



Social Media and Digital History in History Learning

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Abstract: In education, several studies have looked at the potential of social media. Social media provides a platform for intellectual exploration, exchange of ideas, and joint project building. In history learning, social media is a part of digital history. Digital history is interpreted as an interdisciplinary activity and study that combines information systems and computerized technology in the historical field to give rise to new perspectives, concepts, and approaches to understanding and representing the reality of society in the past. From here, this study aims to analyze the potential of social media in digital history and its use in historical education. In history class, social media often provides alternative sources that spark students' curiosity. Social media often becomes a trigger for controversy. Using social media in learning can be done with a flipped classroom. A flipped classroom is defined as the translocation of educational activities to be carried out at home and school. Flipped learning is included in the hybrid learning model. An educational structure in which traditional teaching methods and technology are integrated. This method supports problem-based, collaborative, inquiry-based and active learning theories.

Keywords: Social Media, Digital History, History Learning

Introduction

Entering the end of the 20th century, the world experienced rapid changes, especially in technology. This change marks a phase known as the industrial revolution 4.0 (IR 4.0). The term emerged from the German manufacturing industry in the early 2000s. The changes are happening now as humans have finally developed the computational capacity to store large amounts of data, which in turn could enable machine learning. The result of this was the development of the so-called cyber-physical system (CPS) (Gleason, 2018). IR 4.0 is controlled by artificial intelligence and digital, physical framework, making the human-machine interface more universal (Shahroom & Hussin, 2018).

IR 4.0 has given birth to a period known as the era of disruption. The rapid development of technology has an impact on people falling behind if they are not able to adapt. It has an impact on the emergence of the era of disruption. Disruption is an innovation that will replace the old system in new ways. Disruption has the potential to replace old players with new ones. Disruption replaces old, all-physical technology with digital technology that produces something new, more efficient, and more valuable (Izzudin, 2019).

In the world of education, the Industrial Revolution 4.0 has changed the landscape of educational innovation. The rapid revolution in innovation has given birth to another educational model for the future of Education 4.0. In order to prepare graduates for the future life and work achieved by IR 4.0, where more intelligent robots will replace people in certain activity divisions, education must take advantage of the information and related capabilities that robots cannot replace. The interruption of innovation that resulted in Education 4.0 focused on developing and developing educational skills has made future learning more customized, hyper, intelligent, portable, global and virtual (Shahroom & Hussin, 2018).

One of the products of the technological revolution is the internet. Internet usage is growing at a swift rate day by day. Based on a release from Statista.com, in April 2022, 5 billion people from all over the world use the internet. It means that 63% of the global population is globally connected in cyberspace (Statista



Research Department, 2022). The internet gave birth to social media. Social media is an Internet-based channel that allows users to interact opportunistically and selectively present themselves, either in real-time or asynchronously, with a vast and narrow audience who derive value from user-generated content and perceived interactions with others (Carr & Hayes, 2015). Of the 5 billion internet users worldwide, 4.65 billion or more than 93 percent are social media users (Statista Research Department, 2022).

The massive influence of social media also impacts the world of education. It is shown by several studies that underline the importance of social media in education (Abe & Jordan, 2013; Greenhow et al., 2016; Greenhow & Lewin, 2016; Van Den Beemt et al., 2020). These studies see the potential of social media if it is integrated into the curriculum and learning. However, the opportunities and challenges of incorporating social media in history classes still seem to have not received attention. Therefore, this paper intends to analyze how social media is in learning history.

Methods and Research Design

Methods. This paper is a literature review. According to Mestika Zed (2003), a literature study is a series of activities related to collecting library data, reading, taking notes, and processing research materials. As data sources, literature studies rely on library research materials, such as books, journals, encyclopedias, or magazines. As a literature review, the data is derived from physical and digital textual references.

Research Design. The strategies used are (1) formulating research topics, (2) seeking supporting information, (3) strengthening the focus and organizing reading materials, (4) searching and finding the required materials, (5) organizing materials and doing research notes, (6) review and enrich reading materials, and (7) reorganize materials/notes and start writing (Zed, 2003, p. 81).

Results and Discussion

In Indonesia, the internet penetration rate reaches 77.02% of the population. According to the Indonesian Internet Service Providers Association (APJII), social media accounts for 89.15% of the most frequently accessed content. (APJII, 2022) Almost 90% of social network users in Indonesia are under 34 years old (54% of whom are between 16 and 24 years old). Nearly 3/4 of Indonesians who use the internet also use Facebook. However, this number is even higher than Indonesia's total social media users (94%).

Indonesia has 78 million Facebook users in Southeast Asia and has the highest Facebook penetration. It is interesting to see that social media is not only used for social media communication but also various other purposes. Like all other countries, Facebook, Instagram and Twitter are the most popular platforms in Indonesia. According to the mobile research firm JakPut, most mobile Internet users (87.5%) in Indonesia between the ages of 16 and 35 use Facebook. However, almost 69.2% use Instagram and Twitter (41.3%) and belong to the population aged 20 to 25 (Loras, 2016).

In education, several studies have looked at the potential of social media. Social media provides a platform for intellectual exploration, exchange of ideas, and joint project building. Students can get meaningful feedback from their peers using social media and learn skills by building things together. This medium does not require participants to be in the same geographic space. By using social media, students can educate themselves and each other (Greenhow et al., 2016).

Social media provides educators with exciting new opportunities to connect with students in ways that continue to provoke thought and discussion outside the classroom environment. The use of social media encourages students to interact with each other and can increase engagement and interest in learning. The majority of students' perceptions of the use of social media in the classroom are positive. Social media offers many benefits for educators and students, from encouraging real-time student engagement in courses to improving the relationship between educators and students. Social media can serve as an

effective tool to complement and augment the delivery of material and the development of students' intellectual skills (Armen, 2015).

During the pandemic, social media plays a vital role in online learning. Social media is an alternative source that allows students to learn synchronously. Teachers often use social media as a means of communication and distance learning (Susanto et al., 2022). The variety of social media technology is compatible with online learning patterns (Friedman & Friedman, 2022).

Discussion and Recommendations

In history learning, social media is a part of digital history. Digital history is interpreted as an interdisciplinary activity and study that combines information systems and computerized technology in the historical field to give rise to new perspectives, concepts, and approaches to understanding and representing the reality of society in the past. This understanding is in line with the opinion that digital history is interpreted as the use of new media and computers to analyze and understand historical information and/or communicate the results (Cauvin, 2016, p. 175). In another sense, digital history is the study of the past using texts, images, and primary source artifacts that are reproduced electronically. Digital historical resources are usually stored as electronic collections in a format that facilitates their use on websites (Lee, 2002).

Digital history has at least three main components. (1) utilization of digital sources in research and history, (2) utilization of digital technology and methodology in exploring, verifying, analyzing, and interpreting information, and (3) utilization of digital media in representing the past and producing historiography (Ahmad, 2021).

The utilization of digital sources is interpreted in two ways. The first is an organic source. This source has always been available in digital formats, such as an archive or digital footprint. An example is a video recording uploaded to social media that one day can become one of the historical sources that describe an event in a certain period. Another example is a photo of an event produced by a digital device. The second is a transformative source. Transformative sources are media transfers from analog to digital. This resource is undergoing a digitization process. An



example is the ancient manuscripts stored in the British Library or the archives at the Dutch KITLV. Through a scanning process, these manuscripts are available and can be accessed through the website (Ahmad & Utomo, 2021).

From the explanation above, it can be concluded that as part of digital history, social media is more dominant as a medium in representing the past. This is because historians can now publish their research through websites, blogs, and social media (Cauvin, 2016, p. 174). In the context of learning, the use of social media as digital history has several added values. Some of them are (1) digital historical sources are more accessible and flexible, (2) encourage an increase in archiving activities; (3) they promote the development of social networks: (4) they are easier to exploit and change (Lee, 2002, p. 508).

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