SOCIAL ANALYSIS OF THE DYNAMICS OF HISTORY LEARNING FOR GENERATION Z

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Abstract

The approach that will be used in observing this behavior is the use of a social constructionist perspective. The purpose of this study is to find out how to make history learning more relevant and interesting for Generation Z by linking historical events to the problems they face today, such as social, cultural, and technological change. This approach includes the use of digital media, interactive platforms, and case-based learning that allows generation z to see the connection between past events and present-day challenges. The approach used in this observation is a social constructionist perspective. This research method uses qualitative methods and uses literature studies, interview methods, and descriptive analysis methods, the process of finding literature references to write this article by searching for official articles or journals, limitations in literature searches are focused on how generation z thinks in history. History learning can help gen z better understand social change and global dynamics that shape the world today, and can also build critical and reflective awareness in generation Z

Keywords: Social analysis; History learning; Generation Z.

Abstrak

Pendekatan yang akan digunakan dalam mengamati perilaku ini adalah penggunaan perspektif konstruksionis sosial. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana membuat pembelajaran sejarah lebih relevan dan menarik bagi Generasi Z dengan mengaitkan peristiwa sejarah dengan masalah yang mereka hadapi saat ini, seperti perubahan sosial, budaya, dan teknologi. Pendekatan ini mencakup penggunaan media digital, platform interaktif, dan pembelajaran berbasis kasus yang memungkinkan generasi z untuk melihat keterkaitan antara pristiwa masa lalu dan tantangan zaman sekarang. Pendekatan yang digunakan dalam pengamatan ini adalah perspektif konstruksionis sosial. Metode penelitian ini menggunakan metode kualitatif dan menggunakan studi kepustakaan, metode wawancara, serta metode analisis deskriptif, peroses dalam mencari referensi literatur untuk menulis artikel ini dengan cara mencari artikel atau jurnal resmi, pembatasan dalam pencarian pustaka di fokuskan dengan bagaimana pemikiran generasi z dalam sejarah. Pembelajaran sejarah dapat membantu gen z lebih memahami perubahan sosial dan dinamika global yang membentuk dunia saat ini, dan juga dapat membangun kesadaran kritis dan relefaktif pada generasi Z.

Kata Kunci: Analisis sosial; Pembelajaran sejarah; Generasi Z.

INTRODUCTION

Generation Z is the generation born between 1997 and 2012, growing up in a digital environment with unlimited access to information. They have difficulty understanding how history affects their lives. For this generation, learning history often feels distant and different from the reality of today's world. As the first social generation to grow up with access to the internet and portable digital technology from a young age, Gen Z has been called digital natives or people who grew up with the digital reform even though they are not yet digitally literate. Gen Z teenagers care

more about careers and academic achievement than older generations. They also tend to live longer than previous generations [1].

Around the world, Gen Z spends more time on electronic devices than reading books. This has an impact on vocabulary attention span, academic achievement, and future economic contribution. Therefore, building methods that connect the past to current cultural and social situations is essential.

History learning is always interesting for us to study, Several studies show that history learning contributes to the formation of national character. Another study found that generation Z encourages history learning to instill the values of humanity that are taught. The identity of a nation is greatly influenced by knowledge of its history. History learning also plays an important role in the formation of a nation's identity [2].

History is also a branch of science that studies how all aspects of human life change or develop. Although the past itself is a collection of events that have passed, it is not just a time that has ended and is closed; on the contrary, it is open and ongoing. However, the past is not just a time that has stopped, and is closed, because the past is open and continuous. Because history has a relationship between what happened in the past and how we see it now to help us live better in the future, we can conclude that history is a reconstruction of the past that includes a series of events that have occurred, which includes the past in which there is a series of events that have passed, which includes the development of the process of change and the dynamics of community life with all aspects [3].

Generation Z, also called "igeneration", is a generation that uses the internet as the most important thing in their lives. Therefore, the influence of foreign cultures can easily affect this generation. Generation Z sees the internet as the best place to search and exchange cultures. In addition, the internet has become the fastest means to spread ideologies and understandings from various countries. Generation Z is a group of people who continue to search for their identity, so they easily accept new influences or elements from their environment and themselves. That has become a characteristic of teenagers [4].

As a result, generation Z must understand modern history. History is very useful for the younger generation after they understand it because they can learn a lot from it. History teaches us how to solve problems in the past that we can use now. In addition, history shows the extraordinary struggles of heroes to defend the Indonesian nation against the colonizers and fight for independence. The younger generation can take this lesson when studying history. Educating students about history is often seen as a boring task. This is due to the belief that history lessons only require memorization and do not foster critical thinking.

Generation Z, as a generation that grew up in the era of digital technology, has different tendencies in learning and interacting with information. As a generation that grew up in the era of digital technology, Generation Z has different tendencies in learning and interacting with

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[1] Agus Mulyana, "Mengembangkan Keterampilan Penelitian Dalam Pembelajaran Sejarah," Program Studi Pendidikan Sejarah Universitas Pendidikan Indonesia, 2019, http://sejarah.upi.edu/artikel/dosen/mengembangkan-keterampilan-penelitian-dalam-pembelajaran-sejarah/.

[2] Abrar Abrar, "Pembelajaran Sejarah Dan Teacherpreneur," *Jurnal Pendidikan Sejarah* 4, no. 2 (August 18, 2017): 1–12, https://doi.org/10.21009/JPS.042.01.

[3] Lasti Yossi Hastini, Rahmi Fahmi, and Hendra Lukito, "Apakah Pembelajaran Menggunakan Teknologi Dapat Meningkatkan Literasi Manusia Pada Generasi Z Di Indonesia?," *Jurnal Manajemen Informatika (JAMIKA)* 10, no. 1 (February 11, 2020): 12–28, https://doi.org/10.34010/jamika.v10i1.2678.

[4] Widayati Rahayu, "Pembelajaran Sejarah Untuk Generasi Z," *JPSI: Jurnal Pendidikan Sejarah Islam* 2, no. 1 (2019), https://doi.org/http://dx.doi.org/10.17977/um0330v2i1p1-7.

information. They are also more open to external influences, and have special characteristics that need to be understood to shape their identity, so understanding Generation Z is important in learning history. Learning history for Generation Z is not only about conveying past facts, but also linking them to contemporary contexts and realities. History teachers must be able to convey historical material in a way that is interesting and relevant to Gen Z while maintaining the basic values of history and conveying past facts. As a result, learning history for Gen Z is expected to raise awareness and inspiration for Generation Z [5].

RESEARCH METHOD

The approach that will be used in observing this behavior is the use of a social constructionist perspective [6]. This study uses qualitative methods and uses interview methods, literature studies, and descriptive analysis methods, the process of finding literature references to write this article by searching for official articles or journals, limitations in the literature search are focused on how generation z thinks in history [7]. Learning history can be a means to deepen understanding and social change and global dynamics that shape the world today, while building critical and reflective awareness in generation Z.

RESULT AND DISCUSSION

The Effectiveness of History Learning for Generation Z

Generation Z has ambitious plans for their education, career, and life. Gen Z continues to seek authentic and meaningful experiences, become more independent, use online research methods, and communicate with others as a source of their own personal assessment. Compared to millennials, they are more practical and tend to learn independently according to their needs. The educational needs in the information age are different from the educational needs in the industrial age [8].

The education system must be changed and adjusted, and the focus of learning must change from standards to a focus on selection. Learning theories are designed to help the growth of learning experiences, and learning experiences create new needs for education. History comes from experiences that raise awareness for those who study it. Therefore, history is not just knowledge; it builds awareness. Learning from history is important. Of course, the way the writing describes past events of humanity is interesting to readers in this regard [9].

At this stage, it is very important to understand and use historical science and social science approaches to make past events into interesting analyses and stories. The country must be ready to enter a new era when millennials are aging and generation Z is starting to mature because generation Z is very connected to technology. Towards Indonesia's golden centenary, there seems to be a problem of morals and loyalty to the country [10].

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[5] Humar Sidik and Suswandari Suswandari, "Pembelajaran Sejarah Dalam Perspektif Generasi Z: Studi Kasus Pembelajaran Sejarah Di SMA Negeri 42 Jakarta," *Jurnal Pendidikan Sejarah* 11, no. 1 (2022).

[6] Nana Sudjana, *Dasar-Dasar Proses Belajar Mengajar* (Bandung: Sinar Baru Algensindo, 2015).

[7] A Anggito and J Setiawan, *Metodologi Penelitian Kualitatif* (books.google.com, 2018).

[8] Galih Sakitri, "Selamat Datang Gen Z Sang Penggerak Inovasi," *Forum Manajemen Prasetiya Mulya* 35, no. 2 (2021).

[9] Departemen Pendidikan Nasional, *Peraturan Menteri Pendidikan Nasional Republik Indonesia, Nomor 16 Tahun 2007 Tentang Standar Kualifikasi Akademik Dan Kompetensi Guru* (Jakarta: Departemen pendidikan Nasional, 2006).

[10] Ronal Ridhoi et al., eds., "Pembelajaran Sejarah Berbasis Kehidapan Untuk Generasi Z," in *Seminar Nasional Sejarah 2019* (Malang: Jurusan Sejarah, Fakultas Ilmu Sosial Universitas Negeri Malang, 2019).

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Through learning history, it is hoped that the atmosphere of history, especially the exemplary behavior of heroes, can give birth to positive inspiration to ward off characters that are not in line with the nation's outlook on life, namely Pancasila. In the search for self-identity, there are at least three environments that are quite influential, namely the family, community and school environments. In this case, there is a tug of war of influence within him [11].

They have the authority to choose what is best for them. It is clear that the winner in this competition has the most dominant influence, whether it has a positive or negative impact on them. In this discussion, the school environment is meant. Each past generation greatly determines the history of this nation, but history teachers have an important role in shaping the personality of Gen Z [12]. How this personality is shown by generation after generation in fighting for their country and producing very intelligent ideas to form a united state and nation [13].

The Challenges of Generation Z in Learning History

One of the problems with history learning is that the material must be related to past events. Teaching about past events becomes less lively because it is not related to everyday life. History learning becomes lifeless because the material is only a series of times and events. As a result, the question arises about how to make history lessons more interesting. The historical material presented is only a series of times and events. Thus the question arises how to teach history to be more interesting [14].

There are many reasons why history teaching is not interesting. The absence of media used, passive learning approaches, non-creative material development, etc. can be the cause of this problem. (mualif: 2024) In this article, we will see how modern history materials have developed. Seeing current phenomena as history learning materials is the modern understanding referred to in this discussion. Therefore, this does not mean that past materials have been lost [15]

History educators must solve the problem of history education. Getting used to thinking and acting in a productive, creative, and innovative way is the main goal of the problem. Educators must be creative in developing and implementing learning because new roles and responsibilities are needed to meet the needs of Gen Z. Be creative when designing learning. Innovative learning designs can help students maximize their learning potential by involving their individual characters so that they have character, knowledge, and good behavior [16] and instructs students to give high appreciation and no longer glorify the past according to the interests of the authorities. History learning should not be trapped in dogma and instructions that are ultimately not accepted by students. History learning is not only about finding out when, where, and why events occurred. However, finding answers to the question "How do you make

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[11] Butet Nurpadilah Lubis et al., "Persepsi Mahasiswa Generasi Z Terhadap Sejarah," *Jurnal Ilmu Pendidikan Dan Sosial* 2, no. 2 (June 5, 2023): 107–11, https://doi.org/10.58540/jipsi.v2i2.223.

[12] Agus Mulyana et al., *Pembelajaran Sejarah Kesiapanya Menghadapi Tantangan Zaman* (Yogyakarta: Ombak, 2017).

[13] Fadrik Aziz Firdausi, "Sejarah Di Mata Generasi Z," Historia, 2017, https://historia.id/politik/articles/sejarah-di-mata-generasi-z-DB4qV.

[14] Mulyana et al., *Pembelajaran Sejarah Kesiapanya Menghadapi Tantangan Zaman*.

[15] Nurul Umamah, "Kurikulum 2013 Kendala Yang Dihadapi Pendidik Dalam Merancang Desain Pembelajaran Sejarah" Dalam Prosiding Seminar Nasional Pembelajaran Sejarah Di Tengah Perubahan," *Prosiding Seminar Nasional "Pembelajaran Sejarah Di Tengah Perubahan*, 2014.

[16] Eddy Yusuf, "Pembelajaran Berbasis Teknologi Untuk Generasi Z," *WIDYAKALA JOURNAL* 3 (June 14, 2016): 44, https://doi.org/10.36262/widyakala.v3i0.23.

history not only becomes a means of cultural transmission." They are also not educated to know the event. So, learning history helps social reconstruction [17].

To fix current problems and plan for a better future, it is important to reconstruct past events. Learning history can benefit students because they are directly involved in various processes, including historiography, heuristics, criticism, interpretation, and excavation of historical sources. Learning history answers students' desire to solve real-world problems. Generation Z has big plans for their education, careers, and lives. Gen Z continues to seek authentic and meaningful experiences, become more independent, use online research methods, and communicate with others as a source of their own personal assessment [18].

This understanding is important because the contemporary material developed does not mean that historical material is only current facts. The way teachers view current phenomena can be seen as a continuity of history when they develop contemporary materials. One of the characteristics that distinguishes history from other fields is the concept of time and space.

History as a science has important characteristics that distinguish it from other disciplines, namely the concept of time and space. In history, the concept of time is a process of continuity, namely three times past, present, and future. Based on the explanation, we can say that time is continuous, meaning that what happened in the past greatly influences what happens in the present, and what happens in the future will influence what happens in the future.

Challenges in Teaching History to Gen Z: Rigid and irrelevant curricula are often major obstacles to attracting Gen Z's interest. Many curricula still focus on memorizing dates and events without linking them to a broader context or current relevance.

Limited Resources and Innovation: Many schools still do not have enough resources to implement creative learning methods. Most Gen Zers consider history a boring and useless subject because they do not have access to technology and interactive learning materials. Previous unpleasant learning experiences exacerbate this belief [19].

The Impact of Socially Relevant History Learning on Generation Z's Understanding

Integration of Technology in Learning, History learning can become more interactive and interesting with the use of technology such as gamification and VR. AR apps, for example, can be used to relive historical events and give students the opportunity to visit historical places virtually. Combining history with other fields such as art, literature, and science using an interdisciplinary approach can provide a broader and more interesting perspective.

This method enhances students' understanding of how history affects various aspects of life. Disseminating historical content in an engaging way can be done using digital resources, such as social media platforms, YouTube, and podcasts. Gen Z often prefers video or audio content over written text. Connecting historical events to current issues can help Gen Z see the relevance of history in their lives. History lessons can be more meaningful if we talk about how

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[17] Arief S Sadiman et al., *Media Pendidikan: Pengertian, Pengembangan Dan Pemanfaatannya* (Jakarta: Rajawali Pers, 2011); Daryanto, *Media Pembelajaran Peranannya Sangat Penting Dalam Mencapai Tujuan Pembelajaran* (Jakarta: Gava Media, 2013).

[18] Ni Luh Wiratami, Ni Kadek Candra Widiastuti, and Ni Putu Dita Elysiana, "Pengaruh Literasi Digital Pada Generasi Z Terhadap Peningkatan Budaya Literasi Untuk Melahirkan Generasi Penerus Bangsa Yang Berkualitas Di Era Kemajuan Ilmu Pengetahuan Dan Teknologi," *Prosiding Pekan Ilmiah Pelajar (PILAR)* 3 (2023).

[19] Andrea Bencsik, Tímea Juhász, and Gabriella Horváth-Csikós, "Y and Z Generations at Workplaces," *Journal of Competitiveness* 6, no. 3 (September 30, 2016): 90–106, https://doi.org/10.7441/joc.2016.03.06.

past events affect the world today [20] ontology principles for history learning: First According to the ontology learning design model, it is better to encourage "how someone knows historical events" rather than "what events are known". This principle emphasizes the coherence of ontology theory, which emphasizes the fact that new knowledge is consistent with old knowledge through learning that can harmonize new beliefs with old beliefs. In social constructivism, the essence of learning is collaboration and self-initiative. Second, the ontology learning design model works better when dealing with various types of networks that exist in the field of knowledge. shows that the organization of learning resources in meaningful networks allows for knowledge association and creation. Third, the ontology learning design model works better when the known knowledge network encourages the emergence of new knowledge, and students' experiences are supported by extensive knowledge that allows them to connect themselves in the learning process [21].

History learning includes understanding events that happened in the past, not just listening and memorizing information. Providing controversial historical materials for learning. History learning depends on how to solve current social problems. History lessons are now more interesting and useful. When students can understand the value and meaning of past events, they can use them to understand what is happening now and build a better future. This is an ideal condition for history learning. The history that is learned is separated from real history. Stories that benefit the rulers are considered true, and their approach is regimental and monistic. History subjects will be abandoned, especially in the elementary and secondary education curriculum. Historians and history educators say that history education is very important for students.

Impacts Affecting Gen Z's Interest in History Some of the main factors that affect Gen Z's interest in history are technology, educational curriculum, and history teaching methods in schools. Here are some of the main factors: Technology and Access to Information: Gen Z can access various sources of information about history through the internet. They prefer to learn through videos, articles, podcasts, and social media [22].

Teaching Methods: Inventive and interactive teaching methods can increase Gen Z's interest in history. Historical simulations, project-based learning, and the use of media can make history lessons more interesting. Content Relevance: Generation Z may be more interested in history topics that are related to their current lives. History lessons can be more meaningful to them if they relate historical events to current issues.

CONCLUSION

Gen Z's interest in history is still there, but engaging and relevant delivery methods are essential to sustaining that interest. Technology, innovative teaching methods, and content relevance are key to engaging Gen Z with history lessons. With the right approach, history can be a subject that is not only informative but also inspiring for the younger generation. Understanding how Gen Z learns and what interests them is the first step in creating an engaging and meaningful history learning experience. In this way, history will not only be a lesson in the past, but also a window to understanding and shaping the future. The history material taught in class must be more relevant to the present. Developing such material requires the ability to

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[20] Bharat Chillakuri and Rajendra Mahanandia, "Generation Z Entering the Workforce: The Need for Sustainable Strategies in Maximizing Their Talent," *Human Resource Management International Digest* 26, no. 4 (2018).

[21] Olga Bucovetchi, Gabriela Corina Slusariuc, and Simona Cincalova, "Generation Z – Key Factor for Organizational Innovation," in *IBAB International Conference* (Bucuresti, 2019).

[22] Sidik and Suswandari, "Pembelajaran Sejarah Dalam Perspektif Generasi Z: Studi Kasus Pembelajaran Sejarah Di SMA Negeri 42 Jakarta."

develop important concepts in historical science. We must find what phenomena can be produced from historical material based on these ideas. Then the phenomenon is related to the current phenomenon that we experience ourselves. In this way, history learning can be directly related to students' personal experiences. Rather than teaching values through indoctrination, history learning can help students learn to think critically and find values in their own personal experiences.

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