

## The Future of the Past: How Digital Literacy Is Revolutionizing History Education

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### ABSTRACT

*This paper explores the transformative impact of digital literacy on history education in the digital age. While traditional methods often emphasize memorization of events, dates, and figures, digital literacy introduces critical thinking, interactivity, and multimedia engagement into historical inquiry. This study aims to analyze how digital tools ranging from digital archives and interactive timelines to augmented reality (AR) and social media reshape pedagogical approaches in history classrooms. Employing a qualitative descriptive method, the study gathers data through document analysis and interviews with secondary school history educators. Results indicate that digital literacy facilitates a more participatory and contextual understanding of the past, encouraging students to critically analyze sources, compare narratives, and engage in historical interpretation. These findings suggest that the future of history education lies in a digital, student-centered paradigm that promotes inquiry-based learning and digital citizenship.*



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## 1. INTRODUCTION

Education is an essential part of every phase of human development (Mahmood et al., 2017). It is not only present as a means to fulfill primary needs such as the ability to read, write, and count, but also to answer secondary needs related to character building, life skills, and readiness to face the challenges of the times (Suryadi, 2015). Through education, individuals are prepared to face various social, economic, and cultural dynamics, so that they are not trapped in 'modernization blindness' a condition in which humans live in the flow of globalization without having adequate knowledge, values, and skills to navigate the changing times wisely. Quality education aims to develop students' potential, interests, and talents, enabling them to grow into creative, independent, and innovative individuals who can make a positive contribution to their surrounding environment and the wider community (Zahri Harun, 2013).

Along with the times, education has undergone a significant transformation, especially in the last two decades. The development of digital technology has been an important catalyst in the transformation of global education (Wahyuni, 2021). This phenomenon is increasingly evident when the use of gadgets, computers, and other telecommunications devices becomes an inseparable part of everyday life, including in teaching and learning activities. The 21st century is known as the era of the digital revolution, where nearly all aspects of human life

have been digitized, including education (Agung & Fadli, 2023). The learning process that was originally conventional, limited in time and space, is now shifting towards a more flexible, interactive, and technology-based approach. The concept of online learning, virtual classes, and digital learning platforms has become increasingly common and popular, especially since the COVID-19 pandemic accelerated the adoption of technology in the education system.

The digitalization of education brings both opportunities and challenges. On the one hand, technology can bridge access to education for people in remote areas, enrich teaching materials, and support the development of critical, collaborative, and creative thinking skills, all of which are important competencies in facing global challenges (Agung et al., 2023). On the other hand, this shift also demands infrastructure readiness, increased digital literacy, and curriculum adaptation to be relevant to the needs of the times. Therefore, education in the digital era is not just about applying technology, but also about forming a generation that can use technology wisely, productively, and responsibly (Suparlan, 2012).

The development of digitalization has brought about significant changes in the world of education, particularly in the use of learning media. Learning media is now an important element in supporting the modern learning process. In many schools, learning is shifting away from traditional textbook-dependent approaches toward project-based approaches backed by digital media. Learning media is defined as a tool in the learning process that facilitates educators in delivering materials to learners. This transformation underscores the significance of technological innovation in enhancing the effectiveness, interactivity, and meaningfulness of learning experiences (Simbolon, 2023).

One of the disciplines most impacted by this change is history education. For many years, history was taught in a linear fashion, with an emphasis on the chronological memorization of events, figures, and dates (Tanaya, 2024). This approach often made history seem rigid, irrelevant, and unengaging for learners. However, with the advent of digital literacy, history education is now entering a new era that is more dynamic and reflective (Wahyuni, 2021). Learners are no longer passive recipients of information. Still, they are invited to actively interpret the past, interacting with primary sources in the form of digital archives, documentaries, and technology-based interactive media such as Augmented Reality (AR) and Virtual Reality (VR). They can even create their historical narratives in the form of videos, podcasts, or blogs, making the learning experience more contextual and personalized.

The literature indicates that the integration of digital literacy into history education has significantly enhanced student engagement, critical thinking skills, and historical empathy the ability to understand the perspectives of people in the past within their social and cultural contexts (Andrianto, 2025). Digital literacy encourages students to not only understand “what happened”, but also explore “why” and “how” historical events took place, as well as their impact on the present. This approach aligns with 21st-century educational goals, which emphasize the development of higher order thinking skills and lifelong learning.

However, challenges remain. Many educators appear still not fully capable of integrating digital media into history learning, whether due to limited professional training, inadequate technological infrastructure, or lack of support from curriculum and education policy (Ferdianto et al., 2025). As a result, there is a considerable gap between the potential offered by digital technologies and the history learning practices that take place in classrooms (Zou et al., 2023). This is a challenge that must be overcome so that digital transformation in education can be equitable and inclusive.

In this context, the role of teachers is crucial. Teachers are not only tasked with delivering material but also as mediators and facilitators in the teaching-learning process. Teachers are required to be able to adapt learning media to the characteristics of students and diverse classroom contexts. In the Indonesian educational paradigm, which upholds the principle of *Tut Wuri Handayani*, teachers are expected to motivate, guide, and supervise students throughout the learning process to support their optimal development (Wiryopranoto & Herlina M. S, 2017). Therefore, teachers need strong digital literacy and enough support to use technology effectively in history education.

This research aims to bridge the gap by exploring how digital literacy is used in history education and how it is changing the way students and teachers engage with the past. This research focuses on answering the question: How is digital literacy changing history education in terms of teaching methods, student engagement, and learning outcomes? This study hopes to identify strategies and best practices for using digital technology to make history learning more relevant, inclusive, and transformative for today’s generation.

The Covid-19 pandemic that occurred in Indonesia has impacted various sectors, one of which is educational policy. During the pandemic, schools were closed but the learning process had to continue (Sun et al., 2020). One of them is the field of education, where the Ministry of Education and Culture even issued Circular Letter of the Minister of Education and Culture Number 4 of 2020 concerning the Implementation of Education During the Emergency Period of Coronavirus Disease (Covid-19) and Circular Letter Number 15 of 2020 concerning Guidelines for the Implementation of Learning from Home During the Emergency Period of Covid-19 Spread. The implementation of online learning is evidence of the 4.0 industrial revolution, where access to

technology is unlimited, thus enabling the implementation of online or distance learning (Medical Association, 2020).

This study aims to study the spatial patterns based on the learning strategies used by students in the PPL II activities during the Covid-19 pandemic. Therefore, it is possible to identify learning strategies that are easy for students to apply during the Covid-19 pandemic and the support provided by partner schools.

## 2. RESEARCH METHOD

This study used a descriptive qualitative approach to explore the integration of digital literacy in history education (Sugiyono, 2005). A qualitative approach was chosen to explore history teaching practices and learning strategies in Banyumas. This study collected data through scholarly journal analysis and semi-structured interviews with five history teachers and three secondary school students in Banyumas Regency, Central Java. This method was chosen because the study focused on how history is taught and how learning strategies are used in classrooms, based on the experiences of teachers and students and supported by relevant literature.

In qualitative research, document analysis is an important stage in the data collection process (Sutopo, 2006). This method is used to review and interpret various written sources, such as books, scientific articles, and other documents related to the research topic. Document analysis aims to obtain credible and in-depth data, as well as strengthen the validity of research findings through the study of authoritative written sources (Abdul, 2020). This stage allows researchers to identify patterns, themes, and key information that support the focus of the study.

In addition, the semi-structured interview method is an important part of qualitative research. This type of interview is conducted using a pre-prepared question guide, while still allowing flexibility for researchers to explore additional information based on the interviewee's responses (Sugiono, 2014). Semi-structured interviews are used to get deeper insights from people who have direct experience or knowledge about the research topic (Waruwu, 2023). Semi-structured interviews help researchers get direct information from interviewees to understand their thoughts, experiences, and opinions about the topic.

By combining document analysis and semi-structured interviews, this study employed methodological triangulation to obtain data from both written and oral sources, allowing a more contextual understanding of the phenomenon. Interview data was transcribed and analyzed thematically, focusing on teaching strategies, tools used, challenges faced, and the perceived impact on learners' learning. Ethical clearance was obtained, and all participants gave informed consent. The analysis was also supported by secondary sources like policy documents, education guidelines, and scientific articles.

## 3. RESULTS AND DISCUSSIONS

### 3.1 The Role of Digital Literacy in Reframing History Pedagogy and Character Education

Digital literacy changes the role of teachers from content deliverers to learning facilitators. History is no longer delivered only through textbooks but through interactive platforms, digital exhibitions, podcasts, and gamified content (Lili, 2018). Interview data shows that learners become more motivated and critical when using digital maps, multimedia timelines, and simulation tools. Mrs. Suci Rahayu said "When learners create a vlog about Indonesian independence using old photos and their narrative, they understand the event better than just reading about it" (Suci Rahayu, interview, September 19, 2025).

This transformation demands a paradigm shift in pedagogical practice, from a teacher-centered approach to learner-centered and experiential learning. Digital media can help students stay motivated and interested, but it works best when lessons are planned well and have clear meaning (Eckerth, 2008). Without a critical framework, the use of technology can become mere entertainment without analytical depth. Therefore, teachers are not only challenged to master technology but also to reframe the purpose of learning history as a process of interpretation, dialogue, and the search for meaning rather than just mastery of facts. If used wisely and carefully, digital literacy can change the way history is taught to make it more engaging and meaningful (Hidayat, 2021).

From a teaching perspective, digital literacy also supports character education. Character shows a nation's identity. It is the reason why the 2005–2025 National Development Plan (Law No. 17 of 2007) highlights the need to build a society that is moral, respectful, and based on Pancasila values (Wati & Alhudawi, n.d.). This development is included in education to introduce national identity and character from an early age.

In Social Studies, character education aims to teach values like honesty, kindness, self-control, responsibility, teamwork, and tolerance (Wulandari, 2010). These values are taught through different subjects, like history, anthropology, and others.

Digital literacy also has an important role in supporting character education. This can be seen in students' daily lives and the different traits of each generation (Ridwan et al., 2022). The clearest example is that today's students are confident in sharing their opinions and connecting them with social issues. For example, recent news about Dutch colonialism spreading on social media has sparked interesting questions from students during history lessons.

### 3.2 Learners' Perspectives on Digital Media

Historical information is thick with memorization and theory (Nasution, 2017). This is shown by the thickness of the book, which is about the size of an adult's fist and takes a long time to read. No offense to historians who have written thick books, but what is wrong with history books so that students cannot interact with a collection of thick books but can finish 1 thick novel in a day?

Some students in the Banyumas area said that history learning is more enjoyable when it matches their interests. Examples include using websites for quiz-based learning, watching YouTube or listening to podcasts, and using ChatGPT to get ideas for paper titles or to better understand a lesson (Fitri & Marina, 2017). The learners admit that using digital media is easier to understand because it matches their language style, and they also use digital media to find information that is not in books.

Students stated that history becomes more interesting when delivered through interactive learning methods. They also mentioned that social media platforms like TikTok and Instagram serve as sources of historical information that are often overlooked in schools.

### 3.3 Enhancing Critical Historical Thinking

The use of digital primary sources encourages critical analysis. Learners are no longer passive recipients but active historical investigators. For example, in one school, learners compared colonial-era letters and modern interpretations through online archives, leading to discussions about historical bias, perspective, and silencing (Ahmad, 2010).

This approach also opens up space for the deconstruction of dominant historical narratives. With direct access to digital primary sources, students can question single versions of history and learn about groups that are often left out, such as Indigenous peoples, women, and minorities. This process not only enriches historical understanding but also fosters awareness of the socio-political construction of historical writing. Thus, learning history is no longer just memorizing events, but rather a reflective and transformative process that encourages sensitivity to the diversity of human experiences in the past (Jayusman & Shavab, 2020).

Historical issues presented in digital media often provide information on politics, economics, culture, and other related topics. This allows different perspectives to appear, helping students better understand historical information.

### 3.4 Challenges and limitation

Despite the huge potential, teachers report several barriers: unequal access to digital tools, lack of digital training, and institutional resistance to change. Moreover, not all digital tools align with the curriculum, so educators must integrate them creatively while still achieving learning objectives (Krismawati et al., 2023).

Furthermore, these challenges reflect structural inequalities in an education system that is not fully prepared for the digital age. Reliance on technological infrastructure highlights disparities between schools in urban and rural areas, as well as between learners from different socioeconomic backgrounds (Jayusman & Shavab, 2020). Without inclusive policy strategies and sustained support, the use of technology risks reinforcing educational exclusion rather than bridging it. Therefore, digital transformation in history learning must be accompanied by a commitment to building an equitable, adaptive, and equity-oriented education ecosystem.

From the learners' point of view, it is also mentioned that the use of digital media is quite risky if there is no proper direction from the teacher, several things such as misperceptions will arise from teachers who do not complete the stages of the student presentation project which causes injustice and students will underestimate the assigned tasks (Hartiningrum et al., 2020).

The rise of scams, viruses, spam, hacking, and other digital threats must also be a concern for teachers as they supervise learning activities that use digital media. This represents one of the challenges teachers face in adapting to modern times. The basis for decision-making in linear regression testing to determine the effect of the learning strategy used on the satisfaction level of partner schools can refer to two things: comparing the significance value with the probability value and comparing the observed t-value with t-table.

### 3.5 Opportunities for Future Development

Digital literacy in history education also enables global collaboration and intercultural understanding. Learners can participate in virtual museum tours or international history projects, which foster historical empathy and comparative thinking (Supardan, 2011). Greater curiosity creates a meaningful learning experience for students, as their understanding is shaped not only by the latest history textbooks but also by information accessed through digital media (Nahak, 2019).

However, this opportunity demands a pedagogical approach that is contextually aware and reflective of global-local dynamics (Yuni et al., 2016). International collaboration and access to historical narratives from different cultures can broaden learners' horizons but also risk the dominance of certain global perspectives that can obscure the distinctiveness of local history. Therefore, it is essential for educators to encourage critical discussions that balance openness to diverse perspectives with a thoughtful reinterpretation of students' own historical identity (Sinaulan, 2018). Thus, digital literacy not only expands the geographical reach of historical understanding but also deepens learners' capacity to navigate the diversity of meanings of the past in an interconnected world

#### 4. CONCLUSIONS

The findings show that digital literacy is a catalyst for fundamentally changing history education. Digital literacy transforms learning from mere memorization to in-depth inquiry, from passive acceptance of a single narrative to active participation in constructing the meaning of the past. In this context, learners are engaged as learning agents who are able to explore, interpret, and evaluate various sources independently and collaboratively. To make this transformation possible, strong support is needed such as ongoing teacher training that fits the context, fair and inclusive infrastructure, and curriculum changes that promote skills and literacy. The use of digital technology in history classes is not just a trend, but a necessary step to help students become critical, informed, reflective, and responsible citizens in understanding and interpreting history.

In addition to the development of digital media, the teacher's personality and active role are also important factors in the success of learning. Many teachers use digital media to support learning, but remain passive in the process for example, by not giving students clear instructions, reflection opportunities, or positive guidance. The limitations experienced by educators are not insurmountable obstacles. By being open to learning and understanding technology, teachers can guide students to use digital media wisely recognizing both its benefits and its limits to avoid overuse. A conducive classroom atmosphere also depends on the quality of the relationship built between teachers and learners.

Interesting and relevant learning media is a crucial aspect in determining the success of teaching and learning activities. The times have changed the learning system from manual methods to digital-based approaches. The ease of access to technology brings many benefits, but if not used wisely, it can have a negative impact. Therefore, educators should not only give reminders, but also act as a bridge to help students adapt to technological developments. This approach is essential to build a learning process that is deep, meaningful, and aligned with the core goals of education.

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