

Social Sciences Driving Educational Policy and Curriculum Development

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Abstract: Social sciences play a strategic role in the development of educational policies and curricula aimed at creating an inclusive, relevant, and adaptive education system that responds to social changes. The background of this research is rooted in the need to understand how disciplines such as sociology, anthropology, and psychology can provide both theoretical and practical foundations for designing evidence-based educational policies. This study aims to analyze the contribution of social sciences in shaping educational policy and curriculum development, as well as identifying the challenges and opportunities present. The method used is library research with a descriptive-analytical approach. Data is gathered from primary and secondary literature, including academic books, journal articles, and policy documents from both national and international sources. The analysis is conducted through the synthesis of findings to produce a holistic overview of the relationship between social sciences, educational policy, and curriculum development. The results of the study show that social sciences contribute significantly to understanding social inequalities, building culturally relevant curricula, and designing educational policies that are responsive to societal needs. However, implementation is often hindered by the gap between theory and practice, resource limitations, and the influence of political agendas. This research concludes that integrating social sciences into education can enhance the quality of policies and curricula. Collaboration between academics, policymakers, and practitioners is necessary to optimize the contribution of social sciences to a more inclusive and sustainable education system.

Keywords: Educational Policy, Curriculum Development, Inclusive Education, Evidence-Based Policy, Cultural Relevance.

INTRODUCTION

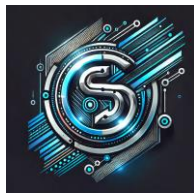
Education is a central pillar in the development of society and civilization. As a social instrument, education is not only aimed at transferring knowledge but also at shaping character, norms, and values within a society (Biesta, 2017; Hargreaves & Shirley, 2015). In this context, social sciences play a crucial role as a guide in the development of educational policies and curricula (Freire, 2018; Dewey, 2015). Social sciences encompass various disciplines, such as sociology, anthropology, psychology, and economics, which collectively provide both theoretical



and empirical foundations to understand the social dynamics influencing educational processes (Cochran-Smith & Lytle, 2017; Schneider & Buckley, 2015). Amid the challenges of globalization, technology, and demographic changes, education systems worldwide continue to face demands to adapt (Sahlberg, 2016; Robinson, 2015). Educational policy and curriculum development require an approach that is responsive to the needs of society at both local and global levels (Kozol, 2016). This is where social sciences play a strategic role, serving as an analytical tool that helps policymakers and educators make evidence-based decisions (Morrow & Brown, 2019). This study aims to explain how social sciences influence educational policy and curriculum development, as well as their impact on educational outcomes and society as a whole (Evans, 2017; Hargreaves, 2009).

Educational policy serves as a guideline designed to regulate and direct the administration of education. These policies encompass aspects such as equitable access, educational quality, resource distribution, and the relevance of curricula to societal needs. Social sciences provide a framework for understanding issues such as social inequalities, the role of education in social mobility, and the impact of culture on the learning process (Cochran-Smith & Lytle, 2017). Sociology, for example, offers insights into how education can be used to reduce social gaps through equitable access and opportunities (Bourdieu, 2011). Sociological studies often reveal that education systems tend to reproduce social stratification, thus challenging policymakers to design more inclusive programs (Giroux, 2011). Anthropology, on the other hand, provides a perspective on the importance of understanding cultural contexts when designing educational policies, ensuring that learning materials are relevant and acceptable to students from diverse backgrounds (Holliday, 2016). Educational psychology also makes significant contributions to educational policy, particularly in understanding the developmental needs of students (Schunk, 2012). Psychological research helps policymakers design education systems that support mental health, learning motivation, and student engagement in the learning process (Bandura, 2012). By understanding the psychological factors that influence student behavior and achievement, educational policies can be designed to optimize individual potential (Deci & Ryan, 2012).

Curriculum development is a systematic process of designing, implementing, and evaluating educational programs. Social sciences play a central role in ensuring that curricula are not only academically relevant but also socially relevant (Sahlberg, 2016). A good curriculum should reflect



societal needs, promote desired values, and prepare students for future challenges (Robinson, 2015). Educational economics, for example, provides guidance on resource allocation in curriculum development (Hanushek & Woessmann, 2008). Economic research helps determine whether investments in education yield significant returns, both in terms of workforce skill enhancement and social inequality reduction (Bruns, 2011). In the context of globalization, educational economics also emphasizes the importance of curricula that incorporate digital literacy, communication skills, and cross-cultural understanding (Schleicher, 2015). Additionally, social sciences help evaluate the effectiveness of implemented curricula (Tyler, 2013). By using systematic research methods, social sciences can identify the strengths and weaknesses of curricula and provide recommendations for improvement. Such evaluations are crucial to ensure that curricula remain relevant and responsive to the changing needs of society (Popham, 2014).

Despite the significant contributions of social sciences to educational policy and curriculum development, challenges remain. One of the primary challenges is the gap between theory and practice. Findings from social sciences often take time to be translated into actionable policies (Fullan, 2011). Furthermore, differences in perspectives between academics, policymakers, and education practitioners often hinder effective collaboration (Hargreaves & Shirley, 2015). Another challenge is resource limitations (Minarti et al., 2024). Many countries, especially developing ones, face constraints in allocating adequate resources for social science research supporting education (Schleicher, 2015). As a result, educational policies and curricula are often based on assumptions rather than empirical evidence (Evans, 2017).

The influence of social sciences on education can be viewed from various angles. First, social sciences help create a more inclusive and equitable education system (Bourdieu, 2011). By understanding the needs of marginalized groups, social sciences enable the formulation of policies that are more sensitive to issues of equality (Giroux, 2011). Second, social sciences support the development of curricula that are relevant to the challenges of the 21st century (Freire, 2018). By incorporating concepts such as global literacy, sustainability, and active citizenship, curricula can prepare students to become responsible global citizens (Sahlberg, 2016). Third, social sciences also help address educational challenges such as dropouts, low learning motivation, and inequalities in learning outcomes through evidence-based approaches (Deci & Ryan, 2012). Social sciences play an irreplaceable role in driving educational policy and curriculum development. By



providing both theoretical and empirical frameworks, social sciences help policymakers and educators make more informed and effective decisions (Popham, 2014). However, to maximize this contribution, collaborative efforts between academics, policymakers, and education practitioners are required (Fullan, 2011). Therefore, education systems can become more inclusive, relevant, and responsive to the ever-changing needs of society (Schneider & Buckley, 2015). Based on the explanation above, this study aims to understand how social science disciplines such as sociology, anthropology, and psychology can provide both theoretical and practical foundations for designing evidence-based educational policies. This study seeks to analyze the contribution of social sciences in shaping educational policy and curriculum development, as well as to identify the existing challenges and opportunities.

METHOD

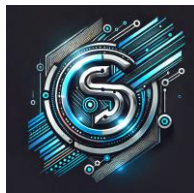
Research Type

This research uses a library research method, aimed at analyzing the contribution of social sciences in influencing educational policy and curriculum development. This method is chosen as it allows the researcher to explore and analyze various literatures, theories, and secondary data relevant to the research topic (Creswell, 2014; Tight, 2019). Furthermore, this approach provides the researcher the opportunity to build a synthesis from various scientific perspectives that have been previously developed (Stake, 2010).

Data Sources

The data sources for this research consist of primary and secondary literature. Primary literature includes academic books discussing social science theories, educational policy, and curriculum development (Tight, 2019). Additionally, articles from national and international academic journals reviewing empirical studies related to the role of social sciences in education are also referenced (Bowen, 2009). Policy documents such as educational regulations, curriculum development guidelines, and official reports from international organizations like UNESCO and OECD are also utilized (UNESCO, 2015; OECD, 2019). Meanwhile, secondary sources include research reports, theses, and dissertations relevant to the research theme.

Data Collection Techniques



Data collection is carried out through several steps. First, literature identification is done using keywords such as "social sciences in education policy," "curriculum development and sociology," and "education policy analysis." Literature searches are conducted in databases such as JSTOR, ProQuest, and Google Scholar (Creswell, 2014). Second, source selection is carried out by assessing the relevance, credibility, and quality of the literature based on abstracts, keywords, and author names. Third, the selected literature is categorized by specific themes, such as the role of sociology, anthropology, and economics in education policy (Tight, 2019; Bowen, 2009). The final step involves collecting national and international education policy documents from official government websites and related institutions (UNESCO, 2015; OECD, 2019).

Data Analysis Techniques

Data analysis is conducted using a descriptive-analytical approach. The first step is description, in which the researcher describes the content of the literature, including key theories, research methods, and findings from each source (Stake, 2010). Next, information from various literatures is classified by categories, such as the role of social sciences in understanding social inequalities or the development of culturally-based curricula. Following this, the researcher conducts a critical analysis by comparing and evaluating the findings to identify research gaps or limitations in the approaches used (Bowen, 2009). Finally, synthesis is performed by integrating the analysis results to build a cohesive argument about the contribution of social sciences to educational policy and curriculum development (Tight, 2019; Stake, 2010).

Validity and Reliability

To ensure the validity and reliability of the research, two main strategies are employed. First, source triangulation is conducted by gathering data from various credible sources to minimize bias and ensure the accuracy of the information (Creswell, 2014; Tight, 2019). Second, peer review is applied by comparing the research findings with other relevant studies to ensure consistency and alignment of the analysis. This strategy helps to ensure that the research outcomes have a solid foundation and are trustworthy (Stake, 2010).

RESULT AND DISCUSSION

The Role of Social Sciences in Shaping Educational Policy

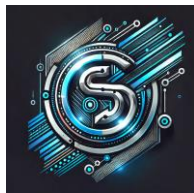


Social sciences play a crucial role as an essential foundation in the development of evidence-based educational policy (Mertens & Wilson, 2019). Through various disciplines such as sociology, anthropology, and educational psychology, social sciences provide profound insights into the social, cultural, and psychological factors influencing the education system (Ball, 2017). Sociology, for example, offers analytical tools for understanding how social structures affect access to and the quality of education (Lingard, Sellar, & Savage, 2017). Pierre Bourdieu's studies on habitus and capital explain that education often reinforces social stratification by reproducing existing inequalities in society. These findings challenge policymakers to design programs that are not only inclusive but also aim to reduce such inequalities (Bouchard & Vultur, 2018).

Educational psychology contributes by offering an in-depth understanding of students' psychological needs. Effective educational policy must consider students' well-being, including reducing academic pressure, promoting mental health, and creating supportive learning environments (UNESCO, 2021). For example, psychology-based approaches have helped develop policies related to fairer and more flexible assessment systems, as well as intervention programs for students experiencing learning difficulties (OECD, 2018).

Anthropology provides a unique perspective by emphasizing the importance of understanding the local cultural context when designing educational policy. Anthropological knowledge helps policymakers integrate cultural values into the education system, ensuring that the policies developed are relevant to the needs of the local community (Gorski & Pothini, 2018). For instance, in indigenous communities, the curriculum is often modified to reflect local traditions, languages, and norms, which not only enhances the relevance of education but also strengthens students' cultural identity (UNESCO, 2021).

Social science-based educational policies also have the potential to address complex educational inequalities. In many countries, sociological analyses have served as the basis for designing affirmative programs, such as affirmative action, aimed at increasing educational access for marginalized groups (Bouchard & Vultur, 2018). These programs, implemented at various educational levels, provide opportunities for minority groups or students from economically disadvantaged backgrounds to participate in quality education. Such programs demonstrate how social sciences can offer concrete solutions to global inequality issues (OECD, 2018).



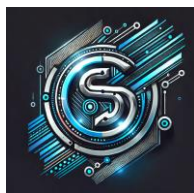
Furthermore, social sciences help build a policy framework that responds to social changes. In rapidly evolving societies, due to globalization and digitization, educational needs also change significantly (Lingard, Sellar, & Savage, 2017). Here, social sciences serve as tools for analyzing the impact of these changes and providing appropriate policy recommendations (Ball, 2017). For instance, sociological studies on the impact of digital media on students' social interactions have prompted the development of technology-based educational policies, including the integration of digital literacy into curricula (UNESCO, 2021).

Despite the significant role of social sciences, challenges remain in the implementation of social science-based policies. One major challenge is the gap between academic findings and policy implementation in the field (Mertens & Wilson, 2019). Bureaucratic complexity and resource limitations often hinder the application of policies that could otherwise have a significant impact. Therefore, closer collaboration between academics, policymakers, and education practitioners is required to bridge this gap (Ball, 2017). Social sciences are a key element in shaping educational policies that are inclusive, relevant, and adaptive to the needs of society. By utilizing insights from social science disciplines, policymakers can create education systems that not only support individual development but also contribute to broader social transformation (UNESCO, 2021).

The Contribution of Social Sciences in Curriculum Development

Social sciences play a crucial role in the development of a holistic curriculum, one that not only emphasizes academic achievement but also fosters the social, cultural, and emotional development of students (Bruner, 2012; Miller & Drake, 2013). One of the primary contributions comes from Erik Erikson's psychosocial development theory, which stresses the importance of understanding students' developmental stages when designing curricula (Banks, 2017). This theory inspires an educational approach that aligns with the emotional and psychological needs of students at various age stages (Sutrisno et al., 2024). For example, the curriculum for elementary school students is designed to support confidence and initiative, while for teenagers, the focus shifts to developing identity and personal autonomy.

Moreover, the sociology of education, through the ideas of Émile Durkheim, provides an important perspective on how the curriculum can be used as a tool for fostering social cohesion (Banks, 2017; Darling-Hammond et al., 2019). Durkheim viewed education as a means of instilling

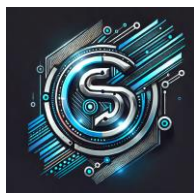


collective values and social norms, enabling individuals to function as part of a larger society (Sholeh et al., 2024). This approach is reflected in the development of curricula that include citizenship education, ethics, and social studies, all designed to reinforce social solidarity and promote tolerance in a diverse society.

Educational anthropology also makes a significant contribution to developing culturally relevant curricula. Anthropological studies emphasize the importance of incorporating local cultural elements into the curriculum to enhance the relevance of learning for students (Miller & Drake, 2013; Yosso, 2012). For instance, in areas with high cultural diversity, curricula are often designed to reflect local traditions, regional languages, and community values. This not only strengthens students' cultural identity but also helps prevent cultural alienation, which is common in homogenous educational systems. For example, in rural or indigenous communities, curricula that integrate traditional skills such as craftsmanship or agriculture help students understand and appreciate their cultural heritage (Romlah et al., 2024).

The contribution of educational economics to curriculum development is equally important. Educational economics allows for a deep cost-benefit analysis of various curriculum approaches, helping policymakers understand the long-term impact of investments in education (Heckman & Kautz, 2013; Reimers & Chung, 2016). One of the primary focuses of educational economics is the development of curricula based on 21st-century skills, such as digital literacy, communication skills, and critical thinking abilities (Trilling & Fadel, 2012). Research shows that skill-oriented curricula not only enhance students' job readiness but also provide significant returns on investment for both individuals and society. For example, information technology training programs have been shown to enhance workforce competitiveness and support national economic growth.

Furthermore, social sciences encourage an interdisciplinary approach to curriculum development (Sabarudin et al., 2024). This approach ensures that students receive a richer learning experience by connecting various disciplines such as science, art, and social studies (Reimers & Chung, 2016; Darling-Hammond et al., 2019). Project-based learning is one example of this approach, where students are encouraged to solve real-world problems by integrating knowledge from different fields. This approach not only enhances students' understanding but also prepares them for complex challenges in the future (Sholeh et al., 2023).

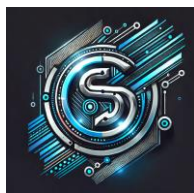


Challenges remain in developing a curriculum based on social sciences, particularly in terms of implementation. Difficulties often arise in ensuring that the designed curriculum is truly relevant to the needs of students and society (Efendi et al., 2023). Additionally, resource limitations, including teacher training and supporting infrastructure, can hinder the successful implementation of the curriculum. Therefore, collaboration between academics, policymakers, and education practitioners is needed to ensure that social science contributions are effectively applied in curriculum development. By leveraging the insights offered by the social sciences, curriculum development can become more adaptive and relevant to global needs while respecting local diversity. Ultimately, this will create an educational system that not only produces academically accomplished individuals but also contributes socially, culturally, and economically to their communities.

The Influence of Social Sciences on Improving Education Quality

Social sciences play a strategic role in enhancing the quality of education through evidence-based approaches (Alexander, 2012; Archer & Francis, 2017). Through comprehensive studies, social sciences help identify key challenges within the education system, such as inequities in access, low student engagement, and high dropout rates (Heckman & Kautz, 2013). Social research not only uncovers empirical data but also provides policy and practice recommendations that can significantly improve the quality of learning (Biesta, 2015). One of the tangible contributions of social sciences is in addressing gender inequality in education. Sociological research shows that gender inequality, particularly in developing countries, is often driven by cultural norms and economic barriers that limit women's access to education (Levinson & Pollock, 2015). These findings have led to various policies aimed at improving female participation in education, such as scholarships specifically for female students, the construction of gender-friendly school facilities, and awareness campaigns on the importance of education for girls (OECD, 2019). These efforts not only increase female participation but also strengthen the positive impact of education on their communities and families (Darling-Hammond, 2014).

In terms of curriculum, social sciences play an important role in creating interdisciplinary approaches that are locally relevant while remaining competitive globally (Green & Janmaat, 2016). This approach allows the development of curricula that reflect the needs of the local community while considering the demands of the modern world (Gorski & Pothini, 2018). For



example, in rural communities, learning programs are often designed to integrate local skills such as agriculture with global skills such as digital literacy. This approach not only makes the curriculum more relevant to students but also increases their engagement in the learning process because the curriculum reflects their daily lives.

Educational psychology, as a branch of social sciences, also makes a significant contribution to improving the quality of education (Biesta, 2015). By studying how students learn and what motivates them, educational psychology provides insights into how to create conducive learning environments (Darling-Hammond, 2014). For example, the implementation of differentiated teaching strategies, where teachers design learning methods tailored to students' different needs and learning styles (Levinson & Pollock, 2015), not only improves students' understanding but also reduces achievement gaps in the classroom. Furthermore, psychology research has also led to the development of policies supporting student mental health, such as counseling programs in schools and teacher training on managing student stress (Gorski & Pothini, 2018).

Educational anthropology complements the contributions of social sciences by helping to understand the cultural context that influences the education process. In many cases, educational systems that disregard local cultural values tend to fail in gaining community support (Green & Janmaat, 2016). Anthropological research has encouraged the development of culturally-based approaches to education that not only respect cultural diversity but also help students build a strong sense of identity (Levinson & Pollock, 2015). For example, integrating local languages and traditions into teaching has been shown to increase students' sense of involvement, which ultimately positively impacts their learning outcomes (Heckman & Kautz, 2013).

Furthermore, social sciences help identify the relationship between education and external factors such as economics and technology. By analyzing global trends, social sciences provide insights into how education can be designed to prepare students for future challenges (OECD, 2019). For example, research on the influence of technology on the workforce has encouraged schools to integrate digital skills into the curriculum (Biesta, 2015). This step not only enhances students' readiness to enter the workforce but also ensures that education remains relevant to the needs of the times (Darling-Hammond, 2014).

The application of social science findings to improve education quality is not without challenges. Barriers such as lack of funding, resistance to change, and limited teacher capacity



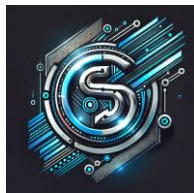
often hinder effective implementation (Alexander, 2012). Therefore, collaboration between researchers, policymakers, and education practitioners becomes crucial to ensure that social science-based solutions can be optimally implemented (Gorski & Pothini, 2018). Social sciences provide a strong framework for understanding and addressing various challenges in education. By leveraging insights from sociology, psychology, anthropology, and educational economics, education systems can be designed to be more inclusive, relevant, and effective, thus not only improving student learning outcomes but also contributing to broader social development (Levinson & Pollock, 2015; Biesta, 2015).

Challenges in Implementing Social Science in Education Policies and Curriculum

Despite the significant contributions of social sciences to education policy and curriculum development, the implementation of these findings often faces complex challenges. One major challenge in applying social sciences is the gap between academic research outcomes and field practices. Research conducted by experts in fields such as sociology, educational psychology, or anthropology often provides valuable insights on how to improve education quality (Efendi et al., 2023). However, these findings are often difficult to translate into policies that can be effectively implemented. This is primarily due to the complexity of the bureaucracy within the education system and the limited resources available, as explained by Al-Shabatat (2014) in his research on the challenges of curriculum change integration.

The lengthy bureaucracy in the decision-making process in education is one of the main obstacles to turning scientific findings into actionable policies. This process involves various parties with differing interests, including ministries of education, educational institutions, local governments, and schools on the ground. Each of these parties has priorities and goals that sometimes do not align with the scientific findings. Therefore, despite strong evidence supporting the application of social science-based policies, their implementation is often hindered by bureaucratic procedures that take a long time to realize changes. In addition, limited funding and human resources that are competent in implementing policies also serve as major barriers, as discussed in Early et al. (2014), which highlights how the misalignment between policy and practice can affect the achievement of educational goals.

In addition to bureaucracy and resources, differing views between policymakers, academics, and education practitioners also pose a serious barrier to the implementation process. Often, there

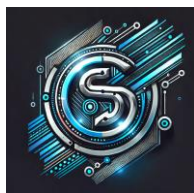


is tension between academics who focus on evidence-based research and policymakers who may be more influenced by political factors in decision-making. In some cases, policy decisions are not entirely based on existing scientific research findings but are rather influenced by political considerations that can undermine the quality of education itself. This can lead to policies that are less effective in addressing issues on the ground, such as unequal access to education, low teaching quality, and irrelevant curricula, as highlighted by Causarano (2015) in his study on teacher readiness to implement curriculum changes.

These differing viewpoints also create difficulties in collaboration between academics and education practitioners. Academics often feel that their theories and research findings are not understood or valued by education practitioners who directly interact with students in the field. On the other hand, education practitioners often perceive scientific research as too theoretical and not applicable to real conditions in schools. This difference makes communication and cooperation between these two groups less than optimal, which, in turn, hampers the application of social science-driven policies in the education system, as discussed by MacDonald et al. (2016) in their study on the importance of curriculum implementation fidelity.

Additionally, changes in the education system require a significant amount of time to show meaningful results (Hidayah et al., 2024). Education is a long-term process that requires patience and sustainability in its implementation. Many social science-based policies take time to be understood and accepted by all parties involved in education, including teachers, students, parents, and the broader community (Abror et al., 2024). The uncertainty of short-term results often causes policymakers to hesitate in applying scientific findings to policies and curricula, especially when research results do not immediately show clear impacts or when such policies require substantial funding for implementation. Bell (2015) reveals that the lack of understanding of practical guidelines in curricula often becomes a significant barrier in applying science-based policies.

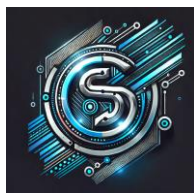
Another barrier to implementation is the lack of training and capacity development for teachers and educators (Syafi'i et al., 2024). Although social science findings can provide valuable guidance in policy and curriculum design, the success of these policies depends heavily on the skills and understanding of education practitioners. Without proper training, teachers may struggle to apply curricula or teaching methods based on social sciences, ultimately diminishing the effectiveness of the policy. This was highlighted by Bell (2015), who emphasized the importance



of proper teacher training to ensure the effective implementation of evidence-based curricula. although social sciences provide valuable contributions in shaping education policies and curricula, the challenges in their implementation must be addressed seriously. Better synergy between policymakers, academics, and education practitioners is necessary to ensure that scientific findings can be translated into relevant and effective policies to improve education quality. Additionally, it is crucial to create an environment that supports collaboration among various stakeholders, with greater attention to human resource capacity and reducing bureaucratic barriers in the education decision-making process.

Implications for Education Policy and Curriculum

The results of this study emphasize that the integration of social sciences into education policy and curriculum development plays a crucial role in creating a more responsive education system that meets the social needs and societal developments. The evidence-based approach advocated by social sciences, such as sociology, educational psychology, and anthropology, provides profound insights into societal conditions, social dynamics, and the needs of students in the learning process (Giddens, 2009; Eccles & Roeser, 2011). This enables the design of education policies that are more adaptive to social changes and challenges encountered in the field. For instance, by understanding the existing social structure, such as disparities in access to education, policies can be developed to reach marginalized groups, reduce educational gaps, and provide more equal opportunities for all social layers (Ferguson, 2008). Moreover, curriculum development based on the principles of social sciences ensures that learning programs not only focus on academic achievements but also consider students' social, cultural, and emotional aspects. A curriculum designed with consideration for the existing social context will be more relevant and capable of creating a holistic learning experience for students. For example, Erik Erikson's psychosocial development theory can be applied in curriculum design to consider the developmental stages of students (Erikson, 1968). Likewise, incorporating local cultural elements into the curriculum will help students understand and appreciate their own cultural values while building awareness of global cultural diversity (Prapai et al., 2024). This approach prepares students not only for academic competition but also for a more meaningful social life (Banks, 2008).



As a practical implication, this research provides several recommendations for education policymakers to more optimally utilize social sciences in policy formulation and curriculum development. One major recommendation is to enhance collaboration between academics, policymakers, and education practitioners. Closer collaboration will help narrow the gap between theory and practice and enable the implementation of evidence-based policies that are more relevant to the real conditions in the field (Hargreaves & Fullan, 2012). In this context, academics can provide strong theoretical insights, while education practitioners can offer direct perspectives on the challenges they face in schools. Policymakers, in turn, can integrate these two perspectives to formulate more applicable and effective policies. Another recommendation is to allocate adequate resources for social science research that supports education (Zhao et al., 2024). Research based on social science disciplines is crucial to gaining a deeper understanding of various educational issues, such as access, quality, and curriculum relevance. By allocating sufficient funding for such research, policymakers can obtain comprehensive data and analyses, which will ultimately result in more effective policies that address the educational issues present in society (Banks, 2008). This research can also provide information on trends and changes in society that need to be considered when formulating education policies.

Additionally, evidence-based evaluation is crucial to ensure the effectiveness of implemented policies and curricula. Systematic, evidence-based evaluations provide valuable information on whether the policies and curricula have achieved the desired goals. These evaluations will also help identify areas that require improvement and enable decision-making that is more responsive to the evolving needs of education. By integrating social sciences into the evaluation process, policymakers can better understand the social, cultural, and economic factors that influence the success or failure of a policy (Giddens, 2009).

Another important implication is the increased awareness of the importance of education that is not only focused on academic achievement but also on the social character development of students. Education must provide space for students to develop their social, emotional, and cultural skills, all of which play a critical role in shaping individuals who are not only academically intelligent but also capable of adapting and contributing to a diverse society. Therefore, policymakers need to consider ways to integrate social and cultural values into the curriculum and create an inclusive, safe educational environment that supports the holistic development of



students (Hargreaves & Fullan, 2012). Thus, the integration of social sciences into education policy and curriculum development not only benefits the creation of policies that are more relevant and responsive to educational challenges but also ensures that education contributes more significantly to social development and societal progress as a whole.

CONCLUSION

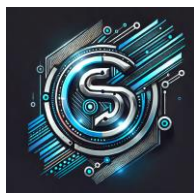
Social sciences play a vital role in driving inclusive, relevant, and community-oriented education policy and curriculum development. Through disciplines such as sociology, anthropology, psychology, and educational economics, social sciences provide deep insights into how education systems can be designed to address social, cultural, and economic challenges. In the context of education policy, social sciences help policymakers understand social dynamics, such as disparities in access to education, the influence of social structures on learning outcomes, and the importance of considering local cultural contexts. Findings from social science research also promote the development of evidence-based policies that are more responsive to the needs of students from diverse backgrounds.

In curriculum development, social sciences contribute through theories that help create academically and socially relevant learning programs. This approach ensures that the curriculum focuses not only on cognitive achievement but also on the development of students' social, cultural, and emotional skills. Integrating local cultural values, digital literacy, and 21st-century skills are examples of how social sciences successfully contribute to education. challenges remain, such as the gap between academic findings and field implementation, resource limitations, and the influence of political agendas on policy decisions. To address this, close collaboration between academics, policymakers, and education practitioners is needed, as well as the allocation of adequate resources to support research and evidence-based evaluation. By maximizing the potential of social sciences, education systems can become more inclusive, effective, and sustainable. Social sciences not only serve as analytical tools but also as drivers of transformation in creating education that can meet global challenges while respecting local needs.

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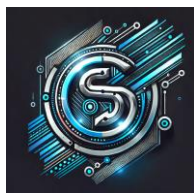
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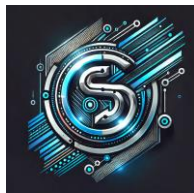
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