Deep Learning-based Social Studies learning to improve student character: Arjun Appadurai's perspective

by

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Abstract

The integration of deep learning into Social Studies (IPS) education presents new possibilities for enhancing students' understanding and shaping their character in the face of globalization. This research investigates how deep learning techniques can be applied in IPS education by utilizing Arjun Appadurai's social theory of globalization, which identifies five dimensions of global cultural flows: ethnoscapes, technoscapes, finanscapes, mediascapes, and ideoscapes. These aspects guide students in developing critical thinking skills and adaptability in a world that is becoming increasingly interconnected. Through a qualitative approach and a comprehensive literature review, this study explores the potential of deep learning techniques, including neural networks and natural language processing, to create personalized learning experiences that foster engagement with global social issues. By integrating deep learning into IPS curricula, students gain the ability to analyze globalization's impact on societies with a more interdisciplinary perspective. Findings suggest that deep learning encourages analytical thinking, ethical reasoning, and intercultural awareness, preparing students to address modern global challenges effectively. This research highlights the importance of aligning artificial intelligence with educational principles to build a more dynamic and responsive IPS curriculum. Ultimately, the study seeks to bridge theoretical insights with practical applications, promoting the development of globally competent individuals capable of critical reflection and ethical decision-making.

Introduction

Today, the world continues to change due to technology and globalization. Globalization is when countries around the world become interconnected, both culturally, economically, and informationally (Putri et al., 2024). Because of these

changes, learning methods must also keep pace with the times. Social Studies (IPS) subjects help students understand society, culture, and how the world works (Mei & Jayatri, 2025).

There is a contemporary learning method that can help students learn: deep learning. Deep learning is a learning method that helps students understand lessons better, rather than just memorizing (Mou, S., Zhang, S., Chen, J., Zhai, H., & Zhang, 2022). This approach was introduced by the Indonesian Ministry of Education to enable students to think critically, communicate effectively, and collaborate in various school subjects. Deep learning also teaches students how to analyze and think more deeply about what they learn. There are three main principles in this approach: meaningful learning, learning in a way that is meaningful and applicable in everyday life. Mindful learning, learning with full attention to truly understand the content of the lesson. Joyful learning, learning in a fun way to avoid boredom (Agyeman, 2024). With this method, students can be more active while learning and understand the knowledge better. Deep learning helps improve the quality of education and makes students better prepared to face future challenges (Mou, S., Zhang, S., Chen, J., Zhai, H., & Zhang, 2022). With this technology, students can get more interesting learning experiences, such as seeing patterns in information or understanding social problems better (Hu, Shuo, 2016).

On the other hand, an expert named Arjun Appadurai has a theory about globalization that explains how the world changes through five main things, namely: Ethnoscapes (the movement of people from one place to another), Technoscapes (technological developments that connect the world), Finanscapes (economic and financial changes), Mediascapes (information spread through the media), Ideoscapes (changes in ideas and culture in society) (Appadurai, 1996).

This study aims to explain how deep learning technology can be used in social studies learning to make it more interactive and help students understand the world in a better way. Then, it connects Arjun Appadurai's social theory of globalization with deep learning-based social studies learning to improve students' understanding of social changes occurring throughout the world. It also examines how deep learning can help shape students' character, such as critical thinking, caring for the social environment, and better understanding of global culture. And then, it finds

the best strategy to integrate deep learning into the social studies curriculum, so that learning is more effective and enjoyable for students.

With deep learning, students can learn social studies in a more enjoyable way and understand how globalization impacts their lives. However, this technology also presents challenges, such as whether schools have the tools and teachers ready to use it. Although many studies have discussed deep learning, such as the study by Royani et al. entitled Deep Learning Model to Improve Social Studies Understanding in Elementary Schools. This study was conducted at SD Global Garuda Nusantara and focused on the application of deep learning in social studies learning. With a constructivist approach, this study showed that after implementing the deep learning method, students' understanding of social studies concepts increased from 45% to 85%. This study also highlighted challenges such as limited resources and teacher readiness in adopting this method, but still little discussed how this method can be applied in social studies learning with an educational philosophy approach (Royani et al., 2024). Then the research by Putri et al. on the Application of Deep Learning in Education in Indonesia. This study discusses how deep learning can be applied in the Indonesian education system, including in social studies learning.

This study identified three main pillars in the deep learning approach: Mindful Learning, Meaningful Learning, and Joyful Learning. Despite its great potential, this study also revealed challenges in its implementation, such as teacher readiness and adjustment to the existing curriculum (Putri et al., 2024). Then, research from Serly et al. Namely Philosophical Analysis of Deep Learning in Social Studies Learning This study examines the relationship between deep learning and educational philosophy, specifically the theories of constructivism, progressivism, and humanism. This study found that the deep learning approach can help students develop critical and reflective thinking in understanding social studies concepts. Furthermore, this study highlights the need for teacher training and the development of more adaptive learning strategies to support the effective implementation of this method (Mei & Jayatri, 2025).

Most previous studies have focused more on the general application of deep learning in social studies, focusing on technical aspects and teaching strategies. Then, they are practically oriented, evaluating the effectiveness of the method and the factors that influence its success in the classroom learning process. Meanwhile,

this study focuses more on learning strategies that can optimize student character in facing social changes due to globalization. With a more integrative approach, this study seeks to bridge social theory with modern learning technology to create a more adaptive and relevant social studies education model for the digital era. The researchers hope to see how deep learning can make social studies lessons easier and help students better understand the global social world. When used appropriately, this learning can help children become smarter, think more critically, and be prepared for the future.

Method

This research was conducted by reading and studying various books, articles, and other previously existing research results. This method is called library research, which means the research is conducted by gathering information from existing written sources (Subhaktiyasa, 2024). The purpose of this research is to understand how deep learning, a technology that allows computers to learn like the human brain, can assist in learning Social Studies (IPS). Furthermore, this research also aims to examine how Arjun Appadurai's theory of social globalization can be used to explain global changes that affect students when learning IPS.

The approach used in this study is descriptive qualitative and phenomenological (Anggito, Albi, 2018). A descriptive qualitative approach means that this study will explain something in detail based on data collected from various books and other studies (Rifa'i, 2023). Meanwhile, a phenomenological approach is used to understand the experiences of students and teachers in using deep learning technology when learning social studies. With this method, this study seeks to illustrate how technology can help students understand the world that is constantly changing due to globalization.

The data in this study was collected from various sources, such as academic books, scientific journals, and research articles on deep learning in education, social studies learning, and social theories of globalization. After collecting the data, the researchers analyzed the information using content analysis, which involves examining patterns and relationships between the various concepts. Data was

compared across multiple sources to ensure the information used was accurate and reliable.

Result and Discussion

Anthony Giddens states that globalization is creating a "runaway world," where social, technological, and cultural change occurs so rapidly that it cannot always be controlled by traditional institutions such as families or schools. In the context of social studies education, this requires a learning approach that not only conveys information but also shapes students' character and social awareness so they can live in a complex and interconnected world (Giddens,1999). Giddens also proposed The Third Way as a socio-political approach that emphasizes the balance between individual freedom and social responsibility. In education, this means: encouraging students to think critically and reflectively about social issues; developing empathy and global awareness; and instilling the values of democracy, tolerance, and social justice.

Anthony Giddens introduced The Third Way as a socio-political approach that seeks to transcend the classical dichotomy between liberal capitalism and traditional socialism. In his view, the modern world, influenced by globalization, requires a new model capable of addressing complex challenges without becoming trapped in old ideologies. The Third Way emphasizes the importance of modernizing social institutions to be more adaptive to global change, balancing individual freedom and social responsibility, and empowering communities through education and active participation in social and political life (Giddens,1998).

In the context of education, particularly in Social Studies learning, the Third Way concept can be interpreted as an approach that focuses not only on knowledge transfer but also on the development of students' character and social values. Deep learning-based IPS education is relevant because it emphasizes in-depth, reflective, and contextual learning processes. Students not only understand social facts but are also encouraged to think critically, empathize, and actively engage in societal issues. (Maria, 2023).

Learning that combines technology and humanism, as advocated by Giddens, makes students active participants in the learning process. They are trained to become globally conscious citizens, while remaining rooted in local values. Thus, the Third Way and the deep learning approach in social studies complement each other in shaping a generation that is not only academically intelligent but also possesses strong social character and is able to contribute to an inclusive and just democratic life (Jayatri,2023).

Deep learning is a learning approach that emphasizes in-depth understanding of concepts, rather than simply memorizing facts quickly. This method aims to ensure that students not only understand theory but also relate it to real-life situations, making the learning process more meaningful. This approach helps students think critically and reflectively, as well as develop analytical and problem-solving skills. According to Hattie (2012), deep learning strategies have a significant impact on improving student learning outcomes, with an effect size of 0.69. Furthermore, Darling-Hammond (2017) states that this approach encourages students to explore and apply important concepts in everyday life.

To optimize learning, deep learning is based on three main elements. Firstly, Meaningful Learning. Meaningful learning allows students to connect new information to prior knowledge. This helps them build deeper and more lasting understanding than rote memorization, which tends to be superficial. (Hafidzhoh et al., 2023). Second, Mindful Learning focuses on students' awareness and active engagement in learning. This approach encourages students to be open to new experiences, engage in critical reflection, and develop metacognitive awareness to manage their own learning strategies. (Diputera, 2024). Lastly, joyful learning. Enjoyable learning increases student motivation and creates a conducive environment. Teachers can use methods such as educational games, creative projects, and collaborative activities to increase student engagement and enjoyment of the learning process (Nur, 2019).

Methods in deep learning are also used to encourage students to be more active and independent in their learning, while also enhancing critical thinking and problem-solving skills. Building a good character is the main purpose. Character is the traits and attitudes that distinguish one person from another. Each person has a unique character, shaped by their way of thinking, feeling, habits, and daily actions.

Character is not just about how someone behaves, but also reflects their personality and the values they hold.

In English, the word "character" comes from the Greek word "*charassain,"* meaning to sharpen or deepen. This term suggests that a person's character is formed through life experiences, education, and the influence of their environment. Character encompasses various aspects such as morals, honesty, courage, empathy, and good and bad habits. According to the Great Dictionary of the Indonesian Language, character is the psychological and moral traits that distinguish one person from another. This means that each person has unique characteristics that make them unique.

Experts offer many views on character. Scerenko explains that character is a person's personal traits that reflect their ethics and mindset. Meanwhile, Winnie explains that character refers to traits that demonstrate good behavior, such as honesty and helpfulness. Closely related to a person's personality, which is assessed based on morals and daily actions. A person's character can develop through the influence of family, school, and society. If someone grows up in a positive environment, they will more easily develop positive character traits, such as discipline, caring for others, and responsibility. Conversely, if the environment is less supportive, a person can develop negative character traits. Character is also very important in life because it is related to social norms and applicable rules, such as religion, law, etiquette, culture, and customs. These values guide a person in behaving well and becoming a respected individual in society. (Pradana, 2016). It's understandable that character is an important part of a person's identity and determines how they act in everyday life. Having good character helps someone build positive social relationships, achieve success, and become a respected individual. (Mei & Jayatri, 2025).

Social studies is a subject that helps students understand social life, culture, economics, and history. Social studies lessons often involve stories about communities, countries, and international relations. With a deep learning approach, social studies can be taught more engagingly through discussions, simulations, and exploration of real-life cases. (Royani et al., 2024).

The application of deep learning in social studies could help students understand topics such as how individual humans interact in society, how economies and cultures develop in different countries, the impact of technology on social life, and how history influences life today. With technologies such as artificial intelligence and data analytics, students can learn social studies more interactively and gain firsthand experience with the social changes occurring around the world.

An expert named Arjun Appadurai (1996), in his seminal work Modernity at Large: Cultural Dimensions of Globalization explains that globalization consists of five main components: 1) ethnoscapes, the movement of people to different places; 2) technoscapes, technological developments that connect the world; 3) finanscapes, economic and financial changes that affect many countries; 4) mediascapes, the dissemination of information through the media; and 5) ideoscapes – changes in ideas and culture within society.

Ethnoscapes refer to the landscapes of people who constitute the shifting world in which we live, including tourists, immigrants, refugees, exiles, guest workers, and other groups who traverse borders physically and metaphorically. This movement of people across spaces is not merely a demographic phenomenon but a cultural and political process that redefines notions of identity, belonging, and nationhood. In his view, the contemporary world is characterized by the fluidity and deterritorialization of human populations. Migration and mobility are now central features of globalization, altering how communities imagine themselves and others. For instance, transnational migrants maintain multiple identities and attachments that transcend national boundaries, resulting in diasporic identities and hybrid cultural formations (Appadurai, 1996). Ethnoscapes thus challenge traditional ideas of fixed nations or homogeneous cultures, as they embody dynamic flows of people whose experiences shape and are shaped by global cultural processes.

Appadurai (2000) further explains that these flows create "imagined worlds", where communities and individuals envision their own place in the global order. The capacity to aspire, which he later elaborates (Appadurai, 2004), becomes crucial for understanding how migrants and displaced people use imagination as a tool to navigate uncertainty and construct hopeful futures. Ethnoscapes are therefore not only about physical movement but also about imaginative geographies — the ways

people dream, negotiate, and reconstruct identities within new social and cultural landscapes.

In the social studies context, Arjun Appadurai's concept of ethnoscape can be applied through an analysis of the phenomenon of Indonesian labor migration abroad. Students are encouraged to understand how human movement across borders affects cultural identity, family structure, and local community dynamics. This activity encourages critical and reflective thinking about the social impacts of migration, while fostering empathy, tolerance, and multicultural awareness as a foundation for living in an increasingly diverse and interconnected global society. Ethnoscapes concepts also provides frameworks for understanding multiculturalism, global citizenship, how plural identities forming along with intercultural encounters and new forms belonging in a globalized world (Rizvi & Lingard, 2010). Recognizing ethnoscapes helps students critically examine migration issues, global inequalities, and the socio-political dynamics of identity formation.

Arjun Appadurai (1996) introduces mediascapes as one of the five dimensions of the global cultural economy. Mediascapes refer to the distribution of the electronic capabilities to produce and disseminate information, as well as the images and narratives created and circulated by these media. This includes traditional mass media (such as television, film, and radio) and digital platforms (such as social media, streaming services, and online news networks), all of which shape the way individuals and societies perceive reality, construct meaning, and imagine their world.

Appadurai argues that mediascapes play a crucial role in the production of "imagined worlds", as they offer a repertoire of narratives, characters, and symbols that people draw upon to construct their own identities and aspirations. Through the proliferation of media images, individuals are exposed to multiple and competing representations of life, success, morality, and belonging. These images are not passively consumed; rather, they are actively interpreted and recontextualized within local cultures, leading to diverse and hybrid forms of meaning-making. For instance, the global circulation of Western media may influence youth cultures worldwide, but local audiences reinterpret these media products through their own cultural lenses.

In the social studies context, Arjun Appadurai's mediascape concept can be applied through an analysis of representations of social conflict in local and

international media. Students are invited to compare narratives presented by various sources and then discuss how the media shapes public perceptions of social issues. This activity fosters critical thinking skills regarding information and fosters social responsibility in responding wisely to news. Through this approach, students learn to become conscious, reflective, and ethical media consumers in the digital age.

The next dimension is technoscape, which refers to the global configuration and movement of technology from machinery, information systems, and infrastructure to the flow of technical knowledge and innovation across borders. These flows are fluid, irregular, and dynamic, influenced by political decisions, market forces, and cultural contexts.

Appadurai (1996) argues that the movement of technology across regions has profound implications for economic development, cultural transformation, and social organization. Technologies are not merely tools; they embody ideologies, practices, and values that interact with local conditions in complex ways. For instance, the diffusion of digital technologies reshapes communication patterns, labor markets, and education systems, enabling new forms of connectivity, creativity, and control. However, technoscapes also highlight global inequalities, as access to technology remains uneven across nations and communities.

In social studies, Arjun Appadurai's technoscape concept can be applied through an exploration of the impact of technology on social life. Students are invited to create digital maps depicting social changes in their environment due to the emergence of e-commerce, online education, and fintech services. This activity encourages students to understand the dynamics of societal transformation contextually, while simultaneously fostering creative character and the ability to adapt to change. Through this approach, students learn to become individuals who are responsive to technological advances and their impact on social life.

This study found that a deep learning approach can help students better understand Social Studies lessons. Deep learning isn't just about memorizing information, but also about how students think critically and connect the lessons to real life. Through deep learning, students learn in-depth and can see how various concepts in IPS are interconnected. (Appadurai, 1996). Furthermore, this study found that students' character is significantly influenced by the way they learn. If learning is

made engaging and meaningful, students more easily grasp the concepts they learn and develop attitudes such as honesty, cooperation, and creativity. These character traits are important because they help them become well-rounded individuals and better able to face life's challenges. (Rai, 2018).

This study also found that deep learning influences how students think and understand social studies. Students who use deep learning methods are better able to connect historical, economic, and social concepts to everyday life. For example, when learning about globalization, they not only understand its definition but also understand how it impacts their lives, such as the use of technology and cultural changes (Ampuja, 2012).

A study by Mubaroq (2025) shows that students who use a deep learning approach are more active in discussions and have a deeper understanding than those who simply memorize lessons. They ask more questions, try to solve problems, and develop better thinking skills. As previously stated, deep learning can help students understand social studies and Arjun Appadurai's social theory of globalization. The results of this study indicate that deep learning does indeed help students connect social studies lessons with globalization theory (J. Weston, F. Ratle, 2008). For example, when discussing Appadurai's ethnoscapes theory, students learn about how the movement of people between countries affects culture. They can see real-world examples from their environment, such as migrant workers or tourists coming to their city. Furthermore, the technoscapes theory, which discusses technological developments, helps students understand how the internet and artificial intelligence (AI) are changing the way they communicate and learn. With deep learning, they more easily relate this theory to everyday life, such as the use of smartphones or social media (Appadurai, 1996).

The results of this study support the theory that deep learning can improve conceptual understanding and develop students' character. In education, many experts, such as Hattie (2012) and Darling-Hammond (2017), have stated that the deep learning approach helps students think more critically and understand concepts better. The findings of this study also align with Appadurai's theory, which explains how globalization affects the social and cultural life of society (Larochelle, et al. 2009). Students who use deep learning methods more easily understand how Appadurai's theories on mediascapes and ideoscapes play a role in cultural change worldwide. For

example, they can see how trends from other countries enter Indonesia through social media and how ideas and information from various countries influence their mindsets. (Mou,et al. 2022).

Conclusion

The deep learning-based social studies learning approach is sharpened through Arjun Appadurai's globalization theory, which highlights five dimensions: ethnoscape, mediascape, technoscape, financescape, and ideoscape. By integrating these five aspects, students not only understand social phenomena conceptually but also reflectively and contextually. Deep learning enables students to develop critical, empathetic, and adaptive characters to global change. Appadurai emphasizes that globalization is not homogeneous, so social studies learning must equip students with the ability to read cultural diversity and social dynamics actively and consciously.

This research also shows that deep learning is a learning method that helps students better understand Social Studies. With this approach, students learn deeply, not just by memorizing but also by thinking critically and connecting the lessons to real life. Furthermore, this study found that students' character can develop through meaningful learning. Students who engage in deep learning are more active thinkers, exhibit a heightened sense of curiosity, and are better able to collaborate with their peers. This demonstrates that engaging and enjoyable learning can motivate students and lead to deeper understanding of the lesson. In social studies, Arjun Appadurai's theory of globalization is crucial for understanding how the world is changing. Through deep learning, students can see how technology, culture, and economics evolve and impact their daily lives. This helps them become more open to global changes and prepared for the future.

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