



Concept of Social Studies Curricula in Junior High Schools in Indonesia and Thailand

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Abstract

This research is conducted collaboratively with Thailand, considering that Thailand is a country that has a similar educational level as applied in Indonesia, from early education to college there is no fundamental difference. Thailand is one of the Asian countries that has the key to success in education, one of which is always based on science and technology; so all the products produced are based on research. Besides, Thailand has a good strategy in supporting education that is supporting and maintaining cultural values, so that Thailand becomes a clean country, legal and discipline, and always adheres to the existing ideology and grow in Thailand. Living values are strong and in the hearts of the people, and this is what enables living values to thrive among students Thai, making life more alive. While all political affairs submitted to the prime minister. A country's education system can be advanced and qualified but requires a very long and lengthy process, especially in disciplining teachers and students, the teacher in Thailand focuses its work on a full-time task. Regarding education in Thai teachers (kunkru) is a determinant of educational success, which is no different from Indonesia. The main problem in this research is: how the concept and implementation of social studies curricula in junior high schools in Indonesia and Thailand.

Keywords: *Social Studies; Curricula; Junior High Schools*

Introduction

The learning process is the core of the formal education process with the teacher as the main role holder. In the learning process some of the learners' learning outcomes are largely determined by the role of the teacher. Competent teachers will be better able to manage the teaching and learning process, so that student learning outcome at the optimal level. A student needs skill in choosing and executing the best way of teaching so that the science can be well provided in the classroom. Therefore, the success of the learning process is determined by the ability of teachers in managing the learning process.

One of the subjects taught in the schooling in Indonesia beginning from primary education to secondary education is social studies education (in Indonesia its called Ilmu Pengetahuan Sosial or IPS) (Wahyudi, 2011). IPS examines various issues related to human life as social beings. It is called IPS because it retrieved and sourced from social lives using social science concepts, which is used for the

benefit of learning in schools. Given the conditions and social development of society, IPS are always changing along with the times. It will undoubtedly affect the IPS (Miftahuddi,2016). Dynamics that occur in various areas of social life should be appropriately addressed and taken into consideration by the social studies curriculum developers, as well as educational institutions in generating social studies curriculum. The curriculum serves as a guide for teachers in implementing the learning process (Setyowati,2018).

From the research found that the difficulties of teachers in mastering IPS materials are: the difficulties experienced by teachers are generally the same as a teachers difficulties in the material that is not from the background of the discipline that is owned. In particular, the difficulties experienced by teachers in mastering IPS materials are: (1) difficult to use interesting words because the teacher delivered the material using the same words in the book. (2) difficulty remembering new material due to age factor. (3) the difficulty of drawing a map because it can not be exactly the same. (4) difficulty of visualizing the real example of the goods because it has never seen the example directly (5) difficulty motivating because the motivation to master the material outside the field has not been optimal. (6) difficulty accepting the meaning of a term quickly because the material being studied is new.

Since teaching social studies is not so simple. Sapriya (2009) said that "in the field of social studies education in Indonesia, both school-based and community-based, the challenges faced is not simple. The urgent challenge that needs to be addressed is related to efforts to improve the quality of education. One of the variables that contribute substantially to the good quality of education is the element of teachers or educators. "Based on that opinion, it is time for educators to change their mindset that teaching social studies with lecture methods that are too often ineffective. Teachers must change the way they prepare to be more exciting and fun for students so that students will be able to absorb the material delivered by the teacher. Learning should be focused on the learner and the educator just as a facilitator only. Based on the results of several studies, the results revealed that both on were in the evaluation phase, integrated social studies teachers do not perform this step correctly, it can be seen from the provision of information about the next lesson and assignment to students at the end of the experience. Moreover, Eko Siswono (2016) said that problems in social studies are learning: the teacher always delivers the material by using the lecture method and depends on the book, teachers available are generally teachers with separate disciplines, teachers play more as the sole source of information, submission of material is associated with daily life. Research found that: teachers determine students social studies experience, students not inspires by lecture, textbook or worksheet, teachers often deny student a variety of teaching techniques, tend to use one method daily, teachers often encourage rote memorization of dates, names, places, etc.

The concept of social studies is interpreted differently. Banks (2007) states that: the Social Studies is the part of the elementary and high school curricula the which has the primary responsibility for helping students to develop the knowledge, skills, attitudes, and values needed to Participate in the civic life of Reviews their local communities, Social Studies in the education system in Indonesia has various dimensions. Social Studies education as educational sciences education is usually developed in the academic curriculum or curriculum discipline. Such a curriculum would be labelled as disciplines such as programs or subjects, the objective is closely related to the purpose of disciplines and is usually applied to secondary and higher education (Kamarga, 1994; Sanusi, 1971). Based on such understanding Social Studies as education social sciences can be a field of study that examines the reality and human behavior problems or problems of human relationsh social studies.

In other words, the term Ilmu Pengetahuan Sosial (IPS) in Indonesia is similar to the "Social Sciences" and "Social Science Education". (Sanusi, 1998; Hasan, 1996). To the level of basic education (Primary School/Islamic Elementary or SD/MI and Junior High School/MTs or SMP/MTs) (afandi, 2011), social studies curriculum in the form of integrated curriculum is a combination of several subjects are economics, history, geography. As for the secondary education level (high school/Madrasah Aliyah),

social studies curriculum is "separated curriculum" consisting of history, geography, economics, and sociology. Thus, the term Social Sciences Education (Social Studies) covers a broader sense, is not limited to schooling curriculum but include social studies education programs in the community. In high school curriculum / Madrasah Aliyah of 1975 to the curriculum in 1994, the term Social Studies is used as a name that distinguishes Social Studies majors with majors Natural Sciences (IPA) and the Department of Languages. The diversity of the terms used is closely related to that of educational programs to the level and type of educational institution that has some specific institutional objectives for each level and type of education (Suwarma, 2001).

Research Method

This research is conducted by the Department of Social studies Education FKIP Sriwijaya University (FKIP Unsri) -Indonesia, and Faculty of Humanities and Social Sciences- Lampung Rajabhat University (LPRU)-Thailand. To answer the research questions above, this research used a quantitative approach with descriptive, comparative research methods. Comparative analysis is one methodology in the social sciences that aims to make comparisons in different countries or cultures. Comparative studies conducted by comparing the one or more variables; with a large sample by reviewing some social phenomena, so found the pattern and the pattern difference equation. The main problem in the comparative study is to compare the similarities and differences of two or more facts, and properties of the object under study are based on a specific framework. In this case, the comparison between the curriculum of social studies education in junior high schools in Indonesia, in this case, is in Palembang, and social studies education in junior high schools in Thailand, in this case, is in Lampung city, namely documents, and the implementation in teaching and learning in the classrooms.

Result and Discussion

The Concepts of Social Studies Curricula In Junior High Schools In Indonesia And Thailand

The data for this study were gathered through the documentation, questionnaires, and observation method. Documentations were given to teachers to take lesson plan. Observation method used to observe about teaching and learning process performed by social studies teachers. Questionnaires method were given to social studies teachers, students. This observation by using observation sheets. As well as professors and students majoring in Social Studies at Lampung Rajabhat University-Lampung, Thailand.

Before the researcher presents the results of the study based on the research questions, firstly we will explain the data about samples Junior High School in Palembang-Indonesia and Lampung-Thailand, including respondents as samples in this study. An overview of state junior high schools, social studies teachers and the students in Junior High Schools in Palembang-Indonesia and Lampung-Thailand.

In Palembang-Indonesia, there are 56 public junior high schools. From the total, 15 schools or 26% of junior high schools were selected as samples in this study. Of the 15 junior high schools each was taken by 2 social studies teachers, so the total is 30 teachers. Where in the questionnaire distribution in each school, two teachers were sampled. Of the 30 teachers, which consisted of 28 female teachers and two male teachers, the average age were 25 - 59 years old and the full-time average. Of the 30 teachers observed, the last education was S1, which only worked in one school and most had worked for more than 20 years at the school. During the past one year, most teachers participated in one type of professional development activity and had a significant impact on the impact of this activity on their development as a teacher with events ranging from 1 to 14 days.

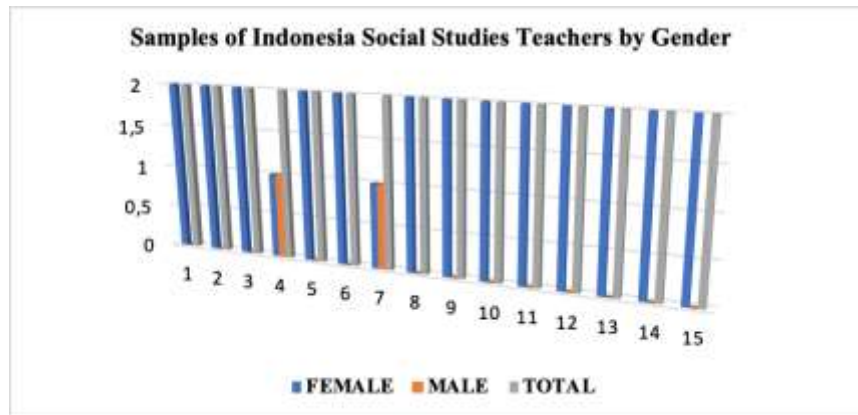


Figure 1: Samples of Indonesia Social Studies Teacher by Gender

For the Indonesia students, from 15 public junior high schools in Palembang who were sampled in this study, there was one or two classes were taken. There were 344 females and 194 males, the total is 538 students.

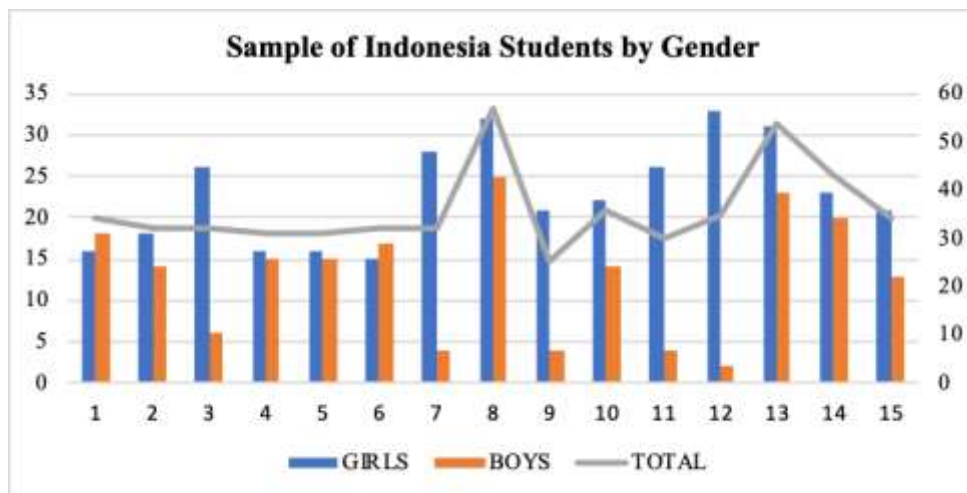


Figure 2: Sample of Indonesia Students by Gender

In Lampang Thailand, there are 18 junior high schools, six of them are public schools, and 12 private schools. Of the 18 schools, three junior high schools were taken (16.7%). Besides, as sample teachers of social studies are three teachers.

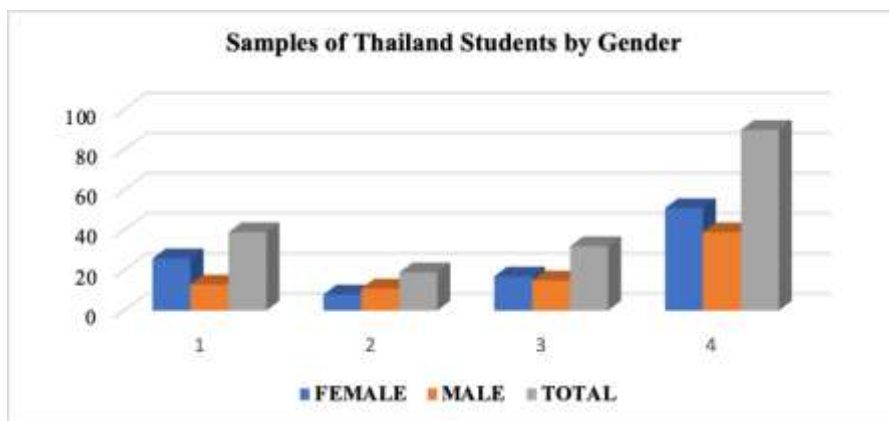


Figure 3: Samples of Thailand Students by Gender

The following will describes the data about five items regarding the research questions, they are:

- a) the concepts of social studies curricula in junior high schools in Indonesia and Thailand.
- b) the similarities and differences between social studies curricula in junior high schools in Indonesia and Thailand.
- c) the performance of social studies teachers in junior high schools in Palembang-Indonesia and Lampung-Thailand implement their social studies curricula.
- d) the problems do teachers have in line with the implementations of social studies curricula in junior high school both at junior high school in Palembang-Indonesia and Lampung-Thailand.
- e) the students of junior high schools perception about learning social studies education both at junior high school in Palembang-Indonesia and Lampung-Thailand.

The social studies curriculum in Indonesia currently applied since 2013, it was named the 2013 curriculum. However, with the issuance of the Minister of Education and Culture Regulation in 2017, the 2013 curriculum was revised. The following will be presented research data following the formulation of the problem above. Data are shown in table form so that it is easier to understand and then the data with the highest score (mode) of each question will be displayed.

The following results to curriculum development are presented based on the documentation results. Based on the data collected by using documentation technique, and the data are displayed consecutively by purposes, content, process and evaluation.

Concept of Social Studies Curricula in Junior High Schools in Indonesia , Aims, Goals and Objectives (Purposes)

Competency or purpose of social studies learning in Junior High Schools is so that students are expected to have the following competencies:

- a) knowing and understanding concepts related to people's lives and their environment;
- b) applying theories, approaches and methods of the social sciences and humanities, in simple research and communicating verbally and / or writing in accordance with the rules of scientific writing by utilizing information technology; logical and critical thinking, curiosity, inquiry, creative, innovative, collaborative and skilled at solving problems in people's lives;
- c) understand the impact of the development of science on the development of technology and human life both in the past and the potential impact in the future for themselves, others, and their environment;
- d) has a commitment and awareness of social and humanitarian values as well as being a citizen of Indonesia; and
- e) communicate, cooperate, and be competitive in a pluralistic society, at the local,national,global level.

Social studies education is one of the subjects in primary education (SD/MI and SMP/MTs). At the junior high school level, the learning is integrated-correlative, materially social science concepts in social studies are not yet bound to the theme:

- a) interactions between spaces within the national and ASEAN sphere and their effects on life, the dynamics of socio-cultural interactions and economic activities in supporting the sustainability of people's lives, changes, and continuity of the lives of Indonesian people in pre-trial times until the period of the national movement;
- b) students in grade IX are expected to understand the concept of space and the interaction between areas in the global sphere, social, cultural, and economic dependence in facing the flow of globalization, change and continuity of Indonesian people's lives during the independence period until the reform era.

Table 1
List of Social Sciences Materials for Grades 7-9 School in Indonesia

Seventh Grade	Eighth Grade	Ninth Grade
3.1 understand the concept of space (location, distribution, potential, climate, shape of the earth, geology, flora and fauna) and interactions between spaces in Indonesia and their influence on human life in economic, social, cultural and educational aspects	3.1 Understand change spatial and interaction between spaces in Indonesia and country-space and interaction space between countries Asia and continents other ones due to natural factors, human and the effect on sustainability human life in economics, social, state education and politics. The ASEAN caused by factors nature and humans (technology, economics, land use, politics) and the effect on sustainability economic life, social, cultural, political.	3.1 understand change spatial and interaction space between countries Asia and other continents caused by natural, human and the effect on sustainability human life in economics, social, education and politics.
3.2 analyze interactions social in space and the effect on life social analyzing interactions social in space and the effect on social life, economy and culture in values and norms and social institutions cultural, economy and culture in values and norms and social institutions culture	3.2 analyze influence deep social interaction different space to life socio-cultural as well development national life	3.2 analyze changes socio-cultural life Indonesian nation inside face the current globalization for strengthen national life
3.3 analyze concepts interaction between humans with space so produce variety economic activity (production, distribution, consumption, demand offer) and interaction room for sustainability economic life, social and Indonesia Culture	3.3 analyze excellence and space limitations in demand and offer, technology and its influence to interaction space for activities economic, social, cultural, in Indonesia and countries ASEAN	3.3 analyze dependency space seen from economic concept (production, distribution, consumption, price, market) and its influence against migration residents, transportation, social institutions and economy, work, education and welfare

Scope of social sciences in basic education in Indonesia is social organization, cultural heritage, environment, space, time, sustainability, change, resources and economic activities. The scope of social studies subjects in SMP/MTs includes the following aspects: space and interaction between spaces within the national, ASEAN and international; dynamics of social interaction; economic activities for the welfare of the nation; and changes and continuity of Indonesian society from pre-war times to the present.

Characteristics of the learning process adapted to characteristics competence. Integrated thematic learning in SMP/MTs/SMPLB/Package B adjusted to the level of development of students. Learning process in SMP/MTs/SMPLB/ Package B adjusted to the competency characteristics who began to introduce subjects by maintaining integrated thematic in science and social studies.

The learning process in the education unit is held in a manner interactive, inspiring, fun, challenging, motivating learners to actively participate, and provide sufficient space for initiative, creativity, and independence in accordance with talents, interests, and physical and psychological development of students. Selection approach integrated and/or scientific thematic and/or thematic and/or inquiry and discovery and/or learning produce problem-based work (*project based learning*) adapted to competency characteristics and levels education.

a). *Attitude*. In accordance with the characteristics of the attitude, then one alternative is chosen is an affective process ranging from accepting, running, appreciate, live up to practice. All activities oriented learning at the competency stage encourage students to carry out these activities.

b). *Knowledge*. Knowledge is possessed through the activity of knowing, understanding, apply, analyze, evaluate, to create. Characteristics of learning activity in this knowledge domain have differences and similarities with deep learning activities skill domain. To strengthen the scientific approach, integrated thematic, and thematic is strongly recommended to apply disclosure/research based learning (discovery/inquiry learning). To encourage students to produce works creative and contextual, both individual and group, suggested that produce solution-based work problem (project based learning).

c). *Skills*. Skills are obtained through observing, asking questions, try, reason, present, and create. All content (topic and sub topics) subjects derived from skills must encourage students to carry out the process observation to creation. To realize skills it is necessary to do learning that applies the mode disclosure/research based learning (discovery/inquiry learning) and learning that produces work based problem solving (project based learning). In Indonesia it calls scientific approach.

Assessment of the learning process uses an authentic assessment approach that assesses the readiness of students, processes, and results study in full. The integration of the assessment of the three components will be describe the capacity, style, and learning gain of students able to produce instructional effects on aspects knowledge and effects of nurturant on aspects of attitude.

Authentic assessment results are used by the teacher to plan the program remedial learning, enrichment, or service counseling. In addition, the results of authentic assessments are used as ingredients for improve the learning process in accordance with the Assessment Standards Education. Evaluation of the learning process is carried out during the process learning using tools: observation sheet, peer questionnaire, recordings, anecdotal notes, and reflections. Evaluation of learning outcomes carried out during the learning process and at the end of the learning unit with using methods and tools: oral/deed tests, and written tests. Final evaluation is obtained from a combination of process evaluation and outcome evaluation learning.

Concept of Social Studies Curricula in Junior High Schools in Thailand Aims, Goals and Objectives (Purposes)

The learning area of social studies, religion and culture enables learners to acquire knowledge and understand the lives of human beings as individuals and coexisting members of a society. The area addresses self-adjustment in accord with exigencies of environmental situations and management of limited resources. Learners acquire the understanding of development and changes in accord with exigencies of various periods, times and factors, leading to understanding of oneself and others. Learners also acquire patience, forbearance and acceptance of differences. They are endowed with morality and the ability to adjust knowledge gained for application in leading their lives as good citizens of the country and desired members of the world community.

The learning area of social studies, religion and culture focuses on coexistence in societies that are inter linked and that have many differences, enabling the learners to adjust themselves to various environment. They will thus become good, responsible citizens with knowledge, skills, morality and desired values. The main strands prescribed are as follow:

1) *Religion, Morality and Ethics*: the fundamental concepts about religion, morality, ethics and the principles of Buddhism or those of learners' religions; the application of religions, the principles and teachings for self-development and peaceful and harmonious coexistence; the ability to do good deeds; acquisition of desired values; continuous self-development as well as provision of services for the community.

2) *Civics, Culture and Living*: political and administrative systems of the present society; the democratic form of government under a constitutional monarchy; the characteristics and the importance of good citizenship; cultural differences and diversity; values under a constitutional monarchy; rights, duties and freedoms to achieve a peaceful existence in Thai society and the world community.

3) *Economics*: the production, distribution and consumption of goods and services; management of limited resources available; a balanced lifestyle and the application of the principles of Sufficiency Economy in daily life.

4) *History*: the historical times and periods; the historical methodology; the development of mankind from the past to the present; the relationships and the changes of various events; the effects of important events in the past; the personalities that influenced various changes in the past; the historical development of the Thai nation; the culture and Thai wisdom; the origins of the important civilizations of the world.

5) *Geography*: the physical characteristics of the earth; the physical characteristics, resources and climate of Thailand and various other regions of the world; the utilization of maps and geographical instruments; the inter-relationship of various things in the natural system; the relationship between man and the natural environment and man-made objects; the presentation of geo-data and information; the preservation of the environment for sustainable development.

For learning management through the learner-centred approach, learners will depend on a variety of learning processes that serve as tools for enabling them to achieve the curriculum goals. Among the essential learning processes for learners are: integrated learning process; knowledge-creating process; thinking process; social process; heuristic learning process; learning process from actual experience; process of actual practice; management process; research process; self-learning process; and process of developing characteristics. Learners should be trained and receive further development for acquiring competence in these processes, which will facilitate their learning, enabling them to achieve the curriculum goals. It is imperative for teachers to study and understand various learning processes in order to be able to make judicious choices.

Learning assessment must be based on two fundamental principles, i.e., evaluation for the purpose of developing the learners' capacity and for appraising their achievements. With a view to succeeding in developing the learners' learning quality, learners must be strengthened and assessed by the relevant indicators, so as to achieve the learning standards prescribed. Such evaluation also reflects the learners' major capacities and their desired characteristics, which are the main goals of measuring and evaluating the learning outcomes at all levels, i.e., classroom Level, educational institution level, educational service area level, and national level. Learning assessment is a process of enhancing the learners' quality by using assessment results as data and information to show learners' progress and accomplishment. The data will also be useful for strengthening the learners, thus enabling them to learn to their highest potentiality. As already mentioned, learning assessment can be divided into four levels, i.e., classroom level, educational institution level, educational service area level and national level, details of which are as follow.

1). *Classroom assessment*. Measurement and evaluation are parts of the learning process. Teachers regularly and continuously measure and evaluate learners' performance in teaching-learning activities by using several assessment techniques, e.g., asking questions, observing, examining homework, assessing projects, tasks/assignments, and portfolios, and written tests, etc. Teachers will conduct evaluations themselves or provide learners with opportunities for self-evaluation, peer-to-peer evaluation, and evaluation by parents. Learners who do not succeed in meeting the standards prescribed in the indicators will need remedial learning. Classroom assessment is aimed at verifying whether and to what extent learners have achieved in learning through the provided teaching-learning activities, and determining

what must be improved and which areas must be strengthened. Furthermore, the evaluation also provides teachers with the necessary data for improving their performance, which must be in accord with the established learning standards and indicators and indicators.

2). *School assessment.* This evaluation is conducted by the educational institution to appraise the learners' achievements on an annual/semester basis, based on the assessment of reading, analytical thinking and writing, desired characteristics, and learner development activities. The aim is also to check whether education provided by the educational institution has enabled learners to reach their goals of learning, and what areas the learners need to learn more. The learning outcomes can also be compared with the national assessment and the local assessment criteria. Data and information from the evaluation will be used to feed back into the policy, the curriculum, the projects, and teaching-learning methodology. Evaluation outcomes are also useful for preparation of quality development plan in accord with the educational quality assurance guidelines, and for the reports on each educational institution's achievement to its school board, the office of the educational service area, OBEC, parents and the community.

3). *Local assessment.* The evaluation is conducted to assess learners' quality at educational service area level, based on the learning standards prescribed in the Basic Education Core Curriculum provided by the educational service area as mandated. Evaluation of the learners' achievements can be conducted by availing of standard examination papers prepared and administrated by the educational service area or in cooperation with the parent agencies. Besides, assessment results are also obtained from the verification and review of the data collected from evaluation at an educational institution level in the educational service area.

4). *National tests.* The evaluation is conducted in order to assess learners' quality at national level, based on the learning standards prescribed in the Basic Education Core Curriculum. Educational institutions are required to arrange for assessment of all learners in Grades 3, 6, 9 and 12. The evaluation results will provide relevant data for comparing educational quality at different levels, which will be useful for planning in order to raise the quality of education provided. The data obtained will also support decision-making at the national policy level. The data from evaluation at the various levels mentioned above will be useful to educational institutions for checking, reviewing and developing learners' quality.

It is incumbent upon the educational institutions to establish a system for providing necessary care and assistance, remedial measures, and encouragement and support in order to allow learners to develop themselves to their highest potentiality. Such development will be based on individual differences, their particular problems and needs. The various groups include grade average learners, the gifted and talented learners, under grade-average learners, those with disciplinary and behavioral problems, those who refuse schooling, those with economic and social problems, and those with physical and intellectual disabilities, etc. The data obtained from the evaluation therefore will provide essential information to the educational institutions for providing timely assistance to learners, who are thus allowed to enjoy full development and learning achievement.

The Similarities and Differences Between Social Studies Curricula in Junior High Schools in Indonesia and Thailand.

Based on the description of the social studies curriculum presented above, it can be seen that there are similarities and differences between the junior high school social studies curriculum in Indonesia and Thailand. These equations and differences are explained in the table below:

Table: The Comparison of Social Studies Curriculum in Indonesia and Thailand

No	Curriculum Component	Indonesia	Thailand
1.	Aims, Goals and Objectives	<ul style="list-style-type: none"> knowing and understanding concepts related to people's lives and their environment; applying theories, approaches and methods of the social sciences and humanities, in simple research and communicating verbally and/or writing in accordance with the rules of scientific writing by utilizing information technology; logical and critical thinking, curiosity, inquiry, creative, innovative, collaborative and skilled at solving problems in people's lives; understand the impact of the development of science on the development of technology and human life both in the past and the potential impact in the future for themselves, others, and their environment; has a commitment and awareness of social and humanitarian values as well as being a citizen of Indonesia; and communicate, cooperate, and be competitive in a pluralistic society, at the local, national, global level 	<ul style="list-style-type: none"> to acquire knowledge and understand the lives of human beings as individuals and coexisting members of a society self-adjustment in accord with exigencies of environmental situations and management of limited resources. understanding of development and changes in accord with exigencies of various periods, times and factors, leading to understanding of oneself and others. acquire patience, forbearance and acceptance of differences. to adjust knowledge gained for application in leading their lives as good citizens of the country and desired members of the world community.
2.	Contents	<ul style="list-style-type: none"> space and interaction between spaces within the national, ASEAN and International; dynamics of social interaction; economic activities for the welfare of the nation; and changes and continuity of Indonesian society from pre-war times to the present. 	<ul style="list-style-type: none"> <i>Religion, Morality and Ethics</i>: the fundamental concepts about religion, morality, ethics: the principles of Buddhism or those of learners' religions; the application of religions, the principles and teachings for self-development and peaceful and harmonious coexistence; the ability to do good deeds; acquisition of desired values; continuous self-development as well as provision of services for the community <i>Civics, Culture and Living</i>: political and administrative systems of the present society; the democratic form of government under a constitutional monarchy; the characteristics and the importance of good citizenship; cultural differences and diversity; values under a constitutional monarchy; rights, duties and freedoms to achieve a peaceful existence in Thai society and the world community <i>Economics</i>: the productions and services; gement of limited resources available; a balanced icples of Sufficieconomy in daily life <i>History</i>: the historical times and periods; the historical methodology; the development of mankind from the past to the present; the relationships and the changes of various events; the effects of important events in the past; the personalities that influenced various changes in the past; the historical development of the Thai nation; the culture and Thai wisdom; the origins of the important civilizations of the world l <i>Geography</i>: the physical characteristics of the earth; the physical characteristics, resources and climate of Thailand and various other regions of the world; the utilization of maps and geographical instruments; the inter-relationship of various things in the natural system; the relationship between man and the natural environment and man-made objects; the presentation of geo-data and information; the preservation of the environment for sustainable development.

No	Curriculum Component	Indonesia	Thailand
3.	Learning Activities	<ul style="list-style-type: none"> • a manner interactive,inspiring,fun, challenging,motivating learners to actively participate, • provide sufficient space for initiative, creativity, and independence in accordance with talents,interests,and physical and psychological development of students. • Selection approach integrated and/or scientific thematic and/or thematic and/or inquiry and discovery and /or • learning produce problem-based work (project based learning) adapted to competency characteristics and levels education. 	<p>Learner-centred approach, learners will depend on a variety of learning processes: Among the essential learning processes for learners are:</p> <ul style="list-style-type: none"> • integrated learning process; • knowledge-creating process; • thinking process; • social process; • heuristic learning process; • learning process from actual experience; • process of actual practice; management process; • research process; • self-learning process;and process of developing characteristics. <p>Learners should be trained and receive further development for acquiring competence in these processes, which will facilitate their learning,enabling them to achievethe curriculum goals. It is imperative for teachers to study and understand various learning processes in order to be able to make judicious choices.</p>
4.	Evaluation	<ul style="list-style-type: none"> • Using authentic assessment approach in process and the results: • For learning process using tools: observation sheet, peer questionnaire,recordings,anecdotal notes,and reflections • at the end of the learning unit with using methods and tools: oral/deed tests, and written tests • final evaluation is obtained from a combination of process evaluation and outcome evaluation learning. 	<p>Learning assessment must be based on two fundamental principles, i.e.,evaluation for the purpose of developing the learners' capacity and for appraising their achievements. Learning assessment can be divided into four levels:</p> <ul style="list-style-type: none"> • classroom level, • educational institution level, • educational service area level • national level

Conclusion

Social studies curricula in junior high schools in Indonesia Social Studies Education is an integrated study material and simplification, adaptation, selection, and modifications that are organized from concepts and historical skills, geography, sociology, anthropology, and economics. In other words, social studies curricula in Indonesia was developed as an integrative social studies subject, not as an educational discipline. In Thailand, is an integrated study of religion, morality and ethics civics, culture and living, economics, history, and geography. There are similarities of social studies curricula in junior high schools Indonesia-Thailand are in purposes and learning activities component. In *purposes component* is applicative oriented education, development of thinking skills, learning abilities, curiosity, and the development of caring and responsible attitude towards the social environment. In other words, the purposes are not only knowledge aspect, but also in affective and psychomotor. In *learning activities component* that learning management through the learner-centered approach, integrated learning process; knowledge-creating process; thinking process; social process; heuristic learning process; learning process from experience; the process of actual practice; management process; research process; self-learning process; and a process of developing characteristics. The differences are in *contents and evaluation components*. In Indonesia, the contents of social studies are organized from concepts and historical skills, geography, sociology, anthropology, and economics. In Thailand, the material is an integrated study of religion, morality and ethics civics, culture and living, economics, history, and geography. Related to evaluation, in Indonesia evaluation in the 2013 curriculum is known as authentic assessment, and is carried out in two forms, namely process evaluation and outcome evaluation. Whereas in Thailand,

learning assessment can be divided into four levels, i.e., classroom level, educational institution level, educational service area level, and national level. Even though this is done in Indonesia, but in the final class (when determining student graduation)

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