

## Meme as a History Learning Media in The Post-Millennial Generation

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**Abstract:** Technology has evolved so rapidly, one of the contents which are currently popular on social media is the meme. Meme, which was initially for humor, continues to develop into a platform for critical media to distribute knowledge. Historical themes become interesting things to inform through a meme. Meme readers can find historical details through a meme, which makes history themes exciting, so the history teaching process can use memes as a learning medium. The aims of this study are (1) to explore the perceptions of the meme as history learning media; (2) to organize meme parameters that can be used as history learning media; (3) to choose meme content that can be used as history learning media. This study uses a qualitative analysis method with a case study approach as developed by Robert K. Yin. The data in this study were collected from in-depth interviews, participant observation, and documentation study. The data analysis methodology, meanwhile, uses the model of Creswell. This study took ten samples using the purposive sample from History Education students of FKIP-UHAMKA from semesters 3, 5, and 7. The results showed that memes have the power to be a stimulus for their readers to find out more information. Due to the nature of meme that tends to contain jokes, it makes them easy to read. Using memes as a learning tool allows teachers or lecturers to intersperse the historical learning process while still presenting historical facts in an event. Therefore, history learning can be successful and exciting.

**Abstrak:** Teknologi mengalami perkembangan yang begitu cepat, salah satunya adalah media sosial dengan kontennya yang sedang populer adalah meme. Meme yang awalnya hanya berupa penyampaian humor, kini terus berkembang menjadi media penyampaian informasi hingga media kritik. Tema sejarah menjadi hal yang menarik diinformasikan melalui media sosial yang disebut meme. Para pembaca meme dapat mengetahui info kesejarahan, sehingga dapat digaribawahi bahwa meme dapat dijadikan sebagai media pembelajaran untuk membantu dalam proses pembelajaran sejarah. Adapun tujuan dari penelitian ini adalah (1) menelaah persepsi penggunaan meme sebagai media pembelajaran sejarah; (2) menyusun kriteria meme yang bisa digunakan sebagai media pembelajaran sejarah; (3) untuk menyeleksi konten meme yang bisa digunakan sebagai media pembelajaran sejarah. Penelitian ini menggunakan metode penelitian kualitatif dengan pendekatan studi kasus yang dikembangkan Robert K. Yin. Pengumpulan data dilakukan dengan wawancara mendalam, observasi partisipan dan studi dokumentasi. Sementara itu, teknik analisis data menggunakan model Creswell. Sampel penelitian ini adalah para mahasiswa pendidikan sejarah FKIP-UHAMKA menggunakan sampel bertujuan yang berjumlah 10 orang dari semester 3, 5, dan 7. Hasil penelitian menunjukkan bahwa dengan kekuatan meme sebagai stimulus bagi para pembacanya untuk mengetahui suatu informasi dengan pembawaannya yang cenderung berisi humor atau lelucon, sehingga ringan untuk dibaca, guru/dosen dapat menyelengi proses pembelajaran sejarah dengan menggunakan meme sebagai media pembelajaran dengan tetap memberikan fakta sejarah di dalam suatu peristiwa, sehingga pembelajaran sejarah dapat berlangsung dengan baik dan menarik.



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## INTRODUCTION

Technology is not something that humankind can ignore and avoid. Technology is a familiar word for the post-millennial generation to search information through digital media (Nafi'ah & Utami, 2017). There are several differences in the concept of the post-millennial generation. In the social point of view, the post-millennial generation refers to generation Z, who was raised in the era of the Industrial Revolution 4.0. They have an instant tendency towards what they want, the quick fulfilment of needs becomes a glorified service model (Suswandari, 2019). Meanwhile, according to researchers, the post-millennial generation is a generation born after 1996 who are familiar with technological advances, especially the internet. The post-millennial generation's lifestyle and demands are much different from their predecessors. The hedonistic lifestyle governs their habits and attitudes of action, such as prioritizing gratification through different types of technology (Suswandari, Astuti, & Susanti, 2020).

The technology created today demonstrates that technology makes it possible for humans to do something quickly and effectively. Social networking is the one case. According to data from Asosiasi Penyelenggara Jasa Internet Indonesia (APJII) in 2018, 18.9% of 171.17 million internet users use social media as the primary reason for accessing the internet. (*Penetrasi & Profil Perilaku Pengguna Internet Indonesia*, 2018).

Social media is open to everyone, from parents, teenagers, to children who are willing to share information, stories, photos, and videos. It can facilitate communication and as a form of self-expression or exposing personal activities. Many well-known social media sites, such as Facebook, Twitter, Instagram, and Youtube, are currently available (Putri, Nurwati, & S., 2016). Many contents, such as stories, images, and videos, is presented on social media. Memes are one of the content that currently common on social media.

A meme is a replicator that represents ideas or thoughts about a cultural transmission unit or an imitation. Meme itself comes from the Greek word 'mimeme' which means a representation of human reason. In general, all human inventions, such as maps, thoughts, sentences, and fashion trends, are examples of memes (Dawkins, 2018). According to Dawkins, like microorganisms, culture can also evolve like a living organism that affects humans' way of life as its host. Dawkins analogized memes are the same as genes in the human body or have similar characteristics to genes. The distinction is

that memes occur in human culture.

Following Dawkins' opinion, the concept of memes has evolved and developed dynamically. Zannettou et al. (2018) stated memes that are currently rife on the internet "refers to variants of a particular image, video, cliché, etc. that share a common theme and are disseminated by a large number of users". Memes, which were initially known to deliver humor, now continue to evolve into a tool for the distribution of knowledge, criticism, and media from meme creators to spread ideology.

The creators and readers of memes have their communities among the audience on websites on the internet. Many of the websites that are well known include 1cak.com and 9gag.com. The meme also extends into a culture with its themes, such as food, drink, sports, games, movies, music, and even history. As memes readers can find historical details through memes, it can be emphasized that memes can be used as a creative component of the learning process (Falahudin, 2014). As media in history learning, meme will assist the learning process and the distribution of history from the messages and content.

There are several studies related to the topics discussed. Gumelar and Mulyati's (2018) research on 'Meme: Dapatkah Meningkatkan Kemampuan Siswa Dalam Menulis Teks Anekdote?' examines the efficacy of memes in enhancing the ability to write anecdotal texts of 10<sup>th</sup> grade student of SMA N 15 Bandung. Another study is from Mufarikha (2019) which analyze 'Efektifitas Penggunaan Meme Sebagai Media Pembelajaran Terhadap Minat Belajar Peserta Didik Pada Mata Pelajaran Sejarah Kebudayaan Islam (SKI) Kelas VIII MTs NU 01 Cepiring'. This study focuses on the effectiveness of memes in increasing students' learning interest in Islamic Cultural History (SKI) for 8<sup>th</sup> Grade Students of MTs NU 01 Cepiring. However, these studies do not examine memes as learning media in post-millennial cultural entity using qualitative data. Therefore, as the novelty of this study, the researcher takes those aspects into account. This study analyzed 'Meme as History Learning Media in Post-millennial Society Cultural Entity' using qualitative data.

Therefore, the researcher is interested in studying 'Meme as History Learning Media in Post-millennial Society Cultural Entity' with a case study on History Education students of FKIP-UHAMKA. The objectives of this study were (1) to explore the perceptions of meme as history learning media; (2) to organize meme parameters that can be used as

history learning media; (3) to choose meme content that can be used as history learning media.

## **METHOD**

This study used a qualitative research method with a case study approach. In this research, case studies were used because it is a more suitable method if a study's fundamental questions are related to 'how' and 'why'. Case studies may also add value to specific knowledge of human, organizational, social phenomena, and politics. (Yin, 2019). In order to enrich the information, the data triangulation is used by taking different data sources for cross-checking to increase the information obtained from the first data source (M. Ali & Asrori, 2014). Thus, it is expected that the use of memes as a media for studying history as a whole will be thoroughly explored in this study.

The data in this study was collected from interviews and documentation. For the sample, this study took ten samples or informants using the purposive sample from History Education students of FKIP-UHAMKA from semesters 3, 5, and 7, namely AYP, CSK, DA, HS, MAF, MH, MRAEP, RR, RV, ZHYP. The researcher took samples from History Education students of FKIP-UHAMKA because they are a prospective teacher and included in the post-millennial generation category, so they can describe the use of meme as a history learning media. The researcher interviewed the informants via Google Meet, with the research time being in July-September 2020. The interview activities were conducted online due to the ongoing Covid-19 pandemic. The data analysis technique used the Creswell model (in Sugiyono, 2018) with the following stages: (1) organizing and preparing the data to be analyzed; (2) reading and viewing all data; (3) data coding; (4) using coding as material for making descriptions; (5) linking themes; (6) providing interpretation and meaning of the theme.

## **RESULTS AND DISCUSSION**

### **Perceptions of Using Memes as a Media for Learning History**

Based on the results of interviews conducted by researchers, there are various views on memes' concept. There were some similarities in the informants' views regarding the concept of memes. Seven informants argued that memes are identical to images, while six informants argued that memes were synonymous with jokes or humor. In addition, one informant had an interesting opinion that memes are experiencing cultural evolution since the informant read 'The Selfish Gene' by Richard Daw-

kins.

Various views on the concept of memes were inseparable from the concept of memes that was first pioneered by Richard Dawkins (2018). He argued that memes underwent an evolution so there is no single concept of memes. The Merriam-Webster Dictionary describes that a meme is "an idea, behavior, style, or usage that spreads from person to person within a culture". Furthermore Merriam-Webster also has another meaning in its dictionary, namely: "an amusing or interesting item (such as a captioned picture or video) or genre of items that is spread widely online especially through social media".

This definition is supported by the opinion of Juza (2013) that memes on the internet are memes that are disseminated among internet users to describe certain types of information. This information include pictures, usually short films, video clips, graphics, text, quotes, animations, and various combinations, for example, pictures with text. Juditha (2015) also reported that internet memes are the most popular memes today. Due to the vast use of the internet, memes' idea is distinct from that previously existed. Internet memes are scattered in cyberspace, which has become a culture for audiences in cyberspace. Based on various theories, it can be concluded that a meme is a piece or combination of an image that is repeated on the basis of various ideas, so that it can generate a new image with a different explanation or story depending on the creator's wishes. The meme is usually distributed on the internet.

When talking about memes' benefits, all informants agreed that memes could be beneficial in entertaining and providing information. However, there are also negative effects of memes. It can be a tool to harass people, even sometimes the law is involved due to people uploading memes. Thus, the benefits of memes depend on how they are perceived by the reader. Memes can be used as jokes, information, education, motivational and wise words, satire, and social and political criticism. However, some memes cause problems, such as making jokes about plane crashes, bullying, or harassing someone (Juditha, 2015; Syahputra, 2018).

Seven informants argued that memes are post-millennial cultural entity since memes are commonly posted on different social media, such as Facebook, Instagram, and Twitter. However, there are interesting statements from two informants, namely HS and MH. The two informants stated that the existence of memes had been around for a long time, even when the word meme was first intro-

duced in 1976 after Dawkins' term in his work titled 'The Selfish Gene', but after its creation, memes are currently exploding again among the post-millennial.

In Indonesia, memes have been popular since 2009 with their early appearance on the yeahmahasiswa.com website. The platform originally featured memes about parodies and satire on the everyday lives of students. Other memes are then flourishing on the internet with various platforms with various topics (Allifiansyah, 2017). Jenkins (in Allifiansyah, 2017) stated that the rapid distribution of memes is essential. One of the characteristics of new media products is that memes must always continuously distributed; they will disappear if the sharing stopped. The post-millennial society also considers memes a form of modern communication style in digital interactions (Rahayu, Herman, & Sastra, 2019). This situation is inseparable from the background that post-millennial society is a society that grows together with the overgrowing internet.

The post-millennial generation is a special generation with its characteristics known as 3C: (1) Creative, which is a generation with the many ideas and ideas and thinks out of the box; (2) Confidence, which is synonymous with high self-confidence and the courage to express their opinion without hesitation; and (3) Connected, which is synonymous with cleverness in socializing and surfing the internet which makes the internet a basic necessity (H. Ali, Purwandi, Nugroho, Ekoputri, & Halim, 2017). The millennial generation is also referred to as the first generation of internet because the previous generation is a generation that is still undergoing a technology transition to the internet (Grail Research dalam Rastati, 2018).

These 3C characteristics make it easy for post-millennials to access or even to create memes. At this point, post-millennial society is joining the Web 2.0 ideology, which is when fellow internet users can share knowledge. In this situation, they may become data producers and consumers, so there are tradeoffs between users. The proliferation of different social media, such as Facebook, Twitter, Instagram, Whatsapp, and Line, is inseparable (Haeri, 2019).

Regarding the media for learning history, all informants stated that memes can be used as a media for learning history. However, according to informant RV, memes cannot be used as the primary learning media or material, but only as an interlude. Memes can generally be used as a learning media in various subjects, namely Bahasa Indonesia (Erawati, Mulyati, & Sastromiharjo, 2008; Gumelar & Mulya-

ti, 2018; Khomariyah, 2016), Javanese Language (Aribowo, 2018), Islamic Education (Alwi, 2018), Aqidah Akhlak (Islamic Morality and Creed) (Sulthani, 2016), Physical Education (Sumarsono & Sianturi, 2018), Physics (Irwandani & Juariyah, 2016), Mathematics (Serano, 2018), dan Civic Education (Amri, 2018).

Since it is possible to use meme as learning media in so many subjects, memes can also be used for learning history. Mufarikha (2019) stated memes could be suitable learning media in increasing student interest in learning in Islamic Cultural History (SKI) 8th grade students of MTs NU 01 Cepiring. Furthermore, Silva (2019) revealed that historical memes can be used in social studies learning when discussing American History. This finding was also carried out by Manggong (2019) who used historical memes in learning activities in the *Survey of Contemporary Literature in English* (SCLE) and *Further Studies in Prose* (FSIP) courses. These findings showed that memes can be a way of bridging the interpretation of literary works discussed in class by students. These historical memes may be a learning tool in of history learning. According to Enthoven (2019), memes can be used as a media for learning history. Memes are easier to remember than flashcards. Students can improve their digital media skills through memes.

The researcher showed memes in the interview with the informants after the Q&A session took place. The informants gave their views of the memes on Google Meet that were shown. The memes were based on the chronological historical events of Indonesia, starting from the Dutch colonialism, the Japanese occupation, to the Proclamation of Indonesian Independence. Based on the interviews, there were differences in perceptions among informants. The researchers mediated the differences in perceptions by providing interpretations of each of these memes. The details are as figure 1.

According to eight informants, this meme illustrates the false grandeur of Indonesia's mystical power because if the supernatural power is true and real, then Indonesia should have never been colonized by other nations. When viewed further, the meme pictured a shaman as a portrayal of Indonesia's grandeur of the mystical world. However, the magical power was not as impressive as Indonesian people initially thought. In reality, Indonesia, which is called the Nusantara by creators, was still colonized by foreign nations. If the Indonesian shaman were truly great, magical, and powerful, Indonesia should have never been colonized by foreign nations. At the end of the sentence in the picture, it is



**Figure 1.** Meme of Shaman in Colonial Period.  
Source: <https://www.facebook.com/meme.ikhwan.akhwat/posts/912011562490030?>



**Figure 2.** Meme of Nusantara.  
Source: <https://1cak.com/2554983> 22tn%22%3A%22R%22%7D

explained that the great shaman only exists in the movie Avengers: Infinity Wars, who is depicted as Doctor Strange, a fictional Marvel hero who has supernatural abilities and not a shaman in the real world. Therefore, through this meme, the students can view that magical things cannot be trusted 100% in historical events.

All informants argued that the meme in figure 2 is correct, that if Dutch never colonize the Nusantara, Indonesia could never have existed. The meme also makes readers to think. The meme consists of three panels containing conversations be-



**Figure 3.** Meme of the French Colonialism.  
Source: Researcher's Document

tween 'black' people and 'blue' people. Readers can read this meme from the top, then to the bottom left corner, then the bottom right corner. The 'black' person believed that if the Dutch did not come to colonize Nusantara, it is possible that Indonesia would not exist. This is due to history of James R. Logan, a Scottish person who introduced the name Indonesia, which later adapted by Dutch East Indies students who wanted their nation's identity. Since then, the term Indonesia has become known (Welianto, 2020). The 'black' person then gave his opinion and finally the 'blue' person, although it was difficult fact to swallow, he finally agreed with the 'black' view and was given 'fun'. The meme is featured on 1cak.com. Based on the meme, teachers can provide views to students through this meme that there is a wisdom behind the colonialism carried out by the Dutch, even though colonialism was a bad thing, the lesson was the formation of Indonesia.

In this meme, the informants gave different opinions because this meme makes the readers think about the sentence at the bottom of the meme. There are only two informants who gave an opinion following the meme, namely DA and MH about the French colonization of the Netherlands, making France also colonizing Indonesia. Further explored, this kind of meme is a template that is usually found in meme sites. This template is called a 'Philosoraptor' which is identified with a contemplation activity (Kikinak, 2009). In this meme, there is a reflection of whether or not France colonized Indonesia. The idea is based on the establishment of



**Figure 4.** Meme of Intentions of the Japanese Occupation.  
Source: <https://1cak.com/2492956>

the Bataaf Republic in the 18th century. France controlled the Netherlands and all its colonies, including Indonesia, which then led by a famous figure named Daendels. Therefore, Indonesia was indirectly colonized by France (Raditya, 2020). The teacher can use this to stimulate curiosity through the meme that France once colonized Indonesia.

Nine informants expressed their opinions that this meme's wanted to picture the hidden intention of the Japanese when entering into Indonesia. The two informants stated that the meme was relevant to the use of the Trojan horse in the meme, namely the bad intentions of Japan when it came to Indonesia because initially, Japan carried the slogan 3A, but it turned out that this was nothing but a cover to dominate Indonesia. However, one informant cannot explain the meaning of the meme. This meme is a common template that is usually found in meme sites. These templates are called 'Trojan Horse Object Labels' which are identified with the hidden intentions of someone giving a gift (Matt, 2018a). The meme illustrates Japan, who came to Indonesia with the motto 3A and was well received by the Indonesian people. However, it turned out that Japan had a hidden intention to dominate Indonesia. The teacher can briefly explain Japan's arrival, which was initially accepted by the Indonesian people because of its motto, but in fact they still oppressed Indonesia.

There were nine informants who stated that the essence of this meme was the rejection of the Indonesian people towards being forced to do Seikerei by the Japanese. However, there was one informant who cannot give his view about the meme.



**Figure 5.** Meme of Seikerei.  
Source: <https://1cak.com/2382532>

This meme is taken from one of the scenes in the Black Panther film 'Avengers: Infinity War' saying, 'We don't do that here' (Matt, 2018b). The meme represented an event when the Japanese wanted the Indonesian people to perform Seikerei by bowing their bodies and respecting the sun. Santri (Islamic school students) and religious groups who felt who Seikerei was not in line with their faith's guidance opposed this gesture. The teacher should also clarify



**Figure 6.** Picture 6. Meme of the Japanese Occupation.  
Source: <https://1cak.com/2614210>

that the Indonesian people do not recognize Seikerei. Seikerei was rejected, leading to resistance, for instance, by the people of Tasikmalaya, led by K.H. Zainal Mustafa on February 25, 1944 (Fadillah, 2019).

All informants stated that even though the Japanese occupation only lasted for 3.5 years, the Indonesian people's suffering was still painful. The meme was taken from one of the scenes in SpongeBob SquarePants 'Rock - a - Bye Bivalve'. The meme consists of eight panels that can be read from the top left corner to the bottom right column. The meme satirizes the notion of Patrick thinks that Japan has only occupied Indonesia for 3.5 years, so it does not have a big negative impact on Indonesia. However, SpongeBob opposed the idea by stating that the negative impact on Indonesia is tremendous. For example, the extortion of natural resources, Jugun Ianfu, the arrest of KH Hasyim Asy'ari, the famine plague, the people who only wore burlap sacks as their clothes, to the last one was Romusha. The teacher can interpret that colonialism is never a good thing, even though it happened briefly.

The informants gave various opinion on the memes on figure 7. Only two informants gave opinions in accordance with the meme. Informant RV explained Indonesia's situation based on the scenes in 'SpongeBob SquarePants' by describing the char-



### Good guy 'murica

**Figure 7.** Meme Bom Atom Hiroshima dan Nagasaki.  
Source: [https://www.reddit.com/r/BikiniBottomTwitter/comments/92m4lq/good\\_guy\\_murica/](https://www.reddit.com/r/BikiniBottomTwitter/comments/92m4lq/good_guy_murica/)

\*perajurit meminta  
proklamasi dibacakan  
ulang karena telat datang

### le soekarno :



1CAK.COM/2552824

**Figure 8.** Meme Penolakan Sukarno.  
Source: <https://1cak.com/2552824>

acters in it. It is added by the opinion of informant HS that the teacher has a role in explaining the meaning of the meme. The meme comes from one of the scenes in the SpongeBob SquarePants cartoon 'Squidward the Unfriendly Ghost', consisting of six panels that can be read from the top left corner to the bottom right corner. This meme depicts the events of the atomic bombing in Hiroshima and Nagasaki, Japan. In this meme, Japan is portrayed by Squidward. He is casually asking Indonesia, which portrayed by SpongeBob, to 'entertain' him; therefore, SpongeBob provides him various dishes such as grapes and bananas. This scene was identified with Indonesia giving a lot of natural and human resources for Japan. Then United States (US), portrayed by Patrick, is giving Squidward another 'meal', by dropping huge watermelon that shocked Squidward. This meme is identified with the atomic bombings in Hiroshima and Nagasaki, Japan. The bombings occurred on 6 and 9 August 1945, respectively (Hasan, 2018). Through this meme, the teacher can provide an overview of the atomic bombing events in Hiroshima and Nagasaki, Japan, carried out by the US.

Seven informants understood that this meme means that Sukarno declined to re-read the proclamation at the time. However, it was stated by informant HS that the teacher has to clarify the meaning of the meme. Two informants were confused about this meme and could not give their opinion. The meme comes from in the Looney Tunes car-





Figure 9. Meme Suka Cita Rakyat Indonesia.  
Source: <https://1cak.com/2415909>

toon 'Bugs Bunny's "No". This meme depicts the Barisan Pelopor troop's who came late in reading the text of the proclamation. They asked Sukarno to read the proclamation once again. Sukarno, in this case portrayed by Bugs Bunny, rejected it, because the proclamation was only read once and refers to forever (Johari, 2020). The teacher can use this meme to describe the event the Barisan Pelopor troops wanted Sukarno to repeat the proclamation.

All informants agreed that the meme above depicts the Indonesian people's expressions that were happy to hear the news that their nation is independent. Two informants described the situation at that time from one of the scenes in 'SpongeBob SquarePants'. This meme comes from a scene in the SpongeBob SquarePants cartoon that shows a very happy Patrick. In the meme, Patrick "represents" the Indonesian people who felt overjoyed to hear the proclamations announced on the radio. Through this meme, the teacher can provide an overview of the Indonesian people's happiness in the event of the Proclamation of Indonesian Independence.

After asking the informants' perceptions of memes that were displayed, the researcher asked the informants about the use of memes as a media for learning history. All informants reiterated that memes can be used as a media for learning history, as long as they are just a diversion, not as primary teaching material. The teacher must also explain the meaning of the meme, so that there are no multiple interpretations. Therefore, it is expected that the existence of memes as a tool for studying history

would increase students' curiosity, so the students will no longer assume that history lessons are dull, monotonous lessons and that students will improve their imagination.

In addition, memes can be used for learning history that attracts readers. As internet users are more likely to ingest humorous content rather than content that is too serious, memes are usually more known as parody imitations. On the other hand, meme-makers challenge themselves in achieving historical truth through the memes they created. Thus, it makes room for historians to remain present, commemorate, and criticize their works (Haeri, 2019). Students no longer need to doubt their motivations for learning about a historical event through memes because memes can relate to previously established media, feelings, and photos (Enthoven, 2019). Therefore, memes can be applied by teachers or lecturers in the history learning process. The learning can be interspersed with memes as a learning media while still providing historical facts so that history learning can take place effectively.

#### Criteria of Memes in Historical Learning Media

The informants shared their various views on how a meme can be used as a tool for learning history, namely: (1) using existing cartoons; (2) the image used is a good image with attractive colors and a non-stiff writing font; (3) creative and not too long; (4) the images used do not insult the Indonesian nation's figures and history; (5) memes that make people curious so that readers seek more information from the meme; (6) the message is delivered; (7) choose viral memes template.

Based on the informants' idea about the memes, it can be understood that there are no rigid criteria in determining whether a meme is ideal or not to be a media for learning history. However, there are at least six criteria for memes that can be used as historical learning media that researchers offer, namely; (1) using images that attract the readers' eyes, such as choosing the right color and simple writing fonts, (2) panels are not too long. (3) The message in the meme can be conveyed to avoid hanging message, (4) provoking readers to learn more of a historical event, (5) the images used do not always need to contain images of historical photos or events, but it can pictures that are familiar or viral to the readers with the nuances of that historical event, (6) the images used do not insult a person, group, and society.



## Meme Content in The Media for Historical Learning

The informants have shared their thoughts on the content of memes that can be used as a tool for learning history. According to informant HS, "... hampir semua konten sejarah bisa dijadikan meme, ...misalnya manusia pra sejarah, dia menyindir secara halus tentang teori-teori evolusi atau misalnya di masa madya tentang Wali Songo sistem penyebarannya, kenapa pada masa lampau kita lebih bisa menerima perbedaan, sedangkan di masa sekarang kita sepertinya memperdebatkan perbedaan".

Therefore, all historical content can be used as a meme as a media for learning history. It can be Indonesian history that discusses from the pre-literacy period to reformation and world histories, such as the Revolution in the world, World War I, World War II, and the Cold War. The teacher/lecturer can choose memes on the internet that can be used as learning media or even create memes if there are no suitable memes on the internet. In the next stage, the teacher lecturer can also assign students to make memes of a historical event to hone their creativity. In this case, both teachers or lecturers and students can take advantage of existing sites, such as 1cak.com, 9gag.com, knowyourmeme.com, and memegenerator.net.

## CONCLUSION

This study concludes that memes can be used as a tool for learning history that draws readers from the post-millennial generation, who currently are the most readers. Even though the teacher or lecturer still has to clarify the meaning of the memes, the influence of memes may be an encouragement to find more knowledge for readers. The memes appear to contain humor or jokes, it is light to read, so teachers/lecturers can intersperse with the use of memes in learning history while still providing historical facts. In other words, as an alternative to historical learning media, memes can be used, therefore, history learning can take place accurately and interestingly.

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