Growing a Digital Literature Culture for Students in the History Education Department Faculty of Teacher Training and Education Lambung Mangkurat University

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Abstrak

Era revolusi industri 4.0 merupakan era teknologi informasi yang berkembang pesat di bidang pendidikan. Hal ini semakin kuat ketika pandemi COVID-19 mendera bangsa ini sejak awal tahun 2020. Menghadapi tantangan hidup era revolusi industri 4.0, peran prodi pendidikan sejarah menjadi sangat penting, terutama dalam perkembangannya ilmu pengetahuan dan teknologi. Oleh karenanya, pembelajaran sejarah di tuntut mampu masuk kedalam tatanan baru sesuai dengan tujuan utamanya menjadi referensi dan pijakan mengarungi masa depan dari hasil menelaah nilai-nilai kehidupan masa lalu. Penelitian bertujuan untuk mendeskripsikan pembelajaran sejarah di era digital. Kedua, mendeskripsikan pengembangan sumber belajar digital dalam pembelajaran sejarah. Melalui metode deskriptif kualitatif yang terdiri dari pengumpulan data, reduksi data, dan penyajian simpulan akhir dan verifikasi melalui triangulasi data. Subjek penelitian terdiri atas 100 orang mahasiswa dari angkatan 2018, 2019, 2020. Fenomena ini dianalisis untuk dapat memahami peran literasi digital pada sumber belajar sejarah di era digital. Hasil penelitian ini menunjukkan bahwa langkah awal memiliki kecakapan literasi digital sangat membantu dalam mengarungi kehidupan di era industry 4.0 guna mempersiapkan diri dalam arus informasi yang begitu membludak dan memberikan tuntunan bagi mahasiswa dalam mengakses, menyeleksi, dan memanfaatkan informasi yang kredibel dan tepat sasaran khususnya bagi pelaksanaan pembelajaran jarak jauh masa pandemi yang mengacu pada kemandirian dan kreativitas personal.

Keywords: *Era Revolusi Industri 4.0, Pembelajaran Daring, Sumber Belajar Sejarah, Literasi Digital*

Abstract

The era of the industrial revolution 4.0 is an era of information technology developing rapidly in education. This is getting stronger when the COVID-19 pandemic has hit this nation since the beginning of 2020. Facing the challenges of life in the era of the industrial revolution 4.0, the role of the historical education study program is critical, especially in the development of science and technology. Therefore, history learning is demanded to be able to enter into a new order following its primary goal of being a reference and foothold in navigating the future from the results of studying past life values. First, the research aims to describe historical learning in the digital era. Second, describe the development of digital learning resources in history learning through a qualitative descriptive method consisting of data collection, data reduction, and presentation of conclusions and verification through data triangulation. The research subjects consisted of 100 students from classes 2018, 2019, and 2020. This phenomenon was analyzed to understand the role of digital literacy in historical learning resources in the digital era. The results of this study indicate that the initial step of having digital literacy skills is constructive in navigating life in the industrial era 4.0 to prepare themselves for the overwhelming flow of information and provide guidance for students in accessing, selecting, and utilizing credible and targeted information, especially for implementation—distance learning during the pandemic which refers to self-reliance and personal creativity.

Keywords: Industrial Revolution Era 4.0, Online Learning, History Learning Resources, Digital Literacy

Preliminary

The pandemic that hit all humanity in the early quarter of the 21st century is undoubtedly a new historical record . Changes in lifestyle that have changed drastically due to the rapid development of information technology and the limitations that have arisen due to the Covid-19 pandemic have forced us to continue to face life's challenges (ABBAS, 2020). Therefore, our choice is to rise and survive to continue living. In line with the teachings that the Minister of Education and Culture has conveyed in Circular No. 4 of 2020 regarding the recommendation that all activities in educational institutions must comply with health protocols, maintain distance, and every implementation of material delivery will be carried out remotely and carried out online (Abbas, Jumriani, Handy, et al., 2021). (internet) from their respective homes. Learning contains a broader meaning than teaching, as understood as the presentation of teaching materials (Abbas, 2021). Learning is a personal mental process involving active interaction with the environment to produce changes in skills, attitudes, beliefs, knowledge, and or skills (Spector, 2015). Online learning during the Covid-19 pandemic certainly has positive and negative impacts. The implementation of distance learning from home is expected to reduce interaction with many people and reduce the number of Covid-19 spreads (Syaharuddin, Mutiani, et al., 2021). The COVID-19 pandemic has changed learning practices drastically into learning based on the independence of students' learning, and the use of information and communication technology has become dominant. Electronic education (e-education) and electronic learning (e-learning) with internet facilities run entirely because they are driven by the pandemic situation (Pujilestari, 2020). In line with this, history learning must be able to adapt according to the situation (Abbas, Jumriani, Syaharuddin, et al., 2021).

The context of life in the 21st century makes students' interpersonal and intrapersonal competencies much more critical than ever before (Abbas, Rusmaniah, Rival, et al., 2021). In addition, some skills must be possessed to face global demands that continue to move quickly, as stated in the context of life in the 21st century (Abbas & Warmansyah, 2014). Creative skills of the 21st century consist of several things such as (1) the ability to adapt or adjust to the environment; (2) communication skills; (3) the ability to solve problems; (4) self-management/development; and (5) critical thinking systems (Mutiani & Faisal, 2019). The urgency is to be able to focus students on the paradigm of life in the 21st century; in particular, the education system is expected to be ready and able to keep pace with the changing times, which are often associated with several things, such as (1) the change in the workforce from a manual production industrial model to being rapidly changing driven by technology (machines) and are interconnected with global economic growth, thus requiring competencies that are suitable for the development of dynamic and unpredictable economic and social life, (2) emerging evidence regarding ways to optimize learning, including the use of technological innovations to deepen and change learning, especially in online learning, (3) changing expectations in students who demand an education system that is more connected and relevant to everyday life (Achmadi, 2019).

The important thing needed by Indonesian education today is how to produce future young people who can understand the knowledge being taught, not just being good at remembering information but also being required to reflect on results and use technology in the learning process. Education in Indonesia, based on textbooks, has begun to be replaced by

digital products, such as e-books and several platforms for other digital learning. Technology has a critical role in the field of education today. So it is felt to master it to prepare Indonesian people in the 21st century who live in the nuances of a global society, the knowledge that continues to grow and mega competition with such a rapid wave of change. The flow of changes in digital technology can bring benefits to those who access it.

On the other hand, it turns out that this must also be accompanied by cognitive and emotional intelligence in using modern devices (Jumriani, Rahayu, et al., 2021). Improving literacy is the principal capital in utilizing technology information and communication (Jumriani, Syaharuddin, et al., 2021). That way, information can be shared with as much as possible and hopefully right on target. Implementing literacy learning can be used as a weapon that can sharply peel the entire content of appropriate information in the learning process so that what is obtained is in line with the expected goals. The onslaught of various kinds of information circulating on the internet is like a knife which both has the same sharp edge sides, i.e., some are important, and some are without meaning at all, so it is necessary to have an ability that can sort and filter all forms of content so that the information obtained can be used correctly and following the implementation of more effective and efficient learning objectives (Mardhiah et al., 2021).

Method

This research uses descriptive research methods with a qualitative approach. The reason for using this method is that it follows the purpose of research which wants to describe the process of implementing online learning in the history education study program of the FKIP University of Lambung Mangkurat during the COVID-19 pandemic as well as efforts to foster a digital literacy culture among students. (Sugiyono, 2010) states that using the descriptive method, the research results presented are in a description of words and not in the form of statistical calculations (numbers). The data sources in this study consisted of 2 (two) primary data sources obtained from informants, both educators/lecturers and students/students from the History Education Department FKIP ULM, and secondary data obtained through the study of books journals, and regulations. Legislation. Data collection techniques in the initial observation using a survey conducted using Google Form and interview techniques. The subjects of this study consisted of 100 students from the class of 2018(20 people), 2019(40 people), and 2020 (40 people). While the use of data analysis techniques in this study is based on the opinion of Creswell & Poth (2016), which states that data analysis is carried out through 3 (three) stages consisting: (1) data reduction stage, (2) data presentation/display stage and (3) drawing conclusions and verifying data taken from triangulation of the validity of the data which was then collected to obtain information related to digital literacy among students in the history education department ULM during the implementation of online lectures during the covid-19 pandemic.

Results and Discussion

Learning in the network (online) enacted during the 19th covid pandemic is an effort to prevent the spread of the virus that covid-19 is not expanding, especially among human beings in Indonesian education. Learning in the network(online)is applicable in all academic units and subjects, including history teaching—however, distance learning conducted online is not

something new in Indonesia. Since being touched by the atmosphere of the Covid-19 pandemic, it has caused a transformation in the teaching and learning system. Therefore, educators are required to be shrewd in utilizing various platforms digital to continue to carry out learning activities, ranging from strategies implementation and the use of media, especially media social as a means that can be used in learning such as Line, Whatsapp, Instagram, Telegram and even using platform others such as Zoom, Google Meet, Microsoft teams, or learning management systems (LMS) such as SIMARI ULM, Moodle, Edmodo, Google Classroom, and so on (Syaharuddin, Mutiani, et al., 2021).

Learning in the digital era also allows teachers to equip their students with the various skills and abilities to navigate the information technology era.These essential skills are needed to overcome several problems that cannot be predicted in the future, such as critical thinking, creativity, independent learning, reflective thinking, social discussion skills, teamwork, and personal skills, such as persistence, curiosity, and initiative because everything that happens in the future will be complete of extraordinary challenges seeing that what is faced before our eyes is the role of humans as in the past few decades but the battle in the future is too advanced technology. As the results of interviews conducted with a student 2018 class named Khadijah on 12/08/21, he said that the implementation of learning during this period was full of challenges. The strong push from the urgent situation in the information technology era forced him to be more sensitive to the problems he faced, especially in online lectures during the covid-19 pandemic (Mutiani et al., 2021). Added Dina, the third-semester student of class 2019 on 18/08-21, said that during the lecture period, she experienced significant difficulties. The lack of facilities she had made her have to be more creative in overcoming the limitations of independent study during online lectures . She racked her brain. She tried to anticipate his shortcomings by overseeing collaboration with other friends who were more prepared for online learning facilities and infrastructure even though they could not be in direct contact. Still, the communication between them went pretty well. Establish cooperation, with the implication of mutual need by both who can provide new ways of learning. It is carried out on the principle of togetherness among students to carry out learning obligations even though the distance separates them. For example, students who can use technology more and have more range of access to information than others will help their friends overcome difficulties or provide assistance to teach and share helpful information.

History learning is encouraged to adapt to the current digital era, namely by developing strategies and creative and innovative learning media. Because in the digital era, technology is one of the means to achieve the goals of the history learning process. The use of technology in learning also provides excellent benefits for services to students so that the goals set can be achieved. Circumstances such as this pandemic period have become a big challenge for lecturers to create a fun, targeted learning atmosphere and be able to help students optimize their abilities independently, both pedagogically and the ability to actively and purposefully try out information technology. Facing the limitations of not being able to carry out direct interactions is not always a complex problem because now we have been given easy access to reach any information with easy internet usage and relatively affordable prices. However, several things need to be highlighted in this online learning; some of the advantages found above align with the obstacles faced in its implementation. For example, they saw how the

lecturers are ready to carry out online lectures by preparing the materials, methods, and media that will be carried out during learning (Sukmadinata, 2010).

Online learning by students in the history education department of FKIP ULM is also one of the efforts that have been set by the government to maintain the surrounding environment and the safety of souls in the face of the Covid-19 pandemic (Syaharuddin, Handy, et al., 2021). The implementation was carried out in conjunction with the policy to implement a lockdown regional or the so-called regional quarantine to reduce the spread of Covid-19 in the campus environment. The various things that are experienced are certainly still quite tricky initially because they are not things that are usually done (Wiriaatmadja, 2015). Moreover, starting something new requires adjustments and preparations that must be mature. But behind that, of course, seeing the various situations and conditions required to keep going and survive in conditions such as this pandemic period provides new facilities for lecturers and students to better get around limitations by learning a lot about the use of media and digital-based learning platforms. According to Mukaafi, a history education student from the 2018 batch on 21/08/21, online learning that has been running since mid-March 2020 has been carried out in a hurry. Without preparation and still not too familiar with online learning, students stutter in responding to online learning activitie. However, he feels that this is a new chapter in education, which will inevitably begin to lead to glorious future life. This breakthrough in the implementation of the use of various kinds of digital-based learning support technology was welcomed by most of the students as a breath of fresh air because they had high hopes for continuing to carry out learning activities, even though in critical times such as the current covid-19 pandemic which limits a lot of space in carrying out daily activities (Yusnita et al., 2021). Direct, so that the implementation of teaching and learning continues to be carried out without having to be stuck due to restrictions on direct interaction as in the previous period.

Online learning carried out by teaching lecturers in the FKIP ULM history education study program during the Covid-19 pandemic was greatly facilitated by the various choices of strategies and learning media. The faculty has provided flexibility for lecturers to explore, but it is still adjusted to the access capabilities of each student. Besides that, the integrated media is available Learning Management System SIMARI (LMS) by Lambung Mangkurat University to implement activities for students, lecturers, and alumni. SIMARI is an Integrated Lambung Mangkurat University information system. All applications are interconnected and do not overlap. Through SIMARI, all activities can be well covered. SIMARI is one of the mainstays used by lecturers on the FKIP campus and other faculties at Lambung Mangkurat University and developed to meet students' needs and teachers (lecturers) with the SIMPUN principle (Systematic, Informative, Independent, Participatory, Whole & Non-Redundant). Through this integrated application, it is expected to be able to realize a synergized and well-managed ULM information system.

The selection of learning media that will be used is generally based on mutual agreement between lecturers and students. From these various choices, the communication patterns formed can be grouped into three types, namely one-way communication, semi-two-way communication, and two-way communication. Based on the results of a survey conducted via google form to students in the history education study program related to the implementation of online learning, information was obtained that from 100 respondents, as many as 78% of students felt that they were less than optimal in carrying out online lectures.

This happens because some feel they are still not in a prime condition to deal with long-distance lectures. Other factors, such as the lecture procedures in the previous period, took place directly, and their motivation decreased when facing online lectures. Therefore, the enthusiasm and activity that often appears in learning cannot be depicted in real terms. Rusmini Ulfa, a 3rd-semester student (class of 2019), added that they still want offline learning while paying attention to health protocols. When he conducts lectures from home, he feels that he loses focus and attention in learning, which is much reduced. So that in subsequent developments, the implementation of online lectures that have been carried out will still be sought by teaching lecturers so that they can cover the whole of what is desired by all parties.

In addition, from the results of the data obtained through observations of several new students from the class of 2019 who from the beginning had only had one semester of face-to-face contact and in the following semester they were immediately full of online lectures, they experienced difficulties in learning, even though they had been given the assignment of textures and learning models with using E-Learning, but there is no emotional connection between fellow students and lecturers. Often, when conducting online lectures using the Zoom Meeting application, not all of them can turn on the screen on the video, so many of them are not detected whether they are taking the lecture seriously or just attending to listen and do other things. So to ensure that this can run well, including checking directly by the teaching lecturer to the students by manually filling in attendance. Or it can also be done by giving special assignments because online lectures are very open, so giving quizzes and assignments within a certain period can make student commitments in carrying out lectures can be appropriately detected. So many things can be developed together for the convenience and smoothness of lectures. Of course, this must be adjusted and mutually agreed upon so that every activity carried out can be carried out correctly and, of course, following the expected goals, following the learning objectives.

Literacy relates to all people, young and old, in urban and rural areas that lasts throughout the ages. The term literacy is not something new because, since 1958, UNESCO has described that someone is said to be literate if that person can understand reading results from simple writings related to everyday life (Sujana, 2019). However, the presence of the internet and the speed of *search engines* gave birth to the digital literacy movement. Searching for theories, concepts, practices, and knowledge via the internet becomes very easy and fast. Along with the speed of accessing data and the internet, the Indonesian government began in 2017 to launch three types of literacy (digital literacy) in the face of the industrial revolution 4.0 (Risdianto, 2019). The concept of digital literacy does not only rest on "reading" but also on increasing the ability to analyze and use the obtained digital information (Aoun, 2017).

The development of digital information identifies the 21st century. Communities are massively connected. This is referred to as the industrial revolution, especially in the information technology industry. The digital era has embraced all the intricacies of human life in the 21st century. In addition, the 21st century is also presented as a melting pot of limitations. Communication of space and time in relations between nations, countries, and regions is not accessible. A world that is distant and categorized within a boundary. So that the people's thoughts, views, and lifestyles become exclusive, local, and unique. However, in its development, everything has begun to fuse with the changing times according to the needs that are currently applicable to humans themselves. Globalization provides extensive space for

humans today to synergize with each other, providing a place to share information freely without any limitations of place and time.

The focus of expertise in education in the 21st century currently includes *creativity, critical thinking, communication,* and *collaboration,* known as 4Cs (Muhali, 2019). The basic principle in *society* 5.0 is the balance in the development of science and all forms of digitalization in various aspects. The digital education system will provide space for students to think critically and be able to design various ideas for solving problems. In addition, in the digitalization of education, it is necessary to pay attention to the availability of infrastructure so that learning can run optimally. Therefore, it is necessary to have mature readiness to face a new education era, especially during a pandemic like now.

The utilization of technology is a tool for the welfare of personal life (individuals) and must be able to make life between people (groups) happy. 21st-century technology provides opportunities for users to reshape study spaces and other learning infrastructures. In the life of the 21st century, science and technology (IPTEK) are overgrowing, so it is very influential on all levels of society in various aspects of life. Therefore, the 21st century is often referred to as the digital century. Science and technology that are currently developing provide significant benefits for human life because they can overcome the limitations of space and time. All groups can also use advances in science and technology for various purposes, including the education sector (Sujana, 2019). Therefore, considering that at the same time, education is also faced with the era of society 5.0 where in everything, it is required to have quality, reliable human resources capabilities and also have the skills of science and technology.

National education must be carried out contextually and functionally. Our education must be rooted in the aspirations and needs of the supportive community, which are socio-cultural and natural. Learning in the 21st century is intended to be able to prepare the generation of Indonesian people to meet advances in information and communication technology in social life. Therefore, 21st-century learning is an implication of the development of society from time to time. History is a science that studies humans over time. The purpose of learning history is to train students to think about history according to the past patterns in a series of events (*SISI ABU-ABU KAUSALITAS DAN EVALUASINYA DALAM PEMBELAJARAN SEJARAH | Arifin Anis | JURNAL SOCIUS*, n.d.). History education in the future will be faced with analyzing sources and asking students to create and be critical of knowledge in history learning. Humans do not depart from a vacuum to understand the texts, events, situations, and circumstances that exist in the present. Understanding history will be formed if history learning is carried out correctly. This is because historical understanding is a tendency to think that reflects a historical event's values in everyday life (Susanto, 2014).

Regarding 21st-century education, those related to literacy must be equipped with various literacy skills, one of which is digital literacy. The 21st century is marked by digitalization in various aspects of life, including in education. Attendance, resource books, assignments, evaluations, and many other aspects take advantage of technological advances. The concept of digital literacy can be used as a measure of the quality of students' work in a digital environment. Therefore, digital literacy is the most critical part of the knowledge and skills that must be possessed in the 21st century. Digital literacy is critical in education in the 21st century, where digital literacy is not just adding technology to the learning process but using it for various purposes to improve the quality of learning.

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With a large population, Indonesia faces the challenge of mastering digital skills as a requirement for 21st-century life skills through integrated education throughout the community. Quoted from the Digital Literacy Support Materials of the Indonesian Ministry of Education and Culture, there are eight elements to develop digital literacy: (1) Cultural, the ability to understand various contexts in the digital world; (2) Cognitive, thinking power in analyzing and assessing content; (3) Constructive, re-creating something expertly and actual; 4. Communicative, understanding how the digital communication network system is; (5) Confidence and responsibility; (6) creatively doing new things; (7) Critical in viewing *content*; and (8) Socially responsible.

Digital literacy in the implementation of online learning in the history education study program is one of the skills that all students must possess to continue to navigate future life, which is closely related to 21st-century skills. Digital literacy is the creation of a social order with critical and creative thinking and view patterns. Therefore, they will not be easily consumed by provocative issues; Martin explained that Digital Literacy is an individual's awareness, attitude, and ability to use digital tools and facilities appropriately to identify, access, manage, integrate, evaluate, analyze, and synthesize digital resources, build new knowledge, create media expressions, and communicate with others, in the context of specific life situations, to enable constructive social action; and reflect on a series of processes (Koltay, 2011).

Digital literacy is not just reading and writing skills; and it includes other skills. Casey and Bruce explain this; 2011 (in Montebello, 2016) as the ability to use, understand, evaluate and analyze information in various formats from various digital sources. For example, digital literacy in historical learning resources refers to the ability to read, interpret, analyze, and sort out historical learning resource information in digital media.

Digital historical sources disseminate historical materials in the form of multimedia using digital circuits. For example, in studying history, everything comes from several references that come from books which are a collection (text) of writings from the thoughts of people in the past, artifacts from past human life activities, and narratives from historical actors and other people—related to this historical event. In the past, historical sources were generally packaged and stored in an analog (simple) form, such as written recordings, photographs, artifacts, and audio and video recordings. However, in its development, after advancing and the rapid development of limited technology that previously existed, it was completed through packaging, which refers to being digitized and distributed via the internet. Some examples of which are published indirect writing on blogs, Wikipedia, making digital books, and sound recordings or moving images contained in social media such as the most familiar used, namely *Youtube Video*.

Historical sources that have been digitized provide opportunities and space for participants to master historical thinking skills such as understanding, interpreting, and seeking meaning. Therefore, digital literacy is essential, considering that today's life is filled with great information, and not all of it can be accepted and used. The selection of excellent and appropriate information will provide a load of results that follow the objectives to be achieved in learning. Apart from that, it can also minimize information mismatches (hoaxes) which can cause differences in perceptions and conceptions that lead to divisions. This often happens all around us. Therefore, selecting a precise, reliable, and accountable source of information is an

absolute must to create a harmonious life and aim at the ultimate goal, namely the common good. As is the case in the history education study program, the role of digital literacy in taking historical learning resources is essential. Like the historical method in the source verification section, literacy is a step to examine, interpret, and compare existing data with the best possible information to provide an actual series of facts. Digital literacy is far from just reading and tracing by comparing clear and valid sources of information—the results of this activity of peeling information present data and facts that can be accounted for.

Providing digital literacy content in implementing distance lectures conducted online by history students in their respective homes may indeed be a must. Because through digital literacy, a lot of information that is scattered out there can be filtered and filtered correctly to produce valid information and data as a source of learning history. For example, in the discussion in the history of the controversy of the September 30, 1965 movement, the data, and information contained in the internet media are very much traced to this, not necessarily the whole truth can be held because in writing that is born it must contain different points of view even though the facts are told are the same or the data pulses are different. Contained is the result of setting/artificial information that is intentionally presented to benefit one thing. And this generally often happens in historical writing. So sorting and choosing sources of information from the internet must be observant and thorough. As Mulyani said in the interview on 22/08/21, she said that digital literacy is often a shield to filter the information present, especially when carrying out their obligations in completing college assignments; of course, they rely on digital platforms from the internet to access data in the form of historical writings. From the website, every student accessing and capturing existing information must have this skill to avoid data misdirection, which will lead to hoaxes and will later cause friction and crucial problems.

Conclusion

Online learning during the Covid-19 pandemic brought transformation on all sides of education, especially since it touched a new era in 21st-century life which was identified by the development of digital information. The digital industry has become a new paradigm and a living reference in the global order, changing procedures that were previously complicated become easier with the help of technology. The utilization of technology is a tool for the benefit of personal and business affairs and must be able to make life popular among human beings. Therefore, technology has a critical role in the field of education today. So it is felt to be able to master it to prepare Indonesian people for the 21st century.

Literacy is the principal capital in utilizing information and communication technology. Digital literacy skills are needed to navigate the information technology era. This is important to overcome the complexity of problems in the future. Literacy in online learning of historical learning resources is one part of participation in the development of life in the digital era. All information can be easily accessed without limits to minimize negative things that lead to provocative additions; digital literacy also plays a role. Large as a filter on relevant, valid, and targeted information. Digital literacy of historical learning resources is perhaps a must because the internet is a mainstay in finding information in the implementation of online lectures. The availability of booming information causes us to be careful in using it for our daily survival. In the realm of history learning, sources are vital. Historical sources that are taken from the results

of surfing the internet must pay attention to the clarity of their sources, and of course, they must be accountable.

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