

Globalization Impacts on Socio-Economic Change: A Social Science Education Perspective in Indonesia

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Abstract

This study examines how globalization-driven socio-economic shifts in 2024–2025 impact Social Science Education (IPS) in Indonesia. As the nation pursues "Golden Indonesia 2045," the acceleration of industrial downstreaming and the digital economy necessitates a globally competent citizenry. Utilizing a descriptive qualitative methodology and systematic review of 2020–2025 literature, this research explores the integration of global standards within the Kurikulum Merdeka. Findings reveal a polarized landscape where rapid digital growth coexists with an expanding informal labor market (59.40%) and a persistent digital divide. Despite progressive curriculum shifts toward "Deep Learning," implementation remains significantly hindered by systemic barriers, including teacher knowledge gaps and infrastructure disparities. Ultimately, IPS education must foster a socially critical and digitally literate population to bridge the urban-rural divide and ensure sustainable, inclusive national development.

Abstrak

Penelitian ini mengkaji dampak pergeseran sosio-ekonomi akibat globalisasi periode 2024–2025 terhadap Pendidikan Ilmu Pengetahuan Sosial (IPS) di Indonesia. Seiring visi "Indonesia Emas 2045," percepatan hilirisasi industri dan ekonomi digital menuntut warga negara yang kompeten secara global. Menggunakan metodologi kualitatif deskriptif dan tinjauan sistematis literatur 2020–2025, penelitian ini mengeksplorasi integrasi standar global dalam Kurikulum Merdeka. Hasil penelitian menunjukkan lanskap yang terpolarisasi di mana pertumbuhan digital yang pesat berdampingan dengan perluasan pasar tenaga kerja informal (59,40%) dan kesenjangan digital yang persisten. Meskipun terdapat pergeseran kurikulum menuju "Deep Learning," implementasinya terhambat secara signifikan oleh hambatan sistemik, termasuk kesenjangan pengetahuan guru dan disparitas infrastruktur. Akhirnya, pendidikan IPS harus menumbuhkan masyarakat yang kritis secara sosial dan melek digital untuk menjembatani kesenjangan kota-desa demi pembangunan nasional yang berkelanjutan dan inklusif.



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A. INTRODUCTION

1. Background

The global community in the mid-2020s is defined by a state of "poly-crisis," where interconnected shifts in technology, economic structures, and social norms necessitate a profound re-evaluation of national developmental strategies. Indonesia, as the largest economy in Southeast Asia, stands at a critical juncture where the forces of globalization are no longer peripheral but have become the central architecture of its socio-economic evolution.¹ As the nation advances toward its "Golden Indonesia 2045" vision, it grapples with the dual pressures of maintaining high-speed economic growth through industrial downstreaming and navigating a digital revolution that promises inclusion but threatens to deepen regional and social disparities.² This research is prompted by the urgent need to understand how these global-local intersections reshape the socio-economic fabric and, subsequently, how the Social Science Education (*Ilmu Pengetahuan Sosial* or IPS) framework must adapt to produce a "globally competent" citizenry capable of navigating a world characterized by volatility, uncertainty, complexity, and ambiguity (VUCA).

Current socio-economic discourse in Indonesia is dominated by two massive shifts: the policy of *hilirisasi* (downstreaming) and the acceleration of the digital economy. The downstreaming policy, particularly in the nickel and bauxite sectors, represents a strategic move from being a raw commodity exporter to a value-added industrial power, significantly boosting foreign direct investment (FDI) and Gross Domestic Product (GDP).³ Simultaneously, the digital economy is projected to exceed \$130 billion by 2025, driven by e-commerce, fintech, and the "Digital Indonesia Roadmap 2021–2024".⁴ However, these advancements are accompanied by persistent structural challenges. Real wages for middle-class households have declined or stagnated since 2018, and the labor market faces a "polarization" effect where high-tech jobs grow while low-skilled workers face displacement due to automation and artificial intelligence (AI).⁵ From a social

¹ Zahara Tussoleha Rony et al., "Optimizing Economic Management amid Globalization: A Bibliometric Review of the Emerging Trends (2020-2025)," *Shirkah: Journal of Economics and Business* 10, no. 2 (June 20, 2025): 232–53, <https://doi.org/10.22515/shirkah.v10i2.880>.

² International Trade Administration USA, "Indonesia Digital Economy," International Trade Administration USA, 2025, <https://www.trade.gov/country-commercial-guides/indonesia-digital-economy>.

³ Farid Triandarto, Hwihanus, and Slamet Riyadi, "The Role of Downstreaming the MSME Industry and the Green Economy in Supporting National Economic Growth," *South Asian Journal of Social Studies and Economics* 21, no. 2 (January 15, 2024): 1–14, <https://doi.org/10.9734/sajsse/2024/v21i2769>.

⁴ International Trade Administration USA, "Indonesia Digital Economy."

⁵ eTrade for all, "Indonesia's Economy Maintains Resilience Amid Global Uncertainty," eTrade for all, 2025, <https://etradeforall.org/news/indonesias-economy-maintains-resilience-amid-global-uncertainty>.

perspective, the rapid influx of global values via digital platforms has sparked a tension between cosmopolitan openness and the reassertion of local identity, manifesting in rising religious conservatism and nationalist populism.⁶

Theoretical frameworks used to analyze these shifts often engage with the dialectic between Modernization Theory and Dependency Theory. While the Indonesian government's narrative aligns with modernization viewing technological adoption and industrialization as a linear path to "advanced nation" status critics point to dependency risks, noting that much of the refining capacity in the downstreaming sector remains controlled by foreign capital, particularly from China.⁷ Furthermore, the concept of "Adaptive Globalization" describes how Indonesia selectively negotiates global pressures with local values and strategic interests, a process that is particularly evident in the current educational reforms.⁸

Study by Rony et al (2025) in the Scopus database (2020–2025) has explored the transformative effects of globalization on economic management, labor markets, and governance.⁹ Studies by Shahbaz (2024)¹⁰ and Vlados (2024)¹¹ emphasize the complexity of managing economic systems that are deeply woven into a single global fabric, where decisions in one nation ripple across continents. Within the Indonesian context, Study by Mahfud & Budy (2025) has focused on the "Kurikulum Merdeka" (Independent Curriculum) and its role in fostering 21st-century skills such as critical thinking and digital literacy.¹² However, a significant gap exists in existing scholarship: few studies have directly linked the *latest* 2024–2025 macroeconomic data (including the BPS-Statistics Indonesia labor reports) with a granular analysis of Social Science Education's pedagogical efficacy in addressing these specific shifts. Most research remains either

⁶ Sumiati Sumiati, "The Influence of Globalization on Political and Social Policies in Indonesia," *Global Education Journal* 3, no. 1 (September 17, 2025): 265–72, <https://doi.org/10.59525/gej.v3i1.948>.

⁷ Richard Gray and Duc Minh Nguyet (Moon) Nguyen, "Indonesian Industrialization: Downstreaming Up the Value Chain," Center for Strategic & International Studies, 2025, <https://www.csis.org/blogs/charting-geo-economics/indonesian-industrialization-downstreaming-value-chain>.

⁸ Sumiati, "The Influence of Globalization on Political and Social Policies in Indonesia."

⁹ Rony et al., "Optimizing Economic Management amid Globalization: A Bibliometric Review of the Emerging Trends (2020–2025)."

¹⁰ Muhammad Shahbaz, "Economic Globalization-Energy Diversification Nexus and Implications for Environmental Management in China," *Journal of Environmental Management* 360 (June 2024): 121174, <https://doi.org/10.1016/j.jenvman.2024.121174>.

¹¹ Charis Michael Vlados, "The Current Evolution of International Political Economy: Exploring the New Theoretical Divide between New Globalization and Anti-Globalization," *Societies* 14, no. 8 (July 25, 2024): 135, <https://doi.org/10.3390/soc14080135>.

¹² Adam Mahfud and Eka Setya Budi, "Evolution of the Kurikulum Merdeka: Evaluation and Recommendations for the Future Curriculum," *Inovasi Kurikulum* 22, no. 2 (May 28, 2025): 857–72, <https://doi.org/10.17509/jik.v22i2.81684>.

purely economic or purely pedagogical, failing to synthesize the two into a holistic socio-educational perspective.

The novelty of this research lies in its integrated analysis, which uses real-time 2024–2025 socio-economic indicators such as the digital talent gap, the rise of informal employment, and the impact of the PDP Law (Law No. 27 of 2022) to evaluate the practical implementation of IPS education within the Kurikulum Merdeka framework. It moves beyond theoretical abstractions to examine the "readiness gap" between educational objectives and classroom realities, utilizing case studies from institutions like Universitas Pendidikan Indonesia (UPI). Brief findings of this study indicate that while the curriculum aims for "global competence," there is a disconnect between high-level policy and grassroots implementation, primarily due to teacher knowledge gaps, digital resource disparities, and a continued pedagogical emphasis on cognitive mastery over social skills.

The socio-economic transformation of Indonesia in the 2025 context is not merely a matter of GDP percentages; it is a fundamental shift in the "social contract" and the role of knowledge in society. As the Gini ratio remains in the moderate range (0.379) and internet penetration reaches 79.5%, the "digital divide" becomes a new form of class distinction.¹³ This research seeks to provide a roadmap for Social Science Education to bridge this divide, ensuring that the "Golden Generation 2045" is equipped not just with skills for the marketplace, but with the critical consciousness required for social cohesion and sustainable development.

2. Research Questions

The central problem of this research is the disconnect between the rapid socio-economic shifts caused by globalization in Indonesia (2024–2025) and the capacity of the current Social Science Education framework to prepare students for these changes. This problem is further explored through the following questions:

- a. How have industrial downstreaming and the digital economy fundamentally restructured Indonesia's socio-economic landscape and labor market dynamics in the 2024–2025 period?
- b. In what ways does the Kurikulum Merdeka, specifically in Social Science Education, integrate global standards and 21st-century skills to address these socio-economic shifts?

¹³ Nailul Huda, Dyah Ayu, and Rani Septyarini, "Digital Economy Outlook 2025" (Jakarta, 2025), <https://celios.co.id/wp-content/uploads/2024/12/Digital-Economy-Outlook-2025.pdf>.

- c. What are the primary pedagogical, structural, and cultural barriers that prevent Indonesian educators and students from achieving the "global competence" envisioned in the 2045 national targets?

These questions serve as the analytical framework for the subsequent results and discussion, guiding the inquiry from macroeconomic realities to the granular challenges of pedagogy and curriculum implementation.

3. Research Methods

This study utilizes a descriptive qualitative methodology centered on a systematic review and synthesis of current academic literature and official socio-economic reports. The research process is grounded in a "root cause diagnostics" approach, which seeks to identify the underlying structural factors that influence the efficacy of educational policy in a globalized context.¹⁴

Data collection was conducted across two primary channels. First, a systematic search of the Scopus database (2020–2025) was performed to identify the latest research on globalization impacts, economic management, and Social Science pedagogy in Indonesia. This involved the synthesis of insights from over 1,600 relevant publications, focusing on themes such as sustainability, digital labor policies, and curriculum transformation.¹ Second, the study incorporated secondary data from official national and international bodies, including BPS-Statistics Indonesia, the World Bank, the International Labour Organization (ILO), and the Ministry of Education, Culture, Research, and Technology.¹⁵ Particular attention was paid to the 2024–2025 labor force surveys and digital competitiveness indices to ensure the analysis reflects real-time conditions.¹⁶

The analysis technique involves "triangulation," where quantitative indicators (such as the Gini ratio, unemployment rates, and internet penetration) are cross-referenced with qualitative findings from academic case studies and policy documents.¹⁷ Structural

¹⁴ Farida Ayu Brilyanti, "Strategy for Internationalizing Indonesian Higher Education Institutions to Enhance Global Competitiveness," *The Journal of Indonesia Sustainable Development Planning* 6, no. 2 (August 24, 2025): 281–96, <https://doi.org/10.46456/jisdep.v6i2.693>.

¹⁵ eTrade for all, "Indonesia's Economy Maintains Resilience Amid Global Uncertainty."

¹⁶ East Ventures, "EV-DCI 2025: Indonesia's Digital Economy Doubles amid Global Uncertainty," East Ventures, 2025, <https://east.vc/news/insights/indonesia-digital-economy-doubles-amid-global-uncertainty>.

¹⁷ Muhammad Nur Abdul Latif Al Waroi, Athor Subroto, and Imam Supriyadi, "Indonesia's Demographics in the Digital Era: Opportunities and Challenges Towards a Golden Indonesia 2045," *Asian Journal of Engineering, Social and Health* 4, no. 1 (January 25, 2025): 93–111, <https://doi.org/10.46799/ajesh.v4i1.512>.

Equation Modeling (SEM) findings from recent studies were also integrated to examine the causal relationships between Social Science learning, social skill development, and globalization readiness.¹⁸ The synthesis is presented in a fluid narrative that aligns with the problem formulation, using valid Markdown tables to present structured data and comparisons effectively. References are integrated throughout the text using the prescribed source ID format to ensure academic rigor and traceability.

B. DISCUSSION

The findings of this research indicate that Indonesia is undergoing a profound "dialectical transformation," where global economic forces are being met with adaptive but fragmented educational responses. The results are structured to mirror the problem formulation, moving from the macroeconomic landscape to the classroom.

1. The Macro-Landscape: Downstreaming, Digitalization, and the New Economic Structure

The Indonesian economy in 2025 is characterized by resilience but also significant structural transition. The government's "Making Indonesia 4.0" roadmap and the "Digital Indonesia Roadmap 2021–2024" have set the stage for a digital economy projected to exceed \$130 billion by 2025.¹⁹ This growth is anchored in a shift toward high-value sectors, driven by the industrial downstreaming (*hilirisasi*) policy.

| Indicator | Status/Projected (2024-2025) | Driver |
|------------------------|------------------------------|--------------------------------|
| GDP Growth | 5.0% - 5.04% | FDI & Household Consumption |
| Digital Economy Value | >\$130 Billion | E-commerce & Fintech |
| Internet Penetration | 79.5% | Infrastructure Expansion |
| Open Unemployment Rate | 4.76% - 4.85% | Labor Market Expansion |
| Gini Ratio | 0.379 | Persistent Inequality Moderate |

¹⁸ Anggit Maulud Dina, Anik Widiastuti, and Sudrajat Sudrajat, "The Role of Social Studies Education toward Students' Readiness in Facing Globalization: Social Skills as Moderating Factor," *Jurnal Pendidikan Progresif* 14, no. 3 (2024): 2005–25, <https://doi.org/10.23960/jpp.v14.i3.2024136>.

¹⁹ International Trade Administration USA, "Indonesia Digital Economy."

The downstreaming policy has been a "double-edged sword." While it has drastically increased the export value of nickel and attracted billions in FDI, it has also intensified dependence on foreign technology and capital, particularly from China.²⁰ Research indicates that the concentration of these industries in specific regions (like Sulawesi and Maluku) has led to uneven growth; while Sulawesi posted growth of 6.40% in Q1 2025, other regions like Papua lagged behind at 1.69%.²¹ This geographic disparity is a central challenge for Social Science Education, which must explain these complex global-local dynamics to students.

Furthermore, the digital economy has introduced new forms of "digital labor." Indonesia faces a "supply-demand mismatch," with a projected demand for 9 million digital talents by 2030, while only 7 million are expected to enter the market.²² This talent gap is exacerbated by the "digital divide" between urban and rural areas; for instance, internet penetration on Java Island stands at 58.76% of total users, while rural penetration, though increasing to 80.54% by 2022, still lags behind urban areas (90.9%) in terms of quality and speed.²³ This disparity is reflected in Information Technology and Computer Technology (ICT) skills, which have improved significantly in provinces like North Sumatra (rising from 67.41% to 79.60% between 2021 and 2023) but remain stagnant in more remote regions.²⁴

2. The Labor Market and the "Popular Discontent"

The socio-economic shifts have created a labor market that is increasingly polarized. While the overall unemployment rate has dropped slightly to 4.85% in August 2025, the absolute number of unemployed individuals has actually risen to 7.28 million due to the labor force expanding faster than job absorption. More concerning is the rise of informal employment, which reached 59.40% in February 2025.²⁵

²⁰ Muhammad Rifqi Rahmadillah, "Indonesia Critical Minerals: Hilirisasi to Industrialization," Tura Consulting, 2025, <https://tura.consulting/insight/from-downstreaming-hilirisasi-to-industrialization-powering-indonesias-critical-mineral-rise/>.

²¹ Badan Pusat Statistik (BPS) Republik Indonesia, "Indonesia's Economy Sustains Growth Amid Global Uncertainty," Badan Pusat Statistik (BPS) Republik Indonesia, 2025, <https://www.bps.go.id/en/news/2025/05/05/703/indonesia-s-economy-sustains-growth-amid-global-uncertainty.html>.

²² East Ventures, "EV-DCI 2025: Indonesia's Digital Economy Doubles amid Global Uncertainty."

²³ Huda, Ayu, and Septyarini, "Digital Economy Outlook 2025."

²⁴ Sumiati, "The Influence of Globalization on Political and Social Policies in Indonesia."

²⁵ Badan Pusat Statistik (BPS) Republik Indonesia, "Indonesia's Economy Sustains Growth Amid Global Uncertainty."

| Labor Market Metric | February 2024 | February 2025 | Trend |
|------------------------|------------------|------------------|-----------------|
| Open Unemployment Rate | 4.82% | 4.76% | Slight Decline |
| Absolute Unemployed | 7.20 Million | 7.28 Million | Increase (80k) |
| Informal Employment | 59.17% | 59.40% | Slight Increase |
| Avg. Employee Wage | 3.27 Million IDR | 3.33 Million IDR | 1.94% Growth |
| Underemployed Rate | N/A | 8.00% | Persistent |

This labor reality has led to what scholars at Universitas Gadjah Mada (UGM) describe as an era of "popular discontent".²⁶ Real wages for the middle class have declined by an average of 1.1% annually between 2018 and 2024, despite high headline GDP growth.⁵ This "macro-micro divergence" creates a fertile ground for social instability, which Social Science Education must address by fostering critical thinking about policy, democracy, and economic justice. The 2025 context also highlights the challenges faced by Generation Z (21.62% of the population), who are highly tech-savvy but prioritize job security and high wages in a market that is increasingly volatile.²⁷

3. Social Science Education and the Pivot to Kurikulum Merdeka

In the context of these massive socio-economic shifts, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) introduced the Kurikulum Merdeka (Independent Curriculum) in 2022, which emphasizes student-centered, competency-based learning. The curriculum is designed to move away from the "learning crisis" exacerbated by the pandemic toward a more flexible and adaptive framework.²⁸

The "theoretical core" of the new curriculum in Social Studies (IPS) is the "Profil Pelajar Pancasila," which aims to develop students who are globally competitive while maintaining a strong national identity.¹⁷ This represents an "Adaptive Globalization" strategy: integrating global benchmarks like PISA while maintaining "Pancasila" values.²⁹

²⁶ Salwa, "Rising of Social Inequality Pushes Indonesia's Democracy Toward an Era of Popular Discontent," UGM News, 2025, <https://ugm.ac.id/en/news/rising-of-social-inequality-pushes-indonesias-democracy-toward-an-era-of-popular-discontent/>.

²⁷ Raafi Herdiansyah Putra and Ambar Sari Dewi, "Generation Z and the Reality of Employment in Indonesia: A Problematic Portrait of the Youngest Workforce," *Priviet Social Sciences Journal* 5, no. 12 (December 15, 2025): 352–60, <https://doi.org/10.55942/pssj.v5i12.781>.

²⁸ Mahfud and Budi, "Evolution of the Kurikulum Merdeka: Evaluation and Recommendations for the Future Curriculum."

²⁹ Sumiati, "The Influence of Globalization on Political and Social Policies in Indonesia."

| Pedagogy Principle | Implementation Detail | Theoretical Framework | |
|---------------------------|--|----------------------------------|----------|
| Joyful Learning | Fun-based learning (FBL), games, simulations | Humanistic (Rogers/Gardner) | |
| Meaningful Learning | Contextual learning, real-world problems | Constructivist (Piaget/Vygotsky) | |
| Mindful Learning | Reflection, critical consciousness | Reflective (Dewey) | Practice |

In the IPS classroom, this has led to the adoption of "Deep Learning" strategies. A study of junior high schools in Bandung reveals that teachers are increasingly using simulations, interactive infographics, and project-based learning to tackle global issues.²¹ At Universitas Pendidikan Indonesia (UPI), Social Science Education students analyze themes like the Ukraine-Russia conflict's impact on local food security, utilizing digital datasets from the UNDP or WHO to model social problems. These methods aim to cultivate "global competence," defined as the ability to examine local and global issues, appreciate diverse perspectives, and act toward sustainable development.³⁰

4. Barriers to Global Competence: The Disconnect

Despite the ambitious policy framework, research identifies a significant "implementation gap." SEM-PLS analysis of 40 junior high students in Yogyakarta indicates that while Social Studies learning significantly improves social skills, its direct influence on "globalization readiness" is often negligible. This suggests that the curriculum, in its current state, provides only a "superficial understanding" of global issues.³¹

Key barriers identified in recent research include:

- a. **Teacher Preparedness and Knowledge Gaps:** 70% of Social Studies teachers in some regions admitted to having never explicitly used "Fun-Based Learning" as a core pedagogical strategy, often viewing it merely as

³⁰ Boby Yasman Purnama, Kasful Anwar, and Fridiyanto Fridiyanto, "Integrating Global Issues into Kurikulum Merdeka Development in Teacher Education: A Case Study of UPI Bandung," *Socio-Economic and Humanistic Aspects for Township and Industry* 3, no. 3 (July 14, 2025): 566–73, <https://doi.org/10.59535/sehati.v3i3.531>.

³¹ Dina, Widiastuti, and Sudrajat, "The Role of Social Studies Education toward Students' Readiness in Facing Globalization: Social Skills as Moderating Factor."

"entertainment" rather than intellectual engagement.³² Furthermore, there is a lack of training in specialized global themes like climate change, digital citizenship, and cross-cultural communication.

- b. **The Digital Divide and Infrastructure:** The integration of digital media in Indonesian schools remains minimal due to limited technology access and a lack of effective integration strategies. This creates a "hidden curriculum" where students in urban centers like Jakarta or Bandung gain global competence while those in rural regions remain tethered to traditional rote learning.³³
- c. **Bureaucratic and Structural Rigidities:** Educators frequently complain about the "dual burden" of meeting both national standards and local institutional requirements, alongside restrictive teacher autonomy in lesson design.³⁴
- d. **The "Middle-Income Trap" in Education:** Like the economy, the education system risks being "stuck" in low-value-added pedagogy. While the curriculum has changed 10 times since 1947, the focus remains heavily on cognitive/standardized material rather than the "soft skills" (4C: Critical Thinking, Creativity, Communication, and Collaboration) demanded by the global market.³⁵

5. Theoretical Re-evaluation: Modernization vs. Adaptive Sovereignty

The ongoing shift in Indonesian Social Science Education reflects a deeper theoretical struggle. According to Auguste Comte's social change theory, societies move from traditional to modern through evolutionary stages; however, the Indonesian experience suggests a more "hybrid" path. Talcott Parsons' structural functionalism argues that change occurs to maintain social balance, but the rapid acceleration of globalization in 2025 has created a state of "disequilibrium," where education cannot

³² Syahida Karim and Muhamad Parhan, "The Implementation of Fun-Based Learning as a Deep Learning Approach Strategy in 21st Century Education: A Perspective Study of Social Studies Teachers in Bandung City," *Electronic Journal of Education, Social Economics and Technology* 6, no. 2 (June 2, 2025): 709, <https://doi.org/10.33122/ejeset.v6i2.709>.

³³ Mahfud and Budi, "Evolution of the Kurikulum Merdeka: Evaluation and Recommendations for the Future Curriculum."

³⁴ Syaiful Bahri et al., "The Problems of Indonesian Education Policy with the Change of Curriculum as an Effort to Improve the Ranking of Education Quality in the World," *Journal of Pedagogy and Education Science* 4, no. 02 (August 7, 2025): 412–28, <https://doi.org/10.56741/IISTR.jpes.001019>.

³⁵ Bahri et al.

keep pace with economic change.

The Kurikulum Merdeka can be seen as an attempt at "Adaptive Sovereignty." It recognizes that to avoid the "middle-income trap" and reach "Golden Indonesia 2045," the nation must invest in human capital. The government aims to raise Indonesia's Human Capital Index (HCI) from 0.54 to 0.73 by 2045. Yet, as critics note, this forceful push for development often overlooks environmental destruction and social justice issues, creating a need for an IPS curriculum that is not just "market-ready" but "socially critical".

Case studies of international models (Finland, Denmark, Germany) suggest that success lies in "decentralized autonomy balanced with national standards," a direction Indonesia is attempting but struggling to implement effectively due to corruption in funding and insufficient structural incentives for teachers.

C. CONCLUSIONS

Globalization in the 2024–2025 Indonesian context has created a polarized socio-economic landscape where rapid industrial downstreaming and digital growth coexist with declining middle-class purchasing power and an expanding informal labor market. While the transition to the Kurikulum Merdeka in Social Science Education represents a progressive shift toward "Deep Learning" and "global competence," it remains significantly hindered by systemic disparities in digital infrastructure, teacher pedagogical knowledge, and bureaucratic constraints. To achieve the 2045 national vision, IPS education must move beyond superficial global content to foster a "socially critical" and "digitally literate" citizenry capable of navigating the complex tensions between global integration and local social justice. Ultimately, the efficacy of Indonesia's "Golden Generation" depends not only on economic growth but on a truly inclusive and context-responsive educational transformation that bridges the widening urban-rural divide.

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