-21 secara signifikan meningkatkan efektivitas pembelajaran IPS dalam membangun kesadaran global. Implementasi praktis dari strategi ini membuka peluang untuk mempersiapkan siswa menjadi warga global yang adaptif, responsif terhadap perubahan, dan berkontribusi pada pembangunan dunia yang lebih berkelanjutan. Kesimpulannya, pembelajaran IPS di era Revolusi Industri 5.0 memiliki potensi besar untuk menjadi motor penggerak dalam membentuk generasi yang memiliki kesadaran global yang kuat dan siap menghadapi tantangan global yang kompleks.

Kata Kunci: Kesadaran Global; Pembelajaran IPS; Revolusi Industri 5.0; Tantangan dan Peluang.

INTRODUCTION

In the era of the industrial revolution 5.0, technology plays a very important role for the advancement of education (Ong & Annamalai, 2024). This can be seen from more active learning, creative learning media, and students are motivated to explore their curiosity. In a small scope, students need to be taught to use technology wisely (Putra, 2022). This is because a lot of information is widespread in the mass media, if students are less capable then they will be carried away by negative impacts such as believing in hoax news. Students as the next generation of the nation need to be taught to understand awareness in a global perspective (Reimers & Chung, 2019).

Today's global changes include far-reaching transformations in various aspects of human life, primarily driven by technological advancements and ever-increasing connectivity. The Industrial Revolution 5.0 is the latest stage in industrial evolution that signifies the increasingly close integration of advanced digital technologies, such as artificial intelligence, *big data*, cloud computing, robotics, and the *Internet of Things*, with human aspects of the production process and daily life (Suprayitno, 2021). These changes include not only technological innovations, but also changes in the paradigms and business models underlying many sectors, including education. The Industrial Revolution 5.0 highlights the importance of collaboration and integration between humans and technology, as well as the utilization of artificial intelligence and data analytics to improve efficiency, productivity and quality of life (Usanto et al., 2023).

The Industrial Revolution 5.0 poses various challenges and opportunities (Nair et al., 2021). On the one hand, the advent of new technologies presents the potential to enhance learning experiences, access global resources and develop skills relevant to the future world of work. However, on the other hand, there are concerns about unequal access to technology, anxiety about its impact on traditional occupations, and challenges in preparing young people

for the complexity and uncertainty of the future. A deep understanding of global change and the industrial revolution 5.0 is crucial. This makes it possible to evaluate its impact on various aspects of life, including education, and to design responsive and adaptive strategies. By understanding the dynamics of these changes, teachers can identify opportunities to improve student learning, prepare to become empowered global citizens, as well as facilitate the necessary transformation in the education system to face an increasingly complex and rapidly changing future (Harini et al., 2023).

In the era of Industrial Revolution 5.0, which is characterized by the combination of smart technology and human-machine interaction, the importance of building global awareness through social studies learning is increasingly prominent. However, research that examines in depth how smart technology can be integrated in social studies learning to build global awareness is still very limited. The Industrial Revolution 5.0 not only emphasizes on automation and efficiency, but also on sustainability and holistic human development. In this context, effective social studies learning should be able to adapt smart technology to support global education goals.

Smart technologies such as artificial intelligence (AI), the Internet of Things (IoT) and collaborative robotics have great potential to revolutionize the way learning is done. However, how these technologies can be effectively applied in the social studies curriculum to enhance global awareness remains an unanswered question. Previous research has mostly focused on the use of technology in STEM (Science, Technology, Engineering, and Mathematics) learning and not much has explored the application of smart technologies in social studies. This creates a significant gap in the educational literature that needs to be filled.

The lack of specific research on the integration of smart technologies in social studies learning results in a lack of practical guidance for educators in implementing these technologies. In fact, smart technology can be used to create an interactive and dynamic learning environment, where students can interact with global simulations, keep up to date with international issues in real-time, and collaborate with students from different parts of the world. Without clear guidelines and models, educators may struggle to implement these technologies effectively.

In addition, there is an urgent need to understand how the integration of smart technologies can affect students' understanding of global issues. Can the use of AI in social data analysis or the use of VR (Virtual Reality) in global conflict simulations increase students' awareness and empathy towards global issues? These questions need to be answered through comprehensive empirical research. Without a clear understanding of the impact of these technologies, we risk missing the opportunity to harness their potential in social studies education.

The importance of global awareness in the 5.0 era is significant given the challenges and dynamics faced by the global community. The current era is characterized by increasingly rapid globalization, with economic, political, social, and technological changes occurring rapidly around the world. In this situation, global awareness is key to understanding and overcoming the complexity of challenges faced by humans on a global scale (Blum & Smythe, 2021). One of the main reasons why global awareness is important is because the challenges faced by modern societies are no longer limited by geographical or national boundaries. Issues such as climate change, poverty, injustice, armed conflict, and pandemics show that challenges are universal and require a collective response from the global community (Hara et al., 2023).

Global awareness helps individuals understand that they are part of a wider global community and that their actions have an impact not only locally, but also globally. In an era where digital technology connects people from different parts of the world within seconds, global awareness is becoming increasingly relevant. Information and ideas can be easily disseminated and accessed around the world, allowing individuals to become more connected and informed about global issues. Global awareness is not only important for individuals, but also for societies and leaders around the world (Byker & Vainer, 2020). This calls for education that encourages the development of global awareness early on, both at the school level and in society as a whole. Global awareness is not just about understanding the world, but also about taking responsibility and acting to create positive change in it. The role of Social Studies learning becomes crucial in building global awareness, especially in the midst of the industrial revolution 5.0 which changes the paradigm of education. Social Studies, which includes a number of disciplines such as history, geography, economics and sociology, provides a platform for the exploration of global issues, cultural diversity and the complexity of intercultural interactions.

In the midst of the industrial revolution 5.0, where technology and humans are increasingly integrated, social studies learning can play a role as a means to develop students' understanding of global change (Hamsah et al., 2023). Through an understanding of history, students can trace the roots of change and understand how technological developments and social life affect global dynamics. Social studies learning provides a comprehensive foundation for developing an understanding of the complexity of global issues in the era of the industrial revolution 5.0. Furthermore, social studies plays an important role in shaping students' critical and analytical skills (Ginanjar, 2016). In an era of abundant information, students need to be equipped with the ability to assess and filter information from various sources. Social studies learning teaches students to develop a critical perspective on the news, data, and opinions they encounter, helping them to become independent thinkers who are able to formulate views on global issues (Rahayu, 2022).

An atmosphere that encourages cross-cultural communication and cooperation is also generated by social studies education. Collaboration between people and technology is emphasized in the context of the fifth industrial revolution (IR5.0), so cross-cultural work skills are very important. In social studies education, students can learn how to appreciate diversity as a resource to address global issues and develop interpersonal and cross-cultural competencies. Social studies education plays a dual role in preparing students to become citizens in an increasingly connected and complex global society, as well as in the transmission of knowledge.

Researchers analyzed several articles with similar themes, including the following: *first*, an article written by Asfiana (2024) with the title "Analysis of The Advantages and Challenges of Information Communication Technology-Based Learning In Elementary School" discusses the advantages of ICT learning at the elementary level. The article discusses the challenges and solutions that can be applied in the implementation of ICT at the elementary level; *second*, the article written by Syukron and Ana (2024) with the title "Analysis of The Actualization of Ki Hajar Dewantara's Teachings to Foster Student's Writing Skill in The School Literacy Movement Program" which discusses the noble values applied by Ki Hajar Dewantara in the GLS program. Teachers have implemented Ki Hajar Dewantara's teachings, especially regarding literacy; *third*, an article written by Ade Irma and Syamsul Hadi (2022) with the title

"Digital Literacy Policy for Student Character Development" which discusses literacy policies within the school scope. Stakeholders try to overcome cyber crime. Schools collaborate with parents and the community to provide digital literacy strengthening to students. From some of the articles above, there is no research that is the same as the researcher so it can be concluded that this research has *novelty* value.

In the context of the Industrial Revolution 5.0, this article aims to investigate how social studies education contributes to the development of global awareness. It also examines effective teaching methods and strategies that can be applied in today's educational environment. With the help of social studies education, students can increase their knowledge of global issues, broaden their perspectives on the world, and acquire the necessary skills to contribute to the development of a more cohesive and interconnected global society. This article seeks to explain these processes.

RESEARCH METHODS

The reason for choosing this topic arises from the need to explore the critical role of social studies learning in preparing students to face challenges and opportunities in the era of the Industrial Revolution 5.0, where global issues are increasingly closely related to technological advances. The type of research used is qualitative literature study, where researchers only discuss conceptually. The choice of qualitative approach is relevant because it can provide in-depth and contextual insights related to the role of social studies learning and global awareness, while allowing researchers to explore complex concepts in the existing literature.

Sources included journal articles, books, research reports and other academic sources. Inclusion and exclusion criteria were set to ensure that the literature used was relevant to the focus of the study and included diverse perspectives. The research process began with a literature search using academic databases such as PubMed, Google Scholar, and digital libraries. Data analysis was conducted through literature synthesis and thematic analysis. Synthesis involves organizing findings from the literature into a cohesive narrative, while thematic analysis allows the researcher to identify patterns, key themes and theoretical frameworks that emerge from the analyzed literature. Through this approach, this research aims to present a comprehensive picture of the role of social studies learning in the context of global awareness in the era of the Industrial Revolution 5.0.

RESULTS AND DISCUSSION

Social studies learning

The primary education curriculum includes social studies as a core component, with the aim of providing students with a thorough understanding of the social, cultural, political and economic forces that shape their environment. Elementary social studies education is based on the idea that students should be able to analyze and understand the complex relationships between various aspects of social and cultural life in addition to knowing core facts and ideas. In this regard, social studies learning fosters critical thinking, questioning, and understanding of the phenomena being studied in addition to imparting knowledge to students.

Social studies teaching in primary schools is based on the method of constructivism, which emphasizes students' active participation in developing an understanding of their

environment. Therefore, students are the main actors in the learning process and not just passive recipients of information. Through various authentic real-world activities, teachers facilitate students' exploration of social and cultural concepts. Students can absorb social studies concepts more fully and understand the broader social implications of these concepts by using this approach.

Social studies in primary schools aims to develop the social, communication and critical thinking skills needed to engage in political and social life, in addition to acquiring knowledge. Students' ability to weigh information critically, ask relevant questions, and communicate their opinions effectively and concisely. Students can also work together in groups, cooperate, and gain knowledge from shared experiences through social studies teaching.

Teachers can utilize students' direct experiences, such as visiting historical places, observing the surrounding environment, or inviting resource persons from local communities, to strengthen understanding of social studies concepts (Maslahah & Rofiah, 2019). Learning becomes more relevant and meaningful, so that students are more involved and interested in the learning process. In social studies learning in primary schools, technology integration can also be an important aspect to enhance students' learning experience. Although the use of technology may not be as intensive at the primary level as it is at higher levels, teachers can still utilize it as a learning aid that presents information in an interactive and engaging way for students (Muslich, 2019). Technology can also be used to facilitate communication and collaboration between students, as well as provide access to relevant digital resources.

Social studies learning in elementary schools aims to provide a strong foundation for students' understanding of the world around them and develop the skills and values needed to participate actively in society (Ekaprasetya et al., 2022). With an appropriate approach and learning that is relevant to students' lives, social studies learning in elementary schools can be a strong foundation for development as responsible and environmentally aware individuals (Saleh, 2021).

The Era of Industrial Revolution 5.0

Industrial Revolution 5.0 is a term that refers to technological developments that fundamentally change the way humans interact with technology (Widyawati, 2023). According to experts, such as Klaus Schwab, founder and chairman of the World Economic Forum, the Industrial Revolution Era 5.0 is an advanced stage of the previous industrial revolution, characterized by the convergence of advanced technologies such as artificial intelligence (AI), robotics, quantum computing, the Internet of Things (IoT), and biotechnology. The definition of Industrial Revolution 5.0 involves the deepening integration of the physical, digital and biological worlds. This creates a globally connected system, where technology is not only used to increase production efficiency, but also to create greater added value, improve quality of life, and change the way we work, live, and interact with each other.

The Industrial Revolution 5.0 marks an era where technology not only replaces human work, but also collaborates with humans. Through this era, there is the potential to require greater engagement between humans and machines, and enable the development of more innovative and adaptive solutions to complex problems faced by humans. In the Era of Industrial Revolution 5.0, there is a paradigm shift in the way we view technology. Technology is no longer considered just a tool, but a partner that works alongside humans to achieve greater goals.

In addition, the Industrial Revolution 5.0 also brings significant implications in terms of

education and learning. Teachers and educational institutions must prepare students with the skills and knowledge necessary to succeed in an increasingly complex digital economy. This includes skills such as problem solving, critical thinking, collaboration, communication, and digital literacy, as well as a deep understanding of ethics in the use of technology (Munisa et al., 2024).

Concept of Global Awareness

Global awareness is a broad and deep awareness of global issues, the interdependence of individuals, groups and countries around the world. In a contemporary society that is increasingly connected through technology and cross-border interactions, global awareness is becoming increasingly important as a response to the complexity of the challenges faced by the world today. The importance of global awareness cannot be ignored, because in the context of globalization, whatever happens in one part of the world can have a significant impact elsewhere. Global awareness enables individuals to understand roles within a larger network of global relationships, as well as to respond to issues that affect societies around the world (Kuntari, 2019).

More than just understanding global issues, global awareness also encourages individuals to build attitudes that are inclusive, tolerant, and respectful of cultural diversity. In a society that is increasingly connected through the internet and social media, global awareness also plays an important role in fostering solidarity and empathy among individuals from different cultural, religious, and ethnic backgrounds (Dharma, 2021). This helps in accelerating the reduction of social inequality and creating a more inclusive and empowered environment. Global awareness is not only a necessity, but also an important value in shaping individuals who care, empathize, and contribute to creating positive change in an increasingly globally connected contemporary society.

The factors that influence global awareness are diverse and complex, encompassing multiple dimensions of individual experiences, social interactions, and global dynamics, including: *first*, education plays an important role in shaping global awareness. Through curricula covering global issues, student exchange programs, and cross-cultural learning experiences, educational institutions provide opportunities for individuals to broaden their view of the world, understand the complexity of global issues, and develop an inclusive and empathetic attitude towards cultural diversity.

Secondly, life experience is also a significant factor in shaping global awareness. Through cultural exchanges, and interactions with individuals from different cultural backgrounds, individuals can develop a deeper understanding of the similarities and differences among societies and cultures around the world. These life experiences help broaden individuals' horizons, eliminate stereotypes, and build empathy towards people from different backgrounds. *Third*, mass media and information technology play an important role in influencing global awareness. Through widespread access to international information and news, individuals have the opportunity to keep up with current developments around the world, understand emerging global issues, and participate in global discussions. However, it is important to remember that the media can also reinforce stereotypes and biases, so individuals need to develop critical skills to interpret the information they receive.

Fourth, social interaction is also a significant factor in shaping global awareness. Through intercultural dialog, cross-border cooperation, and exchange of ideas, individuals can broaden their horizons about the world, understand different perspectives, and build mutually

beneficial relationships with people from different cultural backgrounds. (Primadita, 2017)*Fifth*, economic, political, and environmental factors also influence global awareness. Issues such as international trade, conflicts between countries, and climate change reinforce awareness of the interconnections between individuals, societies, and countries around the world, and emphasize the need for international cooperation in addressing global challenges.

The link between global awareness and social studies learning has a significant impact in shaping individuals who are able to overcome complex issues in the era of the Industrial Revolution 5.0. Social studies learning not only provides knowledge about social and cultural systems, but also facilitates the development of global awareness through various aspects (Marli, 2010). *First*, social studies learning provides a theoretical foundation and in-depth conceptual understanding of global issues. Through a curriculum that includes topics such as peace, human rights, and global inequality, students are introduced to issues that are the focus of global awareness (Putra, 2021).

Second, social studies learning helps students understand the connection between local decisions and global impacts. Through case studies, discussions and learning projects, students can see how actions at the local level can have widespread consequences and understand the importance of global considerations in decision-making. This strengthens the connection between local and global aspects in building awareness of the interconnections between communities and countries; *third*, social studies learning facilitates an understanding of cultural diversity and multicultural perspectives. By exploring different cultures, histories and values in different parts of the world, students can develop empathy for people from different backgrounds. This can form the basis for a global consciousness that values diversity and understands each culture's contribution to shaping a complex world.

Fourth, social studies learning also encourages students to develop critical skills in dealing with global issues. Critical analysis of information sources, understanding of various points of view, and the ability to formulate sustainable solutions are an integral part of social studies learning (Kaliongga et al., 2023). This not only helps students become intelligent consumers of information but also increases the capacity to actively participate in addressing global issues; *fifth*, social studies learning stimulates attitudes of social engagement and responsibility. By emphasizing the importance of individual action in creating positive change, students are empowered to contribute to local and global communities. Global awareness instilled through social studies learning provides a moral foundation to act responsibly in dealing with global issues (Tohri et al., 2022).

Challenges in Building Global Awareness through Social Studies Learning

The development of global awareness through social studies learning in the era of the Industrial Revolution 5.0 faces various challenges that need to be overcome so that the educational process can achieve optimal results. Some of these challenges reflect the dynamics of social change, technology and the global environment that affect the current educational context. The first challenge is that the rapid pace of technological change can be an obstacle in aligning the social studies curriculum with current global issues (Safran et al., 2024). With the continuous advancement of technology, teachers and curriculum must always be updated to remain relevant to the development of rapidly evolving global issues (Muslim, 2020). This challenge demands creativity and adaptability in developing learning methods that integrate the latest information over time.

The second challenge relates to accessibility and inequality in the use of technology.

While information technology enables access to a wide range of global information sources, many regions still face limited accessibility to devices and internet connectivity (Nurdiansyah, 2021). This creates a digital divide that can inhibit students from a balanced and equitable learning experience. In addition, social studies learning in a global context requires an inclusive approach to respond to students' diverse cultures and backgrounds. The third challenge is to ensure that curricula and learning methods are able to reflect diversity and global perspectives without discriminating or downplaying the values of certain cultures (Lathifah et al., 2023). Integrating cultural diversity in social studies learning is a crucial step to building a global consciousness that understands and appreciates differences.

The fourth, significant challenge lies in understanding and addressing complex global issues. Issues such as climate change, economic inequality and interstate conflict require in-depth understanding and a multidisciplinary approach. Social studies curriculum and teaching must be able to provide a holistic understanding and facilitate student involvement in formulating sustainable solutions to these challenges. The fifth challenge is the role of teachers in guiding students in understanding and addressing contemporary issues. Teachers need to have a strong understanding of global issues, pedagogical skills to deal with technological challenges, and the ability to design lessons that stimulate critical thinking and positive action. This challenge emphasizes the importance of teachers' continuous professional development in order to effectively guide students in understanding and responding to global issues (Husniati et al., 2022).

Opportunities in Building Global Awareness through Social Studies Learning

Amidst the challenges faced in building global awareness, there are significant opportunities that can enhance the effectiveness of this approach. Some of these opportunities reflect positive changes in the educational paradigm and the utilization of technology. *First*, the development of information and communication technology (ICT) provides a great opportunity to increase students' access to global information. The integration of technology in social studies learning allows teachers to utilize online resources, interactive simulations and collaborative platforms that enrich students' learning experience. These opportunities also include the use of social media as a tool to share information, ideas and views between students around the world (Indriyati, 2023).

Secondly, project-based and collaborative learning approaches can provide opportunities to apply social studies concepts in real contexts. Projects that focus on global issues allow students to gain a deeper understanding, develop analysis skills, and formulate concrete solutions. Collaboration between students can enrich perspectives and stimulate intercultural dialogue; *Third*, strengthening skills 4.0 (21st century skills) through social studies learning. The development of skills such as critical thinking, creativity, communication, and collaboration is essential in facing the dynamics of era 5.0 (Indrawati & Amiroh, 2022). Social studies learning can be directed to hone these skills, preparing students to become adaptable and innovative global citizens.

Fourth, the emphasis on student-centered learning approaches provides an opportunity to respond to students' individual needs and learning styles. The use of methods such as project-based learning, reflective discussion, and independent exploration can build students' motivation to learn and understand social studies concepts in a meaningful context (Suprayitno, 2021); *Fifth*, the integration of media and information literacy in social studies learning. Students need to be equipped with the skills to analyze information from various sources,

understand the impact of mass media on global perceptions, and develop a critical understanding of the narratives presented by the media.

Practical Implementation in Social Studies Learning in the Era of Industrial Revolution 5.0

The practical implementation of social studies learning in the era of Industrial Revolution 5.0 requires an innovative and responsive approach to the dynamics of global change and technological advancement. Here are some practical strategies that can be applied in social studies learning in this era:

1. Case Studies on Culture and Tradition

Social studies learning can utilize smart technology to explore cultures and traditions in a more in-depth and interactive manner. One effective way to do this is through case studies involving the use of Virtual Reality (VR) and Augmented Reality (AR). With VR, students can "visit" various cultural locations and interact with virtual environments that replicate real situations. For example, students can walk through ancient temples in Japan, attend cultural festivals in Brazil, or visit historical sites in Egypt. This immersive experience allows students to experience the uniqueness of each culture first-hand, which is much more powerful than simply reading a book or watching a video.

In addition, AR technology can be used to enrich learning materials about culture and tradition. By using AR applications on mobile or tablet devices, students can view cultural objects in three-dimensional form and learn related information through direct interaction. For example, when learning about batik, students can scan batik images with their devices and see the batik making process in 3D animation, complete with explanations about the symbolism and history behind each motif. This approach not only makes learning more engaging but also helps students understand the cultural context more deeply.

To enhance global collaboration and understanding, teachers can organize international collaborative projects involving students from different countries. Through online learning platforms, students can work together on projects that explore their respective cultures and traditions. For example, students from Indonesia can work with students from India to compare and analyze traditional wedding ceremonies in both countries. They can use technologies such as video conferencing, online discussion forums and digital document sharing to communicate and share information. This project not only increases cultural knowledge but also develops intercultural communication skills and global teamwork.

The application of case studies on culture and tradition with smart technology also involves innovative evaluation. Instead of traditional written exams, students can create multimedia projects that present their findings. For example, they can create documentary videos, VR-based presentations, or interactive e-books that tell the story of the cultures and traditions they studied. These projects can then be published online, allowing students to share their knowledge with a wider audience and get feedback from various parties. This evaluation approach not only measures students' understanding but also enhances their digital skills and creativity.

2. Inter-School Collaborative Project

Social Studies learning can be strengthened through inter-school collaborative projects that utilize smart technology to create immersive and interactive learning experiences. Inter-school collaborative projects allow students from different cultural and geographical backgrounds to work together to explore global issues, broaden their understanding of the

world and develop teamwork skills. Through digital platforms, such as Google Classroom, Microsoft Teams, or specialized collaborative learning apps, students can connect and work together in real-time without being hindered by physical distance (Wiluya & Khastini, 2022).

One form of inter-school collaborative project is joint research on important topics in social studies, such as climate change, human rights or the global economy. Students can be divided into international groups where each group is tasked with collecting data, analyzing the information and presenting their findings. For example, a project on climate change could involve students from different countries to collect local data on the impact of climate change in their respective regions. They can then share their research results through video conferences, online discussion forums and collaborative documents, compare their findings and draw broader conclusions based on the combined data.

Smart technologies such as artificial intelligence (AI) and data analytics can also be used to support these collaborative projects. Using data analytics tools, students can analyze data collected from multiple sources and gain deeper insights. AI can help in identifying patterns and trends that may not be visible with manual analysis. For example, AI can be used to analyze data on air pollution levels in different cities and provide recommendations on measures that can be taken to reduce pollution. This allows students to learn how smart technology can be used to solve real-world problems, enrich their learning experience, and increase the relevance of social studies learning.

To measure the success of inter-school collaborative projects, evaluation should involve multiple forms of assessment, including project presentations, personal reflections and peer feedback. Students can create multimedia presentations showcasing the results of their research, using videos, infographics and animations to explain their findings. Personal reflection helps students evaluate their learning experience and understand the impact of the project on their understanding of global issues (Yolandha & Dewi, 2021). Feedback from peers, both from their own and partner schools, allows students to gain a broader perspective and improve the quality of their work. Through this comprehensive evaluation, the inter-school collaborative project not only improved students' knowledge of social studies topics but also developed communication, collaboration and critical thinking skills that are essential in the era of the Industrial Revolution 5.0.

3. Use of Media and Technology

Social studies learning can be significantly enhanced by the use of smart media and technology. The integration of digital media, such as educational videos, podcasts and interactive simulations, provides a more engaging and immersive learning experience for students. Platforms such as YouTube and various educational podcasts allow students to access information flexibly and interactively. Documentary videos on world history, socio-economic analysis and expert interviews provide a more lively and engaging context than traditional texts, enhancing students' understanding of complex material.

Other smart technologies that can be integrated in social studies learning are artificial intelligence (AI) and data analytics. AI can be used to create personalized learning assistants that can provide learning assistance and resources tailored to students' individual needs. For example, an AI-based chatbot can answer students' questions about social studies material, provide additional explanations or direct students to relevant resources. In addition, data analytics can help teachers understand student learning patterns and identify areas that require

more attention. By utilizing data collected through digital learning platforms, teachers can make data-driven decisions to improve their teaching strategies (Suprayitno, 2021).

The use of media and technology in social studies learning also involves digital collaborative tools that allow students to work together on group projects even if they are in different locations. Platforms such as Google Classroom, Microsoft Teams and various online collaboration apps facilitate communication and collaboration between students. For example, students can work together on research projects on global issues, share information, and produce joint presentations online. These collaborative tools also allow teachers to provide real-time feedback and monitor project progress.

4. Using Relevant Reading Materials

In the era of the Industrial Revolution 5.0, the use of relevant and up-to-date reading materials in social studies learning is becoming increasingly important. Reading materials that include journal articles, e-books, educational blogs and other online sources should be carefully selected to ensure that they reflect the latest developments in social science and technology (Maritim et al., 2024). For example, journal articles discussing the impact of smart technologies on society or e-books on climate change and global policy can provide students with deeper and contextualized insights into emerging issues. Accessing relevant reading materials helps students develop a more holistic and critical understanding of the topics studied.

Utilizing digital reading materials also allows teachers to integrate multiple perspectives and sources of information in the social studies curriculum. With access to digital libraries and online databases, teachers can provide reading materials from various authors, researchers and journalists from different parts of the world. This is important to enrich students' perspectives and teach them about the complexity of global issues. For example, when discussing international conflicts, students can read articles from various sources that have different viewpoints, so they can understand the issue from different angles and learn to think critically and objectively.

To increase student engagement with relevant reading materials, teachers can use smart technologies such as AI-based learning platforms that can recommend reading materials that match students' interests and comprehension levels. AI algorithms can analyze students' reading patterns and suggest articles, books or research that may be interesting and useful to them. In addition, e-reader apps equipped with annotation and bookmarking features can help students note important points, highlight relevant information, and organize their thoughts more effectively. Thus, this technology not only makes reading materials more accessible but also helps students in understanding and applying the information they read.

To ensure relevant reading materials actually enhance learning, teachers need to engage students in critical and reflective discussions about the material they have read. This can be done through class discussions, study groups, or online discussion forums where students can share their views, ask questions, and debate the issues raised in the reading material. Teachers can also assign tasks such as book reviews, article analysis, or reflective essays that allow students to explore and articulate their understanding in depth. Through this approach, the use of relevant reading materials not only enriches students' knowledge but also develops analytical, critical and communication skills that are essential in the era of the Industrial Revolution 5.0.

5. Supporting Social Action

In the era of Industrial Revolution 5.0, Social Studies learning should not only focus on theoretical understanding but also on practical applications that support social action. Smart technologies can be used to strengthen students' engagement in social action by providing platforms for campaigning, organizing and participating in social initiatives. For example, social media and community-based applications allow students to form advocacy groups, organize events and rally support for social issues such as climate change, human rights and gender equality. Using these technologies, students can learn how to mobilize communities, build networks, and contribute tangibly to social change.

Project-based learning can be implemented by engaging students in social action initiatives that are relevant to the social studies material they are learning. Teachers can design projects where students have to identify a social problem in their community, conduct research to understand the problem, and develop and implement an action plan to address the problem. For example, students can conduct an awareness campaign on the importance of recycling or organize an environmental clean-up activity. In this process, students not only learn about social issues but also develop leadership, cooperation and problem-solving skills that are essential in the era of Industrial Revolution 5.0.

Online crowdfunding and fundraising platforms can also be utilized to support social action in social studies learning. Students can learn how to design a fundraising campaign for their social project, communicate the purpose and importance of the project to a wide audience, and manage the funds raised transparently and effectively. For example, they could create a campaign on platforms such as Kickstarter or GoFundMe to raise funds for the construction of clean water facilities in remote areas. This process teaches students about financial responsibility, transparency and the importance of building trust in social action.

To ensure the success and sustainability of students' social action, evaluation and reflection need to be an integral part of the learning process. Teachers can help students evaluate the impact of their social action, both through data collection and feedback from the communities they helped, as well as through personal reflection and group discussions. This reflection helps students understand what they have achieved, the challenges they face, and how they can improve their efforts in the future.

Through the application of these practical strategies, social studies learning at the primary level can become more interesting and relevant to students, while helping to develop a deep understanding of global issues and the values of global awareness.

CONCLUSIONS

In the context of social studies learning in the era of the Industrial Revolution 5.0, it is important to understand that global awareness is the key to preparing students to become global citizens who are responsive and adaptive to changes that occur at the local and global levels. Through the integration of social studies learning concepts that are relevant to global issues, learning can be an effective means of building such awareness. From the various practical implementation strategies that have been mentioned, it becomes clear that inclusive, interactive and technology-based learning approaches can facilitate a deep understanding of global issues, stimulate student engagement and develop the skills needed to contribute to a global society. Practical implementation in social studies learning in the era of the Industrial Revolution 5.0 offers significant opportunities to prepare future generations who have broad understanding, relevant skills and high awareness of increasingly complex global dynamics. This is in

accordance with the demands of the times that require individuals to become agents of change who can adapt quickly and contribute to the development of a more sustainable, inclusive and just world.

REFERENCES

- Arrahmi, S. Z., & Nisa, A. F. (2024). Analysis of The Actualization of Ki Hajar dewantara's Teachings to Foster Student's Writing Skill In The School Literacy Movement Program. *Pionir: Jurnal Pendidikan*, 13(1). <https://doi.org/10.22373/pjp.v13i1.21134>
- Asfiana. (2024). Analysis of The Advantages and Challenges of Information Communication Technology-Based Learning In Elementary School. *Pionir: Jurnal Pendidikan*, 13(No. 1). <https://doi.org/10.22373/pjp.v13i1.21335>
- Blum, D., & Smythe, J. L. (2021). Beyond "Feeling Blessed": Using international documentary film to foster global awareness in an online college course. *International Journal of Multicultural Education*, 23(No. 2).
- Byker, E. J., & Vainer, V. (2020). Social studies education in Argentina: Hacia Una Ciudadania global? *The Journal of Social Studies Research*, 44(4). <https://doi.org/10.1016/j.jssr.2020.06.002>
- Dharma, S. (2021). Membangun Kesadaran Global Warga Negara: Studi Kebijakan Publik Di Era Pandemi Covid 19. *Perspektif*, 10(No. 1). <https://doi.org/10.31289/perspektif.v10i1.4671>
- Ekaprasetya, S. N. A., Salsabila, S. R., Arifin, M. H., & Wahyuningsih, Y. (2022). Peran Pembelajaran IPS dalam Meningkatkan Keterampilan Sosial Peserta Didik Sekolah Dasar. *Jurnal Pendidikan Tambusai*, 6(No. 1).
- Ginanjari, A. (2016). Penguatan Peran IPS Dalam Meningkatkan Keterampilan Sosial Peserta Didik. *Harmony*, 1(No. 1).
- Hamsah, H., Sidik, S., Mesra, R., & Nur, R. (2023). Tantangan Pendidikan Sosiologi Di Era Industri 4.0. *PADARINGAN (Jurnal Pendidikan Sosiologi Antropologi)*, 5(No. 3). <https://doi.org/10.20527/pn.v5i03.9463>
- Hara, A. E., Trihartono, A., & Suyani Indriastuti. (2023). *Keamanan Insani (HUMAN SECURITY): Eksplorasi Berbagai Perspektif di Dunia*. Pandiva Buku.
- Harini, H., Pranansa, A. G., & Terminanto, A. A. (2023). Inovasi Teknologi Dalam Meningkatkan Efisiensi Manajemen Pendidikan Dan Pengabdian Masyarakat Di Era Digital. *Community Development Journal: Jurnal Pengabdian Masyarakat*, 4(No. 6).
- Husniati, R., Setiadi, I. K., Pangestuti, D. C., & Nugraheni, S. (2022). Tantangan Guru Dalam Penyelenggaraan Pembelajaran di Era Industri 4.0 dan Society 5.0. *Batara Wisnu : Indonesian Journal of Community Services*, 2(1). <https://doi.org/10.53363/bw.v2i1.79>
- Indrawati, D. & Amiroh. (2022). Peran Critical Thinking Dalam Mendorong Kreativitas Peserta Didik di Era Revolusi Industri 4.0 Menuju Era Revolusi Industri 5.0. *Tarbawi*, 5(No. 2).
- Indriyati, N. (2023). Peran Media Sosial dalam Pembelajaran IPS Era Society 5.0 di MI Darwata Karangasem Kecamatan Sampang Kabupaten Cilacap. *Jurnal Kependidikan*, 11(2). <https://doi.org/10.24090/jk.v11i2.8702>
- Kalionga, A., Iriani, A., & Mawardi, M. (2023). Reintegrasi dan Kontekstualisasi Kearifan Lokal Sintuwu Maroso: Upaya Menjawab Tantangan Pendidikan di Era Revolusi Industri 4.0 Menuju Society 5.0. *Scholaria: Jurnal Pendidikan dan Kebudayaan*, 13(No.2). <https://doi.org/10.24246/j.js.2023.v13.i2.p117-127>.

- Kuntari, S. (2019). Relevansi Pendidikan IPS dalam Arus Globalisasi. *Hermeneutika : Jurnal Hermeneutika*, 5(No.1). <https://doi.org/10.30870/hermeneutika.v5i1.7389>
- Lathifah, I., Funkiuudin, H., Trisnaningtyas, R., Setiawan, R. Y., Alfiah, N. A., Muthoharoh, L., & Rohman, N. (2023). Tantangan Implementasi Kurikulum Pendidikan IPS Di Era Globalisasi. *Concept: Journal of Social Humanities and Education*, 2(No. 4).
- Maritim, E., Damayanti, M., Susilowati, D., & Budiarmo, A. (2024). Upaya Peningkatan Literasi Ekonomi Bagi Siswa SD Dalam Menyongsong Era Society. *Dharmas Education Journal (DE_Journal)*, 5(No. 1). <https://doi.org/10.56667/dejournal.v5i1.1067>
- Marli, S. (2010). Pendidikan Ilmu Pengetahuan Sosial Dengan Model Pembelajaran Multietnik. *JGM: Jurnal Guru Membangun*, 24(No. 2).
- Maslahah, W., & Rofiah, L. (2019). Pengembangan Bahan Ajar (Modul) Sejarah Indonesia Berbasis Candi-Candi Di Blitar Untuk Meningkatkan Kesadaran Sejarah. *AGASTYA: JURNAL SEJARAH DAN PEMBELAJARANNYA*, 9(No. 1). <https://doi.org/10.25273/ajsp.v9i1.3418>
- Munisa, M., Putri, U. N., Sari, W. V., & Fitri, N. A. (2024). Digital Literacy Based On Local Wisdom In Inclusive Education. *PIONIR: JURNAL PENDIDIKAN*, 13(No. 1). <https://doi.org/10.22373/pjp.v13i1.22058>
- Muslich, A. (2019). Pendidikan Nilai Dalam Pembelajaran IPS MI di Era Milenial. *AL-ASASIYYA: Journal Of Basic Education*, 3(No. 2). <https://doi.org/10.24269/ajbe.v3i2.1849>
- Muslim. (2020). Peran Pendidikan IPS Dalam Pembentukan Perilaku Sosial Dan Tanggung Jawab Sosial Era Abad 21. *SOCIAL PEDAGOGY: Journal of Social Science Education*, 1(2). <https://doi.org/10.32332/social-pedagogy.v1i2.2745>
- Nair, M. M., Tyagi, A. K., & Sreenath, N. (2021). The future with industry 4.0 at the core of society 5.0: Open issues, future opportunities and challenges. *International Conference on Computer Communication and Informatics (ICCCI)*.
- Nurdiansyah, N. (2021). Pemanfaatan Sejarah Lokal Kerajaan Siak sebagai Sumber Belajar untuk Mengembangkan Kesadaran Sejarah Siswa. *Jurnal Studi Guru dan Pembelajaran*, 4(No.2). <https://doi.org/10.30605/jsgp.4.2.2021.1341>
- Ong, Q. K. L., & Annamalai, N. (2024). Technological pedagogical content knowledge for twenty-first century learning skills: The game changer for teachers of industrial revolution 5.0. *Education and Information Technologies*, 29(No. 2).
- Putra, E. S. I. (2021). Pendidikan IPS di Era Globalisasi: Sebuah Pendekatan Kurikulum Pembelajaran. *EDUKASI*, 9(No. 1). <https://doi.org/10.32520/judek.v9i1.1541>
- Putra, E. S. I. (2022). Tantangan Pendidikan IPS di Era Masyarakat Madani. *Jurnal Edukasi*, 10(No. 1)YYSDAW.
- Rahayu, S. (2022). Tantangan Pembelajaran Terhadap Isu Global. *JESS : Jurnal Education Social Science*, 2(No.1).
- Reimers, F. M., & Chung, C. K. (2019). Teaching and learning for the twenty-first century: Educational goals, policies, and curricula from six nations. *Harvard Education Press*.
- Safran, S., Hasibuan, A. R., Megarani, O., & Ramadhani, F. (2024). Rancangan Guru Dalam Pembelajaran Pendidikan IPS Di Era Digital. *BERSATU: Jurnal Pendidikan Bhinneka Tunggal Ika*, 2(No.1).

- Saleh, M. (2021). Semangat Kebangsaan Berbasis Peristiwa Sejarah Lokal untuk Membangun Kesadaran Sejarah di Sekolah Dasar. *Jurnal Basicedu*, 5(No. 5). <https://doi.org/10.31004/basicedu.v5i5.1306>
- Suprayitno, E. (2021). Strategi Meningkatkan Citra Pembelajaran IPS yang Bermakna Menuju Era Society 5.0. *Sosial Khatulistiwa: Jurnal Pendidikan IPS*, 1(No. 1). <https://doi.org/10.26418/skjpgi.v1i1.47966>
- Suriani, A. I., & Hadi, S. (2022). Kebijakan Literasi Digital Bagi Pengembangan Karakter Peserta Didik. *JKPD (Jurnal Kajian Pendidikan Dasar)*, 7(1). <https://doi.org/10.26618/jkpd.v7i1.7030>
- Tohri, A., Syamsiar, H., Rasyad, A., Hafiz, A., & Rizkah, R. (2022). Relevansi Metode Pembelajaran IPS Terpadu Berbasis Kearifan Lokal di Era Masyarakat Digital. *Jurnal Teknodik*, 26(No. 2). <https://doi.org/10.32550/teknodik.vi.951>
- Usanto, Suchyo, N., Warta, W., & Fitriyani, I. F. (2023). Transformasi Kepemimpinan Yang Bersifat Profetik Dan Pemberdayaan Masyarakat Di Era Society 5.0 Yang Berkelanjutan. *Community Development Journal: Jurnal Pengabdian Masyarakat*, 4(No. 2).
- Widyawati, E. R. (2023). *Pemanfaatan Media Pembelajaran Berbasis Teknologi sebagai Alat Pembelajaran Kekinian bagi Guru Profesional IPS dalam Penerapan Pendidikan Karakter Menyongsong Era Society 5.0*. 10.
- Wiluya, Y., & Khastini, R. O. (2022). Pembelajaran IPS Menuju Era Revolusi Industri 4.0 di Era New Normal Pandemi Covid-19. *Jurnal Education and development Institut Pendidikan Tapanuli Selatan*, 10(No. 3).
- Yolandha, W., & Dewi, D. A. (2021). Pendidikan Kewarganegaraan Konsolidasi Identitas Nasional di Era Revolusi Industri 4.0. *Jurnal Pendidikan Tambusai*, 5(No. 1).