



Good citizenship and educated citizens: Social studies curricula comparison in Indonesia-England

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ABSTRACT

The primary objective of social studies education is to develop citizens with civic skills and the ability to analyze social issues critically. This study aims to examine the comparative orientation of the objectives of the social studies curriculum in Indonesia, which emphasizes the formation of good citizenship character, and the orientation of the curriculum in England, which emphasizes the profile of educated citizens. This study is important to understand the philosophical differences underlying how each country conceptualizes social studies education. This study employs a content analysis method to objectively, systematically, and comprehensively analyze the contents of texts and curriculum documents in both countries. This study analyzed 11 curriculum documents from both countries, comprising five from Indonesia and six from England, using the Atlas.ti application. In their application, researchers analyzed the learning objectives, social studies content, and learning approaches using search keywords. The results of the content analysis of the curriculum documents indicate that the objectives of the social studies curriculum in Indonesia are oriented towards strengthening national identity through values, character, and morals (good citizenship), while in England, they are oriented towards developing students' capacity to play an active role in a democratic and global society (educated citizens). This suggests that the development of social studies in both countries aligns with the curriculum's needs and objectives.

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ABSTRACT

Tujuan utama dari pendidikan IPS adalah untuk membentuk warga negara yang memiliki keterampilan kewarganegaraan dengan analisis kritis terhadap isu-isu sosial. Studi ini bertujuan untuk mengkaji perbandingan orientasi tujuan kurikulum IPS di Indonesia yang menekankan pada pembentukan karakter good citizenship dan orientasi tujuan kurikulum di Inggris yang menekankan pada profil educated citizens. Studi ini penting untuk memahami perbedaan filosofis yang mendasari bagaimana setiap negara mengkonseptualisasikan pendidikan IPS. Studi ini menggunakan metode analisis konten untuk menganalisis isi teks dan dokumen kurikulum di kedua negara secara objektif, sistematis, dan generalis. Studi ini menganalisis 11 dokumen kurikulum dari kedua negara, yang meliputi 5 dokumen kurikulum di Indonesia dan 6 dokumen kurikulum di Inggris. Dengan menggunakan aplikasi atlas.ti, peneliti melakukan analisis terhadap tujuan pembelajaran, konten materi social studies, dan pendekatan pembelajaran dengan menggunakan kata kunci pencarian. Hasil analisis konten terhadap dokumen-dokumen kurikulum menunjukkan bahwa tujuan kurikulum IPS di Indonesia berorientasi pada penguatan identitas bangsa melalui nilai, karakter, dan moral (good citizenship), sementara di Inggris berorientasi pada pengembangan kapasitas siswa dalam berperan aktif pada masyarakat demokratis dan global (educated citizens). Hal ini menunjukkan bahwa pengembangan social studies di kedua negara bersifat kontekstual, sesuai dengan kebutuhan dan orientasi tujuan kurikulum yang ingin dicapai.

Kata Kunci: kewarganegaraan yang baik; kurikulum IPS; studi perbandingan; warga negara yang terdidik

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INTRODUCTION

The primary objectives of social studies are to develop citizens who possess the skills necessary for citizenship and engage in critical analysis of social issues. This shows that social studies has a vision for the future, creating a young generation that not only possesses knowledge but also has the adaptive ability to play a role in people's lives. Social sciences equip students to make informed decisions in society, laying the foundation for the younger generation to become future leaders (Wali-Essien et al., 2025). Social studies. It also contributes to a harmonious life and global peace. Research emphasizes that implementing the social studies curriculum is fundamental to equipping students with the skills and attitudes necessary for global peace (Folorunso & Adegboye, 2024). In the 21st-century context, social studies is highly relevant for fostering essential skills, including critical thinking, communication, collaboration, and creativity (Lathifah et al., 2023). A study conducted in Zambales, Philippines, showed that the application of social studies encourages community participation, critical and creative thinking, cultural sensitivity, global perspective, and value formation (Camposano et al., 2021). This demonstrates that the goal of social studies is not only to acquire knowledge of facts and concepts related to social phenomena, but also to develop values, character, and skills that are effective in addressing global challenges.

In Indonesia, the term "social studies" is known as *Ilmu Pengetahuan Sosial* (IPS), a field of study that integrates social science disciplines, including sociology, history, geography, and economics, to equip students to become good and responsible citizens. Historically, IPS emerged as a field of study at the primary and secondary education levels following the enactment of the 1975 Curriculum, which served as an adjustment to the concept of social studies in America (Hidayat, 2022). Both are integrative fields of study that combine social science disciplines. However, the philosophical foundation of IPS was born from Pancasila and the 1945 Constitution. Therefore, the development of social studies in Indonesia not only adopts the concept of Social Studies originating in the United States but also aligns with the nation's ideology and the socio-cultural characteristics of Indonesian society. Within Indonesia's curriculum, IPS demonstrates its flexibility and ability to adapt to the various curriculum frameworks implemented over time (Kusumaningsih et al., 2024). Since its introduction in the Kurikulum 1975 to the Kurikulum Merdeka, social studies has changed goal orientation, content, and learning approach (Fahira et al., 2022; Marsiana, 2021). The shift in curriculum orientation from the original focus on knowledge transfer to one of competency and value development requires social studies to transition from a teacher-centered learning approach to a student-centered approach that emphasizes contextual, collaborative, and project-based learning (Syamsiar et al., 2023). Thus, the ability of social studies to adapt to educational policies demonstrates that social studies play a strategic role in developing the skills, values, and attitudes necessary for being critical and responsible citizens (good citizenship) (Husnah et al., 2023).

In contrast to Indonesia, the concept of social studies in England has existed for a longer period. In 1827, the term "social studies" was introduced into the curriculum of Rugby schools in England, marking a departure from the social and economic chaos that had followed the Industrial Revolution. Although this term was first used in social studies, it has been more widely popularized by the NCSS in America. England views social studies as an American product that is not entirely suitable for application in England. In the UK, social studies is not viewed as a single, integrated field of study but rather as a fragmented set of areas, including citizenship, history, and geography (Jerome, 2022). Aspects of social studies included in the field include thematic and contextual studies. This refers to the tradition of the education system in England, which has several types of secondary schools, including Grammar, Secondary, and Vocational Schools. So, social studies in England is not taught integrally or universally, but is fragmented by field of study across different types of schools. ‘

As in Indonesia, British society is multicultural, reflecting immigration from South Asia, the Caribbean, Africa, and Eastern Europe (Wang, 2025). Based on the framework developed by the British Department for Education (2014), England seeks to balance national identity and multicultural civic values through a social studies curriculum that has been fragmented into history, geography, and civics since 2002. Building on this background, David Heater coined the term 'educated citizen' to describe a profile of British citizens who understand national history and global connectivity and participate in multicultural democracy. The term 'educated citizens' was then used in the England National Curriculum document, which has been in effect since 2014. According to the Department for Education, the national curriculum provides pupils with an introduction to the essential knowledge they need to become educated citizens. It can be concluded that the purpose of the curriculum in England is not only to emphasize the academic aspect, but also to shape educated citizens who have knowledge of the nation's history and participate in democratic life and global society.

Both goal-oriented social studies, which in Indonesia emphasize character formation and good citizenship according to the Pancasila student profile, while in England the emphasis is on the profile of educated citizens, show that social studies aim to form citizens who are critical, participate in people's lives, and be globally competitive. However, the orientation of the two is not entirely the same. In Indonesia, good citizenship is closely tied to the profile of Pancasila students, who embody the nation's ideology and emphasize nationalism and character building (Adiwardana et al., 2025). In Britain, with its history as a constitutional monarchy and a great nation, educated citizens are inclined to participate in democratic life and to engage with global connectivity (Hecht et al., 2025). Thus, the different goal orientations will provide different directions for learning content development from both countries.

This study aims to examine the comparison of the orientation of social studies curriculum objectives in Indonesia, which emphasizes the formation of good citizenship character, and the orientation of curriculum objectives in England, which emphasizes the profile of educated citizens. It is essential to understand the philosophical differences that reflect divergent paths in citizen character development. This study introduces an analytical framework that links the social studies curriculum with the paradigms of good citizenship and educated citizens in a cross-national comparative context, thereby expanding the discourse on citizenship education from mere values education to reflective and participatory education. Thus, this study is expected to provide strategic recommendations for curriculum development, educational institutions, and teachers on developing the substance of learning materials that are grounded in national identity and adaptive to global dynamics.

LITERATURE REVIEW

Curriculum

The curriculum is a fundamental instrument in the education system, serving as a guideline for the implementation of the learning process. The term "curriculum" is derived from the Latin word "curriculum," meaning a course of study, and "racetrack." In education, this term refers to a set of subjects students must complete throughout the learning process (Harrison, 2022). The curriculum is not just a collection of subjects, but a continuous learning process resulting from the interaction between students' experiences and interests and the subject matter (facts or scientific knowledge) (Kong, 2021). The definition of the curriculum continues to evolve, so there is no single definition. The curriculum is defined as a system and framework that contains basic elements and dimensions, providing theoretical direction to students in the implementation of education (Coşkun-Yaşar & Aslan, 2021). Thus, it can be understood that the curriculum

is not just a series of subject lists, but a series of planned and directed learning processes that include goals, content, methods, and socio-cultural contexts to equip students in social life.

In a study entitled "*Integrating Cultural Components in Curriculum Planning*," it is explained that the curriculum must be rooted in the community's culture, as the essence of education is to pass on cultural heritage to citizens (Offorma, 2016). The curriculum is grounded in culture, encompassing the values, norms, and practices prevailing in society. It is hoped that education can play a role in passing on culture, achieving national education goals, and ensuring citizens can contribute and participate in society (Abdulahi et al., 2024; Asrulla et al., 2025; Azzahra et al., 2024). It is further explained that cultural integration can be achieved through the development of relevant content or learning materials, and implemented through interactive strategies and methods, making learning more meaningful and contextual (Offorma, 2016). Thus, it can be concluded that the curriculum plays a strategic role in shaping citizens' identities, social stability, and the nation's political direction.

The curriculum has five dimensions that illustrate how it is understood, designed, and implemented in educational contexts (Bombaerts et al., 2021). Among them are the following.

1. An ideal curriculum that explains that curriculum development is formulated based on the philosophy, values, and educational goals expected by a nation. This describes the grand direction of the goal to be achieved.
2. Formal curriculum, which is an official curriculum, is in the form of a national curriculum document that serves as a guideline for the implementation of education in a country.
3. Perceived curriculum refers to the interpretation of the curriculum by educational institutions or schools, teachers, and other policymakers.
4. Operational curriculum, which is a curriculum taught by teachers in the classroom. This reflects the classroom approaches, strategies, and learning methods.
5. Experiential curriculum, which is a student's direct learning experience.

Social Studies

The term social studies was first formulated by the Committee on Social Studies in 1916 in the document entitled *The Social Studies in Secondary Education*. This term was then defined more comprehensively by the National Council for Social Studies (NCSS) in 1994. NCSS defines social studies as the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provide a coordinated and systematic study that draws upon various disciplines, including anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as relevant content from the humanities, mathematics, and natural sciences. Based on this definition, it can be concluded that social studies is a field of study that integrates the social sciences, humanities, and citizenship to improve critical and responsible civic competence. This aligns with the definition of the social sciences as an interdisciplinary integration of concepts from the social sciences and humanities, intended to train citizens to address critical social issues.

The primary goal of social studies is to foster informed, reflective, and participatory (active) citizens (Hartshorne, 2019). Knowledgeable citizens understand the social, cultural, political, and economic systems of their society (Tauginiené et al., 2020). Being reflective entails using critical thinking to examine the dynamics of current societal issues. In the meantime, genuine engagement in social, cultural, political, and economic spheres to attain mutual prosperity is an indication of participatory (active) citizenship (Safitri et al., 2024). The three have a relationship with each other, knowledge (informed). It serves as the basis for developing critical thinking skills, enabling individuals to solve social problems and to play an active

role as citizens. Social studies serve not only to impart knowledge but also to develop democratic citizens who actively contribute to national development (Busey et al., 2023).

Social studies, in essence, is oriented towards the formation of values, morals, identity, and participation as citizens (Erol, 2021). Social science has three main orientations: citizenship transmission, which emphasizes the role of social science in passing on national values and identity, and social studies, which emphasize social science as an instrument for introducing social science disciplines and scientific ways of thinking. The third reflective inquiry emphasizes social studies as a means of developing critical thinking, social problem-solving, and decision-making skills. Social studies not only emphasize knowledge and the transmission of values, but also the ability to think critically when analyzing social issues and developing responsible alternative solutions (Okojie et al., 2022).

METHODS

A study on curriculum comparison of social studies in Indonesia and England, using a content analysis method that aims to analyze the comparison of the curricula of the two countries in the orientation of their goals to form the character of good citizenship (Indonesia) and educated citizens (England). Content analysis is an objective, systematic, and generalizable research method for assessing the content of texts, documents, or media. The assessment in this study was conducted by analyzing the documents of the Kurikulum Merdeka (Indonesia's national curriculum) and the National Curriculum in England, and comparing them to evaluate the orientation of the objectives, learning materials, content, and teaching approaches in both countries. As a basis for analysis, **Table 1** presents a list of curriculum documents from Indonesia and England, which serve as the data sources for this study.

Table 1. Curriculum Documents in Indonesia and England

No.	Document	Country	Valid year
1	Dokumen Capaian Pembelajaran IPS Fase D Kurikulum Merdeka	Indonesia	2022
2	Dokumen Panduan Mata Pelajaran IPS Fase D	Indonesia	2025
3	Buku Panduan Guru Mata Pelajaran IPS SMP kelas 7 Kurikulum Merdeka	Indonesia	2021
4	Buku Panduan Guru Mata Pelajaran IPS SMP kelas 8 Kurikulum Merdeka	Indonesia	2021
5	Buku Panduan Guru Mata Pelajaran IPS SMP kelas 9 Kurikulum Merdeka	Indonesia	2022
6	The National Curriculum in England: Framework document	England	2014
7	Statutory guidance National Curriculum in England: Geography Programmes of Study	England	2013
8	Statutory guidance National Curriculum in England: History Programmes of Study	England	2013
9	Geography Programmes of Study	England	2013
10	History Programmes of Study	England	2013
11	Citizenship Programmes of Study	England	2013

Source: Analyzed by Researcher 2025

Content analysis of curriculum documents in Indonesia and England was conducted using the Atlas.ti application through a search with specific keywords, as in **Table 2**. These keywords aim to facilitate the identification of the analysis's focus. The analysis focuses on learning objectives, the content of social

Table 2. Search Keywords in Curriculum Documents in Indonesia and England

Source: Analyzed by Researcher 2025

Orientation of Social Studies Objectives in Indonesia and England

[illegible]

upheld
democracy
development skills
scales
responsibilities
pupils
promote spiritual
mental shaped
government
active society
citizens cultural features
prepare Earth's
physical educated Geographical
interconnected
approaches opportunities
framework experiences laws different
play change

Figure 1 illustrates that the Indonesian social studies curriculum is characterized by a dominant orientation, with keywords such as *nilai sosial* (social values), *masyarakat* (society), *bangsa* (nation), *negara* (state), *keberagaman* (diversity), and *ketuhanan* (God). This suggests that the Indonesian social studies curriculum is oriented towards the development of good citizenship, emphasizing moral, religious, and national aspects. Not only does the Indonesian social studies curriculum emphasize character development, but it also emphasizes skill development in the 21st century, as reflected in the terms critical

thinking, collaboration, communication, creativity, and global awareness. This demonstrates that social studies education is a strategic tool for strengthening national unity and cultivating the attitudes and character of citizens who uphold social values and ethics and participate in community life. The meaning of good citizenship, as outlined in Indonesian curriculum documents, is a profile of citizens who possess social awareness, think critically, collaborate, and are guided by spiritual and humanitarian values. In England, the direction of social studies is oriented towards educated citizens, as visualized in **Figure 2**. The dominance of the words 'knowledge' and 'skills' indicates mastery of factual, conceptual, procedural, and metacognitive knowledge, as well as skills in navigating the dynamics of democracy, law, and global issues. The terms "active," "society," "responsibilities," "democracy," "empowered," and "government" convey that the social studies curriculum emphasizes the importance of citizens exercising their rights and obligations and participating in a democratic society. The words "opportunities", "framework", and "interconnected" emphasize its orientation toward preparing citizens who are responsive to global changes in social, economic, and ecological spheres. Thus, the word cloud in **Figure 2** visualizes the concept of educated citizens in the context of England's social studies curriculum objectives, presenting a citizen profile that encompasses not only moral and national identity aspects but also knowledge, skills, and active participation in the global community. Thus, it can be concluded that the purpose of the social studies curriculum in Indonesia is oriented towards strengthening the nation's identity through values, character, and morals (good citizenship). In contrast, in England, it is oriented towards developing students' capacity to play an active role in democratic and global societies (educated citizens).

Objectives of the *Social Studies* Curriculum and Learning Content Development

To achieve the objectives of the social studies curriculum in forming the ideal character of citizens, the development of content and learning materials must be planned systematically. Content or learning materials play a dual role in developing both factual and contextual knowledge, while also serving as an instrument for expanding students' understanding of social realities, developing essential skills, and instilling social values. Thus, the selection of themes or content in learning materials serves as an instrument to direct students toward the idealized citizen profile. The development of content or learning materials is a tangible representation of the curriculum's objectives. The mapping of the themes or content of learning materials across the two curricula reveals differences in their underlying orientations. **Table 3** presents a comparison of the content of social studies materials in Indonesia and England, which shows the harmonious relationship between curriculum objectives and the development of learning content.

Table 3. Mapping of Social Studies material content in Indonesia and England

No	Content Material	Indonesia	England
1	Identity and Nationalism	• The origin of the ancestors of the Indonesian nation and the spice route of the archipelago • The development of Indonesian society from the prescriptive, royal, colonial, to the independence periods • Nationalism and Nationalism • The plurality of Indonesian society • Indonesia's geographical conditions and diversity	• The United Kingdom and its locality • Influential figures in the UK • Local history • Changes in Britain from the Stone Age to the Iron Age • Britain's settlement by Anglo-Saxons and Scots • Studying the human and physical geography of the United Kingdom

No	Content Material	Indonesia	England
		- Potential for natural disasters in Indonesia - Local history and toponymy of the Indonesian region - Local Wisdom - Racial integration and the principle of diversity	- Seasonal and daily weather patterns in the United Kingdom - The Development of the political system of democratic government in the United Kingdom - The operation of the Parliament of the United Kingdom under the Constitution
2	Moral Values and Character	- Dimensions of student profiles (Faithful, noble character, global diversity, cooperation, independence, critical reasoning, and creativity) - Utilization and conservation of Indonesia's natural resource potential - Human activity on climate change - Habituation in meeting needs and efforts to overcome scarcity - Social action	- Resilience and emotional well-being - Individual liberty - Responsibilities and service - Mutual Respect
3	Rights and Obligations of Citizens	- Citizens' rights are based on Pancasila - Participation in the life of the people of the nation and the state	- Human rights and international law - Participation in democracy - Contribution to the community and the country
4	Social and Cultural Knowledge	- Social interaction - Socialization - Social changes in Indonesian society - Social institutions and utilization of Indonesian natural resources and human resources - Population Dynamics - The socio-cultural life of the Indonesian people	- Changes within living memory - World civilizations and their influence on Britain - The Development of Church, State, and Society in Britain - Society, Economy, and Culture
5	Economics and Entrepreneurship	- Activities meet needs - The role of society in the economic chain - Economic development in the digital age - Community empowerment - Money and financial institutions - International trade - Prices, markets, and financial institutions	- Britain was the first industrial nation - The function and uses of money - Income and expenditure
6	Global Citizenship	- Social changes in Indonesian society in the Modernization Era - Globalization - Regional, Asian, and World Cooperation	- Renaissance and Reformation in Europe - the Enlightenment in Europe and Britain

No	Content Material	Indonesia	England
			• Britain: Ideas, political power, industry, and empire • Challenges for Britain and Europe in the present • Identify characteristics of the world's seven continents and five oceans • Use a digital/ computer map and a geographical information system • The United Kingdom's relations with Europe, the Commonwealth, and the United Nations
7	Contemporary Issues	• 21st-century societal interaction • Social change in the contemporary era • Sustainable development • Regional and global issues	• Society or issue in the world and its interconnections with other world developments • Change landscapes, environments, and the climate

Source: Analyzed by Researcher 2025

Based on the material content mapping in **Table 3**, it is evident that the social studies curricula in the two countries have different focuses, yet share the same goal of forming ideal citizens within their respective socio-cultural contexts. These differences are evident in aspects of identity and nationalism. In Indonesia, the curriculum emphasizes the formation of national identity and nationalism through the study of the nation's history and its integration within Indonesia's diverse society. Meanwhile, the curriculum in England focuses more on the continuity of the nation's history, the development of the political system, modern democracy, the workings of parliament, and the constitution. In terms of moral values and character, the Indonesian curriculum integrates the dimension of student profiles that emphasizes the spiritual realm, global diversity, cooperation, and concern for social and environmental issues. Meanwhile, in England, there is a greater emphasis on individual values, such as resilience, liberty, mutual respect, and social responsibility. Regarding citizens' rights and obligations, the Indonesian curriculum is based on the values of Pancasila and participation in national life. In England, the rights and obligations of citizens are closely tied to awareness of human rights, international law, and the principles of participatory democracy.

A notable difference is also evident in aspects of social and cultural knowledge. In Indonesia, emphasis is placed on social interactions, dynamics, and social institutions rooted in local realities. In contrast, England's historical study encompasses a broader scope, covering world civilization, the development of churches, states, and societies, and socio-cultural transformations throughout its history. In terms of economics and entrepreneurship, the curriculum in Indonesia emphasizes activities that meet needs, empower communities, promote the digital economy, support financial institutions, and facilitate international trade. In England, this aspect is emphasized through financial literacy in the context of modern economic history, including the Industrial Revolution, the function of money, and financial management. The aspect of global citizenship in Indonesia emphasizes modernization, globalization, and regional and international cooperation. In Britain, this emphasis highlights the historical roots of global citizenship, tracing them back to the Renaissance, the Enlightenment, and England's geopolitical position in international relations. In the context of contemporary issues, Indonesia emphasizes the challenges of sustainable development, social change in the 21st century, and regional and global concerns. In contrast, England focuses on environmental change, climate, and global interconnection.

Thus, it can be concluded that the development of content and learning materials in the social studies curriculum in Indonesia is more oriented towards the formation of national character and national identity, as well as the values of Pancasila. Meanwhile, in England, the development of content and learning materials emphasizes historical understanding, democratic values, human rights, and global connectivity. These findings indicate differences in goal orientation between the two countries, influenced by each country's social, cultural, and political contexts. However, both share the same approach to equipping students with morality and national insight. This suggests that the development of social studies in both countries is contextual, aligning with the curriculum's needs and objectives.

Objectives of the Social Studies Curriculum and Learning Approach

Based on “*Dokumen Capaian Pembelajaran IPS, Panduan Mata Pelajaran IPS, Buku Guru Mata Pelajaran IPS Kelas 7,8, dan 9*” in Kurikulum Merdeka, the recommended learning approach is a deep learning approach that not only emphasizes the memorization process but also prioritizes the construction of a deep understanding that involves the integration of knowledge, attitudes, and skills (Nursa'ban et al., 2021). This encourages students to think critically and creatively, and to connect social studies concepts with real life, so that learning emphasizes mindfulness, meaningfulness, and joyfulness. To support deep learning, the social studies Learning Outcomes Document emphasizes the importance of developing critical and creative thinking, as well as student-centered problem-solving skills. Thus, it can provide real, contextual experiences, allowing students to relate social concepts to the realities of daily life at local, national, and global scales.

According to the “*Dokumen Panduan Mata Pelajaran IPS*”, social studies subjects in Indonesia are implemented in an interdisciplinary, thematic manner, integrating several disciplines, including geography, history, economics, and sociology. Thus, it emphasizes inquiry-based learning to foster students' curiosity, project-based learning to develop collaboration and creativity skills, and problem-based learning to encourage students to find alternative solutions to problems. The “*Dokumen Panduan Mata Pelajaran IPS*” also emphasizes the importance of cross-subject collaboration and the use of digital technology in the 21st century. In the “*Buku Guru Mata Pelajaran IPS Kelas 7, 8, dan 9*”, the learning approach is detailed through various strategies, including discussion, case studies, simulations, environmental exploration, project-based learning, and the integration of contemporary social issues. The contextual approach provides a fundamental foundation for understanding the relevance of social studies to students' real lives in local, national, and global contexts. Thus, deep learning is the main approach that is combined with other approaches, such as inquiry-based learning, problem-based learning, project-based learning, and contextual approaches, which are directed not only to improve academic competence, but also to strengthen character values in accordance with the dimensions of student profiles, social skills, and critical awareness as responsible citizens. Learning strategies are also designed to support meaningful, deep learning and the mastery of 21st-century skills.

In the National Curriculum for England Document, which applies in England, the inquiry-based learning approach is often mentioned. This approach emphasizes the development of critical, analytical, and participatory thinking skills. However, because *social studies* in England is fragmented into several disciplines, such as history, geography, and civics, the approach adapts to the discipline being taught. In the subject of history, the Statutory Guidance Document, National Curriculum in England: History Programmes of Study, explains that the learning approach is based on historical enquiry, which involves interpreting historical events through the method of scientific inquiry. In geography subjects, described in the Statutory guidance document National Curriculum in England: Geography Programmes of Study, the

learning approach emphasizes fieldwork to encourage students to connect environmental data, maps, and GIS with social, cultural, and economic dynamics. Meanwhile, in the context of citizenship education, as explained in the Citizenship Programmes of Study document, learning is carried out through discussions, debates, and case studies on public policy, democracy, and citizen responsibility. In addition, the curriculum is organized into several key stages that aim to ensure students' competencies develop from basic knowledge to complex analysis. Thus, the learning approach applied in England, which emphasizes exploration, analysis, and active participation, supports the curriculum's objectives of forming educated citizens who are ready to face global challenges.

Discussion

This study reveals that the social studies curricula in Indonesia and England share the same goal of forming ideal citizens, but differ in their orientation. In the Indonesian context, social studies emphasizes the formation of good citizens based on the values of Pancasila, nationalism, and diversity. The values of divinity, humanity, unity, democracy, and justice form the normative basis for the development of a citizen's character. This aligns with the view that social studies serves as a transmission of citizenship, facilitating the inheritance of national values and identity (Balqis, 2024). Meanwhile, in the British context, the term 'educated citizen' as written in the National Curriculum document for England refers to citizens who are critical, legally aware, democratic, and have global sensitivity. This orientation reflects the reflective inquiry dimension of informed and participatory citizens, emphasizing critical thinking skills and active involvement in social life (Hartshorne, 2019). This difference in orientation indicates that the curriculum is developed contextually to address the social, cultural, and political needs of each country. This aligns with the assertion that the curriculum reflects society's identity and needs (Offorma, 2016). Thus, the orientation of the curriculum directly impacts the formulation of the material's content and the learning approach employed. This aligns with the ideal dimensions of the curriculum, which are based on the nation's values and philosophical goals (Bombaerts et al., 2021). Regarding the content of the material, social studies in Indonesia emphasize local history, local wisdom, and national identity to enhance students' understanding of the diversity within Indonesian society. Meanwhile, in England, the material emphasizes national history, democratic political systems, international relations, and contemporary global issues. These findings are consistent with previous research, which confirms that curriculum is a life process that reflects the interaction between students' experiences and their social context (Kong, 2021). Thus, the content of the material in both countries aligns with the curriculum's orientation. In Indonesia, it instills cultural and moral values, while in England, it emphasizes political literacy and global awareness.

In the context of the learning approach applied by the two countries, it reflects the orientation of their respective curricula. In Indonesia, the in-depth learning approach, combined with inquiry-based learning and project-based learning, demonstrates the operational curriculum dimension by integrating knowledge, attitudes, and skills within the context of a pluralistic society (Bombaerts et al., 2021). This approach aligns with the view that the social sciences foster citizenship skills through engagement with critical social issues. Meanwhile, in England, inquiry learning approaches and critical pedagogy are employed to develop critical thinking skills and foster democratic participation, emphasizing that reflective citizens must be able to analyze and respond to socio-political phenomena (Hartshorne, 2019).

This comparison also reveals that the two countries approach social studies differently within their curriculum structures. In Indonesia, an interdisciplinary approach is used that combines history, sociology, geography, and economics. Meanwhile, in England, it is applied in a fragmented manner through subjects such as history, geography, and citizenship. This distinction supports both the formal and experiential

dimensions of the curriculum, indicating that students' learning experiences are shaped by the structure of the national curriculum and classroom learning practices (Bombaerts et al., 2021). Thus, these findings strengthen the theory that the curriculum functions not only as an administrative tool but also as an ideological and cultural instrument in shaping citizens (Harrison, 2022; Offorma, 2016). This implication underscores the importance of strengthening the social studies curriculum to better adapt to social changes and global challenges.

CONCLUSION

This study concludes that the difference in curriculum orientation between Indonesia and England is clearly evident in aspects such as content development, learning strategies, and the civic values to be achieved. Indonesia views social studies as a means of forming national identity and instilling moral values in citizens by internalizing Pancasila values. In contrast, England regards social studies as a means of developing intellectual and participatory capacities to form educated citizens who can play an active role in global society. Both orientations demonstrate that social studies plays a strategic and fundamental role in shaping ideal citizens in accordance with each nation's educational vision and socio-cultural needs.

Based on the study's findings, several strategic recommendations are proposed. First, it is essential to integrate national and global perspectives within Indonesia's social studies curriculum to ensure that the values of Pancasila and national identity are harmonized with the development of 21st-century global competencies. Second, strengthening inquiry-based and problem-solving pedagogical approaches is necessary to cultivate critical, reflective, and collaborative thinking skills in addressing contemporary social issues. Third, fostering collaborative research between Indonesia and England's curriculum documents is crucial as a platform for sharing best practices in social studies education. Finally, these initiatives should be supported by education authorities to ensure that the social studies curriculum remains contextually relevant to national socio-cultural realities while remaining adaptive to global transformations.

AUTHOR'S NOTE

The author declares that there is no conflict of interest related to the publication of this article. The author emphasizes that the data and content of the article are free from plagiarism.

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