



Historical Literacy and Digital Literacy Using West Java Local History E-Books in History Learning

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Abstract: This study aims to identify and describe students' historical literacy and digital literacy skills in history learning through the use of West Java Local history e-books which can be used as learning resources, especially in history learning. Study this using qualitative method with design method literature study. Collecting data through observations from books, journals, articles, and other text sources. From the results of the study, it was concluded that there are many aspects of using the West Java Local history e-book that can be used as a source of history learning and can improve students' historical literacy and digital literacy skills. By maximizing digital literacy in history learning, it is hoped that students will more easily understand the concepts of complete history learning. Learning history with digital literacy will stimulate students to be able to learn independently, and be able to manage learning activities by the competency needs of the current world of work.

Keywords: E-book, Historical Literacy, Digital Literacy



Introduction

The rapid flow of information today has an impact on the social, cultural, economic, and political order. Since ancient times, literacy has been a part of human life and development, from prehistoric times to modern times. In prehistoric times humans only read natural signs to hunt and defend themselves. They wrote the symbols and pictures of the prey on the cave walls. Along with changes in time, the standard of human life has developed, from not knowing writing to giving birth to thoughts to make codes with numbers and letters so that humans are said to be creatures capable of thinking (Kemendikbud, 2017: 3). Entering the 21st century, literacy has developed into a thinking skill in reading words and the world and looking for relationships between the two to solve life problems (Hendriani, et al, 42: 2017).

Ironically literacy in Indonesia is very low. The results of the Program for International Student Assessment (PISA) research stated that the literacy culture of the Indonesian people in 2012 was the second worst out of 65 countries. In the same study, PISA also placed the reading position of Indonesian students at number 57 out of 65 countries. UNESCO statistical data (2012) also states that the index of reading interest in Indonesia has only reached 0.001. That is, for every 1,000 residents, only one person has an interest in reading (Lusardi, 2016).

The results of the 2018 PISA study released by the OECD show that the ability of Indonesian students to read achieved an average score of 371, with an average OECD score of 487. Then the average score in mathematics reached 379 with an OECD average score of 487. Furthermore, for science, the average score of Indonesian students reached 389 with an OECD average score of 489. However, the report also stated several notes related to the reading ability of Indonesian students. It was stated that Indonesian students were good at understanding *single texts* but weak at understanding *multiple texts*. Indonesian students are good at finding information, evaluating, and reflecting on information, but weak at understanding information.

These problems require a special strategy from the government to improve literacy in Indonesia. Literacy is closely related to social sciences such as history. Because the science of history is related to the practice of literacy and only literate people can make historical narratives. Students who have historical literacy skills can build interpretations of past user information and communication technology (Draper, et al, 2010; Moje, 2008; Shanahan, & Shanahan, 2008).

Historical literacy is a behavioristic term about proficiency in the form of reading and discussing history (Ahonen, 2005). If someone can question historical evidence and explanations, then that person is considered to have understood the basic concepts of history and has become a critical history reader. Therefore, in the development of historical literacy, a person is required to interact a lot with historical evidence which is a source of accurate historical knowledge.

Learning historical literacy can be done by utilizing the local history of the local area. Local history is a story in the past of a community group that is in a local area such as a village or sub-district (Mulyana, et al, 2007). Therefore, local history becomes a community identity, a local identity that emotionally binds its citizens into an inseparable unit. This type of local history is structured to develop the literacy of local history in the surrounding environment. Local history is considered educative-inspirational because students can take past values in the form of creative ideas and concepts as a source of motivation for solving problems in the present.

According to Clarke & Lee in Saripudin et al (2022) studying local history allows students to connect to the past and exploring local history can improve students' ability to contextualize their historical thinking and in turn engage in self-reflection. It is important to provide an understanding of local history that reveals stories found in their environment that can bridge the gap in Douch's (national) historical material (Saripudin, et al, 2022). Bringing local history into the classroom, however, helps students better understand the values of their environment and understand themselves (Ford, 2016). And textbooks can be taken as a means to bring that history into the classroom.



The preparation of the local history of West Java e-books was driven by the lack of sources of West Java history textbooks. Local history writing still faces many difficulties related to the scarcity of adequate sources and experts, and most of the existing history textbooks are still Javanese-centric (Abdullah, 2010; Ricklefs, 2005). In addition, the preparation is also driven by the fact that currently there is a change in the form of the book, which was originally in the form of a traditional printed book and then developed into an electronic book (Marcia et al., 2012). Studies show that printed textbooks are considered less efficient and less relevant to the millennial generation (Hendricks, 2017; Kestenbaum, 2014). The advantages of e-books are that they are cheaper to access and easier to find information through e-books, anytime and anywhere (Fager et al., 2020).

The form of e-books is also taken by considering the characters of Generation Z who have unique characteristics, different motivations, interests, and styles (Seemiller & Clayton, 2019). The generation that is active in the digital world, internet-based social media, whether for personal, group, economic, existence, or information-seeking interests and zoomers are already familiar with the technology. Furthermore, e-books based on digital media are created because they have a dominant influence on people's daily lives and social behavior in the global culture of 21st-century society (Dunas & Vartanov, 2020).

The development of Information and Communication Technology in the era of the industrial revolution 4.0 has become a demand and need for the world of education that may be related to digital literacy. The e-book is also packaged to improve students' digital literacy (Saripudin et al, 2022). Digital literacy is defined as an individual skill in using digital devices to support the achievement of goals in individual life situations (Payton & Hague, 2010), (Martin & Grudziecki, 2006). Skills in the 21st century can be developed through several skills, namely critical thinking and problem-solving, creativity and innovation, the ability to collaborate, and communication (Ardilah, 2020) related to literacy, especially today's digital literacy.

By utilizing sophisticated technological developments, it will make it easier for teachers to convey their material and knowledge in the learning process, not only that the use of technological media is very useful for students to capture and

understand lessons easily. such as the use of e-book media can be called electronic books.

Based on this description, the researcher was interested in conducting research on teaching historical literacy and digital literacy to students by using e-books. Besides that, another factor that encourages researchers to conduct this research is to see the extent to which the implementation of the school literacy movement has been carried out since 2016. Efforts to develop historical literacy in students by utilizing local West Java history e-books which are very easy to access. Access to e-books in its use can use media computers, laptops, iPad/tablets, and android-based mobile phones. These various accesses certainly make it easier for students to repeat or review learning materials, anywhere and anytime. The e-book used in this research is the local history e-book of West Java.

Methods

This type of research is a literature study, where data collection comes from various journals and books which are analyzed according to the existing problems. Search for journals and books online through the repositories of various journals that have been published on various websites, both national and international. The source of the data used is secondary data that does not come from direct observation, but from the results of research conducted by previous researchers. This data is generated by looking for various references about the research subject, which are then presented in the form of a description (Ernaliana, E., & Rasidi, 2021). Data collection methods are carried out in searching or digging up data from the literature related to the existing problems. After the data is obtained, the data is collected so that it becomes a document that can be used.

Results and Discussion

Literacy activities in the classroom are not just reading and writing. but includes how students can capture the subject matter during the Indonesian history learning process. Teachers communicate with students in class meaningfully and practice social relations related to language, knowledge, and culture. The learning model with a literacy approach in the classroom puts forward intellectual intelligence so



that the literacy built-in classroom learning contains values and characteristics that need to be cultivated in students so that they like to do literacy.

The National Institute for Literacy defines Literacy as "*an individual's ability to read, write, speak, calculate and solve problems at the skill level required in work, family, and society.*" This definition defines Literacy from a more contextual perspective. This definition implies that the definition of literacy depends on the skills needed in a particular environment (Edc, 2017).

Literacy activities are important to pay attention to in history learning because literacy in history subjects is expected to stimulate students to be happy in learning activities. Learning through literacy will get optimal results if it is given with various variations so that students are not bored in the learning process.

Literacy does not have a standard definition, because the concept of literacy is a global product, not national or local. However, apart from these ambiguities, literacy is the knowledge that is needed and must be possessed by everyone, one of which is to follow the zeitgeist which will continue to develop over time, so life also needs renewal (Keefe & Copeland, 2011).

In essence, history is a discipline that has a myriad of noble values that can be learned from every event. This makes literacy important and an indicator that should be prioritized in creating a better life. Explicitly historical literacy needs to be done to instill character values in humans, both characters are obtained from the meaning of events, as well as personality examples of figures who have a positive impact on the quality of human beings.

Historical literacy skills are part of general literacy skills. Literacy ability can be interpreted as a reading and writing skill. However, in its development, literacy skills have a much broader meaning and are not only limited to the ability to read and write. As stated by Echols and Shadily (2003) literacy comes from the word literacy which means literacy. Another opinion was also expressed by Kunder and Hasit (2002, p. 35) who explained that literacy can be defined as the process of learning to read and write a person, including the four language skills, namely listening, speaking, reading, and writing.



One part of literacy skills is historical literacy. Ravitch (1989, p. 53) argues that historical literacy refers to the level of knowledge of historical content, namely the accumulation of facts about various events that occurred in the past. Unfortunately, this argument only shows a form of historical literacy which is limited to knowledge of historical facts.

Historical literacy skills can be enhanced by helping students develop a more mature understanding of the nature the historical inquiry. One of the important things that must be instilled in students is subjectivity in historical narratives. In this case, students must have an understanding that historical narratives constructed by historians do not have a single truth. The truths presented in historical narratives are the result of historians' interpretations. Thus, the first effort that history teachers need to instill is about recognizing the historical sources used by historians in shaping the interpretation of a historical event. As stated by Ashby, Lee, & Shelmit (2005) that "*Students can learn about the past by working it out from sources*". These sources are then used as a guide for students in forming their understanding of a historical event.

In the development of learning resources in today's modern era, it should refer to digital-based learning resources where it is also related to digital literacy. The idea of digital literacy was popularized by Gilster in 1997 as quoted in Belshaw (2011) stating that "*Digital literacy is the ability to understand and use information in multiple formats from a wide variety of sources when it is presented via computers*". According to Gilster, digital literacy is the ability to understand and use information in various formats that come from various digital sources that are displayed through computers (Nurjanah, et al, 2017).

Based on the understanding of digital literacy stated above, digital literacy develops along with advances in technology and communication. This competency requires students to understand 'reading' information from various digital devices used in learning activities including the use of e-books.

There is no denying that interactive e-books are needed in increasing digital literacy because the term refers to a person's capacity to search, assess and use information through digital technology as well as in using all forms of technology.



To meet the superior quality of interactive e-books, special criteria are needed in the preparation and writing of interactive e-books, which according to Greene and Petty (1975, as quoted in Tarigan, 1986, pp. 13-20) are as follows:

1. Viewpoint. Interactive e-books must have certain foundations, principles, and points of view that animate and underlie interactive e-books as a whole. The point of view is in the form of theory and psychology, language, and so on.
2. Concept clarity. Concepts used in interactive e-books must be clear and concise. Ambiguity needs to be avoided so that students get clarity on the various descriptions they put forward.
3. Be relevant to the curriculum. Interactive e-books must be relevant to the applicable curriculum. This follows its function as a learning resource in the classroom, which inevitably has to follow various institutional provisions, including the curriculum.
4. Interesting. The interactive e-book is written for students. Therefore, the author of interactive e-books must pay attention to the interests of students who use the textbook. The more relevant an e-book is to students' interests, the more interesting the e-book will be.
5. Cultivate motivation. Featured interactive e-books are interactive e-books that can make students willing and happy to do the tasks or exercises contained in the book.
6. Stimulate student activity. Thus, interactive e-books are books that stimulate, challenge, and activate student activity. This is in line with the concept of active student learning or value clarification.
7. Be an illustration. Striking and eye-catching illustrations should accompany the interactive e-book. A suitable image should give it a charm and make it clear what is being said.
8. The user is understandable. The aspect of understanding must come first. The main factor at play here is language. The language of the book must be the language of the students. Sentences must be effective and avoid double meaning.
9. Support other subjects. By studying interactive e-books, one problem can add knowledge to other things.



10. Respect individual differences. An excellent interactive e-book does not exaggerate specific individual differences. Differences in ability, talent, economy, and socio-culture are not at issue.
11. Set values. An excellent interactive e-book seeks to strengthen the values prevailing in society, preserve the values of struggle, and the spirit of the 1945 Constitution, the noble values of Pancasila. The Republic of Indonesia) so that students will try to preserve it.

The above criteria are in line with the principles of textbook writing based on these principles, a book must be developed to meet the criteria of content, presentation, and linguistic eligibility. (Saripudin, et al, 2022).

In delivering regional history learning materials, several common problems are often faced by teachers, namely the selection of material sources. Teachers tend to choose local history authorities listed in textbooks and have not developed local history materials based on oral history. In addition, they also have not expanded the horizon of reference. The teacher conveys inadequate and shallow learning materials, the order of presentation is also inadequate, and the material does not follow the competencies that students want to achieve (Saripudin & Komalasari, 2016).

Therefore, the Local History of SMA/SMK Class XI is organized into 6 chapters which have been accommodated with the values of Sundanese local wisdom. The six chapters are a wealth of West Java Local History material extracted from local culture and characters (Saripudin, et al, 2022).

However, related to the presentation principle, the writing of a textbook must consider the components of the learning strategy and the design of the learning message. The main characteristics of the learning strategy (instructional strategy) include (1) preliminary learning activities (pre-instructional activities), (2) delivery of learning materials (presenting instructional materials), (3) provoking student performance (eliciting performance), (4) providing feedback and (4) follow-up activities in the form of remedial and enrichment (Gafur, 1986). Meanwhile, the principles of instructional message design include: (1) the principle of readiness and motivation, (2) the use of attention-directing devices,



(3) active student participation, (4) repetition, and feedback (Gafur, 1986; Saripudin & Komalasari, 2016).

The average results of the general description of the e-book on the components of learning materials, presentation, and completeness indicate that e-books can be said to be suitable for use by students. Several elements need to be improved, including the material must be more applicable and contextual, developing current issues, and use of current references. The aspect of the presentation that is still said to be sufficient and needs improvement is the lack of photos/illustrations and graphics.

The use of the QR-Code in several sections of the local history e-book of West Java was welcomed by students to get additional information. QR codes are linked to YouTube pages, e-books, e-journals, and virtual museums. This is in line with research that Gen-Z prefers YouTube as the main source of independent learning (Seemiller & Grace, 2016). Generation Z sees themselves as problem solvers who choose to work alone but still build collaboration by contributing specific elements to larger projects (Mohr & Mohr, 2017).

However, the findings of Mohr and Mohr (2017) show that Generation Z is less interested in current events. This is different from the results above where students ask for an e-book of West Java's local history, which is more contextual. This is not related to whether Generation Z likes contemporary issues or not, but rather how current issues and problems are packaged in e-books. The effectiveness and usefulness of the Regional History interactive e-book for students are obtained from student assessment data on the interactive e-book used.

Student evaluation of the components of effectiveness and use value of interactive e-books consists of several indicators, namely: 1) Can interactive e-books train students in problem-solving and decision-making processes?; 2) Do interactive e-books provide an opportunity to appreciate different opinions?; 3) Can the description of the material explanation in the interactive e-book help students conclude and improve student literacy?; 4) Can the descriptions of the illustrations and exercises in the interactive e-book help students express their opinions briefly and systematically?; 5) Are the relevant tasks in the teaching materials able to

train thinking and acting skills by the learning objectives?; 6) Are the examples described in the e-book relevant to students' lives and able to provide an authentic learning experience?; 7) Are the current issues in the e-book able to help students think critically and respond to any problems local and global issues?; 8) Can the exercises on the e-book help students better master the subjects and the relationships between concepts?; 9) Can e-books increase student interaction with teachers and create high curiosity?, and 10) Can e-books improve student academic achievement? (Saripudin, et al, 2022).

Conclusion

The application of historical literacy and digital literacy by utilizing e-book media in history learning can be done by utilizing existing facilities such as mobile phones. Including the use of local history e-books of West Java which can be accessed using a mobile phone as long as it is connected to the internet network. The disadvantage of using an e-book application is that it takes a relatively long time if the expected learning does not go well, while the advantages of using an e-book application as a learning resource using e-books are that students can see and hear directly and students grasp power better. strong because it seemed to experience firsthand.

Regarding historical literacy skills and digital literacy, it was concluded that learning to use e-books is one solution to growing literacy in the world of education, especially historical literacy and digital literacy because it can foster interest in reading. By using e-books, students are more enthusiastic to read, because e-books are by the times, namely the current digital era.

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