DIGITAL LITERACY IN THE TRANSFORMATION OF HISTORICAL LEARNING IN THE TIME OF COVID-19

by Fitri Mardiani

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ABSTRACT

Perubahan tata cara belajar dan pembelajaran sejarah yang terjadi akibat pandemi Covid-19 yang melanda hampir diseluruh dunia, khususnya pada bidang pendidikan dan pembelajaran sejarah di prodi pendidikan sejarah FKIP ULM. Selain itu tantangan zaman dalam perubahan global yang kian mendesak menyebabkan transformasi pada sistem pendidikan dan pembelajaran di Indonesia. Sesuai dengan tuntutan yang tersebut membuat kita harus mampu bertahan di tengah kompleksitas tantangan dan rumitnya kehidupan di masa pandemi. Teknologi digital yang terus berkembang menjadi bagi yang tidak terpisahkan dalam dunia pendidikan selain itu kemampuan literasi digital menjadi sebuah kemampuan yang harus dimiliki untuk da menggali informasi, pesan dan juga mengolahnya dengan baik sehingga tepat sasaran. Penelitian ini menggunakan metode penelitian kualitatif deskriptif, menganalisis sejauh mana pemahaman terkait literasi digital dalam transformasi pembelajaran sejarah masa covid-19 dalam pembelajaran daring di Program Studi Pendidikan Sejarah FKIP ULM.

ABSTRACT

Abstract Change layout: how to learn and learn the history that occurred due to the Covid-19 pandemic that hit almost all over the world, especially in the field of education and learning history in the department of history of education FKIP ULM. In addition to the challenges of the times, global change is increasingly urgent because of a transformation in the education system and learning in Indonesia. In accordance with the demands that we should be able to survive in the midst of the complexity of the challenge and complexity of life in the pandemic. Digital technologies continue to evolve into an integral part in the education world additionally traffic digital literacy to be an ability that must be possessed to be able to explore the information, the message and also process them with good so right on target. This research uses descriptive qualitative research methods, analyzing the extent to which the understanding related to digital literacy in the transformation of learning the history of the covid-19 in the online learning of History of Education Department of FKIP ULM.

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PRELIMINARY

The Covid-19 pandemic that has hit all regions of the world has changed the structure of human life today, since the first time the SARS-Cov-2 coronavirus was observed in Indonesia, namely in early March 2020 and until now the government and several related parties continue to try our best to deal with it. This situation requires us to keep our distance, maintain personal hygiene and consume nutritious food and exercise. Seeing our lives have drastically changed due to the rapid development of information technology and the limitations that have arisen due to the Covid-19 pandemic, which causes us to be encouraged to move forward to face life's challenges. Therefore, the choice we have is to rise and survive in order to continue living. In line with the directives that have been conveyed by the Minister of Education and Culture in Circular No. 4 of 2020 which contains recommendations that all activities and activities in educational institutions must comply with health protocols, maintain distance and every implementation of material delivery will be carried out online at their respective homes.

In essence, education is a conscious effort to develop the potential of students by encouraging and providing facilities in the teaching and learning process. Education must be able to adapt to education in the digital era so that it can print students according to their competencies by involving the role of schools and teachers in their learning. (Noor & Wangid, 2019; Shidiq & Yamtinah, 2019) In addition, our education has also been faced with a really challenging position. Education is still the main thing in building the nation's civilization and the spearhead of preserving the values of life. In the current era of globalization, the rapid development of information technology that is growing and dominating the world can be indicated by the current boom in digital information which is very easy to access.

Online learning, which was carried out during the COVID-19 pandemic, was an effort to prevent the spread of the Covid-19 virus, especially among Indonesian education personnel. This online learning applies to all educational units and subjects including history learning. In fact, this is not something new in Indonesia. However, the Covid-19 pandemic caused a tremendous transformation in the teaching and learning system. Educators must be able to take advantage of various digital platforms to continue to carry out learning activities, ranging from using social media such as Line, Whatsapp, Instagram, Telegram and even using other platforms such as Zoom, Google Meet, Microsoft teams, or learning management systems (LMS) such as Simari, Moodle, Edmodo, Google classroom, and so on.

History learning must adapt to advances in technology and information, especially in the current digital era. Technology is one of the means so that the goals of the history learning process can be achieved. History learning should adapt to the current digital era, namely by developing creative and innovative learning media. One solution in answering the problem of learning history during the COVID-19 pandemic is to provide media and learning facilities that are easy to use, easy to reach, pocket-friendly and are required to have directions to develop learning media so that history learning is more interesting and meaningful even though learning is carried out from home. Transfer of knowledge can be replaced by technology, however, the application of soft skills and hard skills cannot be replaced with any sophisticated tools and technology (Risdianto, 2019). So that our education continues and learning activities continue well for students, learning from home is the best way out.

Learning history, although materially discusses events that have occurred in the past, but in fact at this time events that will become history in the future and are happening. History learning is to train students to be able to think about history and according to the patterns contained in a series of events in the past (Anis, 2020). In history, it is known that there are patterns of historical motion that can be repeated (Djono, 2020). What has happened in the past will be patterned and can happen again in the future, therefore, in history learning, it is necessary to explore more deeply an event using data and some relics identified by critical thinking through digital media. which has been available.

Technology is the result of the development of science, which occurs in the world of education. Digital technology has now begun to be used in educational institutions as a means to support learning, either as an information tool or as a learning tool. Digital literacy has a wider scale and usually addresses important issues. Digital literacy is the skill of various operations and using various types of information and communication technology devices to understand, read, write and create new knowledge (Ginting, 2020). Digital literacy is an ability that can extract information in digital media and is constructed in such a way that it can function optimally in even more complex communication situations. Digital literacy can be started from honing skills in reading content, diligently reading content, then the use of digital literacy for understanding learning content will be more critical. This paper aims to take a deeper look at the application of digital literacy used in the online learning process during the COVID-19 period in the history education department of FKIP ULM.

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RESEARCH METHODS

The method used in this research is descriptive qualitative with data collection techniques using observation and documentation studies. Qualitative research is used to describe a real situation that actually occurs from an event or which is the object of exploitation (Moleong, 2017). Qualitative research methods can also be referred to as a naturalistic research method because the research is carried out in natural conditions (natural settings). Scientific or natural objects are objects that develop as they are, are not manipulated by researchers and their presence does not affect the dynamics of the object (Sugiyono, 2015).

Qualitative descriptive research is an activity carried out to obtain data that is as it is under certain conditions whose results emphasize meaning and are inductive. The data collection techniques in qualitative research generally consist of four types, namely observation, interviews, documentation, and combination or triangulation (Sugiyono, 2015). The data collection method used by the author is interviews with students in the history education department of FKIP ULM, then related to literature and documentation studies carried out by searching various written sources, either in the form of books, archives, articles, and journals, or documents. -documents related to learning and some learning assignments carried out during lecture activities carried out in online classes during the covid-19 pandemic.

RESEARCH RESULTS AND DISCUSSION

Digital Literacy

In the digital era, the use of information technology is increasing day by day so that the amount of information received by everyone on the device they use is becoming more and more and tends to be out of control. The ease of internet access also allows everyone to freely enter information in cyberspace without restrictions such as writing on social media or uploading photos and videos. Digital technology has become an integral part of education (Benson & Kolsaker, 2015). The presence of the internet and the speed of *search engines* gave birth to the digital literacy movement. Searching for theories, concepts, practices, and any type of science via the internet becomes very easy and very fast. Along with the speed of accessing data and the internet, the Indonesian government starting in 2017 launched three types of literacy (one of which is digital literacy) in the face of the industrial revolution 4.0 (Risdianto, 2019). Thus, everyone in society is required to have analytical and critical skills in processing information obtained from the internet. This ease of accessing the internet makes digital literacy an important thing, including in the process of online learning activities. Literacy relates to all people, young and old, in urban and rural areas that lasts throughout the ages. The term literacy

is actually not something new, because since 1958 UNESCO has described that someone is said to be *literate* if that person can understand the readings of simple writings related to everyday life (Sujana, 2019).

To interact in the digital world, an understanding of digital literacy is needed. The ability to interpret messages and communicate effectively with others are various abilities in digital literacy (Restianty, 2018). 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 certain life situations, to enable constructive social action; and reflect on the chain of processes (Koltay, 2011).

This communication skill is as important as understanding other sciences. The communication used would imply not only how a text is made, but also involve the process of selecting, organizing, filtering and how to reassemble the information that has been received. accessing digital media without compensating for the ability to obtain information, various kinds of information from the media make most people confused which information is useful and which is not. So, digital literacy is not just reading and writing skills in digital media, but includes other skills. This is explained by Casey and Bruce; 2011 in (Montebello, 2016) as the ability to use, understand, evaluate and analyze information in various formats from various digital sources. So, digital literacy is a person's ability and insight in the aspect of using digital technology, communication tools, creating and evaluating information healthily and carefully and obeying the law in life.

How necessary is this ability, especially for students who carry out learning in the digital era like now, the answer is a must. Literacy skills in this context are intended so that they have a rational provision of knowledge that is accessed through technology to solve everyday problems. Digital literacy in online learning is one of the skills that is very closely related to 21st century skills. Through this digital literacy will lead to the creation of a society with a critical and creative mindset and view. So, they will not be easily consumed by provocative issues (Rianto, 2019). Digital literacy is very important in education in the 21st century, where digital literacy is not just adding technology to the learning process, but using it for various purposes in order to improve the quality of the learning. The existence of a process of creating, collaborating, communicating based on ethics, understanding when and how to use technology effectively are digital competencies needed today. Digital literacy can be understood in a broader sense as "the ability to use digital technologies and communication

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tools, and/or networks to access, manage, integrate, evaluate, create and function information communications" (Nelson et al., 2011).

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 the knowledge of students, but also supporting them to strengthen their personality, and develop their potential and competencies to enter the world of work. The use of digital media with good digital literacy skills is crucial, especially to explore the various abilities and skills of students such as the ability to analyze the problems at hand, determine the location of an object, event or other thing, the ability to think critically, work together, communication skills, the ability to appreciate other people, and so on.

The transformation of historical learning during the covid-19 pandemic

Learning is essentially a process of changing behavior experienced by students in the form of skills, attitudes, habits, knowledge, and skills (Kasmadi, 2013). Education is an important thing and becomes a basic need especially in the present (Susilo, 2019). Education is the main thing that must be highlighted in the development of Indonesian human beings. So that the existence of education has an important position as a community strategy to face the difficult challenges of life in the future. Education must be a pioneer in overcoming various problems of the nation today (Subiyakto, 2019). Wardani (2019) stated that education is the main sector that needs to be highlighted, intensified, and prioritized for handling it because through education various skills, especially life skills, can be developed. In addition, various knowledge and attitudes need to be mastered and displayed by everyone if they want to live properly in this very rapidly developing world (Santika, 2021). It can be seen that education is no longer something exclusive and has come with easy access.

Next, look at how education and learning are able to survive in the midst of the complexity of challenges and the complexity of life during a pandemic. Education is required to give optimal attention to human self-development. Therefore, education has an important position as a community strategy to face the challenges of life in the future. Education continues to develop in line with the changing times. Thus, gradually education becomes more modern because of the very rapid progress of science and technology. The unstoppable development of technology and information makes every user have to follow an approach in the digital human generation, which focuses on approaches based on digital expertise. This situation is closely related to the life of the Industrial Age 4.0. Digitization is a complex aspect so it takes several competencies to be prepared including the ability to solve problems (*problem solving*), adapt (*adaptability*), collaboration (*collaboration*), leadership (*leadership*), and creativity and

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innovation (*creativity and innovation*) (Harusilo, 2018) . Therefore, education is conditioned to become a motor that is able to bring us to the parallels of the times so that we are not too far behind. Technology that develops together with education will make a transformation towards improving the quality of Indonesian people who are superior in the future. The determination of Covid-19 as an international health emergency has received responses from various parties, including the world of education. In order to prevent the spread of Covid-19 in the educational environment, a policy is enacted that directs learning and learning activities to be carried out from home. Teachers and lecturers are encouraged to design lessons that can be followed by students from their respective homes in order to limit direct interaction. Implementation of learning during the COVID-19 pandemic, Learning during the COVID-19 pandemic must continue to be carried out by paying attention to health protocols, so that the learning process that does not present educators and students directly / physically is considered able to reduce the risk of spreading COVID-19 (Herdiana, 2020). Therefore, it can be understood that online learning is an alternative solution (Nahdi, 2020).

So that there is a shift in the learning process from what was previously carried out face-to-face in the classroom to distance learning which is carried out online. In accordance with the *Circular Letter of the Ministry of Education and Culture of the Republic of Indonesia No. 3 of 2020* concerning Prevention of CoronaVirus Disease (COVID-19) in Education Units, and *the Letter of the Secretary General of the Minister of Education and Culture Number 35492/A.A5/HK/2020 dated March 12, 2020 regarding the Prevention of the Spread of CoronaVirus Disease (COVID-19).* In addition to carrying out circulars and appeals from each Regional Government of Higher Education domicile. Changes in the learning process require changes in many things quickly starting from learning materials to the way of assessing the learning process.

The implementation of learning during the Covid-19 Pandemic, is carried out remotely, namely in a network with an available platform or intentionally provided by teachers to students so that teaching and learning activities can still be carried out. The implementation of learning changes according to the needs of the times and readiness to face challenges. Therefore, in order to overcome the limitations in the implementation of direct access in the face of learning activities online learning*(online)*became one of the steps to be taken.

Facing this global phenomenon, related to the position of history education and the implementation of history learning is very influential on the development of materials and current curricula. Progress in the study of history does not seem to be as fast as the development of historical science. Although, in the implementation of the 2013 curriculum, the history

learning process was directed at critical history learning (Anis, 2020). In accordance with the times that tend to be global, history lessons should be more global and futuristic so that students are able to realize their position and can play a role in global life (Supriatna, 2012). History learning is very necessary to raise empathic awareness among students, namely empathy and tolerance for others. Also accompanied by the mental ability to imagine and creativity (Hutauruk, 2017).

Currently there are many *-learning platforms* that can be used for distance learning (online) ranging from simple social media applications such as WhatsApp, Line, Instagram (though not one of the e-learning platforms) to more complex platforms such as *Google Classroom, Quipper*, Home. Learning, Teacher's Room and *Moodle* (Handarini, 2020). As I and other faculty colleagues carried out this background in the implementation of online learning*(online)*in education courses FKIP ULM history. We carry out learning with various platforms and digital media which are of course easy to reach by students, all of which are used vary depending on the agreement in the mutually agreed lecture contact. In addition, the University has provided SIMARI (Integrated Lambung Mangkurat University Information System) which is an integrated digital system with one of its functions that can be used for online learning activities.

This change in pattern in learning activities is quite complicated because the adjustments are quite gradual. There are several technical and network problems that often make online learning not optimal. In the implementation of history learning, of course, you have the flexibility to access various learning resources, such as at the stage of accessing historical sources from books that are generally visited directly to the library, which can now be easily reached through digital libraries. Other historical learning resources such as historical objects, monuments and all things related to community life in the past that are in the Museum at this time have also been digitized so that students have easy access to reach from *Smart Phones* or from computers personally through *Virtual Reality* or *website links* that are connected directly to the Museum digitally. At least in Indonesia, there are 16 digital museums that can be visited virtually through the application *Google Arts & Culture*, namely: (1) the National Museum of Indonesia; (2) Balai Kirti Presidential Museum; (3) Youth Pledge Museum; (4) National Awakening Museum; (5) the Museum for the Formulation of the Proclamation Manuscript; (6) Basoeki Abdullah Museum; (7) Fort Vredeburg Museum; (8) National Gallery; (9) Sangiran Early Man Site Preservation Center; (10) Borobudur Conservation Center; (11) YBI Batik Gallery; (12) National Monument; (13) Yogyakarta Biennale Foundation; (14) Agung Rai Museum of Art; (15) Museum of Fine Arts and

Ceramics; (16) Textile Museum. In addition, there are several digital history sources that can be used for online history learning, such as: https://e-resource.perpusnas.go.id, https://www.kitlv.nl, https://sejarah-nusantara. anri.go.id/hartakarun

CONCLUSION

From the description above, it is understood that online learning is an alternative solution for implementing learning during the Covid-19 pandemic. learning how to assess the learning process. Like several other subjects, history learning that is dragged into the path of transformation also leads to the formation of a new order in structured and independent history learning activities in online learning (*online*). Proficiency in the use of media and information used in online learning activities*(online)*should be followed also with digital literacy skills well. So that it can capture learning resources that are right on target and in a safe environment and in using digital media that is directed to support good learning activities. Through digital literacy, students in the sense here are students in the history education department of FKIP ULM can optimize learning activities with good digital learning resources. The author can convey problems that can be studied in further studies.

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