

The Role of Social Studies Elementary Schools in Maintaining Cultural Values in the Era of Globalization: A Bibliometric Analysis

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ABSTRACT

21 Globalization has a major influence on various aspects of life, including culture, especially for elementary school-aged children who are vulnerable to exposure to digital media. This phenomenon risks shifting local cultural values and weakening national character if not addressed appropriately. This study aims to analyze the development and the co-occurrence network of globalization influences in culture, and analyze the role of science in elementary schools in facing the era of globalization. The results of this study reveal: 1) The development of simulation learning research reached its peak in 2025, with 11 articles, and Indonesia was the largest country with a total publication of 13 articles. 2) The co-occurrence network in simulation learning research produced 5 clusters, consisting of curriculum learning clusters and social environment. 3) The role of social science learning in maintaining cultural values in the era of globalization is as a medium for transmission and cultural heritage values, development of national character, cultural reinterpretation, and formation of social identity. In this context, social studies learning plays a vital role in introducing and fostering a love for local culture from an early age. With the Independent Curriculum, teachers can develop contextual, character-based learning.

Keywords: Globalization, Cultural Values, Social Studies, Elementary School

Introduction

Globalization has become an inevitability in modern society. It is a complex phenomenon, characterized by increasing interconnectedness and interdependence between countries in the economic, social, cultural, and political spheres at the global level (Mustomi et al., 2024). This process is characterized by

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increased connectivity between nations through advances in information and communication technology, and high levels of cross-border mobility. Its impact is felt not only in the economic and political spheres but also has a significant influence on cultural aspects, including among elementary school-aged children (Silaban et al., 2024). This strong global flow means that children are increasingly exposed to foreign cultures spread through digital media, both directly and indirectly.

UNICEF findings (2024) provide a concrete illustration of this. The study showed that 89 percent of Indonesian children aged five and above access the internet, with the majority of use directed towards playing online games and accessing social media. Only 33 percent use the internet for learning purposes. Furthermore, the average internet usage time reaches 5.4 hours per day. The negative impact of this phenomenon is also quite significant: 48 percent of children reported being victims of online bullying, 50.3 percent were exposed to sexually explicit content, and 2 percent experienced threats of forced sexual acts. This data indicates that digital globalization can pose a serious threat to the development of children's character and cultural values, particularly during elementary school, a crucial phase in the formation of self-identity and morality.

In this context, the role of Social Studies (IPS) learning in elementary schools is crucial. IPS not only teaches students about social structures, history, and geography, but also fosters an understanding of local cultural values, social norms, and character and citizenship. However, implementing IPS education presents a number of challenges, one of which is maintaining local cultural values that are being eroded by modernization and globalization. Globalization has given rise to various problems in the cultural realm, including the erosion of traditional cultural elements inherited and preserved by ancestors (Tasya et al., 2023) and the tendency to embrace new cultures (Nahak, 2019).

Culture in Indonesia plays a fundamental role in the process of shaping individual character and in driving progress as a nation (Sri et al., 2024). Cultural identity not only serves as a marker of differentiation between social groups, it also serves as a primary foundation for understanding historical constructions and the richness of ancestral heritage. Cultural elements such as language, religion, traditions, arts, and customs contribute significantly to shaping the dynamics of social interactions, while also playing a strategic role in personality development and the internalization of noble values in community life. All of these elements are valuable national assets that must be protected and preserved to maintain their authenticity and existence amidst the strong currents of globalization (Nahak, 2019).

The Independent Curriculum currently implemented in Indonesia provides opportunities for teachers to design contextual (Susanto et al., 2024) and character-based (Astuti et al., 2024) learning. Through a learning approach based on local wisdom and strengthening the Pancasila-based student profile, social studies learning can serve as a medium for fostering cultural awareness, a sense of nationalism, and a critical attitude toward external influences inconsistent with Indonesian social values.

Given the various challenges posed by globalization, particularly the penetration of foreign cultures and their impact on the cultural values of

elementary school-aged children, social studies (IPS) learning becomes a means of transferring knowledge to maintain national identity. Because students at this level are at a crucial stage of character development, understanding the impact of globalization is strategic for formulating an appropriate learning approach. This research is expected to contribute to designing social studies learning that is not only informative but also transformative, capable of instilling local cultural values and strengthening national identity amidst the onslaught of foreign cultures. Thus, social studies learning in the era of globalization can serve as a means of strengthening students' character based on the nation's noble values. An educational framework for a curriculum that integrates elementary school learning to maintain cultural values in the era of globalization can be a means of strengthening students' character based on the nation's noble values.

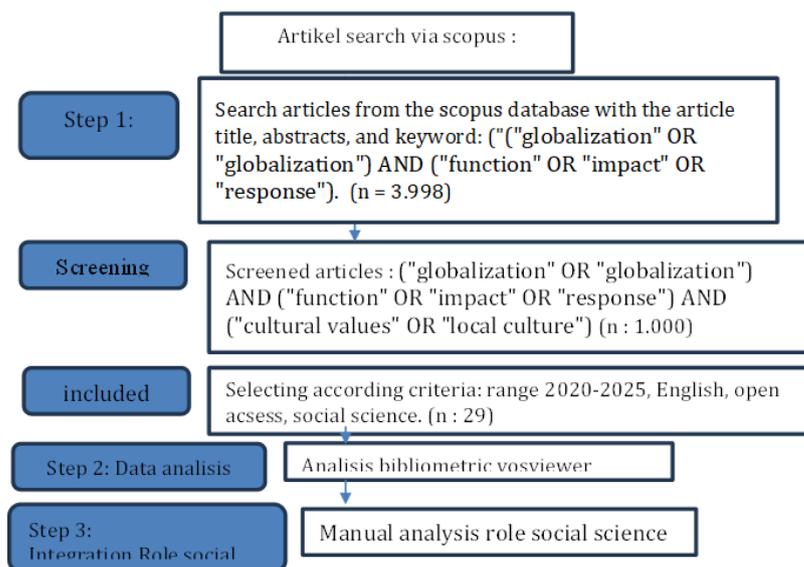
The research questions (RQs) include:

- RQ1: How has the impact of globalization on cultural values developed between 2020 and 2025?
- RQ2: How is the research network analysis of the impact of globalization on cultural values between 2020 and 2025?
- RQ3: What is the role of social studies learning in elementary schools in maintaining cultural values?

Method

This study uses bibliometric analysis to examine the development of publications related to elementary school simulation method research from 2000 to 2025. Data were obtained from Scopus, one of the most trusted indexed databases for scientific literature (Zhu & Liu, 2020). The bibliometric approach was chosen because of its ability to map research trends, collaboration between researchers, and keyword co-occurrence analysis. This study conducted data analysis through a systematic review using the PRISMA guidelines. This process can be seen in Figure 1 of the PRISMA flowchart below:

Figure 1. PRISMA Flowchart



The analysis process begins with identifying relevant articles for this study. After selecting articles based on keywords, the next step is to screen the articles to eliminate those irrelevant to the research topic. This elimination stage is carried out by considering the titles, keywords, and abstracts of the collected articles. The data collection procedure is derived from Scopus data using a keyword search ("globalization" OR "globalization") AND ("function" OR "impact" OR "response"). The first identification stage identified 3,998 publications. This was then further screened specifically for research at the elementary school level. The keywords used were AND ("cultural values" OR "local culture"). The subsequent screening results yielded 1,000 relevant articles. The next identification stage was filtered based on articles from 2020 to 2025, social sciences, and open-access articles, resulting in 29 articles selected for analysis.

Data analysis was conducted using bibliometric software, namely biblioshiny and Vosviewer. Biblioshiny was used to search for data on the development of simulation learning research in elementary school education, covering annual, national, and thematic scientific production. Meanwhile, Vosviewer was used to obtain co-occurrence data from the author.

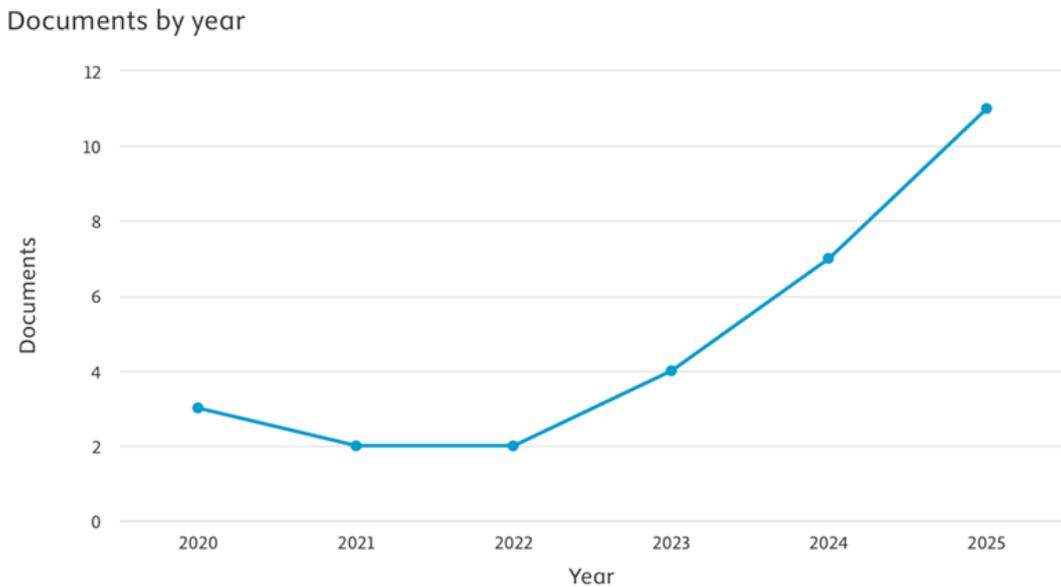
After collecting the data, the author conducted a manual analysis of the role of social sciences in maintaining cultural values in the era of globalization, using literature from Scopus and Google Scholar. The collected data was analyzed descriptively to obtain an in-depth overview of the topic under study. This research is presented narratively, resulting in a comprehensive survey of the information the reader understands. This study aims to comprehensively examine the influence of globalization on cultural values in the context of social studies learning in elementary schools through a literature review approach. This study is expected to serve as a reference for teachers, education practitioners, and policymakers in designing social studies learning strategies that are responsive to global challenges while remaining firmly rooted in local culture.

Results

RQ1 concerns the development of research on the influence of globalization on cultural values from 2020 to 2025. The findings show that the development of research on the influence of globalization on cultural values from 2020 to 2025 can be described based on the results of Annual Scientific Production (see Figure 2), countries producing scientific output (see Figure 3), and thematic research (see Figure 4). An analysis of 29 articles sourced from Scopus data revealed research trends from 2020 to 2025.

Figure 2 displays an overview of publication output based on data integrated into the Scopus database. The x-axis indicates the year, and the y-axis shows the cumulative total of articles for 2020–2025. The number of articles on the influence of globalization on cultural values from 2020 to 2025 began with 3 in 2020, followed by 1 in 2021 and 2022. In 2023, there were 4, 7 in 2025, and an increase of 11 from January to October 2025.

Figure 2. Annual Scientific Production on Social Studies Simulation Learning in Elementary Schools (Bibliometric Output)



The development of research on the topic of Social Studies Simulation Learning in Elementary Schools is also analyzed based on national scientific output, as presented in Figure 3.

Figure 3. Country-by-Country Scientific Production on the Impact of Globalization on Cultural Values from 2020-2025 (Biblioshiny Output)

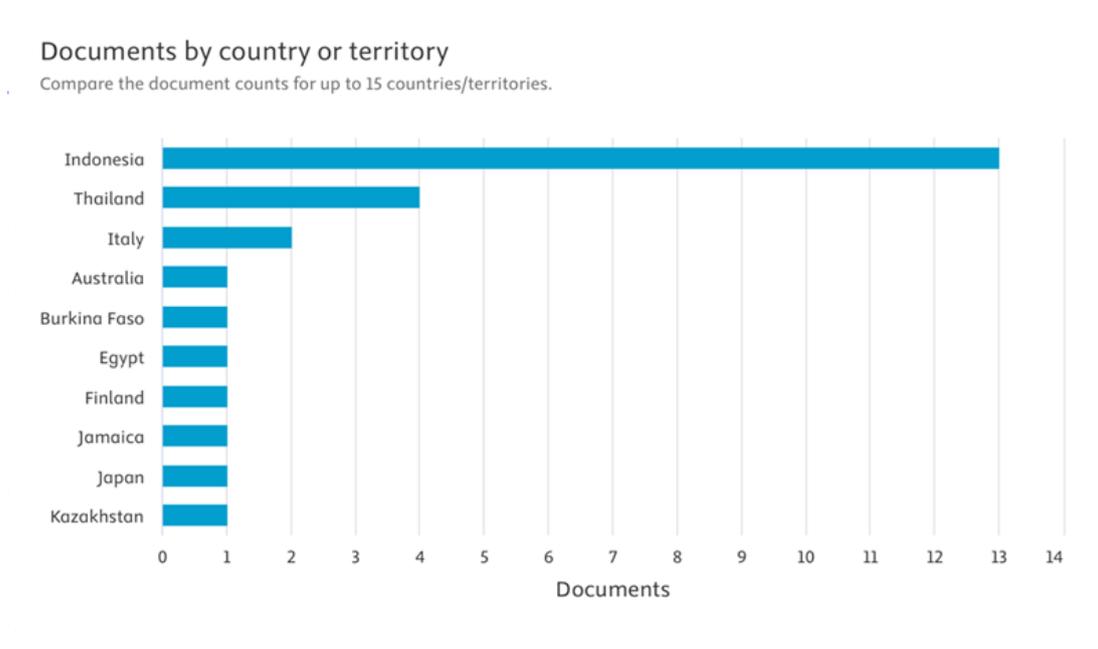


Figure 3 shows the scientific output by country on the impact of globalization on cultural values from 2020-2025, based on Scopus data. Indonesia leads with a total of 13 articles, demonstrating strong involvement in this field.

Thailand follows with 4 articles, and Italy with 2. Australia, Burkina Faso, Egypt, Finland, Jamaica, Japan, and Kazakhstan each have one published article.

RQ 2, regarding network analysis related to the research topic of the impact of globalization on cultural values from 2020-2025, can be answered using Vos Viewer software analysis based on keyword co-occurrence (see Figure 4).

Figure 4. Co-Occurrence Network: The Role of Social Studies Learning in Elementary Schools in Maintaining Cultural Values. (Vos Viewer Output)

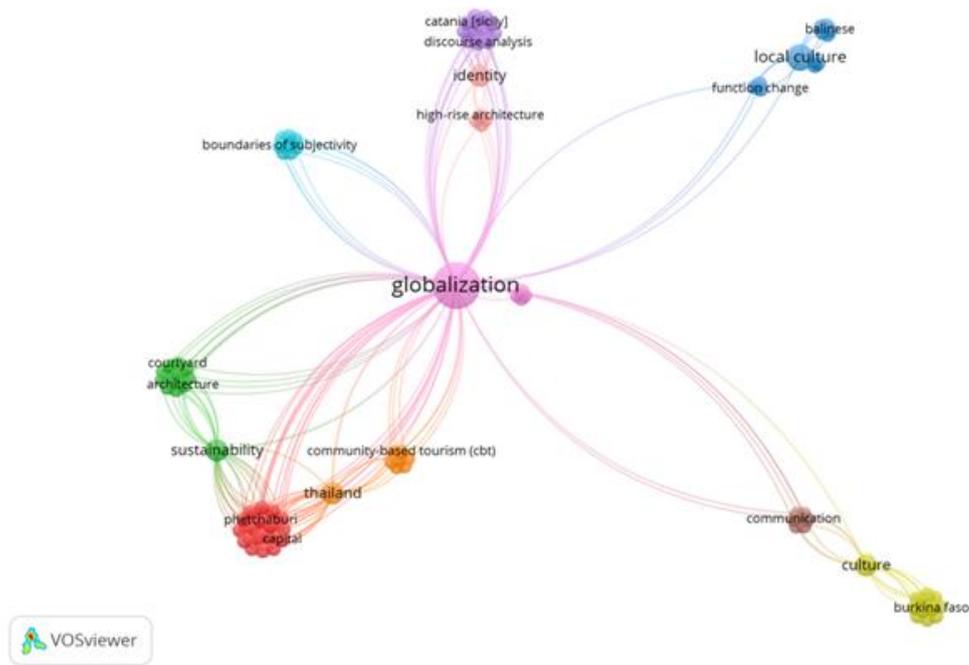


Figure 4 shows that the keyword-based network analysis yielded 10 research clusters, revealing five distinct groups that encapsulate common themes in the literature on education, learning, and curriculum. The mapped clusters include:

1. Cluster 1
Cluster 1 consists of 19 links and 19 forces, including capital, community development, local government, rural community, rural population, traditional knowledge, value systems, and skilled labor.
2. Cluster 2
Cluster 2 consists of 12 links and 12 forces, including climate change, energy crisis, sense of place, traditional architecture, sustainable architecture, and traditional architecture.
3. Cluster 3
Cluster 3 consists of 12 links and 12 strengths: Balinese, cultural education, learning models, traditional festivals, traditional music, function change, Tarawangsa.
4. Cluster 4

Cluster 4 consists of 11 links and 11 strengths: culture, development, feminist foreign affairs, gender inequality, gender issues, policy analysis, and decolonization.

5. Cluster 5
Cluster 5 consists of 13 links and 13 strengths related to content analysis, traditional culture, terroir, and the wine industry.
6. Cluster 6
Cluster 6 consists of 8 links and 8 strengths related to consumer practices, inclusiveness, socialization, transitivity culture, and childhood practices.
7. Cluster 7
Cluster 7 consists of 26 links and 27 strengths related to community-based tours, food availability, slow food, tourism, and tourist destinations.
8. Cluster 8
Cluster 8 consists of 7 links and 7 strengths related to communication, creative resilience, globalization from within, and innovation.
9. Cluster 9
Cluster 9, with 77 links and 580 strengths, relates to cultural diversity, globalization, higher education, multicultural education, and sustainable leadership.
10. Cluster 10
Cluster 10 consists of 578 links and 581 forces related to homogenization, identity, location, place, and high-rise architecture.

RQ3: The role of social studies learning in elementary schools in maintaining cultural values.

Table 1. The role of social studies learning in elementary schools in maintaining cultural values.

No	Role of Social Sciences
1	As a medium for cultural transmission and inheritance
2	A means of developing national character
3	Reinterpreting culture
4	Shaping national identity

Discussion

The development of research on social science simulation learning in elementary schools is evidenced by bibliometric data from annual scientific publications. Annual scientific publications show a peak in 2025, with 13 articles published, supported by research findings (Figure 2), which demonstrate the increasing number of studies on the impact of globalization on cultural values. This is certainly not without reason, as explained by (Supriatna et al., 2025) which points to a shift in societal values, the influence of globalization, and changes in religious orientations. This motivates authors to highlight their regional traditions as a means of learning and education to prevent erosion. Furthermore, the increasing number of published articles on the impact of globalization demonstrates that the current situation is becoming urgent and requires further

efforts. This aligns with (Redjeki et al., 2025) observation that cultural values are beginning to erode due to media transmission from various regions.

National scientific publications show that Indonesia leads the way with a total of 13 articles published. This is supported by research findings (Redjeki et al., 2025) that Indonesia, as a multicultural society, possesses a wealth of diversity that must be effectively managed amidst globalization. further explained that the development of Indonesian cultural values must be integrated into educational policies, particularly in elementary school. Meanwhile, that amidst globalization, Culturally Responsive Learning (CRT), local wisdom, and gamification must be integrated into various subjects and grade levels.

The co-occurrence network of globalization's influence on culture resulted in 10 clusters, consisting of learning, curriculum, community environment, and culture. These findings align with research conducted by (Yatim et al., 2025), which found that Indonesia's strategic geographic location makes it multicultural and vulnerable to global currents. Therefore, local and government initiatives are essential. Other research also agrees that the integration of regional cultural recognition approaches into school education policies impacts learning and the curriculum.

Globalization has had a significant impact on Indonesian culture, creating both opportunities and challenges that must be managed wisely (Abdullah et al., 2024). The process of globalization that influences culture is often referred to as westernization (Julianty et al., 2021). Westernization comes from the English word "west," which means "West," and is generally Westernization is understood as a tendency to imitate Western lifestyles, particularly those from Western Europe and America, which are often considered modern and advanced by some (Istiliani & Ediyono, 2022). This aligns with the definition of Westernization in the Big Indonesian Dictionary (KBBI), which defines Westernization as excessive worship of the West or the process of imitating Western culture and lifestyles. The influx of foreign cultures into Indonesia is often inconsistent with the nation's noble values and the principles of Pancasila. This condition has weakened local customs and traditions, leading many younger generations to prefer Western culture over preserving and preserving indigenous Indonesian culture (Hibatullah, 2022).

Cultural values are the result of the accumulation of beliefs, social norms, customs, and traditions that grow and take root in a particular society, which are then passed down across generations (Belay et al., 2023). Unfortunately, these values are slowly fading, especially among elementary school-aged children. This is reflected in a 2024 UNICEF study, which showed that 89 percent of Indonesian children have internet access, with the majority of their use being for gaming and social media. This reliance on the digital world has not only shifted children's social interaction patterns but also weakened the internalization of local cultural values, such as good manners, togetherness, and respect for tradition.

Exposure to global content that is inconsistent with local values, coupled with a lack of digital literacy and self-control, makes it easier for children to imitate foreign cultures that tend to be individualistic and consumerist. Furthermore, the high rate of children experiencing online bullying and exposure to sexually suggestive content demonstrates that the digital space is not a safe

place for children's character development. Without strengthening culturally based education, both at home and at school, children risk losing their cultural identity.

This aligns with the perspective of behaviorist theory, which states that human behavior is shaped through repeated stimuli and responses (Hamruni et al., 2021). In the context of globalization, social media and digital entertainment become powerful stimuli for elementary school students. If these stimuli are repeatedly and reinforced, children will tend to imitate the behavior, values, and customs of the foreign culture they observe. This can lead to the erosion of local cultural values, as they no longer receive sufficient reinforcement in their environment, both at home and at school. Therefore, it is crucial for elementary education institutions to focus not only on cognitive aspects but also actively instill cultural values through contextual and character-based learning.

The currently implemented Independent Curriculum is designed for contextual and character-based learning, preparing students to face the challenges of globalization. Through the flexibility of the Independent Curriculum, teachers can incorporate local cultural values into their learning, such as customs, traditions, and norms that exist in the surrounding community.

Social studies learning in elementary schools plays a crucial role in instilling cultural values in students. With the support of the Independent Curriculum, teachers can design contextual learning that emphasizes local culture and shapes character. (Lickona, 1991, in Loloagin et al., 2023) states that character education is a consciously designed process to guide individuals in understanding, absorbing, and applying fundamental ethical values in everyday life. Amidst globalization, this approach is key to maintaining cultural identity and strengthening students' social behavior from an early age.

Social studies learning in elementary schools has significant potential to instill cultural values in students. Through the study of human interaction with their social environment, this subject not only introduces and strengthens local culture contextually, but also helps students appreciate the cultural identities inherent in community life (Setiawan & Mulyati, 2020).

Strengthening social studies plays an increasingly crucial role amidst globalization and the high dynamics of cultural diversity, as it can strengthen the spirit of nationalism in facing global challenges. Furthermore, research conducted by Kanji et al. (2019) shows that social studies learning contributes to building nationalistic attitudes in students, while also acting as a protective barrier against the negative impacts of globalization and the increasingly complex dynamics of cultural diversity. Integrated cultural values education in social studies learning is crucial for safeguarding students' character from the influences of globalization, while also educating them about diversity and efforts to reduce the potential for conflict (Nursyifa, 2019). Furthermore, Kuntari (2019) emphasizes the relevance of social studies education in the global era by equipping students with the skills to resolve various emerging social problems.

Based on various studies and research, social studies education plays a central role in instilling and strengthening cultural values in students, especially amidst the dynamics of globalization and cultural diversity. Social studies education not only teaches academic material but also fosters awareness and

appreciation for local cultural identities, which form the foundation of students' character. Here are some key points regarding the role of social studies in strengthening cultural values:

1. Social studies education in elementary schools plays a crucial role in helping students recognize and strengthen local cultural values in ways that are relevant to their lives. Through a contextual approach, students are encouraged to better understand the cultural meanings around them in a real and meaningful way.
2. Strengthening social studies education can strengthen nationalism and patriotism amidst globalization and cultural diversity.
3. Through social studies education, students are protected from the negative impacts of globalization while also being taught to appreciate cultural diversity and reduce the potential for social conflict.
4. The integration of values education into social studies is crucial for maintaining students' strong character in the face of changing times.
5. Social studies education is also relevant in equipping students with the social skills necessary to solve complex social problems in the global era.

Thus, social studies learning in elementary schools is not only a means of delivering academic material, but also plays a strategic role in maintaining cultural values, strengthening character, and equipping students with relevant social skills to face the challenges of globalization while maintaining cultural values.

This is reflected in a 2024 UNICEF study, which showed that 89 percent of Indonesian children have internet access, with the majority of their use being for gaming and social media. This reliance on the digital world has not only shifted children's social interaction patterns but also weakened the internalization of local cultural values, such as good manners, togetherness, and respect for tradition.

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bridge to enrich culture if handled wisely, but it is also important to note the need for teachers to be prepared to develop social science knowledge to meet the demands of the times.

Conclusion

The results of this study reveal: 1) The development of simulation learning research peaked in 2025, with 13 articles, and Indonesia was the largest country with a total of 4 articles published. 2) The co-occurrence network in simulation learning research produced 10 clusters, consisting of learning, curriculum, and social environment clusters. 3) The role of social studies learning in maintaining cultural values in the era of globalization is as a medium for transmitting and inheriting cultural values, developing national character, reinterpreting culture, and forming social identity. In this context, social studies learning plays a crucial role in introducing and fostering a love for local culture from an early age. With the Independent Curriculum, teachers can develop contextual and character-based learning. Social studies is not only an academic medium, but also a tool for shaping students' personalities so they love their own culture and are ready to face global challenges. Globalization can be a bridge to enrich culture if addressed wisely, but it is important to note the need for teacher readiness in developing social sciences to meet the demands of the times.

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