



Analysis of Perceptions of Lecturers of The History Education Program Towards Historical Literacy

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Abstract This research aims to determine the perceptions of History Education lecturers regarding historical literacy. The research was carried out at Universitas Negeri Jakarta and Universitas Indraprasta PGRI. The research method used in this research is a qualitative method which will produce data in the form of words and then analyze it in descriptive form. This method focuses on natural phenomena or symptoms by interviewing four lecturers from two universities. Researchers will use triangulation or combined techniques in collecting data for this research. The description is as follows: 1) open interview which allows the interviewer to answer the researcher's questions; 2) specialist informants consisting of study program heads and course lecturers; and 3) study documents by looking at reference sources relevant to this research. Research shows that there are differences in the distribution of Indonesian History courses at the two universities. The course learning process was going well but was hampered by a lot of material, so it had to be shortened. Study programs must also update the Semester Learning Plan, which must now use problem-based learning and project-based learning models. There are different perceptions regarding historical literacy even though in practice the lecturers have implemented most of the historical literacy, namely learning history which contains aspects of events, chronology, causality, relevance, moral messages, significance, and assignments.

Keywords: Perception, Historical Literacy, Indonesia History

1. INTRODUCTION

History lessons are important lessons for students to learn. In the development of the curriculum in Indonesia, history as a stand-alone subject began to appear in the 1984 Curriculum which was divided into two parts, namely Indonesian national history and world history (Nury Batubara & Aman, 2019). Currently, in the new curriculum namely as Merdeka Curriculum, history has become a separate subject with the name of the history subject studied in Indonesia's high school.

The interesting thing about the Merdeka Curriculum is that there are a range of skill strands that students must have in history subjects, namely: (1) historical conceptual skills; (2) historical thinking skills; (3) historical consciousness; (4) historical research; and (5) historical practice skills. These five elements in fact, related to historical literacy as an important part of studying history. Some experts argue that historical consciousness is part of historical literacy, this shows that historical literacy is a broad thing to study (Maposa & Wassermann, 2009). Wissinger and Ciullo (2018) believe that historical literacy is a skill in reasoning, writing, and learning using historical evidence.

Seeing these conditions, it is necessary to develop the concept of historical literacy in history learning in Indonesia, especially in the Merdeka Curriculum. The problem that then emerged was the ability of history teachers to apply historical literacy in history learning in their respective classes. Kurniawati dan Wijayasari (2020) found that teachers had difficulty implementing all aspects of historical literacy, especially in practicing historical methods. Apart from that, the teacher said that there was a deep-seated misconception among students that history lessons were a lesson in memorizing years. It is also still difficult for students to be introduced to historical sources. It was further said that many students prefer to use blogs as references, even though their validity is still questionable. Therefore, the teacher's role is important to apply historical literacy in history lessons because they will support meaningful learning in history.

We argue the importance of teaching prospective teachers regarding historical material to determine the teacher's ability to apply historical literacy in various history classes in the future, so that it is importance to introduce students of history education at education university to the concept of historical literacy. For this reason, it is necessary to analyze the perceptions of lecturers in the History Education study program at education university regarding historical literacy.

2. METHOD

The research method used in this research is a qualitative method which will produce data in the form of words and then analyze it in descriptive form. This method is oriented toward natural phenomena or symptoms (Ali & Asrori, 2014; Arikunto, 2014). Researchers will use triangulation or combined techniques in collecting data for this research. The description is as follows: 1) open interviews which free the interviewee to answer the researcher's questions; 2) specialist informants consisting of study program heads and course lecturers; and 3) document study by looking at reference sources relevant to this research (Sugiyono, 2015).

In addition, this research uses the Creswell and Creswell (2017) model in analyzing research data. The stages are as follows: 1) organizing and preparing the data to be analyzed; 2) reading and viewing all data; 3) coding all data; 4) using coding as material to create descriptions; 5) connecting themes; and 6) provide interpretation and meaning about the theme.

Meanwhile, the courses used as samples in this research are those related to Indonesian history. This course was chosen because the topics in this course are one of the Learning Outcomes in the Merdeka Curriculum in history subjects. In more detail, the courses chosen are Indonesian History during the National Movement and Modern Indonesian History. The research conducted in two history education programs at two university in Jakarta, Indonesia by four lectures in each university that is two head of study program and two lecturers of Indonesia History.

3. RESULTS AND DISCUSSION

Distribution of Indonesian History Courses

Based on an interview with H, as head of the history education study program, courses related to Indonesian history are divided into six courses, namely 1) Classical Period Indonesian History (Prehistory to Hindu-Buddhist); 2) History of Indonesia during the Islamic Period; 3) Colonial History of Indonesia; 4) History of Indonesia during the National Movement; 5) History of Indonesia from the Early Years of Independence to Guided Democracy; and 6) History of Indonesia from the New Order to the Reformation. These six courses are each similar

to three credits. The basis for distributing these courses is the need to implement Teaching Skills Practices in semester 7 so that students receive courses related to Indonesian history for six semesters (Interview with H, 18 September 2023).

Meanwhile, AH, who is the other head of the history education study program, stated that courses related to Indonesian history are divided into three courses, namely Ancient Indonesian History, Middle Indonesian History, and Modern Indonesian History. Meanwhile, the division of courses is because "... there is a lot of material substance, so the division is divided into three" (Interview with AH, 13 July 2023). These three courses are each similar to three credits.

Regarding the appointment of a lecturer to teach courses related to Indonesian history, according to H, the lecturer has conducted research in this field and is by his academic qualifications (Interview with H, 18 September 2023). This is in line with AH in appointing lecturers to teach courses, namely according to the academic qualifications "...*the first is a Bachelor of History Education, then master's in history education or history (science), or we can also see from the competence of the lecturer himself, his education, nothing is different.... it's called seniority and so on.*" (Interview with AH, 13 July 2023). Thus, the lecturer is in accordance with his capacity to teach this course because it is closely related to history.

Apart from that, according to H, lecturers who teach courses must always update information related to the courses taught "... *so if there is a new book, don't let the lecturer miss it and have to learn new sources*" (Interview with H, 18 September 2023). This was reinforced by AH that lecturers must have "...*a good understanding of history, be able to narrate well using language that is not long-winded, and relevant or appropriate variations and learning models*" (Interview with AH, 13 July 2023).

Regarding the appointment of lecturers for these courses, research by Wildah et al. (2022) suggests that lecturers must have sufficient competence, so that they can have an influence, especially within the campus itself. One thing that determines the quality of a lecturer is the number of publications made by the lecturer, thus showing that the lecturer is an expert in a scientific field. At the end of the lecture, it is also necessary to evaluate the lecturer's performance with the aim of optimizing lecture activities in the future (Atmaja & Wijaya, 2019).

Learning Process for Indonesian History Courses

According to AH, in general, the learning process for courses related to Indonesian history has gone well, but is hampered by a lot of material, so it must be shortened. To evaluate this, the head of the study program directed the team of lecturers to update the Semester Learning Plan according to student needs every semester and also review the curriculum as a whole once every two years (Interview with AH, 13 July 2023).

Meanwhile, according to H, the updated Semester Learning Plan is to adapt the latest curriculum, namely using problem-based learning and project-based learning models. Apart from that, the learning that will be carried out is based on research that has been carried out by the lecturer in charge of the course, this can be seen in the Learning Plan which includes reference sources originating from research results, which in this case are in the form of scientific articles by the lecturer in charge of the course (Interview with H, 18 September 2023).

On the other hand, the implementation of learning for the Indonesian History of the National Movement period has been going well according to lecturer A, while the problem experienced by him is related to sources, because these sources are "...*not easy to obtain digitally*", so it is difficult for students to access them. these sources (Interview with A, 17 July 2023). A similar thing was conveyed by the ASR lecturer in the Modern Indonesia History

course that said the implementation of learning was going well, but was constrained by resources, especially with "...the large number of recent references", so it must always be up to date (Interview with ASR, 3 July 2023).

Difficulties in finding sources can be exploited by using digital history. However, the use of digital history in history learning must be done carefully because digital historical sources can be manipulated easily (Anis & Mardiani, 2022; Utami, 2020). However, lecturers can also ask students to carry out historical research stages after searching for sources (heuristics), namely verification/criticism by criticizing digital historical sources that students have obtained.

Regarding teaching readiness, lecturer A prepares the Semester Learning Plan which has been made by the team of teaching lecturers, while updating the RPS is carried out based on the latest format by the directions of the study program (Interview with A, 17 July 2023). Meanwhile, lecturer ASR prepare a lot of literacy in these courses, apart from that there are also modules that are necessary in preparing learning. Regarding Semester Learning Plan, lecturer ASR said "...still use the same Semester Learning Plan in the previous semester. But if there is a change, maybe the material will be more contemporary" (Interview with ASR, 3 July 2023). So, new material taught by ASR is taught every semester.

Lecturers A and ASR have prepared their lectures well, this can be seen from the readiness of the Semester Lesson Plan designed by the team of teaching lecturers. However, the Semester Lesson Plan does not involve students in discussions. This was also highlighted in Sitepu & Lestari (2018) research that when making Semester Lesson Plan, lecturers did not involve students in discussions, this had an impact on students who were not trained in creative and critical thinking, so that students became unaccustomed to asking questions to lecturers. So, lecturers should discuss various topics in the Semester Lesson Plan with students, so that later students can become active learners in processing and processing information.

For learning methods, lecturer A uses discussion methods and "...presentations according to existing sources" in the course (Interview with A, 17 July 2023). This is almost in line with ASR who had been using lecture and discussion methods, apart from that ASR also requires students to use sources when arguing, this is because in this course "...the material has a lot of differences of opinion" (Interview with ASR, 3 July 2023).

Meanwhile, the characteristics of students studying this course are varied, according to lecturer A:

"Students, in general, vary from time to time; some are diligent and persistent, so when they look for material, and some are just haphazard, so when they present, they will be discovered. Which ones read, and which ones don't? ...so, some of the student characteristics are good, some are average, and some are low" (Interview with A, 17 July 2023).

In line with lecturer A, lecturer ASR also said:

"...Many characteristics. Some are interested in this course, some are not. Some just join in, and some consider this course as an illustration of their future implementation at school because the material of this course is generally what is taught at school. And in general, the level of student interest in this course is around 50% according to the student's character" (Interview with ASR, 3 July 2023).

Application of Historical Literacy in Indonesian History Courses

Before discussing the application of historical literacy in the Indonesia History course during the National Movement/Modern Indonesia History, it is necessary to first discuss the perception of the concept of historical literacy among lecturers. Lecturers A and ASR know the

concept of literacy in general but do not know the concept of historical literacy in detail. This can be seen from the statement of the lecturer ASR "*In my opinion literacy is part of reading material*" (Interview with ASR, 3 July 2023). Meanwhile, lecturer A stated that:

"I heard the concept of literacy, conceptually what I imagined was simply that literacy is how students can read and they understand the content, not just reading but being able to express it too. And understanding what they read and from that understanding, they are then able to express it based on what they read" (Interview with A, 17 July 2023).

To find out the application of historical literacy in the Indonesia History course during the National Movement/Modern Indonesian History in detail, the lecturers' perceptions of the minimum abilities they must have as follows will be discussed one by one:

1. Events

Lecturers A and ASR said that there were event aspects in the learning they carried out. This was conveyed by lecturer A that "*aspects of the event depend on the theme of the learning material, for example about the Youth Pledge*" (Interview with A, 17 July 2023).

2. Chronology

Regarding chronology, lecturers A and ASR stated that they had conveyed the chronological aspect of learning. This was stated by Lecturer A that "*if the chronology aspect is for example the events leading up to the proclamation, the series of everything from the mastermind incident to the proclamation is all chronological*" (Interview with A, 17 July 2023).

3. Causality

Regarding causality, there are differences between ASR and A lecturers. ASR lecturers stated that causality is not taught in their courses. However, lecturer A stated that causality:

"...I always convey to students, that if a historical event or anything in history is related to a cause and there is no cause because of a single factor, the cause is not just single in nature, something that causes many aspects of a historical event or story to emerge" (Interview with A, July 17, 2023).

4. Relevance

Lecturers A and ASR stated that they had conveyed aspects of relevance in the learning of the courses they taught. Lecturer A stated that "*... its relevance is very strong now because the movement is essentially how we want to be independent. The question is whether we are independent today or not. What were the aspirations during the movement, whether today we are independent or not*" (Interview with A, 17 July 2023). Then, the ASR lecturer said that "*students are also taught concerning today, for example, the differences that occur at any time, regarding students. What is the difference between students during the movement era, the beginning of independence*" (Interview with ASR, 3 July 2023).

5. Moral Message

Regarding the moral message, ASR and A lecturers said that they had conveyed aspects of the moral message in ongoing learning. This was conveyed by the ASR lecturer that "*the moral message may be that after teaching, students are more directed towards the obligation to read history because the strength of historical people is reading, that is why students need literacy.*" Meanwhile, lecturer A said that: "*...national figures should be something to emulate today. For example, Tan Malaka, (Mohammad) Hatta, Sukarno, (Mohammad) Yamin, (Bagus Hadi) Kusumo, and others are figures who have far-sighted thinking and certain views that show their morality, as figures who have a vision and mission that must be imitated*" (Interview with A, 17 July 2023).

6. Important Values

Regarding the aspect of important values, only lecturer A answered that this aspect was conveyed “*sometimes. It depends on the material*” (Interview with ASR, 3 July 2023).

7. Assignment

Both lecturer A and lecturer ASR stated that they gave assignments to the courses they teach. Lecturer A gave an assignment in the form of “... *writing articles and essays*” (Interview with A, 17 July 2023). Then, the ASR lecturer gave assignments in the form of “... *creating materials, power points, group assignments, pre-tests such as multiple choice and essays, and students were required to collect articles which would later be published by students on various social media according to the student's abilities, for example via Instagram, blogger*”.

Lecturers A and ASR have prepared their lectures well, this can be seen from the readiness of the Semester Lesson Plan designed by the team of teaching lecturers. However, the Semester Lesson Plan does not involve students in discussions. This was also highlighted in Sitepu & Lestari's (2018) research that when making Semester Lesson Plan, lecturers did not involve students in discussions, this had an impact on students who were not trained in creative and critical thinking, so that students became unaccustomed to asking questions to lecturers. So, lecturers should discuss various topics in the Semester Lesson Plan with students, so that later students can become active learners in processing and processing information.

Starting from aspects of events to important values, these are aspects that are closely related to history as the science and use of history (Gottschalk, 2008; Kuntowijoyo, 2013; Madjid & Wahyudhi, 2014). Meanwhile, the assignment aspect is closely related to historical research which consists of four stages, namely heuristics, criticism, interpretation and historiography (Sjamsuddin, 2016; Sulasman, 2014). This means that students can carry out historical research stages based on assignments given by the lecturer.

4. CONCLUSION

Based on the research results, it can be concluded that lecturers have not known the concept of historical literacy in detail. This is inseparable from the absence of a concept of historical literacy in Indonesia. Minimum competencies in the form of events, chronology, causality, current relevance, moral messages, important values, and assignments have not been implemented optimally by history education lecturers in Jakarta in Indonesian History lectures. In this way, it is hoped that a historical literacy concept can be developed in accordance with the Merdeka Curriculum which is currently used as the national curriculum.

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