

**Constructing Good Citizenship Through Social Studies: Comparative Insights from Indonesia and Philippines****Fahmi Kurniawan<sup>1\*</sup>, Anik Widiastuti<sup>2</sup>, Yuyun Sri Wahyuni<sup>3</sup>**Universitas Negeri Yogyakarta<sup>1,2,3</sup>[fahmikurniawan.2024@student.uny.ac.id](mailto:fahmikurniawan.2024@student.uny.ac.id) ; [anikwidiastuti@uny.ac.id](mailto:anikwidiastuti@uny.ac.id) ; [yuyunsriwahyuni@uny.ac.id](mailto:yuyunsriwahyuni@uny.ac.id)**Article History**

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**ABSTRACT**

The massive developments of the times have encouraged the idea of protecting the younger generation from moral and character decay. To prevent this phenomenon, social studies (IPS) has emerged as an answer to concerns about moral and character decay. IPS is a field of study that aims to shape students into good citizens. This is implemented by all countries with their own policies. Indonesia and the Philippines are two countries that implement *good citizenship* as the goal of social studies education in their respective countries. Therefore, based on this background, the purpose of this article is to identify and compare the implementation of *good citizenship* in social studies education in Indonesia and Araling Panlipunan (AP) in the Philippines. The data was obtained through the stages of identification, data collection, analysis, interpretation, and refinement of the manuscript. The data was obtained through the stages of identification, data collection, analysis, interpretation, and refinement of the manuscript. The results of the study show that both countries implement *good citizenship* in social studies education, with Indonesia implementing it through the independent curriculum, while the Philippines implements it through the MATATAG Curriculum. The implementation of *good citizenship* in Indonesia is directed at the implementation of the Pancasila student profile, while in the Philippines it is directed at mastering civic engagement competencies.

**Keywords:** Curicullum, Good citizenship, Social Studies, Araling Panlipunan.

**ABSTRAK**

Adanya perkembangan zaman yang masif mendorong gagasan untuk menjaga generasi muda agar tidak mengalami dekadensi moral dan karakter. Dalam mencegah fenomena tersebut, ilmu pengetahuan sosial (IPS) hadir sebagai jawaban atas kegelisahan fenomena dekadensi moral dan karakter. IPS merupakan salah satu bidang ilmu dalam pembelajaran yang bertujuan untuk membentuk siswa menjadi warga negara yang baik (*good citizenship*). Penerapan tersebut dilaksanakan oleh seluruh negara dengan kebijakan masing-masing. Indonesia dan Filipina menjadi dua negara yang menerapkan *good citizenship* sebagai tujuan dari pembelajaran IPS di masing-masing negara. Oleh karena itu, berdasarkan latar belakang tersebut, tujuan penulisan artikel ini adalah mengidentifikasi dan membandingkan pelaksanaan *good citizenship*

*dalam pembelajaran IPS di Indonesia dan Filipina. Metode yang digunakan dalam penulisan artikel adalah pendekatan kualitatif dengan metode studi literatur untuk menganalisis komparasi pelaksanaan good citizenship dalam pembelajaran IPS di Indonesia dan Araling Panlipunan (AP) di Filipina. Data diperoleh dengan melalui tahapan identifikasi, pengumpulan data, analisis, interpretasi, dan penyempurnaan naskah. Hasil penelitian menunjukkan bahwa kedua negara melaksanakan good citizenship dalam pembelajaran IPS dimana Indonesia menerapkan melalui kurikulum merdeka, sedangkan Filipina melalui MATATAG Curriculum. Implementasi good citizenship di Indonesia diarahkan pada pelaksanaan profil pelajar Pancasila, sedangkan di Filipina diarahkan untuk menguasai kompetensi civic engagement.*

**Kata kunci:** *Kurikulum, Good citizenship, Ilmu Pengetahuan Sosial, Araling Panlipunan.*

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## A. INTRODUCTION

The dynamics of education have evolved over time as a form of adaptation in the field of education to the needs of society (Apriliani et al., 2024; Fenandez, 2020; Wyman et al., 2023). On the other hand, developments in the world of education are also influenced by the current era, which has entered the 21st century and the 4.0 industrial revolution, so that the education system has an urgency and contribution to prepare students to face all challenges. The existence of modern complexities such as technological disruption, environmental crisis, intolerance, and political polarization are concrete challenges in the 21st century (Jaya et al., 2023; Mahmudah & Paramita, 2023). In overcoming these problems, character building and civic competence are important so that the younger generation is not eroded and falls into the massive challenges of the times (Yani, 2023). In this case, social studies, also known as social sciences, is one of the crucial fields in instilling character and civic competence through education (Amalia et al., 2023; Wiwik Maladerita et al., 2023).

Looking at the history of social studies, the term was first introduced in England at Rugby School in 1827 by Dr. Thomas Arnold (Hidayat, 2020). This internalization was motivated by the chaotic conditions in British society as a result of the Industrial Revolution. Subsequently, in the early 20th century, the United States incorporated social studies into elementary and secondary school curricula. The emergence of social studies in England and the United States led to the development of a document titled "Statement of the Chairman of Committee on Social Studies" in 1913. Then in 1994, the National Council of Social Studies (NCSS) realized a new vision, mission, and strategy with the publication of a document entitled Expectations of Excellence: Curriculum Standards for Social Studies (Rosardi & Supardi, 2021).

The role of social studies today has undergone a paradigmatic transformation from merely transferring knowledge to developing analytical, critical, and empathetic skills in nurturing students (Andriani & Nugroho, 2023). In the learning process, social studies equip students with the skills to participate, engage, and discuss with the community. This is in line with the objectives of social studies itself, which is to shape students to become good

citizens and think critically in observing social phenomena and be able to provide solutions to existing social problems (Ahrari et al., 2013; Brieger et al., 2021; Cohen, 2021; Safitri et al., 2024). Basically, all subjects help students understand the overall learning process. Social studies, as one of the subjects, helps students become active, critical, innovative, and exploratory thinkers, and supports attitudes and values such as tolerance, equality, and respect. Therefore, in contemporary social studies learning, it can be understood that learning does not only focus on knowledge, but there needs to be an emphasis on social skills (Haseski et al., 2018; Wahyuningtyas, 2019).

Social studies have been implemented in various countries as a subject taught in both elementary and secondary schools. Indonesia and the Philippines are two countries that implement social studies as a subject in schools. In Indonesia, social studies is known as *ilmu pengetahuan sosial* (IPS) as a subject that teaches social sciences in the field of education with an integrated concept (Fauziah et al., 2022; Kurniawan, 2022). Genealogically, the IPS curriculum in Indonesia has undergone a paradigmatic transformation. During the New Order era, IPS served as an instrument of nation-building that emphasized heroic-centric historical narratives and loyalty to the state (Adnyana, 2020). Civic Education (PPKn) during this period was characterized by an indoctrinative approach that emphasized hierarchical obedience and political stability. The Reformation era brought fundamental changes with the decentralization of the curriculum through the 2004 Competency-Based Curriculum (KBK) and the 2006 Education Unit Level Curriculum (KTSP), which gave greater autonomy to teachers and schools in curriculum development. The 2013 curriculum introduced the 5M scientific approach (Observing, Questioning, Gathering Information, Associating, Communicating) and strengthened character education, although it was criticized for its return to centralism and excessive content load.

The Philippines also implements social studies under a different term, namely Araling Panlipunan (AP). Araling Panlipunan in the Philippines is a direct legacy of the United States education system that was implemented during the colonial period. The K to 12 Basic Education Program, launched in 2013, reformed the curriculum with a spiral-progressive approach and the integration of contemporary themes such as peace education, indigenous knowledge, and conflict studies. This spiral model allows for the development of increasingly complex themes as students progress from elementary to secondary education.

Social studies education in both Indonesia and the Philippines has the same goal, namely to shape students to become good citizens. This is relevant to the current global dynamics of massive globalization, scientific and technological developments, and digital transformation. Good citizenship is not only interpreted as obedience to the law, but also includes critical thinking and participation in a pluralistic society. The framework of good citizenship has been initiated by the OECD as an educational framework that is not only oriented towards national loyalty, but also towards the development of cross-border competencies to address global issues such as climate change, social injustice, and political polarization.

Research related to good citizenship between Indonesia and the Philippines is usually conducted separately and focuses on evaluating the curriculum in each country. On the other hand, in comparative research on social studies learning between countries, previous studies have focused on comparing social studies learning with countries that have implemented social studies learning thoroughly. One such study compares social studies between Indonesia and the United States, examining the position and role of social studies in each country and the differences in the implementation of social studies learning (Suparya, 2022). Furthermore, there is also an article comparing social studies between Indonesia and Malaysia, which discusses the differences in curriculum, methods, learning, evaluation, and challenges in implementing learning (Mian Anita et al., 2025). A comparative study between Indonesia and the Philippines has been conducted, but it was limited to the curriculum in general and did not cover social studies education (Nasir et al., 2023).

Based on previous studies, this study focuses on comparing social studies with an emphasis on the role of good citizenship. Comparative analysis is used in this study to identify patterns of similarity and difference in the concept of good citizenship in social studies learning between Indonesia and the Philippines. This differs from previous studies, which tended to compare social studies with the United States and Malaysia. Thus, this study offers a comprehensive perspective on the implementation of social studies learning as a policy tool for instilling good citizenship values in students.

Indonesia and the Philippines are two countries that have experiences of plurality, colonialism, and the spirit of democracy. This is the basis for both countries to instill in students at school to become good citizens. Social studies education is one of the means used by each country to instill the concept of good citizenship in students. In Indonesia, good citizenship values are instilled through integrative social studies education that emphasizes the values of Pancasila and emphasizes plurality, democracy, and life skills in a diverse society (Widiyanto et al., 2025). Meanwhile, in the Philippines, the social studies curriculum emphasizes *pagkamamamayan*, which is the meaning of citizenship in the context of nationalism, loyalty, and civic duty. Therefore, the purpose of this article is to identify and compare the implementation of good citizenship in social studies education in Indonesia and the Philippines.

## **B. RESEARCH METHOD**

This study uses a qualitative approach with a literature review method to analyze the comparison of good citizenship in the social studies curriculum in Indonesia and the Philippines. Literature review is a method used to analyze and synthesize several literatures with the stages of identification and theory building through a review of previous scientific works (Post et al., 2020; Tang et al., 2022). Data were obtained from journal articles and social studies curriculum documents in Indonesia and Araling Panlipunan from the Philippines. The data collection process used the Publish or Perish software to help search for and collect articles from both national and international journals.

The technique used in data collection was a literature study focusing on the implementation of good citizenship in social studies learning in Indonesia and the

Philippines. Data collection began by identifying journal articles related to the topic to be analyzed. Next, the collected data sources were analyzed and synthesized to obtain the results of the implementation of good citizenship in social studies learning in Indonesia and the Philippines. In the final stage, the results were interpreted from the findings that had been analyzed to determine the implementation of good citizenship in social studies learning between Indonesia and the Philippines.

Data analysis was conducted by grouping and interpreting the information that had been collected. Data was collected using various keywords, and information was selected according to the topic. The keywords used were “social studies, good citizenship, social studies, araling panlipunan.” After selecting articles and information, the data will be grouped and interpreted to determine the alignment of social studies learning with good citizenship, comparing implementation in Indonesia with that in the Philippines. The final stage of data analysis is revision and improvement. The processed data will be written up as topics of discussion and reviewed for revision and improvement to ensure clarity and accuracy of information (Charli et al., 2022).

### C. RESULTS AND DISCUSSION

#### Results

The implementation of social studies education in both Indonesia and the Philippines has the same goal, namely to shape students into good citizens. Both countries implement education with their own characteristics, which have similarities and differences in their implementation. Based on the research conducted, the following are the relevant results:

Indonesian's Social Studies Articles	
Title/Author/Year	Result
<b>Strategi Pengembangan IPS Melalui Konsep Waktu, Perubahan Dan Kebudayaan sebagai Transmisi Kewarganegaraan Dalam Pembelajaran (Hidayat et al., 2020)</b>	Social studies education serves to transmit civic values as part of the goal of fostering good citizenship. The study confirms that social studies play a strategic role in shaping the character of citizens who are reflective, responsible, and oriented towards democratic life. Through an understanding of time and change, students are guided to view society as a dynamic entity, while the concept of culture plays a role in instilling values of tolerance and social cohesion.
<b>Meningkatkan Sikap Peserta Didik Melalui Social Action Project dan Project Based Learning (Anik &amp; Taat, 2024)</b>	The results of this study indicate that social action-project based learning has advantages in developing students' thinking and actions as factors that shape reflective citizenship attitudes. On the other hand, learning through social action is able to internalize the values of participation, social responsibility, and community involvement.
<b>Pendidikan Kewarganegaraan (Citizenship) sebagai Sarana Mewujudkan Warga Negara</b>	This study shows that social sciences and civic education play an equal role in fostering civic awareness by applying values,

<b>yang Beradab (Good Citizenship) (Abror et al., 2019)</b>	attitudes, behaviors, and social responsibilities that reflect the attitudes of civilized citizens.
<b>Ilmu Pengetahuan Sosial Sebagai Transmisi Kewarganegaraan (Balqis et al., 2024)</b>	Social studies education in Indonesian secondary schools plays a significant role in shaping civic attitudes through learning designs that are adaptive to social issues. The learning process in the classroom is not only oriented towards delivering material, but also towards instilling attitudes through group discussions, question and answer sessions, and joint reflection, which encourage students to participate actively.
<b>Prinsip dan Tujuan Pembelajaran IPS Membangun Warga Negara Berpengetahuan Luas dan Berpikir Kritis (Safitri et al., 2024)</b>	The results of the study show that social studies education in Indonesia plays an important role in developing social, economic, cultural, and political awareness as the essence of critical thinking skills for good citizenship. Based on this study, students not only understand social facts, but are also able to reflectively analyze the relationships between individuals, society, and the environment.
<b>Transformasi Pelaksanaan Ilmu Sosial di Indonesia: Dari Citizenship Transmission Menuju Pembelajaran Kontekstual Abad 21 (Rohmah et al., 2025)</b>	This study focuses on the application of social studies learning in Indonesia from traditional methods (citizenship transmission) to contextual learning. In this study, the traditional approach is less effective in applying citizenship values because students tend to be passive and less critical of contemporary issues. However, with contextual learning, students will be given more adaptive learning and actively involved in decision-making, fostering reflective, critical, and participatory attitudes.
<b>Peran Pendidikan IPS Dalam Pembentukan Perilaku Sosial Dan Tanggung Jawab Sosial Era Abad 21 (Muslim, 2020)</b>	The study found that social studies education plays an important role in shaping personal, social, and intellectual competencies as the foundation for attitudes relevant to the 21st century. The formation of these attitudes can reflect students as good citizens, so that social studies not only transfer knowledge but also transfers values. The findings reveal that through the integration of these competency dimensions in social studies learning, students can strengthen their prosocial attitudes, national spirit, and understanding of differences and equality.
<b>Social Studies Learning Strategies in Developing Social Knowledge and Skills in Junior High Schools (Irwansyah Abbas, 2023)</b>	The results of research conducted at SMPN 1 Monta show that social studies learning with the integration of 21st-century skills can have a real impact on students' social and cognitive competencies. The implementation of this learning strengthens students in critical thinking, working together, and solving socio-cultural problems in real life. This learning indirectly trains students to become good citizens by internalizing active values.

#### Philippines's Social Studies Articles

Title/Author/Year	Result
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<b>Relevance of social studies in the 21st century society: Student's perspectives. (Camposano et al., 2021)</b>	The results of the study show that social studies is one of the subjects in secondary school that is urgent and relevant to be applied in the 21st century. This is because in the Philippines, social studies contribute to encouraging students to think critically, creatively, and participatively, and to understand cultural heritage. These findings prove that social studies play a strategic role in encouraging students to become good citizens.
<b>Social studies for democracy: cultivating communities of inquiry for Filipino students as deliberative citizens (Canuto, 2022)</b>	This study was conducted to examine social studies education in the Philippines, where social studies plays a strategic role in shaping deliberative dispositions as democratic citizens. This study emphasizes the use of the community of inquiry as a pedagogical approach that enables students to actively evaluate their assumptions, identify biases, and draw conclusions through deliberative discussions. This approach has been proven to shape students to be critical thinkers as part of good citizenship.
<b>Pagsusuring Pangnilalaman ng Nobelang El Filibusterismo: Mungkahing Gabay ng Pagtuturo. (Dabalos, 2024)</b>	This study was conducted at Candabong National High School, where social studies lessons use classical literary texts. In this study, the use of Jose Rizal's novel El Filibusterismo as a literary text can be used as effective learning material for internalizing moral and civic values. This finding shows that classical literary texts can be used as a medium for internalizing values to realize social studies as a subject that shapes students into good citizens.
<b>Scenario- Based Learning Approach for Enhancing the Critical Thinking Skills of Grade 9 Students in Araling Panlipunan (Joaquin &amp; Hermosa, 2023)</b>	The results of research on the application of scenario-based learning in social studies at Col. Lauro Dizon Memorial Integrated High School show that students' critical thinking skills can improve significantly. These findings also note that students become more motivated and actively involved in the learning process, and demonstrate sharper thinking skills when faced with real-world situations simulated in learning scenarios.
<b>The Effect of Teacher's Teaching Style in Araling Panlipunan on Student's Motivation of Grade 8 Students in Sta. Cruz South High School (Ofiaza, 2023)</b>	As a means of fostering good citizenship, social studies education in the Philippines is conducted by examining the significant influence of teaching styles on student motivation at Sta. Cruz South High School. Of the 90 respondents surveyed, 80% stated that effective teaching styles made lessons more interesting and increased their motivation to actively learn Araling Panlipunan. These findings prove that teaching styles not only affect academic readiness, but also have an impact on student learning motivation.
<b>Experiences and challenges of grades 7, 8 and 9 araling panlipunan teachers in promoting students' civic competence (Seludo &amp; Murillo, 2023)</b>	The results of the study show that social studies teachers in the Philippines play an active role in providing civic competence despite various structural and pedagogical challenges. Teachers report that complex curricula, difficulties in developing lesson plans, and student diversity are the main obstacles to the consistent implementation of strategies for developing civic

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competence. However, these obstacles can be overcome even though civic competence is not fully internalized. Several civic competencies taught, such as responsibility, social awareness, democratic awareness, and participatory attitudes, are internalized by students. This is also in line with the goal of social studies to shape good citizenship.

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## Discussion

### Curriculum Policy and Orientation Good Citizenship

The study of good citizenship is a strategic goal in implementing social studies learning. In the implementation of social studies learning, teaching and learning activities are not only directed at understanding social studies theory and material, but social studies also provide guidance to students so that they develop their identity, attitudes, and skills as citizens (Irwansyah Abbas, 2023; Tanjung et al., 2022). Each country has different policies in instilling good citizenship in social studies learning. Indonesia and the Philippines are two countries that implement good citizenship in social studies learning. These two countries have different policies regarding the implementation of good citizenship as a social studies objective. Each country shows different emphases, which are rooted in political history, state ideology, and applicable education policies.

In the context of education in Indonesia, social studies are positioned as one of the strategic subjects in instilling good citizenship in students (Abror et al., 2019; A. Gafar Hidayat et al., 2020). Conceptually, social studies not only teach integrated social sciences, but also provides a pedagogical space for instilling the values of nationalism, social justice, and democracy as forms of good citizenship. In Indonesia, the concept of good citizenship is outlined in the social studies learning objectives, which are based on legal regulations. In Permendiknas No. 22 of 2006 concerning Content Standards, the objectives of social studies are emphasized to “shape students into democratic, responsible, and peace-loving Indonesian citizens” (Rosardi & Supardi, 2021). This shows that social studies learning will culminate in the formation of students into good citizens. Looking at the implementation of the Merdeka Curriculum, the orientation of good citizenship is directed at the Pancasila student profile, which consists of eight dimensions (Oktavia Rahayu et al., 2023). In this curriculum orientation, the focus of guidance is on instilling civic competence, which is part of good citizenship.

The implementation of social studies learning in Indonesia is a manifestation of the government's consistency in developing students' attitudes as an important foundation in the curriculum due to its influence on the formation of social behavior that is essential for the realization of good citizenship (Anik & Taat, 2024). This orientation aims to equip students with good civic competence, which is relevant to contemporary challenges as a form of obligation and active participation as citizens. This holistic approach is a systematic effort to integrate the noble values of Pancasila into every aspect of learning in order to shape students into responsible and integrity-driven citizens (Fitrah et al., 2024).



Furthermore, in examining the reality of good citizenship in the Philippines, the internalization of these values is implemented in social studies learning, known as Araling Panlipunan, which explicitly aims to mabuting mamamayan or shape students into good citizens (Dabalos, 2024). The implementation of social studies learning in the Philippines currently follows the MATATAG curriculum, which states that the goal of AP is to shape good citizens (DepEd, 2023; Ofiaza, 2023; Olipas, 2024). The AP education framework emphasizes civic engagement, in which AP integrates social sciences with a focus on civic responsibility based on the historical experience of the Filipino people in fighting colonialism (Camposano et al., 2021). Based on this reality, the implementation of good citizenship in the Philippines appears to be different. This confirms that AP is a vehicle for citizenship education that emphasizes democratic practices and community involvement, in contrast to the normative-ideological orientation that is dominant in the context of social studies in Indonesia.

The MATATAG curriculum implemented in the Philippines emphasizes reducing the number of competencies to reduce curriculum density by integrating and intensifying character and values education (Melody C. Quezada, 2024). This step is an effort to address the dynamics of the 21st century and to improve the quality of K-12 education and assessment in curriculum development (Pillay & Pant, 2022). The dynamics of the social studies curriculum in the Philippines are driven by social needs and the progress of the times, which require the adaptation of the education system to prepare students to face these dynamics (Em & Khampirat, 2025). The MATATAG curriculum, which will take effect in 2024-2025, is designed to address the problems of the previous curriculum, which was too dense in content (Olipas, 2024). With the MATATAG curriculum policy simplifying the content, it is hoped that Mabuting Mamamayan can be instilled in students.

### **Pedagogical Implementation**

The implementation of good citizenship in social studies education in Indonesia and araling panlipunan in the Philippines is a determining factor in the effective instillation of good citizenship. The pedagogical approaches used in Indonesia and the Philippines show variations in the process of instilling good citizenship through social studies education. In the Indonesian context, the social studies curriculum emphasizes the development of students' attitudes to shape social behavior as good citizens, with an emphasis on the values of Pancasila (Alsi Ratu Balqis et al., 2024; Anik & Taat, 2024). In observing the reality of social studies learning in Indonesia, social studies attempt to bridge students in shaping their social character by teaching them to be smart in analyzing phenomena that occur in their individual and social environments, through values such as religiosity, honesty, intelligence, resilience, democracy, and caring (Arif, 2018).

The pedagogical implementation carried out in social studies learning emphasizes learning to integrate the noble values embodied in Pancasila. The learning approach carried out explicitly emphasizes the development of human values and social character through social studies subjects, as a strategic effort to instill positive character from an early age (Arif, 2018). The application of good citizenship in social studies learning plays a strategic

role in guiding students to apply national cultural values to shape a character that upholds unity, religiosity, and humanitarian values (Rohmah et al., 2025; Safitri et al., 2024). In instilling these values, the strategies used in learning are participatory and collaborative methods that encourage students to actively engage in community-based discussions and projects, strengthening their understanding of their role as responsible citizens (Arif, 2018). These strategies involve the use of learning methods that focus on affective, cognitive, and psychomotor aspects, ensuring that the values of Pancasila are internalized substantively (Bhughe, 2022).

Looking at the reality in the Philippines, evidence of pedagogical practices shows the use of inquiry and deliberative methods in social studies learning, which have successfully encouraged students' argumentation, critical reflection, and participation in local issues. Based on research by (Canuto, 2022), it is explained that the classroom model implemented in AP learning facilitates students in dialogue, problem-based learning, and tasks related to citizenship so that it can foster deliberative citizenship rather than learning based solely on memorization. The curriculum explicitly integrates human rights, global aspirations, and values related to Philippine history and locality as a form of good citizenship (Ofiaza, 2023). In its implementation, the most prominent approach used is the community of inquiry approach, which is based on John Dewey's educational philosophy and developed by Matthew Lipman through Philosophy for/with Children (Joaquin & Hermosa, 2023). This approach emphasizes the development of critical thinking skills and the formation of good citizenship through social interaction in the classroom.

Although the Philippines implements good citizenship through Araling Panlipunan learning, efforts often encounter obstacles, namely the lack of direct discussion on citizenship and civic competence at the junior high school level (Seludo & Murillo, 2023). On the other hand, challenges are faced in relation to community participation, where citizens tend to be passive and reluctant to engage in national development activities unless they are directly interested in them (Cabasan, 2024; Seludo & Murillo, 2023). This phenomenon indicates a need for pedagogical reform to encourage community involvement in democratic participation.

Based on the two explanations above, there are several similarities and differences in instilling good citizenship through social studies learning. Although the sociopolitical contexts are different, Indonesia and the Philippines face the same global challenges and are therefore working together to shape students into good citizens. A comparison of the pedagogical approaches in these two countries can highlight the effectiveness of different strategies in instilling national values and global competencies in students. The comparison between the two countries is urgent in identifying the practices and innovations carried out in both countries in learning so that positive aspects can be adapted in the context of education (Muslim, 2020). This indicates that there is an urgency in analyzing the social studies and civics education curriculum framework to understand the strategies used to effectively instill good citizenship in students (Sutrisno et al., 2023).

#### D. CONCLUSION

An analysis of good citizenship in social studies education in Indonesia and the Philippines shows that both countries implement education with the same roots to shape knowledgeable, participatory, and characterful citizens. The application of progressive approaches such as community of inquiry and problem-based learning in social studies education has become a policy to shape critical citizens. However, the analysis reveals differences in that, in the context of the social studies curriculum in Indonesia, good citizenship is directed towards emphasizing the Pancasila student profile, while the Philippines, through Araling Panlipunan, emphasizes mabuting mamamayan with an orientation towards nationalism, social solidarity, and citizen involvement in concrete social issues. On the other hand, in its implementation, social studies learning in Indonesia tends to be normative and theoretical, with challenges in the form of a dominant cognitive approach and a lack of integration of actual social issues in the classroom. In contrast, social studies in the Philippines emphasizes the connection between learning and everyday reality, such as the community of inquiry. This comparison indicates that both countries have the ideal or goal of producing good citizens

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