



THE 21st CENTURY OF HISTORY LEARNING

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Abstract : History as a subject becomes an important part of the process of instilling the values of identity, character, and nationalism. The political dynamics and education policies are positively correlated with the success of teaching history for the younger generation, therefore they can understand and be proud of their own country along with the historical facts. A change in the tradition of the conventional behaviorism in history learning to the direction of learning constructivist modern history is required due to the current of globalization with all its effects. The teachers play an important role in the flow of changes in learning in 21st century history. The mental revolution in the paradigm and implementation of history learning must be carried out by teachers, students, school management and the community towards a better Indonesia. Philosophical Curriculum of 2013 has demonstrated a visionary step for creative and innovative history learning.

Keywords : history learning, curriculum of 2013, constructivist modern

I. INTRODUCTION

History and history learning are always an interesting topic to discuss among history teachers, parents, students, colleagues, policy makers, etc. as in some educational policies, history is not always be included as a subject in schools. "History makes man be wise", said Sir John Seeley to emphasize the importance of history in fostering wisdom to those who learn history well. In the current situation of global culture, history and history learning are no longer regarded as important/interesting materials in educational process as the demand of global life is dominated by sophisticated technology and materialist practical life.

This reality is quite alarming, considering history and historical value are part of identity of nations. Various forms of conflicts appear today; often caused by historical factors. In some developed countries, history learning has become a popular and interesting subject because it is presented differently so it is not boring and can bring a vivid ancient atmosphere. History learning in developed countries is important for the existence of the nation. Without learning history, how American would know that the establishment of their country comes from the struggle of British immigrants who wants to find freedom in self-determination?

Similarly, how the young generation of Indonesia would know that their country is formed from a strong willingness to establish a glorious Indonesia from diversity? History learning, indeed, holds an important role to develop and bind the sense of nationality that has been built by our national heroes. History and history learning will explain all of that knowledge to raise the awareness of the historical value of this nation. There is a belief that history learning can effectively develop and strengthen the nature, character, and identity of young generations in the midst of today's global life. It is in accordance with Said Hamid Hasan



argument that says, "... through history learning, young generation will understand how this nation was born and developed, what problems are faced in the past so we can learn how to solve problems now and then" (Hasan, 2003). This paper tries to elaborate some of the 21st century learning problems.

II. RESULTS AND DISCUSSIONS

2.1 The Importance of History and History Learning

In the midst of problems regarding history learning, there are many parties who are aware of the importance of history for human life. Sir John Seeley, for instance says, we study history that we may be wise before the event. Furthermore, (Katodirdjo, Sartono, 1982) argues that history has an important role in the development of Indonesia today regarding building national awareness and national identity. Thus, it can be said that learning history can essentially provide good moral lessons for every human being. In addition, learning history also strengthens the spirit of nationalism for our homeland as we can understand better all things happened to our ancestors in the past such as how they deal with social problems, how they free themselves from their suffering, how they overcome natural disasters and so on. Indeed, predicting future is not the authority of History or other social sciences. However, by learning the past experiences, we can be able to have a sharp conscience and mind so that we can capture the lesson learnt and meaning for the sake of the present and future interests (Maarif, 1991).

2.2 The 21st Century History Learning

The end of the 20th century was marked by the emergence of globalism, which is often called globalization (Ohmae, Kenichi, 2002). Albrow (1996, in Samsul AB, 2005) explains that "globalization has led to the decline or even demise of modern rationality". (Riggs, Fred W., 2002) argues, "globalization in values escalating human mobility more and more people are able to move from place to place, seeking new home but also visiting different countries where they may stay longer or shorter periods of time". Globalization is defined as a cultural change that includes thought and behavior (Suswandari, 2017). In "The Third Way" says that the communication revolution and the dissemination of information technology could not be separated from the process of globalization (Giddens, Anthony, 2002). Through electronic communication, one in the poorest region can engage and shake the world and break down local values and patterns of life. Meanwhile, (Ashkenas, Ron, 2002) explains that globalization has brought environmental change to become more competitive. How is history learning facing this situation?

As expressed by (Yodohusodo, Siswono, 2015), schools are places where knowledge about nationality is given. In schools, students are not only taught about good moralities and how to increase knowledge and skills but schools also have a responsibility to educate and shape the personality of students in order to be Indonesian. Social phenomena, such as radicalism, fighting between students, conflict between locals, corruption, etc. is not Indonesian personality formed through education in schools. Indonesia as a plural nation has a long history in the formation of the Republic of Indonesia to be an attractive country for global interests, both positive and negative.



This opinion is related to the various group fanaticisms that can degrade the value of pluralism and tolerance triggered by political cases of regional head elections, for instance, and other political issues.

History learning and the philosophical values contained therein have a very important function in shaping the personality of a typical Indonesian nation in the 21st century. The characteristic of resource in the 21st century in the view of (Patrick, Griffin, Barry McGaw and Esther Care, 2012) are marked by 1). Ways of thinking: includes creativity and innovation, critical thinking, problem solving, decision making, learning to learn, metacognition, 2). Ways of working includes: communication, collaboration, 3), tools for working include: information literacy, ICT literacy, 4). Living in the world includes: citizenship, life and career, personal and social responsibility-including cultural awareness and competence. A good history learning should lead to these four things.

History teachers play an important role to present critical history learning processes with various methods. Students' competencies are developed to be critical, to solve problems of life based on logic, to establish communication between nations smoothly, to collaborate productively, and to become part of the world community that upholds human values. Changes in the historical teaching mindset, become part of the earliest soft skills for current history teachers. History teachers are expected to change the image of history lessons as boring, unattractive and monotonous subjects into interesting and challenging subjects. History teacher's creativity in updating historical facts in millineal style history lessons is an inseparable in history learning. If historical facts are presented in a modern atmosphere, they will invite curiosity and fosters a deeper desire to learn. The history teacher's hard work in teaching history is the main key to the success of learning history in the 21st century. A good and correct historical understanding of becomes social capital for the strength of the nation's character in the global era. This can be exemplified by the study of the text of the Proclamation of Independence, which can reveal the values of manners, courage, the spirit of love for the country, to be free from foreign colonialism and stand tall to be an independent and civilized nation. In the themes of the Hinduism and Buddhism in Indonesia, the development of Islam and the entry of colonialism and its consequences and the long journey of Indonesian government after independence to date, have to be presented in an interesting learning process and fully involve students. The whole set of history learning needs to be well formulated with milineal facts without obscuring the facts that exist for certain purposes. Historical teacher's objectivity is another part that cannot be left in explaining historical facts. The figures of the nation's heroes are expressed about their noble attitude, action, and their great works so that they can be a strong foundation for the development of the attitude of the younger generation. The presentation of history learning is no longer emphasizes on students to memorize events, dates, years and places of occurrence, but the substance of an event that occurs with the prominence of noble values accompanying it and prioritizes student centered collaborative learning methods from the very beginning.



Philosophically, history learning has an ideological, political, moral and ethical dimension. Ideology as a source of value is instilled through historical learning that will become a demand for behavior. Therefore (Matta, Annis, 2013) stated that if history is the story of yesterday, today and tomorrow, then history is not only a method for understanding the past and the present, but also the most effective way to find reasons to continue hoping that tomorrow is a better life story. This statement asserts that understanding historical events is a great effort to continue to have hope in a better life. The Indonesian nation has gone through a long history since the pre-history, history, colonial period, independence, reformation to date. Indonesia has a number of great role models, exceptional noble values that will strengthen the character of rapid social change today.

The strengthening of historical teaching skills for history teachers is an important part to obtain the results of history learning that is full of meaning, so the actual philosophical goals of history learning are achieved. In assumption that this can be done well, it is possible that various social upheavals that occur at this time such as rampant acts of corruption, nepotism, social conflict, careless behavior, egotistical behavior, dishonesty and various other asocial attitudes can gradually change towards the path of good life and good nationalism. The mental revolution in learning and learning history that must be carried out by teachers, students, schools and the community into a series of interlinked towards a better Indonesia. The philosophical 2013 curriculum has demonstrated a visionary step in celebrating one hundred years of Independence of Indonesia in 2045 (Istikhari KR, Naufal, 2014).

The presence of the 2013 curriculum, as a new paradigm in learning in Indonesia, can be seen as an effort to change the overall learning process, including history learning. The keywords in the learning process through the 2013 Curriculum is to focus on process of students' learning, with teachers as facilitators with all their pedagogical methodical skills. Six characteristics of the 2013 curriculum for the learning process for students which include; observing, questioning, reasoning, experimenting, forming networking and finding out without being told (discovering). The 2013 curriculum, became a progressive policy even though it had to be refined numerous times, including historical material. The 2013 curriculum is a visionary step to renew the learning process in Indonesia.

III. CONCLUSION

This presentation concludes that amidst the onslaught of global culture, history, historical events and history learning becomes an important instrument in building the nation's character, identity and integrity. The awareness of national history is an inseparable part of efforts to understand the true meaning of history, so history is no longer seen as a collection of obsolete pasts. However, in today's global era we must be able to agree that history is yesterday, today and the future. Through proper history learning will be able to instill national character and identity that is to think critically and creatively, develop curiosity towards the nation and other nations, instill an attitude of heroism and leadership, develop national spirit, develop



solidarity social and love of others, solve problems without conflict, interact adapting and become the basis for strengthening national identity.



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