

Challenges and Opportunities for Developing Students' Global Skills through Teaching Materials on International Cooperation in Social Science Learning in Minahasa

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ABSTRACT

Global skills are important in preparing students to face the demands of today's global society, which is a major concern in the educational context. This study investigates the implementation of social studies learning in Minahasa Regency, particularly in the theme of international cooperation for the development of students' global skills. Using mixed methods design with analysis techniques by Miles, Huberman, and Saldana (2014) and quantitative data analysis including validation and reliability tests and analysis of student response questionnaires. The findings show that currently, the condition of the global skills of grade IX junior high school students in Minahasa through social studies learning on the theme of international cooperation is in the low 50.5%, medium 34.3% and high 15.2% categories. The actual performance gap in the implementation of social studies learning is still not optimal, and it tends to focus on the subject matter and ignore aspects of global skills development. Teachers are more inclined to the traditional knowledge-oriented approach rather than efforts to improve students' global skills. The implications of these findings include the need for a more holistic social studies curriculum reform, intensive teacher training in learning approaches that support the development of global skills, as well as the provision of additional resources such as case-based teaching materials for global studies.

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1. INTRODUCTION

In an era of ever-evolving globalisation, the importance of developing skills that are relevant to the context of an increasingly complex world is becoming increasingly urgent. Education should be responsible for preparing students with the skills necessary not only to survive, but also to thrive in a rapidly changing globalised society. Some essential global skills, such as an understanding of global issues, critical thinking skills (Daniel et al., 2017), and the ability to communicate across cultures, have

become key elements of the future (Hovland, 2014). A concrete example of the application of global education can be seen in a case study conducted by Peter Stearns (Stearns, 2010). Stearns investigated the positive impact of implementing a global education curriculum in a secondary school, where students engaged in research projects on global issues, such as climate change and international trade. The results showed an increase in students' understanding of global dynamics and an improvement in their critical thinking skills. In addition, Jacqueline Reich (Reich, 2012) illustrates the implementation of global education as part of general education in a university. Through the integration of course materials that address global issues, such as global peace and security, students become more open to cross-cultural perspectives and strengthen their communication skills in a multicultural context. Frank Rusciano. Frank Rusciano (Rusciano, 2014) provides insight into the challenges and concrete examples of incorporating global education into subject areas. Rusciano describes how a school responded to global change by developing a curriculum that included a study of the impact of globalisation on the local economy. While Leask and Bridge (Leask & Bridge, 2013) provide examples of how international learning experiences can enhance students' understanding of cultural differences and broaden their outlook. The importance of developing students' awareness is also discussed by Hilary Kahn (Kahn, 2015), who describes how global awareness development programmes in higher education help students to recognise and respond more effectively to global issues. Dawn Whitehead (Whitehead, 2015) also highlights the importance of global service learning as a powerful form of transformative learning, giving a concrete example of this in the form of collaborative projects between students to solve global social problems.

In addition, we also need to distinguish between the more established "global education" and "international education" movements. Many sources still use these terms interchangeably. However, "international" recognizes that the organizing components are the principles, models, and methods that distinguish one nation and its culture from another, while "global" is the effort to address common problems, issues, and interests (Nair & Henning, 2017). There are several journals and a large amount of research literature on international education that also includes what we call global education. The term international education has been used since the 1860s (Brickman, 1977). Centuries earlier, a Moravian bishop named John Amos Comenius (1592-1670), sometimes referred to as the "teacher of nations", proposed "the establishment of 'Pansophic Colleges' where educated people from the nations of the world would pool and unify existing knowledge to achieve 'understanding among nations'" (Brickman, 1977).

Global skills have become very important in the era of globalization because the phenomenon of globalization itself has created closer interconnections between countries, economies and cultures around the world. Among them is the interconnectedness of the global economy and business, where globalization has opened up global markets and connected supply chains around the world. Global skills such as an understanding of international markets, cross-cultural negotiation, and the ability to communicate in a multicultural environment are key to success in global business and economics. Likewise, information and communication technology has enabled the instantaneous exchange of information around the world. Technological skills and digital literacy have become essential, while the ability to communicate effectively across cultural and linguistic boundaries has become increasingly valuable.

Globalization also brings significant social and cultural changes. Adaptation skills to cultural diversity, tolerance, and an understanding of social norms in different parts of the world are important to deal with an increasingly diverse society. Environmental issues such as climate change, sustainability and environmental protection are global and require international cooperation. Global skills, including an understanding of global issues and the ability to contribute to shared solutions, are key to addressing these challenges.

In the era of globalization, global skills such as the ability to work and collaborate with multicultural teams, can open up international career opportunities and increase competitiveness in the global job market. International cooperation for global problem solving: Global challenges such as pandemic health, international conflict, and poverty require international cooperation. Diplomacy, negotiation and cross-

border cooperation skills are crucial to achieving sustainable solutions. Likewise, in globally oriented education, global education provides an in-depth understanding of global issues, develops intercultural skills, and prepares individuals to participate in a global society. These skills include global literacy, knowledge of various cultures, and an open attitude to differences. With globalization, the ability to adapt to change, communicate effectively in a multicultural environment, and contribute to the solution of global problems are essential skills for personal and professional success in today's era.

One of the pathways that can be accessed in improving these global skills is through learning Social Sciences, where social studies learning plays a central role as a framework for understanding social, cultural and economic dynamics at the global level. This seems to have been glimpsed in the curriculum social science education at primary and secondary education levels in Sweden (Sandahl et al., 2022), i.e. showing awareness of the importance of understanding social, political and civic issues in society. For example, in Sweden, the social studies curriculum may include the study of the global political system, the impact of the global economy and the role of culture in international relations. Students can study issues such as global peace and conflict, human rights and environmental sustainability as an integral part of their social studies learning. Similarly, in the country of Ukraine (Poznyak et al., 2022) Education standards outline the basic competencies that students are expected to possess, namely the ability to act as responsible citizens, participate in social and political life, and understand social, economic, and political concepts, and include developing the ability to cooperate, respect others, resolve conflicts, and understand human rights, cultural diversity, and personal identity as citizens of Ukraine. Likewise, in other developed countries (Caddel, 2022)(Wilson & Dean, 2022)(Sensekerici, 2022)(Dere & Ates, 2022)(Simsek & Secgin, 2021), in these countries gives us an insight that social studies education plays an important role in shaping young citizens who are ready to participate in social life, have a deep understanding of civic values, and are able to contribute to the positive development of society and the state. Not only that, the need to update approaches to media use in learning is also highlighted in developing strong media literacy skills for learners. For example, in the theme of international cooperation in social studies, students can learn about the role of international cooperation in addressing global issues such as climate change, poverty, and international conflict. Case studies on Indonesia's cooperation with other countries in addressing global challenges can provide concrete insights. By linking this international cooperation social science topic in the Indonesian social studies curriculum, education can provide a solid foundation for students to develop a deep understanding of Indonesia's role in the global community and positive contribution to global development.

Where based on the results of the researcher's survey, 28 out of 34 students of SMP 02 Tondano, were able to actively participate in community activities such as conducting a tourism-friendly village area campaign through a mini-project in the Social Science subject, this result was revealed based on the results of the assignment reports submitted by students and class demonstrations related to the implementation of their mini research projects. While social studies learning can be an effective tool to develop students' foundation of understanding of global realities, challenges arise in how we can optimize this learning potential through integrating the concept of international cooperation. Therefore, this article aims to answer the critical question: How can international cooperation be an effective catalyst for developing global skills through social studies learning? The case study is a relevant and meaningful research method, given its ability to present the real context and implementation of best practices in international cooperation in the context of social studies learning.

This is in line with the starting point of global competence itself, which is a multidimensional capacity. Globally competent individuals will be able to examine local, global and intercultural issues, understand and appreciate multiple perspectives and worldviews, interact successfully and respectfully with others, and take responsible action towards sustainability and collective well-being. And schools have a strong role to play in this (Deardorff, 2006; Deardorff & Jones, 2012; Lee & Virginia, 2018; Mansilla & Jackson, 2022; OECD, 2018). This research not only involved an in-depth understanding of global skills and social studies learning principles, but also involved the selection of a representative case study. Through rigorous analysis, we aim to explore the positive impact of international cooperation teaching

materials on students' global skills development (Deardorff, 2009), focusing on the conditions for students' understanding of social and cultural diversity and ability to communicate across cultures. Hopefully, the findings from this study will not only make a theoretical contribution to the understanding of global skills in social studies learning, but also provide practical guidance for educational institutions to improve the effectiveness of curricula and teaching methods. By integrating case study experiences in international cooperation teaching materials into the social studies learning context, we can open the door to an education that is more relevant and responsive to the demands of today's global society.

2. METHODS

The mixed methods research design used in this study, the concurrent embedded design (Creswell, 2015), allows for the collection of qualitative and quantitative data simultaneously. This design is suitable for this study because it includes a combination of qualitative and quantitative data to provide a more comprehensive picture of the challenges and opportunities of developing students' global skills through international cooperation teaching materials in Social Science learning in Minahasa. The use of mixed methods design allows researchers to combine the advantages of both types of data. Qualitative data provides an in-depth understanding of learning practices, while quantitative data provides quantifiable numbers to describe the level of students' global skills. Qualitative data was obtained through observations, interviews, and document analysis, while quantitative data was obtained through student response questionnaires.

The data was analysed using descriptive qualitative method and the focus of the research was on the teaching and learning process of social studies subject on the theme of international cooperation in the ninth grade junior high school in Minahasa, North Sulawesi, Indonesia. The informants in this study consisted of 105 ninth grade students spread across four junior high schools in Minahasa Regency, four social studies teachers, two curriculum representatives and one person from the Minahasa Regency Education Office. The data of this study were obtained from the researcher's observation and based on interviews and documentary evidence of social studies RPS/Modules used by teachers. Data collection was conducted by asking permission from the Minahasa District Education Office and continued by asking permission from the principal in each of the selected schools. Then researchers collected the data needed from the implementation of observations, interviews and lesson plans/modules used by teachers. The data were analysed using the Miles, Huberman & Saldana model (Miles et al., 2014), which includes three phases of data analysis, namely data condensation, data presentation, conclusion: Draw and verify.

Meanwhile, quantitative data analysis includes indicators of global skills that are first tested for validity and reliability so that later they can be trusted for credibility and used for research related to similar themes. This step was carried out during field observations. Then the data were processed using categorisation norms to obtain low, medium, and high levels of global skills indicators possessed by Class IX junior high school students in International Cooperation materials in Minahasa Regency. Furthermore, the data is described to make it easy to understand and to examine and compare the results of observations, interviews and documentation. The scale used in this study is a global skills scale with a Likert scale model. The scoring criteria for the global skills scale are as follows.

Table 1. Likert Scale Model Scoring Criteria

Answer	Score
Strongly Agree (SA)	4
Agree (A)	3
Disagree (D)	2
Strongly Disagree (SD)	1

3. FINDINGS AND DISCUSSION

3.1. Condition of Social Studies Learning Implementation on the Theme of International Co-Operation

The condition of social science learning in junior high school class IX in Minahasa, with the theme of international cooperation material, is still lacking in terms of improving global skills. This is like the results of the researcher's observation, that when the teacher explained the subject matter, the teacher was seen focusing on completing and explaining the material. Students were left only to listen and occasionally the teacher was seen asking students' opinions related to the material presented, but no one responded to the question. In the implementation of teaching and learning, the teacher mostly uses the lecture method. In addition, students tend to be passive and less motivated to participate in lessons. When the teacher was explaining, several students took turns excusing themselves from the class and only a few people were active and occasionally answered the teacher's questions.

HK (F/46) also said the same thing, where according to him, when social studies learning took place, not many students were enthusiastic in participating in the lesson. Besides that, in the implementation of learning, the informant only uses one reference book to convey material, with makeshift media he conveys the material to be achieved. In the implementation of HK learning, the focus is on completing the material results in accordance with the teaching module that has been prepared. Based on the teaching module, it appears that the source of the main material consists of several references, but in practice the teaching material used is only sourced from one material.

Also according to PG (M/40) As the deputy curriculum, according to him, the teachers at his school have implemented learning in accordance with the teaching modules that have been designed, but it cannot be denied that the teaching materials used by teachers have not been too varied. Likewise, in the implementation of learning, the material presented by the teacher is usually only capitalized on makeshift learning media, at least some teachers also use teaching aids, use laboratories, and even LCD Projector media in the implementation of the teaching and learning process in the classroom.

In contrast to HF (M/38), According to him, the social studies learning he implemented in the classroom was in accordance with the procedures and teaching modules recommended by the government. However, according to him, there are still many gaps and shortcomings in the development of the learning model that he implemented, according to him, the learning model he used was just that-that's all and less developed variations in the implementation of the teaching and learning process. The same thing was also felt by DS (F/35) that in the implementation of social studies learning specifically in the theme of international cooperation, he tends to use only one teaching source. In the implementation of learning it is realized that he is only focused on completing the subject matter that must be delivered, because inevitably it will later be tested to students, according to the subject matter that has been set. So in its implementation he only focuses on how the knowledge or material in question can be completed taught and delivered to students.

Other informants FS (F/46) also said that the condition of global skills possessed by students in his school still needs further enrichment and improvement. He is very enthusiastic if there is teacher skills training in improving his competence as an educator, especially in providing tricks or knowledge about the importance of global skills in achieving learning in each subject given. This was also agreed by DS (F/38) where according to him the condition of students in his school environment still needs further improvement. We can see this in the condition of students' understanding of the global skills they get in social studies learning through the theme of international cooperation in Table 3 below. Where these results were previously carried out validity and reliability tests in this study using techniques Alpha Cronbach. The results of the validity coefficient on the global skills scale move from $r_{ix} = 0,311$ up to $r_{ix} = 0,884$ with a reliability coefficient of $\alpha = 0,952$.

Table 2. Condition of Learners' Understanding of Global Skills in Social Studies Learning

Variables	Range	Total	Percentage (%)	Category
Global Skills	35-69	53	50.5%	Low
Understanding	70-104	36	34.3%	Medium
	105-140	16	15.2%	High

Based on table 3, it can be seen that there is still a lack of global skills possessed by students, which is dominated at the low understanding stage of 50.5%, while at the medium level 34.3% and only a small portion are quite capable of mastering these global skills, namely 15.2%. This certainly makes a deep concern for our current world of education, where when this skill becomes a very useful provision for him later in facing the challenges of an increasingly global future, we deliberately ignore it. As stated by Steger (Steger, 2003) and Scholte (Scholte, 2000) that the significant impact of globalization on the field of education, which includes policies, practices and institutional structures. Globalization has strongly influenced the orientation of education, which is now more focused on preparing individuals for the world of work. National-level education policies are designed with the demands of the free market in mind, particularly in the neoliberal context. Educational institutions are given the mission to provide new skills required by society and the evolving job market.

Burbules and Torres (Burbules & Torres, 2000) said that the importance of learning activities as a means to provide students with essential provisions in facing life together with individuals who have diverse socio-cultural, political, ideological and religious backgrounds. Meanwhile, learning also plays a role in strengthening sense of identity learners in the context of diverse affiliations of views, understandings or ideologies. Learners need to prepare for more than just interacting with individuals from different backgrounds and cultures. They need to be prepared to investigate, analyze and try to solve current and future major social challenges of a global nature, including climate change, food and water security, global health, human rights, migration, sustainability and technological innovation. The next generation is expected to work together, deal with multiple perspectives, and build capacity to solve unforeseen problems (Whitehead, 2019). Therefore, in Table 4 we can see the gap in the implementation of social studies learning, so that from the gap report we can draw a fitting reference to future corrective actions to solve the educational problems we are facing, especially in Minahasa. This gap report is obtained based on the results of interviews, observations, and collection of documentation in the form of textbooks on the theme of international cooperation (Satria et al., 2022) and social studies learning modules used by ninth grade social studies teachers in the theme of international cooperation material.

Table 3. Performance Report on the Implementation of Social Studies Learning Theme International Cooperation in Junior High School Class IX

Actual Performance	Desired Performance	Challenges and Obstacles
1. Identify the condition of the world's natural environment	<p>Through understanding the condition of the natural environment, learners can;</p> <ul style="list-style-type: none"> • Able to identify and explain key global environmental issues, such as climate change, biodiversity, pollution and sustainability. • Be able to distinguish between facts and opinions, and recognize potential biases in information. • Able to understand the interconnections between various environmental issues, for example, how climate change can affect ecosystems and human life. • Able to use current data and information to support arguments or actions related to global environmental issues. 	<ol style="list-style-type: none"> 1. The teaching materials presented are only limited to knowledge related to the natural conditions of the world and rarely provide stimulus for process skills in responding to climate change, biodiversity, pollution and sustainability. 2. Lack of development of teaching materials that link the subject matter to the environmental conditions of students. 3. Lack of student involvement in planning concrete actions that can

	<ul style="list-style-type: none"> • Able to ask critical and relevant questions related to a problem or topic • Demonstrate a positive attitude towards environmental conservation and sustainability, including environmentally friendly behavior in everyday life. • Engage in environmental activities or projects such as tree planting, waste management, or environmental campaigns. • Able to develop solutions or ideas that are uncommon or have never been thought of before. • Able to understand how actions and decisions at the local level can impact global environmental issues, and vice versa. • Know and care about environmental issues in the local area or community, and identify solutions that can be adopted. • Know and care about environmental issues in the local area or community, and identify solutions that can be adopted. 	<p>involve learners in actively responding to the natural world.</p> <p>4. The learning model used is still conventional and lacks improvisation to increase the motivation and activeness of students.</p>
2. Identify the early distribution of modern humans in the world	<p>Through understanding the spread of early modern humans in the world, learners are skilled in;</p> <ul style="list-style-type: none"> • Investigating intercultural interactions and contacts in modern human history provides opportunities to develop cross-cultural communication skills. • Able to engage with digital technologies and online resources, develop digital literacy and information search skills. • Understand the challenges and adaptations modern humans have faced during their journey involving problem-solving skills in the context of various environmental and cultural conditions. • Studying human adaptation to various environments and historical situations develops adaptability, a crucial global skill. • Studying the modern human journey enables collaboration in information gathering and sharing, developing cooperation and collaboration skills. 	<p>1. Social studies learning that takes place focuses on completing the teaching material.</p> <p>2. The learning media used has not been varied.</p> <p>3. The learning model used is still conventional and lacks improvisation to increase the motivation and activeness of students.</p> <p>4. Lack of teaching and learning process that provides stimulus to students in identifying problems, formulating solutions, and finding alternatives to overcome differences.</p>
3. Identify forms of diversity in world society	<p>Through understanding the forms of diversity in the world community, learners are able to;</p> <ul style="list-style-type: none"> • Able to develop cross-cultural communication skills, namely the ability to interact and communicate effectively with individuals from different cultural backgrounds. • Diverse community situations can develop negotiation and collaboration skills, which are necessary to achieve mutual understanding and overcome cultural differences. • Understanding the diversity of the world's societies helps in understanding global 	<p>1. Lack of teaching and learning process that stimulates students to identify problems, formulate solutions, and find alternatives to overcome differences.</p> <p>2. The media used is less interesting</p> <p>3. Learning takes place focused on completing the teaching material</p> <p>4. The implementation of active and project-based learning as a stimulus to improve collaboration skills between students.</p>

	interconnectivity, linking how local phenomena can have a global impact and vice versa.	
	<ul style="list-style-type: none"> • Enhance multicultural understanding, which is the ability to interact and appreciate the diversity that exists within a community or environment. • Learning how to address cultural conflicts strengthens the ability to respond to conflicts wisely and promotes intercultural dialog. 	
4. Identify the beginnings of interaction and cooperation between regions of the world.	<p>Through understanding the material on the beginning of interaction and cooperation between regions in the world, students have the ability:</p> <ul style="list-style-type: none"> • Identify historical patterns of inter-regional interaction and relate them to contemporary global issues. • Ability to critically analyze information and formulate evidence-based views. • Assess the cause-and-effect of inter-regional interactions, identify the motives behind cooperation, and detail the consequences of conflict or cooperation. • Understand the values, norms and cultural practices of different regions, and express ideas with attention to cultural diversity. • Explore changes in inter-regional relations over time, and respond adaptively to these dynamics. • Ability to work together in groups to achieve common goals. • Participate in collaborative projects involving different regions, identifying respective roles and achieving common goals. • Ability to use technology and media wisely to access, evaluate and contribute to information. 	<ol style="list-style-type: none"> 1. The teaching material used is stuck with one source 2. Lack of raising local and global issues in learning 3. Lack of linking knowledge competencies with other process skills.
5. Identify international cooperation	<p>Through understanding the material of international cooperation, students are able to:</p> <ul style="list-style-type: none"> • Ability to communicate effectively with individuals from different cultural backgrounds 	<ol style="list-style-type: none"> 1. The teaching materials used do not stimulate students' creativity to find solutions in conflict resolution.
6. Identify forms of international cooperation	<ul style="list-style-type: none"> • Understand and appreciate cultural differences, and communicate effectively to achieve deep understanding. • Ability to carefully evaluate information, analyze situations and formulate sound decisions. • Identify the resources, risks and benefits of international cooperation and understand the long-term implications of joint decisions. • Participate in joint projects or initiatives with a focus on cooperation-based leadership and responsibility sharing. • Ability to negotiate and build mutually beneficial relationships 	<ol style="list-style-type: none"> 2. Learning takes place only focused on solving the concept. 3. The learning model used is still conventional and does not involve students. 4. Lack of understanding of educators in exploring and developing learning models that are in accordance with their teaching style.

	<ul style="list-style-type: none"> Understand the principles of diplomacy and negotiation in the context of international cooperation, and practice them in simulated situations. Analyze problems together, design cooperation-based solutions, and understand the impact of implementing those solutions. Ability to use technology and media wisely to access, evaluate and contribute to global information. 	
7. Identify the profiles of some international cooperation organizations	<p>Through understanding the profiles of several international cooperation institutions, learners are able to:</p> <ul style="list-style-type: none"> Ability to gather information, analyze data and formulate a deep understanding of international cooperation institutions. Research and analyze profiles of these institutions, including their missions, objectives, organizational structures and the impact of international cooperation. Ability to question, analyze and design innovative ideas. Analyze innovative approaches and creative solutions used by international cooperation agencies in response to global challenges. Ability to communicate effectively with stakeholders from different cultural backgrounds. Analyze how such institutions contribute to solving global problems and design effective solutions. 	<ol style="list-style-type: none"> The material used is only focused in one source. Learning that is built is more focused on the knowledge aspect and does not involve students actively in providing responses in the teaching and learning process. Educators experience obstacles in developing teaching materials that they want to use so that they only focus on one source.
8. Identify sustainable development goals	<p>Through understanding the purpose and content of sustainable development, learners are able to:</p> <ul style="list-style-type: none"> Ability to understand and respond to global issues that are the focus of the Sustainable Development Goals (SDGs). 	<ol style="list-style-type: none"> The development of materials related to sustainable development goals is not very familiar to educators.
9. Identify the content of sustainable development goals	<ul style="list-style-type: none"> Learn about challenges such as poverty, hunger and climate change to increase awareness and understanding of global issues. Ability to identify and design solutions to complex global problems. Identify innovative and sustainable solutions to achieve sustainable development goals at the global level. Communicate and collaborate with stakeholders from different countries and cultures to achieve sustainable development goals. Lead and participate in global initiatives to achieve sustainable development goals, and work collaboratively with various parties. Empower others by sharing knowledge about SDGs and encouraging participation in sustainable development initiatives. 	<ol style="list-style-type: none"> Learning that takes place still tends to be centered on educators and students only accommodate and lack of active participation from students.

<i>Conclusion</i>	The purpose of this study is to present an effective strategy to improve learners' global skills through the development of learning models used by social studies teachers specializing in the theme of International Cooperation in Minahasa District, Indonesia.
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On the other hand, from table 4 above, it can be found that in each sub-theme the material presented can contain indicators of improving students' global skills, where the material is not only limited to providing knowledge, but can be related to their skills in various ways such as in improving global skills through this international cooperation material. In fact, in the field, there are still many challenges and obstacles faced in each school in improving these skills. Where in every actual performance that is expected there is a real gap between reality and expectations, if you re-examine the indicators of understanding the condition of the world's natural environment and awareness of global issues, it can cover various aspects, ranging from concrete knowledge to attitudes and behaviors that reflect concern for global challenges. Likewise, integrating global skills development into teaching materials such as the early distribution of modern humans in the world can have a positive impact in preparing students to live and work in an increasingly connected global environment.

3.2. Opportunities for Student Global Skills Development

Cross-cultural communication skills are the ability to interact, communicate, and cooperate with people from different cultural backgrounds. Where according to Martin (Martin & Nakayama, 2007), there are two main concepts that color intercultural communication, namely the concept of culture and the concept of communication. The relationship between the two is very complex. Culture influences communication and communication also determines, creates, and maintains the cultural reality of cultural communities/groups. Even Chen and Starosta (Chen & Starosta, 1996) when facing conditions in the 20th century, it has been suggested that how important it is for an individual to develop intercultural communication competence, namely technological development, economic globalization, spreading migratory populations, growing multiculturalism, and the waning concept of the nation-state in identifying nationalism. Not only that, Guo-Ming Chen and William J. Starosta (Chen & Starosta, 1997, 2000) also says that intercultural communication is the process of negotiating or exchanging symbolic systems that guide human behavior and limit them in carrying out their functions as a group. In the context of the material on the initial distribution of modern humans in the world, intercultural interactions can be a focus, and it is also a forum for students to practice their skills in communicating across cultures. This is as stated in Aang Ridwan's writing (Ridwan, 2016) which discusses the impact of scientific and technological advances on the ease of communication, which in turn affects relations between nations and intercultural communication.

Not only that, the integration of global skills into an understanding of the diversity of the world's societies can provide learners with the readiness to interact and contribute in an increasingly connected and diverse world. In this regard, Giddens (Giddens, 2000) describes as the impact of globalization on everyday life, changes in social relations, and how society adjusts to these changes, which is at the same time the increase of globalization on everyday life. Giddens highlights that growing global interdependence directly affects many aspects of our lives. More than just talking about supporting emerging markets or fearing terrorism and job losses, Giddens emphasizes that it is about a world that is shrinking every day. In his writing, Giddens makes us realize that the global changes taking place affect not only economics or politics but also culture, tradition, family, and politics. Giddens identifies globalization as a significant cultural force and details how this phenomenon is shrinking our world and changing many aspects of our daily lives. Global learning is necessary for learners to survive and thrive in this increasingly connected world (Zhou, 2022). Similarly, developing global skills through material on the origins of inter-regional interaction and cooperation not only provides a better understanding of human history, but also prepares learners for future global challenges and opportunities.

Liping Zhang (Zhang, 2015) explains the development of science, technology and information on daily life, focusing on the important role of media such as computers and mobile phones in students'

physical and mental development. It is said that with the rapid development of science and technology today, new media such as computers and cell phones have become an important part of daily life. Therefore, through this global skill, we must prepare a generation that is ready to face the battle of technology, one of which is through the ability in digital literacy. Furthermore, Liping Zhang (Zhang, 2015) analyze the problems arising in the use of new media in ideological and political education in higher education, and propose necessary measures to ensure that new media can play an effective role in ideological and political education.

Learning about international cooperation not only provides an understanding of relations between countries, but also enriches learners with skills that can be applied in a variety of global contexts. Through an in-depth understanding of the institutions of international cooperation, learners can develop diverse global skills, preparing them to contribute in contexts of global cooperation and problem-solving at the international level. Likewise, through understanding and developing these skills, individuals can become effective agents of change in promoting sustainable development at the global level.

Thus, based on the findings and actual performance reports in Table 4, social studies learning in the context of the theme of international cooperation is carried out through material content that is focused on one subject matter only and refers to one source in each school library without any improvisation by the teacher to emphasize important points of global skills through this sub-material, for that referring to the results of interviews and observations with informants as a reference for material development that can be developed by teachers in the implementation of social studies learning on the theme of international cooperation can be started by doing; (1) Provide learning resources that reflect cultural (Arpanudin et al., 2023; Ramadhana et al., 2023), social, and economic diversity in the world to promote deep understanding and develop teaching materials that include case studies and real-world contexts from various countries, ensuring that learning has direct relevance to students' lives. (2) Encourage the use of technology to connect students with global resources, information and projects that can enhance their understanding of global realities. (3) Provide regular training for teachers (Nechaev & Avdeeva, 2023; Pranowo et al., 2023; Suratno et al., 2023) in global skills development and teaching strategies that emphasize collaboration, critical analysis and digital literacy. (4) Supporting full-time programs or global exploration projects that allow students to engage in practical experiences and collaborative projects across borders. (5) Integrating relevant and contemporary global case studies in social studies learning to provide real and relevant contexts for students. (6) Using project-based assessments that encourage collaboration, problem solving and application of social studies concepts in real-world contexts. (7) Teach global media literacy, helping students understand and critically evaluate information from a variety of sources. (8) Address global ethics and citizenship, helping students understand their responsibilities in a global context and the impact of local decisions on a global scale.

Like Hoopes (Garcia, 1997) which explains that global education has 3 objectives, providing experiences that reduce the sense of regionalism and tribalism. This goal can be achieved through teaching materials and using methods that provide cultural relativism; providing experiences that prepare students to get closer to global diversity, aiming to discuss cultural relativism and ethical virtues; and providing experiences about teaching students to think about themselves as individuals, as citizens of a country, and as members of human society as a whole (global citizen).

This is like the study developed by Merryfield (Merryfield, 2000), emphasized the importance of incorporating global issues into the social studies curriculum and developing global skills at the local level. He argued that there would be several interrelated qualities in the lived experiences that emerged in the content analysis of the profiles. First, most of these experiences involve encounters with people who are substantively different from those with whom they have interacted up to that point, and so have different experiences for people who have not experienced such diverse conditions. Where global perspectives are positioned as a view, teachers and students jointly develop perspectives and skills to investigate global issues.

Likewise according to Fuad Fachruddin (Fachruddin, 2020) the importance of integrating global skills in the training and professional development of teachers around the world. Global skills are considered an essential component because today's societies and economies are heavily influenced by global forces. In this context, children and young people grow and develop in a globalized environment. To ensure that they can understand the ever-changing world, teachers need to be equipped with skills that encourage children and young people to not only passively understand the global society, but also critically engage in situations and have the ability to identify their role in an increasingly globalized world. Thus, the development of global skills through social studies learning requires cooperation between educational institutions and teachers to create a learning environment that supports the development of students as globally aware and skilled individuals. By incorporating this theme in social studies learning, students can be developed into individuals who have broad horizons, sensitivity to cultural differences, and readiness to contribute in responding to global challenges.

4. CONCLUSION

The discussion highlights the interdependence between countries and the importance of international cooperation, as evidenced by global issues and historical relations. Social studies education themed around international cooperation can enhance global skills, fostering mutual recognition and friendship among nations. However, this study reveals that social studies education has not effectively addressed this theme, with 50.5% of students scoring low on global skills, 34.3% medium, and 15.2% high. The current learning approach is overly focused on singular material and sources, neglecting the development of global skills. Teachers prioritize content delivery over nurturing students' global competencies, and the lack of diverse learning models hampers skill improvement. There is a clear need for further research to develop more effective learning models that integrate global skills into social studies. This includes evaluating the social studies curriculum, teacher training effectiveness, and creating case-based teaching materials that enhance understanding of international cooperation. By addressing these gaps, social studies education can better equip students with essential global skills.

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