



# THE URGENCY OF HISTORIC DIGITAL LITERACY AS AN EFFORT TO BUILD STUDENTS HISTORICAL AWARENESS

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## ABSTRACT

Education and literacy are two components that cannot be separated. In today's educational world, however, students are reluctant to read books due to technological developments. Indeed, the existence of technology will make it easier to access various knowledge and information, including learning history. History learning plays an important role, namely not only as a process of conveying ideas but also as a process of maturation in students to understand the identity, identity and personality of the nation through understanding historical events. The lack of historical awareness influences the lack of knowledge about the history that exists in the area. Historical consciousness is ultimately not only a link to dark events in the past, but also to learn lessons from every incident in the past as a driving force for the spirit of struggle to strengthen the sense of love for the homeland and national identity. Therefore, this research focuses on integrating technology, namely the importance of digital literacy in an effort to build historical awareness in students. In this case, the author uses the literature study method by collecting a number of articles from research results that are in line with the theme of the research and other written sources. As a result of this research, historical learning using digital literacy can improve students' ability to better interpret historical events in students' lives, thereby building historical awareness. Digital literacy is one of the tools for shaping students' critical, analytical and creative thinking skills. Implementing digital literacy in schools is an important matter so that everyone can become aware of the progress of the country.

**Keywords: Digital Literacy; Historical Awareness**

## INTRODUCTION

This digital era learning media is very influential in the student learning process in this case learning history, media as a tool to channel information or messages of special teaching materials between teachers and students. In history learning, literacy in the digital era is very influential in the history learning process, especially in creating innovation or creativity in history learning so that learning is interesting, not boring, and learning feels alive. Students in responding to literacy activities are expected to foster innovation and creativity in learning so as to produce quality education. To prevent negatively charged content and false news or hoaxes, students in this digital era are expected to follow the development of digital technology.



Education is the pillar of the development of science and technology that has brought this nation into the modern era. Education aims to build a national order wrapped in academic values, sensitivity, and concern for the life of the nation and state. The Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System is the legal basis for implementing and reforming the national education system. The law contains the vision, mission, functions, and objectives of national education, as well as a national education development strategy, to realize quality education, relevant to the needs of the community, and competitive in global life. Soyomukti Nurani (2001) quoting from (Fatmawati, 2018) said in a narrow sense education, namely teaching held in schools as institutions for educating. Education is all the influences that the school strives for on children and adolescents who are handed over to the school so that they have perfect cognitive abilities and mental readiness to enter society, establish social relationships, and have their responsibilities as individuals and as social beings.

However, in reality the quality of education in Indonesia is still lacking when compared to the quality of education in developed countries. Indonesian people, especially students, still have a low interest in reading when compared to countries where reading interest is much higher. Several government programs to support increasing student interest in reading have been launched, including literacy programs in schools. The government through the Ministry of Education and Culture develops literacy movements in accordance with the Regulation of the Minister of Education and Culture Number 23 of 2015 concerning the Growth of Character. This Regulation of the Minister of Education and Culture was in place as a response to the birth of public encouragement for significant changes in the world of education, especially regarding the moral decadence that is spreading among students today.

The school literacy movement began to be implemented when the Minister of Education and Culture Regulation Number 23 of 2015 was issued concerning the Growth of Character. Understanding School Literacy is an effort that is carried out as a whole to make schools a learning organization whose students have the intention of reading for life. The development of the current era is very fast, marked by increasingly sophisticated technology and makes human life more practical. The spread of information today also has an impact on the social, cultural, economic and political order. In the current era, literacy has moved into the use of existing technology. (Hendriani, Nuryani, & Ibrahim, 2018), said that in the 21st century, literacy developed into a thinking skill in reading words and the world and looking for relationships between the two to solve life's problems.

The current developments have the impact of increasing openness and the spread of information and knowledge from all over the world across the boundaries of distance, place, space and time. The reality is that in human life in this digital era, it will always be related to technology. Technology has influenced and changed people in everyday life, so if you are currently "technological stuttering" it will be too late to master information, and you will also be left behind to get various advanced opportunities. Information has an important and real role, in the era of the information society or knowledge society (Munir, 2017). Advances in



information technology and the internet today have resulted in very abundant digital information resources. Everyone is free to enter information in cyberspace without restrictions. The term digital native implies that the younger generation currently lives in the digital era, where the internet is a part of everyday life.

The current state of students, especially high school students, is very dependent on technology in their education. This results in reduced use of quality resources available in school libraries and changes in student behavior in utilizing and managing information. According to (Kurnianingsih, Rosini, & Ismayati, 2017) this diversity of forms and types of information should encourage students to be more selective and able to maximize the use of the results of advances in information technology. This massive wave of the digital world is unstoppable, delivering anyone who can make good use of it but not infrequently it causes crime and even destroys someone in various ways.

The ignorance of many people in the digital world makes various abuses of digital media occur at the personal, social and national levels. Therefore, the use of digital literacy-based learning is very necessary and very important at this time. Especially in history learning, it is undeniable that the development of the world of information also affects the quality of history learning in schools. The introduction of historical concepts with the old method, namely a long narrative from the teacher, tells how a historical event is out of date, all information is widely available digitally. Even students who are more mature towards information technology can sometimes even use the old method of the teacher to make them bored so that the student's paradigm of history subjects is getting less and less desirable. This means that at this time it is very necessary to manage digital literacy-based history learning.

Historical education in today's global era is facing challenges and its contribution is required to further foster historical awareness of the students, of course utilizing existing technology, both in their position as members of the community and citizens, as well as strengthening the spirit of nationalism and a sense of love for the homeland without neglecting a sense of togetherness. in the life of the nations of the world. History education can increase historical awareness in order to build the personality and mental attitude of students, as well as raise awareness of the most basic dimension of human existence, namely continuity. Continuity is basically a continuous movement of transitions from the past to the present and the future.

In addition, historical education is also required to pay attention to the development of thinking skills in the learning process. Through history education, students are invited to examine the interrelationships of life, society and their nation, so that they grow into a young generation who have historical awareness, take lessons from various historical events in Indonesia whose aim is to encourage the formation of thinking patterns towards thinking rationally-critically- empirical, and no less important is history learning that develops an attitude of respecting human values. So, based on the explanation above, the author wants to research about “THE URGENCY OF HISTORIC DIGITAL LITERACY AS AN EFFORT TO BUILD STUDENTS HISTORICAL AWARENESS”.

## **METHOD**

This study uses a library research approach, this approach is carried out by examining theories, concepts and principles related to the discussion. Literature study is understood as a theoretical study based on books, journals and other relevant references (Nasution, 2003). Meanwhile, data collection was carried out using document study techniques, namely data obtained from the relevant literature. The data were analyzed by qualitative descriptive analysis, in which all the collected data will be analyzed systematically.

## **RESULT AND DISCUSSION**

### **Digital Literacy**

Literacy comes from English, namely literacy which is defined as the ability to read and write. While the word digitl comes from the word digitus, which in Greek means fingers. If a person's fingers were counted it would be ten (10). The value of ten consists of 2 radix, namely 1 and 0. Therefore, digital is a description of a number condition consisting of the numbers 0 and 1 or off and on (binary number system), can also be referred to as bits (Binary Digits).

The use of the term digital literacy was first introduced by Paul Gilster in his book of the same title Gilster (1997) citing (Riel, Christian, & Hinson, 2012). He stated that digital literacy is the ability to use technology and information from digital devices effectively and efficiently in various contexts such as academics, careers and everyday life (Riel, Christian, & Hinson, 2012)

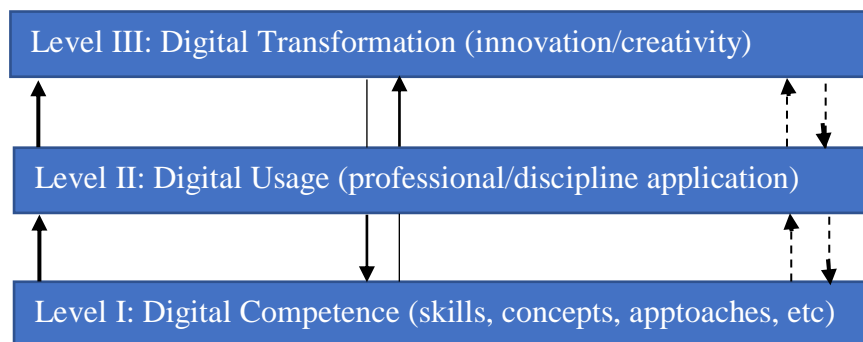
The understanding related to digital literacy was expanded by Bawden (2001) quoted from (Sormin, Siregar, & Priyono, 2019) he argues, digital literacy is rooted in computer literacy and information literacy. Computer literacy developed in the 1980s, when microcomputers were increasingly used, not only in the business environment, but also in society. However, information literacy only spread widely in the 1990s when information was more easily compiled, accessed, and disseminated through networked information technology. Thus, according to Bawden's opinion, digital literacy is more associated with technical skills in accessing, compiling, understanding, and disseminating information.

Digital literacy is intended as the ability to understand and use information from various digital sources. Digital literacy in general can be defined as the interests, attitudes and abilities of individuals who use digital technology and communication tools to, manage, integrate, analyze and evaluate information, build new knowledge, create and communicate with others in order to participate effectively in society (Hermiyanto, 2013).

In line with what Hermiyanto (2013) quoted from (Tim Gerakan Literasi Nasional, 2017) that digital literacy is the interests, attitudes, and abilities of individuals in using digital technology and communication tools to access, manage, integrate, analyze and evaluate information, build new knowledge, create and communicate with others in order to actively participate in society. The concept of digital literacy, in line with the terminology developed by UNESCO in 2011, refers to and cannot be separated from literacy activities, such as reading and writing, as well as mathematics related to education. Therefore, digital literacy is

a skill (life skills) that not only involves the ability to use the technology, information, and communication, but also the ability to socialize, ability in learning, and have the attitude, critical thinking, creative, and inspiring as digital competencies (Tim Gerakan Literasi Nasional, 2017).

Alwasilah (2012) in (Tim Gerakan Literasi Nasional, 2017) reveals that there are seven basic principles of literacy that are developing today, while the seven principles are as follows: 1) Literacy is life skills that enable humans to function optimally as members of society. ; 2) Literacy includes receptive and productive abilities in an effort to speak in writing and orally; 3) Literacy is the ability to solve problems; 4) Literacy is a reflection of mastery and appreciation of culture; 5) Literacy is a reflection activity (self); 6) Literacy is the result of collaboration; 7) Literacy is an activity of doing interpretation. Martin (2006, hlm. 255) explains digital literacy quoted from (Shavab, 2020), namely “*Digital Literacy is the awareness, attitude and ability of individuals to appropriately use digital tools and facilities to identify, access, manage, integrate, evaluate, analyse and synthesize digital resources, construct new knowledge, create media expressions, and communicate with others, in the context of specific life situations, in order to enable constructive social action; and to reflect upon this process*”. There are three stages of digital literacy for development proposed by Martin and Grudziecki (2006) quoted from (Shavab, 2020) which are presented in the following figure:



**Gambar 1. Tahapan Literasi Digital**

At level one digital literacy, digital competence, a person must master basic skills, concepts, approaches and actions when dealing with digital media. At level two, digital use, one can apply applications for productive/professional purposes for example using digital media for business, teaching, social campaigns etc. While at the top level, digital transformation, someone is able to use digital media to innovate and be creative for the wider community.

Based on the explanation above, it can be concluded that digital literacy is knowledge and skills to use digital media, communication tools, or networks in finding, evaluating, using, creating information, and using it in a healthy, wise, intelligent, careful, precise, and law-abiding manner. in order to foster communication and interaction in everyday life.



### **The Urgency of Digital Literacy in Learning**

Technological developments in the digital era are able to shift the use of manual and analog technology to switch to digital (Setiawan, 2017). The renewal of digital technology also continues to be improved, such as the renewal of the use of computers for learning, switching to using laptops which are increasingly lighter and simpler. Setiawan added, the latest digital era trend is paperless, where all activities that use paper in this era change to digital data storage in the form of electronic files and convert them to e-book form. The learning system is also getting easier with the advancement of technology. Students do not need to bring books in large and thick quantities, just by using search engines such as Google and online encyclopedias (Example: Wikipedia), any information is easy to obtain.

With technological advances, it is easier for the media to have practical value that aims to generate learning motivation, make abstract concepts concrete, for example in explaining historical stages through graphic films, overcoming classroom boundaries in displaying objects that are too large such as temples, and can In addition to overcoming the differences in the personal experiences of students from one another, the media can also display objects that are too small and rare to be observed directly. So in this case the educational media in learning in schools is very useful to achieve the goal so that the teaching and learning process can take place effectively and efficiently.

Literacy is also known as literacy or literacy. The meaning of literacy is increasingly being expanded so that known literacy is not only limited to the ability to read and write in the context of language and literature. There are many types of literacy that have been developed because they are adapted to the demands of the times and the fields of knowledge that are mastered. The types of literacy include digital literacy, computer literacy, information literacy, media literacy, statistical literacy and so on. So in other words, the notion of literacy can be adapted to the respective fields of science studied.

The success of literacy in education as it is today can be helped by the use of information and communication technology. Eskicumah (2015) in (Munir, 2017) states that the use of technology in education has affected the structure of the education system, thus technology can also be used in learning activities. Literacy culture is now a major concern of the government because it plays a role in creating quality resources so that they can be in harmony with the times and technology. With the birth of a literacy culture in Indonesia, of course, it will also contribute to the effort to realize a developing and advanced Indonesian nation.

The existence of technology provides its own benefits in an effort to make the Indonesian people aware that literacy culture needs to be improved, because literacy is an important competency that one must have in an effort to face the times. Digital literacy is present in order to answer the challenges of the development of the era 4.0, especially in the development of science and technology. Digital literacy is related to individual skills in using, searching for, and processing a variety of information obtained through gadgets.





### **Historical Digital Literacy in Building Historical Awareness**

Learner-oriented learning can be done by building learning system that allows learners to have the ability to learn more interesting, interactive, and varied. Learners must be able to have competencies that are useful for their future. Along with the development of technology and its supporting infrastructure, efforts to improve the quality of learning can be carried out through the use of the technology in a system known as Digital Learning (digital learning).

Digital learning is a system that can facilitate learners to learn more broadly, more, and varied. Through the facilities provided by the system, learners can learn anytime and anywhere without being limited by distance, space and time. The learning materials studied are more varied, not only in verbal form, but also in more varied forms such as text, visuals, audio, and motion. Historical education in today's global era is facing challenges and its contribution is required to further foster historical awareness, both in its position as members of the community and citizens, as well as to strengthen the spirit of nationalism and love for the homeland without neglecting the sense of togetherness in the life of nations in the world.

History education can increase historical awareness in order to build the personality and mental attitude of students, as well as raise awareness of the most basic dimension of human existence, namely continuity. This is reinforced by Kartodirjo (1993: 51) quoting from (Dwi Syahputra, Sariyatun, & Ardianto, 2020), that historical awareness itself can form historical insights and historical views that display the continuity of everything. Then explained again by Vubo (2003:598) quoting from (Dwi Syahputra, Sariyatun, & Ardianto, 2020) who argued that history is related to the development of a nation. It can be concluded that studying history is able to raise awareness of the nation and state. Studying history is not only learning about technical events, years, place names, and characters, but also to practice the values of an event. The main goal of learning history is to increase understanding and deep understanding of the past which can be known as historical awareness. Continuity is basically a continuous movement of transitions from the past to the present and the future.

Historical awareness is actually not just remembering dark events in the past such as destruction, war, defeat, dates, places in general, but historical awareness to learn lessons from every event in the past as a trigger for the spirit of struggle in order to strengthen the nation's identity. Then from this historical awareness, the identity of Indonesia as a great nation began to solidify. Making the Indonesian people a people who will not forget the great history of their own nation.

In addition, historical education is also required to pay attention to the development of thinking skills in the learning process. Through history education, students are invited to examine the interrelationships of life experienced by themselves, society and their nation, so that they grow into a young generation who has historical awareness, gets inspiration or wisdom from stories of heroes, as well as national tragedies, which in turn encourages the formation of patterns of thinking. towards thinking in a rational-critical-empirical manner and

what is no less important is history learning that develops an attitude of respecting human values.

Therefore, it is necessary to have a continuous "literacy" process both related to technological developments as well as historical knowledge and other scientific developments. Today's digital literacy is very much needed with the hope that the education and learning process will become more collaborative and elaborative. All of this with the aim of not only increasing students' knowledge, but supporting them to strengthen their personality, and develop their potential and competencies to enter the world of work (Schuster, Plamannis, & Grob, 2015). Information from the internet should be positioned as a "healthy internet" program, which is one model of an advocacy strategy on "online ethics" and digital literacy for the community. For this reason, healthy internet introduces how "parents" and "teachers" know about basic internet knowledge, internet use, internet dangers, and information literacy, security and privacy protection (Gede A, 2021).

Marshall Maposa & Johan Wassermann, distinguish between "literacy in history" and "historical literacy". Literacy in history refers to the ability to read and write when studying history, while historical literacy implies that what one gets from studying history should be adapted to the context of space and time described by Mapora & Wassermann (2009:62) quoted from (Gede A, 2021). Therefore, national education must be carried out contextually and functionally. Our education must be rooted in the aspirations and needs of the supporting community which are socio-cultural and in their natural environment. Therefore, Abduhzen (2018) explains, quoted from (Gede A, 2021) that education in the 4.0 century needs to instill the values of citizenship (good citizen), good worker, and human values (good human).

The existence of these facilities can be used by teachers to apply digital literacy to students. Based on the results of relevant research, there are several ways to carry out digital literacy in learning activities. One of them is explained by Alperi (2018), quoted from (Shavab, 2020) that "In learning with Edmodo digital class, students will be given study material in the form of e-books, presentations, quizzes, assignments, and examinations. Students can read all the sources given by the teacher". Furthermore, Alperi said that the interesting thing is that students are first given the competence to use computer media. The existence of this actually has a positive impact on students regarding the application of digital literacy (Shavab, 2020). The results of research from (Amin, Mansur, & Sulistiono, 2020) that literacy activities are carried out with the Discovery Learning strategy, namely providing a stimulus to find references that match the theme, identify problems, then the search is presented and discussed together, and closed with the conclusions of the teacher. Digital literacy activities from research (Amin, Mansur, & Sulistiono, 2020) reveal that digital literacy is also able to enrich digital insight and student motivation because it encourages students to seek information through various reference sources, but in finding reference sources, students must under the supervision of the teacher to avoid misunderstandings and the emergence of destructive indications such as copying and pasting files. Technically, the application of digital literacy is explained by (Pratama, Hartini, & Misbah, 2019) namely through digital literacy providing e-books in the form of power point and pdf files, online





discussion forums, virtual PhET practicums, and providing links to learning resources that are connected to library applications. digital (ipusnas). In history learning activities, digital literacy can be carried out in the core learning activities.

## **CONCLUSION**

The rapid development of technology and information affects various aspects of life and has an impact on changes in the way of life and daily human activities, including in the world of education. Education is also experiencing rapid development, including the emergence of digital learning systems. Digital learning begins with a good plan, then the way the learning material is delivered (delivery content) to the learner must refer to the plan. History learning at this time should maximize Digital Literacy, as a supplement to student learning. Digital literacy-based historical learning requires teacher professionalism in designing learning that can utilize digital literacy in introducing historical concepts to students.

Digital literacy activities in history learning can be carried out in the core learning activities section. The digital literacy process has begun to be seen when the teacher provides materials and assignments that must be done by students. This early stage has seen the statement process, where students must already understand the problem or task that must be completed and have prepared a solution. Through historical education by applying historical digital literacy in learning, students are invited to examine the interrelationships of life experienced by themselves, their communities and their nation, so that they grow into a young generation who have historical awareness, get inspiration or wisdom from stories of heroes, as well as national tragedies. which in the end encourages the formation of thinking patterns towards rational-critical-empirical thinking and which is no less important is history learning that develops an attitude of respecting human values.

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