

Exploring Future Elementary Teachers' Perspectives on Paradigm Shifts in Social Humanities Education

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Abstract. This study explores the dynamic interaction between social dynamics and paradigm changes in social humanities education, as perceived by prospective elementary school teachers at the tertiary level in Indonesia. Through a qualitative research approach, researchers conducted observations, in-depth interviews, and surveys of prospective elementary school teachers to reveal their unique perspectives on the developing paradigm in social humanities education. The findings of this study indicate that 75% of prospective teachers demonstrate a high awareness of contemporary societal changes and their impact on educational content and methodology. In comparison, about 20% of the remaining were still confused, and 5% didn't know. These latest findings highlight the importance of aligning pedagogical strategies with evolving needs in a rapidly changing world. This research investigates the challenges faced by future educators as they attempt to bridge the gap between traditional practices and emerging paradigms in social humanities education. The insights of this study contribute to discussions of curriculum development and teacher preparation, emphasizing the need to foster adaptability and innovation in elementary school teacher education programs.

Keywords: Social education; paradigm shifts; elementary school teachers; transformative currents

1 Introduction

In the dynamic landscape of education, the need for continuous evolution and adaptation is crucial to fostering a curriculum that aligns with the ever-changing demands of society. The term "paradigm" is another word for pattern. Pattern forming is part of attempting to make meaning from our experiences. We use these patterns to understand situations, raise questions, build links, and generate predictions. The human brain is designed to create, discern, and recognize patterns in the world around us [1]. We resist the notion that no pattern exists. In second language education, the principal paradigm shifts over the past 40 years have flowed from positivism to the post-positivism shift. They moved away from the tenets of behaviourist psychology and structural linguistics and toward cognitive and, later, socio-cognitive psychology and more contextualized, meaning-based views of language. One way to think about alternatives in teacher education is the concept of paradigms. A paradigm in teacher education can be thought of as a matrix of beliefs and assumptions about the nature and purposes of schooling, teaching, teachers, and their education that shape specific forms of practice in teacher education [2].

When a paradigm shift occurs, we see things from a different perspective as we focus on various aspects of the phenomena in our lives. Twentieth-century paradigm shifts across

multiple fields can be seen as a more significant shift from positivism to post-positivism. According to a previous study, a paradigm shift is a substantial modification to the core assumptions and methods of experimentation within a discipline. The field of education, at all levels, has undergone tremendous change in recent times, driven by the enormous demand for high-quality and meaningful continuing education worldwide. Particularly in social humanities education, a paradigm shift is underway, challenging traditional approaches and emphasizing a more holistic and inclusive pedagogy [3].

A paradigm shift means modifying the core assumptions and methods of experimentation significantly in a scientific discipline. The phrase "paradigm shift" also refers to a significant change in the ideas and techniques used to accomplish anything. A paradigm shift could function within a wide variety of contexts. It also can be regarded as a systematic way of thought patterns. A paradigm shift is a new way of viewing something. As we change our paradigm, we can perceive, think, feel, and act in new ways. A paradigm shift is a strategy used to deal with problems; it makes it easier to separate important information from irrelevant data. It is designed to address critical issues and is the way used to address concerns. Paradigms act as a way of looking into a situation and thinking and acting according to the problem. Huhmarniemi (2021) stated that the art of education performed in a place-specific way, in collaboration with the local community, is one way to keep traditions alive and foster awareness of the environment. This study delves into the perceptions of future elementary teachers regarding these paradigm shifts, aiming to unravel the intricate web of ideas and attitudes that will shape the education of the next generation and focusing on students of tertiary level in Indonesia [4].

As we stand on the precipice of a new era marked by technological advancements, globalization, and an increased awareness of diverse perspectives, the role of social humanities education becomes pivotal. Sharp et al. (2017) stated that teachers are considered second parents to children away from home. Their value and role in shaping education are vital and significant. As torchbearers of knowledge and values, elementary teachers are at the forefront of this educational transformation. Their perspectives on the evolving paradigms in social humanities education reflect their understanding of these changes and influence how these shifts are implemented in the classroom [5].

According to Zein et al. (2020), social humanities education is a multidisciplinary field encompassing various aspects of human society and culture. It aims to give individuals a deep understanding of human existence's social, cultural, and historical dimensions [6]. This educational approach integrates knowledge from diverse disciplines such as sociology, anthropology, history, philosophy, psychology, and literature to foster a holistic understanding of the complexities of human society. At its core, Social Humanities Education seeks to cultivate critical thinking, empathy, and cultural awareness among students. It encourages them to explore the intricacies of human relationships, societal structures, and artistic expressions. By delving into the past and examining different cultural perspectives, students gain insights into the factors that shape societies and individuals. This knowledge serves as a foundation for informed citizenship, fostering an appreciation for diversity and an understanding of global issues' interconnectedness. Studies in Humanities Education encompass various academic disciplines focusing on understanding and analyzing human societies, cultures, behaviours, and interactions. This form of education is characterized by several key features that contribute to its unique nature and purpose [7].

Interdisciplinary approach social humanities education adopts a multidisciplinary approach, integrating insights from various fields such as history, sociology, anthropology, psychology, philosophy, literature, and more. This interdisciplinary perspective allows students to understand human experiences and societies comprehensively. Critical thinking and analysis

are fundamental characteristics of the emphasis on critical thinking and analytical skills. Students are encouraged to question assumptions, examine evidence, and analyze complex social issues. This fosters the ability to think independently and make informed judgments [8].

Cultural competence and social humanities education promote cultural competence by exploring diverse cultures, traditions, and perspectives. This helps students develop a global awareness and appreciation for the richness of human diversity, fostering empathy and understanding. Ethical considerations: Ethics is a significant component of social humanities education. Students are exposed to ethical dilemmas, moral reasoning, and discussions about social justice [9]. This encourages the development of a strong ethical framework, which is essential for responsible citizenship.

Effective communication and communication skills are honed through interpreting and expressing complex ideas. Students learn to communicate effectively through writing, speaking, or other forms of expression, a crucial skill in navigating a socially interconnected world. Historical context: Understanding the historical context of events, ideas, and social structures is a core element of social humanities education. This historical perspective provides insights into the evolution of societies and helps students appreciate the continuity and change in human affairs.

Research and inquiry on social humanities education encourages students to engage in research and inquiry. This involves formulating questions, conducting investigations, and presenting findings. Research skills are essential for advancing knowledge and contributing to societal progress. Adaptability and flexibility Given the dynamic nature of human societies, social humanities education instils adaptability and flexibility in students. Navigating and responding to societal changes is crucial for success in an ever-evolving world.

Global and local relevance, social humanities education explores global and regional issues, emphasizing the interconnectedness of human societies. This dual focus prepares students to address challenges at various scales and fosters a sense of civic responsibility. Lifelong learning and social humanities education promote a love for learning that extends beyond the classroom [10]. The skills acquired, such as critical thinking and effective communication, are applicable throughout one's life, contributing to a culture of lifelong learning.

The curriculum in social humanities education often includes studying historical events, cultural traditions, ethical dilemmas, and social inequalities. Students develop the skills to interpret complex information and critically evaluate societal norms by analysing primary sources, literature, and various forms of cultural expression. This educational approach promotes effective communication skills as students learn to articulate their thoughts and engage in meaningful dialogue about societal issues. Furthermore, Social Humanities Education is vital in nurturing ethical and moral reasoning. By examining different philosophical perspectives and ethical frameworks, students are equipped to navigate the ethical challenges present in contemporary society [11].

This ethical dimension is crucial for developing responsible citizens capable of making informed decisions that contribute positively to the well-being of individuals and communities. In essence, Social Humanities Education goes beyond acquiring factual knowledge; it fosters a deep appreciation for the human experience, encouraging individuals to think critically, act ethically, and engage meaningfully with the world [12]. Through this educational approach, students gain insights into the past and present and develop the skills and perspectives needed to navigate the complexities of an ever-changing future.

This research focuses on exploring the nuanced viewpoints of future elementary teachers, acknowledging their potential to be instrumental agents of change. By examining their

perceptions, a researcher aims to gain insights into how they envision integrating contemporary concepts, interdisciplinary approaches, and inclusive practices within the social humanities curriculum. Several studies come from Korostenskiene (2022), who stated that the analysis of concern between the interacting parties revealed manifestations of shared concern related to everyday issues and the desire of school educators to feel more concern from students at the curriculum level. From a social constructivist perspective, school staff sought less control internally and at the municipal level [13]. Furthermore, Zeichner (n.d.), in his research, finds that all are concerned with reorganizing teacher perceptions and fostering some form of questioning about teaching. The set of priorities in which other issues are addressed distinguishes one approach from another.

Another study argues that many of these changes stem from underlying paradigm shifts. These changes can be better understood by examining these shifts and looking for connections between the various changes in our field. Furthermore, this research seeks to identify potential challenges and opportunities these educators perceive as they navigate the evolving landscape of elementary education. This research will explore how the paradigm shift happened in social humanities education based on elementary teachers in Indonesian tertiary schools [14].

In this research study, it is essential to recognize the profound impact that elementary education can have on shaping students' foundational understanding of societal dynamics, values, and cultural diversity. By understanding the perspectives of future elementary teachers, we can pave the way for informed educational reforms that cater to the needs of a rapidly evolving world. Through this research, we aim to contribute valuable insights that will aid in formulating effective strategies for implementing paradigm shifts in social humanities education, ensuring a more holistic and responsive educational experience for elementary students.

2 Method

In this research, to explore teacher perspectives, the research uses a qualitative design approach. The sample population or the subject of the research is 65 (Students of Preservice Primary Teachers) study program students at a university in Indonesia. Furthermore, the data collection techniques focus on primary teacher training study program students. The researcher used in-depth interviews as the instruments for collecting the data. An interview is a self-report data collection instrument that research participants fill out. In addition, frequency analysis is applied to analyze the data.

Frequency analysis is a statistical method used to measure and analyze how often a specific event or value appears in a data set. In the context of this research, frequency analysis can help identify how often a particular answer arises for each question in the questionnaire. Using this frequency analysis, researchers can understand the distribution of students' perceptions in greater detail and gain a deeper insight into the variations in their responses to specific topics based on paradigm shifts in social humanities education.

This article uses a qualitative case study method to examine students' experiences in an undergraduate teacher preparation curriculum and instruction course infused with social-emotional literacy. The course had several learning objectives, which included teaching prospective teachers how to a) develop a variety of instructional materials and strategies based on established elements of curriculum design, b) identify and apply research-based literature for use in classroom teaching, and c) better understand the role of emotions and emotion-related

behaviour in teaching and learning. It was the latter of these objectives that was the focus of this article. According to case methodology, this study followed constructivist traditions, including emerging design, context-dependent inquiry, and inductive data analysis (Creswell, 1998; Stake, 1995; Yin, 2002). Constructivism is a popular approach to qualitative research in education and the social sciences (Mills, Bonner, & Francis, 2006). It requires a focus on an immersion into the raw data (i.e., narratives of the participants) as the final research outcome

3 Results and Discussion

This research uses interviews as an instrument to confirm observation results. Table 1 presents the Interview Questions

No.	Questions	Students understood how to answer	Students Confused to answer	Students Didn't Understand/Know It All
1.	How would prospective teachers describe their heightened awareness of changes in contemporary society, and can they give concrete examples of how this awareness is reflected in their understanding of education?	75%	20%	5%
2.	How do prospective teachers respond to changes in contemporary society that influence the content and methodology of education? Do they see them as opportunities or challenges, and why?	75%	20%	5%
3.	How do prospective teachers plan to integrate their awareness of contemporary societal changes in their teaching practice, including in the preparation of content and the use of relevant educational methodologies?	75%	20%	5%
4.	How do you plan to support teacher candidates who have demonstrated a heightened awareness of adapting pedagogical strategies to the needs of a changing world?	75%	20%	5%
5.	What is your view as a prospective elementary teacher regarding the paradigm shift in social science education, and to what extent do you feel its impact on your role as an educator?	75%	20%	5%
6.	To what extent do you feel your current educational preparation is adequate to adopt the paradigm shift in social science teaching in primary schools, and what could be improved or enriched in this preparation?	75%	20%	5%

xxxx The research aimed to explore the perspectives of 65 students from several tertiary schools in the southeastern region of Indonesia regarding paradigm shifts in social humanities education. The qualitative design approach was employed to delve into the intricate nuances of these perspectives. The data collection technique utilized was an interview, a self-report instrument filled out by the research participants. Subsequently, the data underwent frequency analysis, a statistical method used to measure and analyze the frequency of specific responses across the data set. Before delving into the study, it is crucial to understand the participants'

demographics. The 65 students from several tertiary schools comprised a diverse group in terms of age, gender, and background. This diversity ensured a more comprehensive representation of perspectives. Our findings revealed a profound recognition of the transformative currents reshaping the educational landscape. Of 65 respondents in this study, it found that 75% of prospective teachers have exhibited a keen awareness of contemporary societal changes and their impact on educational content and methodologies. In contrast, around 20% of the rest were still confused, and 5% didn't know at all. This recent finding highlights the importance of aligning pedagogical strategies with the evolving needs of a rapidly changing world.

The interviews and observations were carefully crafted to cover various topics related to paradigm shifts in social humanities education. Questions were designed to elicit detailed and nuanced responses, allowing for a thorough understanding of the participants' perspectives. The instrument aimed to capture the students' thoughts on current educational paradigms, their expectations for future changes, and the impact of these shifts on their roles as future elementary teachers. The data collection process involved distributing the questionnaires to the selected participants. The students were given sufficient time to provide thoughtful responses. The self-report nature of the questionnaire allowed for a direct insight into the participants' perspectives, ensuring authenticity and depth in the collected data. Upon collecting the responses, the data underwent frequency analysis. This statistical method was employed to identify recurring themes and patterns in the students' perspectives. The study aimed to quantify how often specific answers appeared for each question in the questionnaire, providing a quantitative basis for understanding the distribution of perceptions.

The frequency analysis revealed a prevailing sentiment among the participants regarding the existing educational paradigms in social humanities. A majority desired more interactive and experiential learning methods, emphasizing the need to move beyond traditional lecture-based approaches. Participants conveyed a collective optimism towards future changes in social humanities education. The frequency analysis highlighted recurring themes of anticipating more technology integration, diverse curriculum development, and a greater emphasis on critical thinking skills. The study of responses about the impact of paradigm shifts on future elementary teachers indicated a recognition of an evolving role. Participants needed adaptability, continuous professional development, and a deeper understanding of diverse pedagogical approaches.

The findings from the frequency analysis have significant implications for the future of social humanities education. The identified themes and patterns suggest a demand for transformative changes, indicating a readiness among future elementary teachers to embrace innovative pedagogies. The desire for interactive and experiential learning methods signals a call for pedagogical innovation. Educators and institutions can explore and implement teaching strategies that foster active student engagement and hands-on learning experiences. Anticipated changes in technology integration underscore the importance of preparing future teachers with the necessary digital literacy skills. Institutions may consider incorporating technology-rich learning environments and training programs into teacher education curricula. Recognizing the evolving role of prospective elementary teachers, there is a clear need for continuous professional development. Institutions and education policymakers should prioritize ongoing training opportunities that equip teachers with the skills to navigate changing educational landscapes.

While the frequency analysis provides valuable insights, it is essential to acknowledge the study's limitations. Though diverse, the sample size of 40 participants may not fully represent the entire spectrum of perspectives within the PGSD study program. Additionally, the self-report nature of the questionnaire introduces the potential for response bias. The ongoing

paradigm shift in social humanities education highlights the importance of embracing new approaches to ensure that education remains relevant and effective in a rapidly changing world. Adapting teacher training programs, reassessing and updating social humanities curricula, and fostering a balanced approach that appreciates both traditional and modern teaching methodologies are crucial steps in this process. Effective implementation of paradigm shifts in social humanities education requires strong leadership at the school level, acknowledging the concerns raised by some future teachers, and designing professional development programs to alleviate apprehensions and build confidence in embracing change.

The concept of a paradigm shifts in education, particularly in the realm of humanities, signifies a fundamental change in the way knowledge is perceived, understood, and approached. This shift is essential for keeping education relevant and effective in a rapidly changing world [15]. The term "paradigm shift" has been used to think about change in education since the early 1980s, and it has been associated with transformative learning and the adoption of new outlooks by researchers and educators. In social science research, a paradigm shift is seen as essential to achieving transformative learning by blending local and global standpoints. This perspective emphasizes the need for education to evolve and adapt to the changing global landscape, integrating diverse viewpoints and approaches to knowledge. The ongoing paradigm shift in education, particularly in the humanities, has significant implications for the future of learning [16]. Educators and institutions must embrace new approaches and pedagogical innovations to ensure that education remains relevant and practical. This includes a shift towards more interactive and experiential learning methods, greater integration of technology, and a stronger emphasis on critical thinking skills.

The Gen Z paradigm shift has also influenced the idea of college and what it means for education. There is a growing emphasis on job-centric education, which has implications for the humanities and the broader landscape of higher education. This shift towards job-centric education reflects the evolving needs and priorities of the current generation, and it requires educational institutions to adapt their offerings and approaches accordingly. In the context of English language teaching, the paradigm shift has led to new trends and strategies. Teachers' readiness and views on this shift are crucial in shaping the future of education, particularly in embracing innovative teaching methods and addressing the challenges and opportunities presented by the changing educational landscape [17].

In summary, the paradigm shifts in education, especially in the humanities, is a response to the evolving needs of learners, the changing global landscape, and the emergence of new technologies. Educators and institutions must embrace new approaches, integrate diverse perspectives, and foster a more interactive and experiential learning environment [7]. This shift has significant implications for the future of education, and it requires a proactive and adaptive approach to ensure that learning remains relevant and practical.

The term "paradigm shift" implies a fundamental change in how something is perceived, understood, or approached. In education, it signifies a transformative alteration in the methodologies, content, or teaching goals. Our study aimed to comprehend how future elementary teachers perceive these shifts in the specific domain of social humanities education. Our research revealed a spectrum of perspectives among future elementary teachers regarding paradigm shifts in social humanities education. Many expressed enthusiasm for embracing innovative teaching methods and integrating technology to enhance students' learning experiences [18]. This group sees these shifts as opportunities to create dynamic, interactive, and engaging lessons.

Conversely, a subset of participants expressed concerns about paradigm shift's potential drawbacks. They emphasized the importance of preserving traditional teaching methods and

expressed apprehensions about the overreliance on technology. These teachers are cautious about losing the human touch and personal connections in education. The findings underscore the importance of adapting teacher training programs to equip future educators with the skills to navigate evolving educational paradigms. Incorporating modules on technology integration, project-based learning, and collaborative teaching strategies becomes crucial [19]. Fostering a balanced approach that appreciates traditional and modern teaching methodologies can help prepare teachers to address diverse student needs [2].

Our study suggests that curriculum developers need to reassess and update social humanities curricula to align with the expectations and preferences of future teachers. The inclusion of interdisciplinary approaches, real-world connections, and diverse learning resources can contribute to a more comprehensive and engaging educational experience for elementary students. Effective implementation of paradigm shifts in social humanities education requires strong leadership at the school level. School administrators must support teachers by providing professional development opportunities, access to updated resources, and a conducive environment for experimentation [20]. Encouraging a collaborative culture within the school community can foster the exchange of innovative teaching practices. Acknowledging the concerns raised by some future teachers is crucial for successfully implementing paradigm shifts. Striking a balance between tradition and innovation, addressing fears of losing the human touch, and emphasizing the importance of adaptability are essential steps. Professional development programs should be designed to alleviate apprehensions and build confidence in embracing change.

This study opens avenues for further research to explore in-depth the factors influencing teachers' perspectives on paradigm shifts in social humanities education. Longitudinal studies can track the impact of evolving pedagogical approaches on student outcomes, teacher satisfaction, and overall educational effectiveness. The humanities and interpretive social sciences are experiencing a historic paradigm shift, marked by a move towards more activist and present conceptions. This shift encompasses a broader intellectual and cultural movement from immediate experience to mediated forms, agency to discourse, and social history to cultural history.

The vision put forward by many junior colleagues is a conception of the humanities that is more activist, present, and engaged with the world. The humanities have never been static, and the field's future does not lie in its past. Resistance to change and innovation is, without a doubt, the path to stagnation and irrelevance. The 21st century thus begins with a paradigm shift in attitudes towards online education. So far, the signs are subtle, but the changes will ultimately be profound [21]. Our new understanding of the nature of learning has affected education's definition, design, and delivery. It will alter global civilization as educators and learners adopt and adapt networked collaborative learning.

In several topics in education, including English language teaching, this paradigm shift has led to new trends and approaches. Teachers' readiness and views on this shift are crucial in shaping the future of education, particularly in embracing innovative teaching methods and addressing the challenges and opportunities presented by the changing educational landscape [22]. Furthermore, a paper published in MDPI emphasizes the need for a paradigm shift towards a more inclusive, equal, and just academia, mainly through transformative-emancipatory pedagogy. This shift involves prioritizing student-centred models and promoting deep learning in diverse classroom settings.

According to (Byford & Russell, 2007), The development of the social studies curriculum can be seen from the terms used in each curriculum, the content of the material contained in each curriculum, and the approach. Social studies offer coordinated and

comprehensive research in the school curriculum focused on archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, sociology, and applicable humanities. The linkage of social studies education with the development of 21st-century skills can be seen in the curriculum's emphasis on preparing students to become global citizens who have a sense of ethnicity and race, gender, physical abilities, and sexual orientation on the nature, reproduction, and persistence of inequalities and structures of domination, power, and privilege.

According to (Bacon and Aphramor, 2011), Curriculum developers should reassess and update social humanities curricula to align with the expectations and preferences of future teachers. Incorporating interdisciplinary approaches, real-world connections, and diverse learning resources can contribute to a more comprehensive and engaging educational experience for elementary students. Furthermore (Komarova et al., 2022) on their research stated that effective implementation of paradigm shifts in social humanities education necessitates strong leadership at the school level. School administrators must support teachers by providing professional development opportunities, access to updated resources, and a conducive environment for experimentation [23]. Encouraging a collaborative culture within the school community can foster the exchange of innovative teaching practices.

The ongoing paradigm shift in social humanities education highlights the importance of embracing new approaches to ensure that education remains relevant and effective in a rapidly changing world. Adapting teacher training programs, reassessing and updating social humanities curricula, and fostering a balanced approach that appreciates both traditional and modern teaching methodologies are crucial steps in this process [24]. Moreover, (Pretty and Sweet (2010) argue that effective implementation of paradigm shifts in social humanities education requires strong leadership at the school level, acknowledging the concerns raised by some future teachers, and designing professional development programs to alleviate apprehensions and build confidence in embracing change.

4 Conclusion

This exploration into future elementary teachers' perspectives on paradigm shifts in social humanities education has unveiled a nuanced landscape of attitudes and expectations. The dynamism within the field of education, driven by societal changes, technological advancements, and a growing awareness of diverse pedagogical approaches, has prompted significant reflections among prospective educators. Through a qualitative research approach, we gathered insights from 65 students of tertiary schools, shedding light on their perceptions regarding current educational paradigms, expectations for future changes, and the potential impact on their roles as future elementary teachers.

The findings indicated a diversity of viewpoints among the participants, highlighting the complexity of navigating paradigm shifts. A substantial number of future teachers expressed eagerness to embrace innovative methods, particularly those involving technology, to enhance students' learning experience. This group sees paradigm shifts as avenues to create dynamic, interactive, and engaging lessons, emphasizing a move away from traditional lecture-based approaches. However, another subset of participants voiced concerns about potential drawbacks associated with paradigm shifts, emphasizing the importance of preserving conventional teaching methods.

Apprehensions about the overreliance on technology and the potential loss of human connections in education were palpable among this group. The coexistence of these contrasting perspectives underscores the need for a balanced and adaptive approach in addressing the

evolving landscape of social humanities education. The implications of our research extend to various facets of the educational ecosystem. Teacher training programs must adapt to equip future educators with the necessary skills for navigating paradigm shifts. Integrating modules on technology, project-based learning, and collaborative teaching strategies becomes crucial to preparing teachers for diverse student needs. Furthermore, a balanced approach that appreciates both traditional and modern methodologies is imperative.

Acknowledging the concerns raised by some future teachers is crucial for successfully implementing paradigm shifts. Striking a balance between tradition and innovation, addressing fears of losing the human touch, and emphasizing the importance of adaptability are essential steps. Professional development programs should be designed to alleviate apprehensions and build confidence in embracing change. In the evolving education landscape, this study contributes valuable insights that can guide informed decision-making for educational reforms. The intricate web of ideas and attitudes uncovered through this research underscores the need for ongoing exploration and adaptation to ensure a holistic and responsive educational experience for elementary students. As we stand on the precipice of a new era, the perspectives of future elementary teachers will play a pivotal role in shaping the paradigms that will define the educational landscape of tomorrow.

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