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Fostering Global Citizenship for Elementary School Students in Japan : Through the Practice of Life Environment Studies "Aim! Yu-Gi-Oh!"

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Abstrak

Penelitian ini bertujuan untuk mengambil praktik studi lingkungan hidup "Aim! Yugioh!" di Jepang sebagai contoh, periksa kualitas kewarganegaraan global yang dituju dan fitur-fiturnya. Apakah kewarganegaraan global dipupuk melalui pembelajaran adalah untuk memperjelas karakteristiknya secara konkret melalui analisis catatan praktik. Dua poin berikut diklarifikasi melalui penelitian ini. Poin pertama adalah bahwa praktik ini bertujuan untuk memperoleh keterampilan dasar kewarganegaraan global untuk anak-anak di kelas bawah sekolah dasar. Poin kedua adalah bahwa dalam praktik ini, anak-anak di kelas bawah sekolah dasar terlibat dalam "pembelajaran inkuiri" untuk mendorong kewarganegaraan global. Saya percaya bahwa poin-poin di atas berimplikasi pada pengembangan kewarganegaraan global dalam pendidikan anak usia dini di Indonesia. Prospek ke depan adalah menyebarkan nilai praktik di sekolah dasar Indonesia dan menjadikannya sebagai pelajaran konkrit.

Kata kunci: Kewarganegaraan global, Siswa Sekolah Dasar, Studi Lingkungan Hidup, Jepang

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1. The purpose of this research

In Japan, lessons aimed at fostering "global citizenship" are taught to children in the lower grades of elementary school (7-8 years old) through a subject called life environment studies. Introduced in 1989, life environment studies combine social studies and science in the lower grades of elementary school. Through direct experience and interaction with others, it aims to improve children's motivation, sense of accomplishment, and awareness, thereby enhancing the quality of the schools. I discussed how to foster "global citizenship" in the lower grades of Elementary School through the analysis of Japan's "Explanation of the Course of Study for Elementary Schools" (2017) and "Life Environment Studies Teacher's Guidebook" (2020) (Shirai,2022). It has the following two points. First, the curriculum of life environment studies in the lower grades of elementary school in Japan includes learning the basic contents of "human value," which is an important concept. Second, in the curriculum of elementary school life environment studies in Japan, "inquiry learning," which is a basic concept such as "culture" and "change" necessary for global society, is positioned.

Then, how should global citizenship be fostered in elementary school in the midst of globalization? According to the Program for International Student Assessment (PISA) conducted in 2018 by the OECD, "global competence" fostered through global learning refers to possessing the following qualities and abilities: 1) Ability to consider regional, global, and intercultural issues, 2) Ability to understand and recognize the perspectives and worldviews of others, 3) The ability to have open, appropriate, and effective engagement with people of different cultures, 4) The ability to act for the well-being and sustainable development of the community. These capabilities enable us to live in harmony with multicultural communities, succeed in the rapidly changing labor market, use our media responsibly and effectively, and support our sustainable development goals. He also explains that such a "global competence" is a multidimensional and lifelong learning goal. However, this PISA survey of global competence targets 15-year-olds and does not specifically discuss the issue of fostering consistent global citizenship for elementary school children.

The following is an example of the lesson practice (Shirai, 2003) of the life environment studies named "Aim! Yu-Gi-Oh!" that the author worked on in Japan, where the aim is to foster global citizenship. Through the analysis of practice records, I will clarify the specific characteristics of "global citizenship was nurtured" through what kind of learning. That is the global citizenship in early childhood education in Indonesia. We believe that it will provide suggestions for training.

2. The image of the child who wishes through the actual situation and practice of the child in the first grade

The first grade's children who entered elementary school are full of hopes to make friends with many children, saying "I want to get along with various children" and "I want to know everyone well". However, today's children are really busy. Nowadays, instead of playing with their friends, children mostly spend their time attending cram schools and studying. Furthermore, the way children spend their free time is changing. They mostly play video games and read manga in isolation. Another reason is that spaces such as plazas and vacant lots where children can gather have decreased, and the types of games that can be played are limited.

For first grade elementary school children who often act with self-centered ideas, playing with friends will be a great opportunity to learn how to interact with people. From this, I had a desire to let children learn how to interact with people while having fun playing in a group, and to this end, I thought that I would first determine the children's mindset.

(1) The actual situation of first grade children

Judging from their appearance, first grade's children seem to be very interested in playing. However, some of them did not know how to play with their friends, and were seen alone on a swing or drawing a picture in the classroom. Also, when learning, children sometimes get into fights with their friends because they do not follow the rules such as lining up in order. From these scenes, in a sense, it seems that children are not good at interacting with each other.

- When children can't express their thoughts well, they may get into a fight and violence.
- Although it can be seen that they come into contact with children from other classes from the same nursery center, there are still many first-year students who do not know each other.
- I can see selfish behavior of not following the rules, such as acting without regard to other children.

From the above perspective of children, I have come to wish for the following appearances of children.

(2) The desired image of the child

This desired image of the child is common to learning the basic content of the "human value" of global citizenship. In order to raise such children, I wanted to develop learning activities that involve interaction with others. These activities will also lead to "inquiry learning" of basic concepts such as "culture" and "change" necessary for the global society.

- Children who can find and pursue fun in their experiences and lives.
- Children who are confident in what they can do and actively try to convey their thoughts and emotions.
- Children who are willing to interact with others, deepen their thoughts, and recognize the goodness of the other person.
- Children who can keep their promises and follow the rules from the standpoint of others.

However, the children’s daily activities include playing video games, which do not involve real life interaction with others. Therefore, I wanted to let the children pay attention to the activity that they had not experienced, alongside their friends.

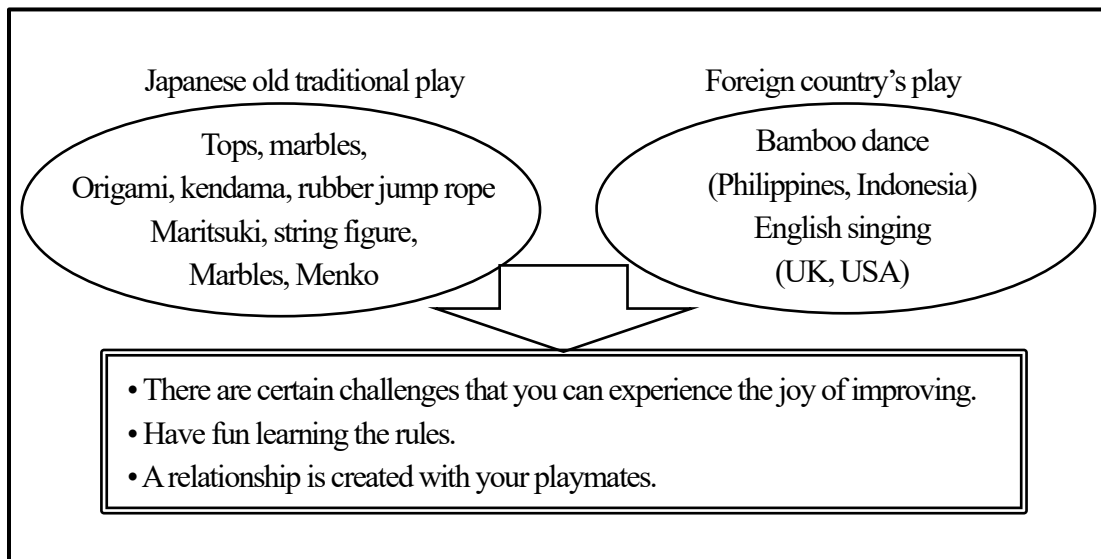
3. Practical method to approach the desired image of the child

(1) Selection of teaching materials that suits the purpose

A. Value as a teaching material for “play”

From the actual situation of the children, we can see that they are interested in various kinds of play. The fun of playing is that you can overcome difficulties one after another and take on challenges, gradually learning the knack and improving your skills. The excitement of being able to do what you couldn’t do will greatly benefit your children. Therefore, while making the best use of the children’s thoughts, we decided to select and carry out activities that can improve and provide a sense of accomplishment by repeatedly practicing “Japanese old tradition play” and “Foreign country’s play” (Figure 1.) .

Figure 1. “Japanese traditional games” and “Foreign country’s games” as teaching materials



B. The power you want to gain through playing

In addition, group play that is performed while moving the body has the advantage that even strangers can quickly get to know each other and work together. In addition, in games with certain rules, mutual feelings are exchanged, such as “I think you will enjoy it if you do this” and “I will be sad if you say this,” and how to interact with people. It has the appeal of learning and learning how to respond. Based on these characteristics of play, we decided to set the following powers based on the actual situation of children as the powers that we want to raise through play.

- You can also look at the play that you have never experienced and experience its goodness.
- You can express your thoughts while thinking about the other person.
- You can expand your circle of friends through play.
- While learning by interacting with various children, you can realize that it is important to follow the rules in order to have fun and play.

Considering the "relationship" that is emphasized in life environment studies not only in terms of children, children and teachers, but also in familiar issues, it leads to modern issues such as aging and internationalization. This experience will be valuable for children living in the 21st century, as old-fashioned traditional play will trigger intergenerational exchanges with the elderly and foreign play will trigger international exchange. In the process of playing, it is thought that guest teachers will appear and deep exchanges will be born. Through the play that creates such a relationship, I wanted to make the child enjoyable while devising rules for each other.

(2) Measures to make the best use of children's thoughts

A. Dismantle the lesson and let the group in the first grade's children work on the play

To get rid of the frame of the class and work on learning in various ways, the class is dismantled and children who have fun in the same play form a learning group to perform activities. This is because I thought that a total of 103 first-year students in 3 classes could interact with each other. In addition, in order to enhance support, we decided to have team-teaching with a teacher in charge of the first grade. When the activities are divided into groups, the teacher divides the roles and takes charge of the groups. When conducting activities in team-teaching, I thought that it would be good to be able to utilize the knowledge and skills of each teacher and to understand children in other classes.

B. Give a focus to play and stick to play

In this practice, the children will be given the aim of "Aim! Yu-Gi-Oh!". Then, by checking with the children each time, I thought that the children would express and interact with each other while enthusiastically working toward the goal.

C. Hold a presentation to teach each other how to play

At the scene where every one of us came to think, "I want to teach everyone in the first grade how to play" and "I want to try other games," a presentation that incorporates poster session-like techniques was held for the entire batch of first graders. This is because the teacher can work while devising an easy-to-understand presentation, and the listener can choose the activity he / she wants to perform, so that he / she can experience it enthusiastically. After the poster session, I wanted to set up a forum for discussions and make people aware of the ingenuity of the presentation. By the above method, we created a unit concept (**Figure 2.**) and worked on its practice.

**Figure 2. Unit concept "Aim! Yu-Gi-Oh!"
(Scheduled to be completed in 22 hours) November 22, 2002**

Step	Learning activities	◎ Evaluation ☆ Support
Grab	<p>Let's make a top with autumn acorns and play ! 2 hours</p> <p>• I want to play more various games • I want to play with everyone</p> <p>Let's ask the people in the house about the game and 2 hours</p> <p>I was taught to play old I was taught to play old</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; width: 45%;"> <ul style="list-style-type: none"> • Kendama • Rubber jump rope • Ayatori • Otedama • Marbles • Top spinning • Maritsuki • Ohajiki • Pachinko • Naganawa • Stilts • Kappon </div> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; width: 45%;"> <ul style="list-style-type: none"> • Bamboo dance (Philippines, Indonesia) • Samba (Brazil) • Changgo (Korea) • English song (UK, USA) </div> </div>	<p>☆ Motivate them to play by issuing a certificate card</p> <p>☆ Interview the people in the house so that they can pay attention to the play that they have never experienced.</p> <p>◎ Did you find out about various games?</p> <p>☆ Form a group of people who are interested in the same play and have them work on it throughout the grade.</p>
Deepen	<p>It's just a game that I've never played, but I want to</p> <p>Let's play old and foreign games by ourselves ! 4 hours</p> <p>I can't do it well, I want to be better</p> <p>• I'm familiar with grandfathers and grandmothers • I want to play with foreigners teaching me</p> <p>Let's have grandfather and grandmother, ALT Jessica and Indonesian Nasution teach ! 2 hours</p> <p>• I understand how to play • I was taught a</p>	<p>☆ Let them play while using the tools at school or bringing them from home.</p> <p>◎ Did you follow the rules to have fun playing?</p> <p>☆ If it is difficult to convey, the teacher will correct it into specific words.</p>
Spread	<p>I'm good at it, I want to tell everyone in the first grade ! 4 hours</p> <p>• I want to make an easy-to-understand • I want you to teach me various kinds of play</p> <p>Let's teach everyone in the whole school ! I want to play different 2 hours</p> <p>I'll teach you at a children's 2 hours I want to teach the children in the nursery 2 hours</p> <p>Let's have everyone play at the Shosei 2 hours We all became Yu-Gi-Oh!</p>	<p>◎ Were you able to listen to various people and teach them about play?</p> <p>☆ Have children in other grades and nursery schools plan play that will please them.</p> <p>◎ Were you able to teach in cooperation with your friends?</p> <p>◎ Did you come up with various ideas?</p>

4. 1st grade, life environment studies “Aim! Yu-Gi-Oh!” lesson practice

(1) Learning developed from autumn acorn sesame play

In October, acorns began to fall from the oak trees growing in the courtyard. When the children went to school, they took out their toolboxes and started competing to pick up acorns.

The children were ardently collecting acorns, and stated the following “Teacher, I picked up the acorns” and “I’ll save them as a treasure.” So, “What do you want to do with acorns?”

In this regard, the most popular opinion was “I want to play with acorns.” They also stated the following: “I’ve done it in a nursery school,” “It’s that easy,” and “I have a toothpick,” the children were absorbed in making acorn sesame seeds. A particular child was absorbed in the activity, giving a name to his acorn and drawing a face. This activity was developed by children. After making acorn sesame, it was decided to “let’s compete for acorn sesame”. The child who won the competition and became a professional in the sesame competition was very proud. Then, the children gradually began to look at other games, saying, “I want to play more.”

(2) Children who have begun to look at various games

From the acorn sesame seeds, I stated, “Let’s find out about old games,” to the children who turned their eyes to various other games. As a result, activities were created to ask family members such as fathers, mothers, grandpas, and grandmas to play and investigate, and I was able to interact with family members including the elderly.

“My game is Otedama and Ayatori.” “It is played like this.” “Is there anyone who would like to try it?”

“My game is Otedama and Ayatori.” “It is played like this.” “Is there anyone who would like to try it?”

Child A had his grandmother teach him about Otedama and Ayatori, and he went out and announced with full confidence. By having them actually teach how to play in this way, children became more interested in various kinds of games. While bringing in tools to play with, it has become possible to see friends playing with each other after school.

(3) Stick to play with a focus on play

While accepting the children’s desire to play various games, we hope that the entire first graders will interact with each other while playing, so we gathered all the first graders in the gymnasium and held an orientation with the teachers of each class.

The children chose the games they wanted to play the most and formed groups accordingly. At that time, the teachers told the children the goal of “Aim! Yu-Gi-Oh!” And gave them the goals of “sticking to play” and “being able to teach.”

After that, the children were divided into groups and they performed the activities in their own places, using the toys they brought with them and the tools in the school workspace. The teachers also shared roles and provided support and instructions while participating and sometimes seriously competed. The Kendama group was practicing like throwing a ball at first, and it seemed that the ball could not be placed on the plate. Then, when the teacher said, “You should put the ball up like this,” some children could put it on the plate two or three times in a row. Then, everyone focused on their activities with the desire to improve.

The rubber jump rope group was practicing “Curious Kagoya” in the courtyard, but they soon got tired of it because of the small number of people. The children had devised a play of jumping at different heights, but gradually they wanted to be taught a different idea.

(4) Interaction with play teachers

On the school opening day called “Come to School DAY,” we were divided into groups according to the grade and decided to carry out activities at each place. We expected children to interact with each other, children and their parents, and decided to provide a place for interaction with those who are familiar with the games.

There were many generations who did not even know about “old traditional games,” so we invited a senior citizens’ club in Kozakai-cho as a play teacher to teach us. Continuing from last year, the elderly were willing to accept the contact with the children.

Child A, who participated in the “Ayatori” group, was willing to ask the senior citizens’ club, who was seen as a guest, how to do it. In the thank-you letter I wrote after “Come to School DAY,” I was able to express the joy of being able to do a lot of string figures and write my honest gratitude. Since I was able to write such a thing directly, I was able to confirm that Child A was willing to interact with the elderly through the string figure.

For the “Eigo no Uta” group (**Photo1** .) , we invited Mr. Jessica, who came as an ALT (Assistant Language Teacher) and had an exchange with the children, and Mr. Nasution, an international student from Indonesia, to teach us about bamboo dance (**Photo2** .) .

Child B, a foreign national from Indonesia, was very pleased that Mr. Nasution from Indonesia came and was happily engaged in bamboo dance. Mr. Nasution told them, “People who can do it well should dance with a choreography,” and she was desperately working with her hands. After “Come to School DAY,” Child B, who was able to choreograph and perform bamboo dance, was proud to announce in front of everyone.



Photo1. Let’s Sing a Song with Ms. Jessica!



Photo2. Let’s do a bamboo dance with Mr. Nasution!

(5) Engage with all first graders

In my opinion, the children who were taught to play by guest teachers wanted to gradually introduce the activity to all the first graders toward the goal of “being able to teach” while learning the tips for each.

In order to make the best use of these children’s thoughts, all the first graders gathered at the gymnasium and held a poster session-style presentation. The children in charge of the first half of the group explained how to play using the pictures posted on them, and actually did it together in front of the listeners, and taught while devising various ways of explaining.

The following material is the activity guidance plan for the recital held on November 21, 2002. The activities were carried out by dividing the gymnasium space as shown in the **Figure3**.

In the second half, it was the turn for child A to be taught. However, child A did not know where to go at first, and he seemed unsure. After she was worried, she ended up crouching down without being determined.

When the teacher asked, “What’s wrong with A?”, The answer was “I’m thinking now.” I could not say anything to encourage him, but a child from another class, child C, came over and said, “There’s a corner over there, so let’s go and fight together. He’s gonna do it.” Although child A was confused, he followed child C and was taught how to use pinecones through gestures.

At the top of the corner, the children were competing for the number of pinecones, and the children lined up in order and enjoyed it. While child A also participated in the play with child C, he became absorbed in the game and was able to play together in the corner until the end.

After this activity, the children held a discussion, “Did you become Yu-Gi-Oh?” Child C was able to express that he was able to invite him properly, and child A was also able to announce his honest impression that he was kind enough to invite him. From this discussion, the motivation of child A to continue to experience various games with his friends was conveyed.

Figure 3. First grade Life environment studies Activity guidance plan November 21, 2002

First grade Life environment studies Activity guidance plan

November 21, 2002, 2nd
Place: gymnasium
Leaders: Shirai (T1), T2, T3

1 Subject: Aim! Yu-Gi-Oh!
2 Wishes to make at this time
Children love to play. After school, he jumps out into the courtyard and plays well. Besides playing with his classmates, he plays with children from other classes, but they are not deeply involved. After learning "Aim! Yu-Gi-Oh!", I started to see people playing in the past and abroad with the aim of becoming "Yu-Gi-Oh!" However, unfortunately, there are some children who quarrel without obeying the rules and give up immediately because it is difficult.
At this time, the learning is to extend the play learned from the guest teacher last week to the entire grade. I would like to respect the methods devised by the children and let them make their own presentations on how to teach the game in an easy-to-understand manner. In addition, in order to have fun playing, I want to learn the importance of observing the rules not only in daily life but also through this learning.

3 Guidance at this time
(1) Goal
In the poster session format, you can teach your friends in a way that is easy to understand, and you can work while playing with friends.
(2) Preparation: Blackboard for movement, whiteboard, tools used for play, sun visor, goza, stand
(3) Deployment

Learning flow	☆ Support ◎ Evaluation			
<p>○ Everyone sings the song of London Bridge to release the tension and motivate the activity.</p>				
<p>1. First words 5 min</p> <p>2. Introduction of the corner 10 min</p> <p>3. Play corner 20 min</p> <p>Promise:</p> <p>1. Let's finish when the song of London Bridge sounds</p> <p>2. Let's find out where the teaching method is devised</p> <p>3. Follow the rules and play with each other</p>	<p>◎ Motivated to announce the play (observation). ☆ Applause if the presenter can be introduced.</p> <p>☆ Prepare for each corner so that you can actually play with the real thing. ◎ Possible to make a loud announcement ◎ Enjoy your activities (activity)</p>			
<p>Takeum</p> <table style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Origami</td> <td style="width: 33%;">Ayatori</td> <td style="width: 33%;">Ohajiki</td> </tr> </table>	Origami	Ayatori	Ohajiki	<p>☆ Prepare for each corner so that you can actually play with the real thing. ☆ Compliment children who are active and give advice to children who are not easily involved. ☆ Encourage calls to corners where people do not gather.</p>
Origami	Ayatori	Ohajiki		
<p>4. Where the teaching method is devised, share what you want to be able to do more 10 min</p> <p>5. Closing words</p>				

◎ Have the motivation for the next activity with the aim of devising easy-to-understand teaching methods and rules (remarks)

(6) Announcement in front of all schools

At the children's rally, the children made presentations about the play they had been practicing in front of the entire school. Everyone at the school was able to enjoy while exercising in response to the call from Child D, "Let's all sing English songs from now on."

By engaging in activities throughout the first grade, the children seemed to be confident in expressing their desires. Child A was also confident that he had been active and was able to make a presentation while showing a dignified string figure.

(7) Shosei Festival, Announcement at New Child One-day Experience Admission

When making a plan for the Shosei Festival (Elementary school learning presentation), some children naturally stated that they would like to announce their play. In the third semester, the children who experienced winter play and New Year's play planned to announce play that incorporates Karuta, Kappon, Fukuwarai, etc., and carried out preparatory activities while devising. And on that day, child A, who was pleased that many customers came, left a retrospective sentence saying that he wanted to do it again.

In addition, even for new children's one-day experience enrollment, children who planned to teach new first-year children how to play will be able to play with toys and games that they have thought of in each class for the children in the nursery school. I was able to interact with them very kindly. From the children who stood in front of the younger children, I could feel their confidence growing over the fact that they would be promoted to the second grade.

5. Summary of practice

(1) Results of practice

A. Children were able to see their efforts had paid off toward achieving their goals

Because "Yu-Gi-Oh" was a popular anime among the children, it seems that the name "Aim! Yu-Gi-Oh" was easy for children to identify with. With the goal of teaching other children, the children began to deepen various exchanges and strove to be good at it. At some points during the activity, I heard a tweet that "I wanted to be Yu-Gi-Oh!", and I think I was able to do it very enthusiastically.

B. Children can now convey my thoughts with confidence

When teaching the play to all the first graders, there was a scene where they gently talked to the child in need and worked together. At the time of the presentation at the children's meeting, the children were able to make a grand presentation in front of all the school children, looking back on what they had done. Finally, when I wrote to the guest teachers, they expressed with joy that they were able to do it. From these instances, it is clear that the children are confident in what they have done and are able to express their thoughts honestly.

C. It has become possible to see many children playing with each other in familiar places

After this practice, more and more children were seen playing with their friends. When it comes to after school, the children rushed out saying, "Teacher, I'm going to the workspace," and in the courtyard, "I want to be able to ride stilts." It seems that it was also a good point that the involvement

was born beyond the framework of the class because it worked on the whole grade.

D. Exchanges with new friends, parents, locals, and foreigners was born

In this practice, the children were able to expand their thoughts not only by the words of the teacher but also by the relationships between the children. When the children researched play, they also interacted with their parents. When the children wanted to improve, they could be taught by the elderly, international students, and ALT teachers. In addition, new exchanges between children are being born, such as going home and practicing rubber jump rope.

(2) Practical issues

From now on, I think that the way we interact with people will change even in the immediate surroundings of children. Due to the simultaneous aging and declining birthrate and changes in the family structure such as the nuclear family, children are less likely to learn the wisdom of old people from their grandparents. In addition, with rapid internationalization and the increase in the number of workers from abroad, the opportunities for children to come into close contact with foreigners are increasing. Our school also has children of foreign nationalities, and even in the first grade, there are several children from foreign countries such as Indonesia, South Korea, the Philippines, and Brazil. In the future, interactions with people in light of these issues of aging and internationalization will be further questioned. I would like to continue to ask questions about this kind of relationship while staying close to the children.

We hope that this practice will be one of the triggers for the culture of play to take root in schools and communities, and for local people and children to be involved.

6. Summary of research

This research aims to take the practice of the life environment studies “Aim! Yu-Gi-Oh!” in Japan as an example, and examine the kind of global citizenship qualities and its features. Whether global citizenship was fostered through learning is to clarify its characteristics concretely through analysis of practice records. The following two points were clarified through this research.

The first point is that this practice aims to acquire basic skills of global citizenship for children in the lower grades of elementary school. Specifically, through learning “Japanese old-fashioned games” and “foreign games” as teaching materials, the aim is to make efforts toward the goal and to be able to convey one’s thoughts with confidence. These skills may be regarded as the qualities and abilities necessary for the global society.

The second point is that in this practice, children in the lower grades of elementary school were engaged in “inquiry learning” in order to foster global citizenship. Specifically, through “inquiry learning” such as “problem-solving learning” and “experience-based activities” that make use of the relationships with people and the thoughts of children, children can be seen playing in close proximity to each other. There were some achievements such as new friends, homes, local people, and exchanges with foreigners. I believe that these figures will lead to the attitude of engaging with diverse people required in the global society.

I believe that the above points have implications for the development of global citizenship in early

childhood education in Indonesia. Nasution (2016) argues that social studies learning in the new 2013 curriculum in Indonesia lies in fostering a noble character and scientific thinking. This will lead to the "global citizenship" aimed at in this practice. The future prospect is to spread the value of practice in Indonesian elementary schools and work on it as a concrete lesson.

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