

# Teachers' Ability in Applying Historical Literacy in History Learning in Senior High School

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**Abstract:** The purpose of this study was to determine the ability of teachers to apply historical literacy to history learning in high school and the obstacles faced by teachers in the application of historical literacy. This research is a qualitative research with problem analysis using a case study type of multi-case analysis carried out during Distance Learning (PJJ) during the COVID-19 pandemic at Labschool Jakarta High School and Public High School 30 Jakarta in 2020. Data collection was conducted using in-depth interviews, document studies, and field notes. Analysis and interpretation of the data show that (1) history learning during the distance learning period at SMA Labschool Jakarta and SMA Negeri 30 Jakarta is still running conducive, but this condition also affects teacher and student interactions to be more limited in learning; (2) The teacher has been able to apply historical literacy in history learning in accordance with a summary of the main aspects of the concept of historical literacy; (3) The obstacles faced by teachers in applying historical literacy are mainly to teachers' conceptual understanding of historical literacy which is still at the stage of traditional understanding of reading and writing, low levels of student literacy, and becomes increasingly complex when implementing PJJ, teachers have difficulty bringing innovations in application of historical literacy due to limited interaction space and duration of teaching time and presenting historical literacy as an effort to foster critical thinking skills.

**Abstrak:** Tujuan penelitian ini adalah untuk mengetahui kemampuan guru dalam menerapkan literasi sejarah pada pembelajaran sejarah di SMA dan kendala yang dihadapi guru dalam penerapan literasi sejarah. Penelitian ini merupakan penelitian kualitatif dengan analisis masalah menggunakan jenis studi kasus analisis multi kasus yang dilakukan pada Pembelajaran Jarak Jauh (PJJ) pada masa pandemi COVID-19 di SMA Labschool Jakarta dan SMA Negeri 30 Jakarta tahun 2020. Pengumpulan data dilakukan dengan wawancara mendalam, studi dokumen, dan catatan lapangan. Analisis dan interpretasi data menunjukkan bahwa (1) pembelajaran sejarah pada masa pembelajaran jarak jauh di SMA Labschool Jakarta dan SMA Negeri 30 Jakarta masih berjalan kondusif, namun kondisi ini juga mempengaruhi interaksi guru dan siswa menjadi lebih terbatas dalam pembelajaran; (2) Guru telah mampu menerapkan literasi sejarah dalam pembelajaran sejarah sesuai dengan rangkuman aspek-aspek pokok konsep literasi sejarah; (3) Kendala yang dihadapi guru dalam menerapkan literasi sejarah terutama pada pemahaman konseptual guru tentang literasi sejarah yang masih pada tahap pemahaman tradisional membaca dan menulis, rendahnya tingkat literasi siswa, dan menjadi semakin kompleks pada saat pelaksanaan PJJ, guru kesulitan menghadirkan inovasi dalam penerapan literasi sejarah karena terbatasnya ruang interaksi dan durasi waktu pengajaran serta menghadirkan literasi sejarah sebagai upaya menumbuhkan kemampuan berpikir kritis.

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## INTRODUCTION

The concept of literacy is becoming increasingly difficult to interpret nowadays because it is related to various meanings, interpretations and perceptions that develop in people's lives. The concept of literacy has a complex nature, this is in accordance with observations from the United Nations Educational Scientific and Cultural Organization (UNESCO) in 2006 which showed that literacy as a concept is proven to be complex and dynamic, because it is continuously interpreted and defined in various ways. (Mkandawire, 2018). The concept of literacy broadly refers to a form of knowledge, competence and skills in a particular field. This view is supported by notes from Mkandawire, Simooya, & Cheelo, (2017), who argue that there are two main definitions agreed by the world in perceiving the concept of literacy, namely: first, literacy is conventionally related to reading and writing skills while the second is a framework. knowledge and skills in a field. In a more definite field of study, this knowledge and skills must be approved by experts and the general public as truth that can help in the progress and welfare of society, especially in the field of education.

From the general understanding described, it shows that all elements, both schools, families and communities are required to have high literacy skills as a provision for skills in social life and are oriented towards increasing cognitive abilities in the field of education (Kemendikbud, 2017). However, inversely proportional to these demands, the results of the assessment scores from the Program for International Student Assessment (PISA) in 2018 show that the literacy skills of Indonesian children are still very low compared to the results of the PISA scores in 2015 as described in the following table.

**Table 1.** Comparison of PISA Results 2018 and 2015

| Ability     | 2015 | 2018 |
|-------------|------|------|
| Science     | 403  | 396  |
| Literacy    | 397  | 379  |
| Mathematics | 5    | 6    |

Source Tohir, (2019)

The PISA results are in line with the results of a 2016 survey study from Central Connecticut State University regarding the Most Literate Nations in the World placing Indonesia in 60th place out of 61 countries. The year 2018 shows the fact that 44% of smartphones are used for photos and videos, 3% for

reading. UNESCO also stated that the reading interest of the Indonesian people was 0.01% or 1 in 10 000. The low reading interest of Indonesians is very influential in the field of education, especially for students aged 10-15 years who are still at the elementary, junior high and senior high school levels (Puspita, Damaianti, & Yulianeta, 2020)

Low student literacy skills will affect several subjects in schools that are closely related to literacy skills, one of which is history. This is because history subjects are so rich in learning resources that are closely related to books, readings, archives, manuscripts and other similar materials and emphasize critical knowledge and understanding of historical events. Low literacy skills will affect students' interest in learning history so that a literacy concept that focuses on learning history is needed. This concept has actually developed in the world of historical education in Europe and America, known as the concept of historical literacy or Historical Literacy. However, this concept is less popular among teachers and history education experts in Indonesia. Initial interviews conducted with history teachers show that teachers do not understand the concept of historical literacy. This is assumed by researchers as a result of the lack of information regarding the definition of historical literacy that reached Indonesian history teachers because the concept of historical literacy is a new concept that is still developing today.

However, there have been many history education experts and history teachers in America and Europe who define the concept of historical literacy. It was started significantly for the first time by Scheiber (1978) who tried to define the concept of historical literacy referring to the ability to master historical material not only through text alone, but also through other historical sources, namely, images and symbols as well as from music. However, Scheiber's (1978) argument only lasted a decade because it was considered to have no firm roots. Furthermore, a new argument arises about the concept of historical literacy from Ravitch (1989), which emphasizes the ability to master historical content, namely, gathering facts about past events. Ravitch (1989) claims that to study history one must be able to master basic information from historical events as a provision for understanding the next historical lesson. This is the basis of Ravitch's (1989) idea that historical knowledge is equivalent to historical literacy.

Ravitch's (1989) thought is actually in accordance with the opinion of Hirsch in 1988 who previously stated that students must know basic

facts about geographic names, historical events, famous people, patriotic knowledge, and scientific terms. This argument resonates with the dichotomy of literacy and illiteracy, but it is less agreed by other experts such as Aronowitz & Giroux, Bennett, Ravitch, Finn and Glazer as conservative or reluctant to change. They perceive that Hirsch's concept will threaten new ideas or concepts and weaken the meaning of concepts that should be recognized in the scope of knowledge (Maposa & Wassermann, 2009).

Furthermore, in 1991, a new opinion emerged regarding the concept of historical literacy from Aronowitz & Giroux which contradicted the opinion of Ravitch (1989) and Hirsch (1988). In the same year, Wineburg (1991) gave his opinion on historical literacy. According to him, in achieving historical literacy skills, one does not only need basic historical knowledge but must have the ability to use historical sources like a professional historian (Maposa & Wassermann, 2009). Furthermore, in 1993, a report on the principles of building historical literacy through historical awareness was made by Rüsen, who show that historical literacy skills require students to understand the basic concepts of history as what history is. (Lee, 2004). In line with the opinion of Rüsen (1993), in 2003, Taylor argued that historical understanding of the basic concepts of history is the main idea of historical literacy which was identified as understanding the concept of change and continuity in historical periodization (change and continuity). understanding of historical events and narratives with an open mind, as well as understanding historical concepts such as cause and affect and motivation. Furthermore, Lee (2004) provides an argument about the concept of historical literacy, according to which the main indicator in historical literacy is the ability of an individual to describe the past not only as a story, but also as a map so that history is contextualized in space and time (Maposa & Wassermann, 2009).

The development of historical literacy conceptualization from time to time Maposa and Wasserman in 2009 compiled several dimensions or benchmarks as a summary of the main aspects or conceptual framework of historical literacy which is the result of the review of the experts described above. These dimensions or benchmarks can be seen in the concept map below.

Apart from compiling the dimensions of the concept of historical literacy, Maposa and Wasserman (2009) also distinguish historical literacy and literacy in history learning. According to them, literacy in history learning refers to the ability to read and write when studying history in class, while historical literacy refers to what a person will gain after studying history in class. They further explained briefly that literacy is not directly related to historical literacy, but before contextualizing historical literacy, one must understand literacy. Thus, before mastering historical literacy, a history teacher must first understand the concept of literacy. From the description of the concept of historical literacy presented by experts, it shows that the mastery and application of historical literacy by teachers is important because it is hoped that it will make students more critical in analyzing a historical event. In turn, students' critical thinking will present other skills such as historical thinking skills, historical understanding and historical awareness and can present a high meaningful value of nationalism in looking at a historical event.

However, in this study, not all dimensions of historical literacy will be the focus of the study, but the researcher focuses on 2 main aspects, namely the first main aspect of historical literacy is historical knowledge, which in turn consists of historical events and narrative as sub-dimensions. The second major aspect of historical literacy is the conceptual understanding of history. Important second order concepts of historical literacy with its sub-dimensions are time, cause and effect, motivation, significance, change and continuity, empathy and

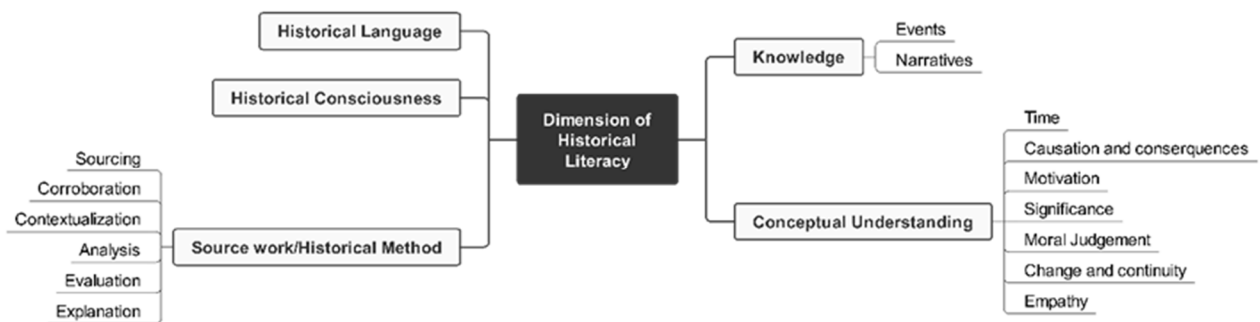


Figure 1. Summary of major aspects of historical literacy – a conceptual a framework  
Source Maposa & Wassermann, (2009)

moral judgment. These two main aspects are considered to be important goals in teaching history to students, namely gaining knowledge and understanding of history and the meaningful value of historical material.

In conducting this research, there are several previous studies that serve as references, the first is the research of Jukka Rantala and Amna Khawaja (2018) in *The Curriculum Journal* with the title *Assessing historical literacy among 12-year-old Finns*. This study aims to find the right assessment design for teachers to assess the historical literacy skills of elementary school children. The next research from Jukka Rantala (2018) with Anna Veijola is entitled *Assessing Finnish and Californian high school students' historical literacy through a document-based task*. Assessing Finnish and Californian high school students' historical literacy through a document-based task. The purpose of this study is to find out how students read and then interpret historical documents to improve students' historical literacy in high school. To test the literacy level of the students, the researchers made document-based assignments which the students would later do. Next research by Rizqa Ayu Ega Winahyu (2017) entitled *"Information Literacy in Historical Learning: Giving Birth to Students' Social Sensitivity"*. This study aims to see whether information literacy has been applied properly in teaching history in high school. This study uses a descriptive qualitative method with the results showing that information literacy has gone well in learning history, thus building social sensitivity in students at SMA Negeri 2 Magelang as seen from the social relationships that exist between teachers and students not only in learning but also outside of study time. There is an attitude of tolerance, mutual respect and help between teachers and students after the implementation of information literacy in history learning (Winahyu, 2017). The difference between this study and the research used as a reference lies in the focus of the theory used to refer to the concept of historical literacy instead of information literacy, then the difference lies in the analysis of the problem in this study using a multi-case type case study approach with 2 research subjects. This study also focuses on analyzing the ability of teachers to apply historical literacy in history learning.

Research conducted at SMA Labschool Jakarta and SMA Negeri 30 Jakarta began in March by conducting preliminary observations and interviews which then showed an interesting fact that the interviewed informants did not understand in detail the concept of historical literacy. Based on

these facts, this study aims to find more in-depth data and information about the ability of teachers to apply historical literacy to history learning.

## **METHOD**

This study used a qualitative method with problem analysis using a case study type of multi-case analysis carried out during Distance Learning (PJJ) during the COVID-19 pandemic at SMA Labschool Jakarta and SMA Negeri 30 Jakarta in 2020. The qualitative method was chosen on the grounds that the research would be carried out in natural object conditions so that researchers will be able to see the reality in the field more real because in this study the researcher will be a key instrument (Sugiyono, 2014). This means that data analysis and interpretation will be strongly influenced by data collection by key instruments. Furthermore, the selection of case studies with the type of multi-case analysis on 2 subjects where the research was carried out by the researcher so that the writing would later reveal thoroughly the questions about the learning process like what, why and how (Yin, 2011).

Writing data collection procedures using in-depth interviews, observation, documentation, field notes, archive records, physical devices and triangulation techniques. Data collection techniques are adjusted to the conditions when writing was carried out where the Covid-19 Pandemic occurred so that its implementation is adjusted to government policy, namely carrying out all writing and learning activities online in a network (online). However, researchers made the best use of their time so that data collection was obtained in person as well as online. Direct data collection was carried out by directly meeting teacher informants at school and for online interviews and observations using the WhatsApp and Google Form communication media applications and using the Google Meet and Zoom Meeting video conference applications.

The analytical procedure in this writing uses two approaches, namely, first, pre-field analysis of data from preliminary study results, or secondary data, which will be used to determine the focus of writing (Sugiyono, 2014). Second, the analysis in the field using the Miles and Huberman model is expected to go through three lines, namely (1) data reduction, (2) data presentation, and (3) drawing conclusions (Miles & Huberman, 1994). Data reduction is done by analyzing the data that has been obtained then summarizing and selecting the main things, focusing on the important things, looking for themes and patterns. After the data analysis was

carried out, then the data was compiled and presented from the results of observations and interviews with the teacher and several students regarding history learning by presenting historical literacy. Before entering into drawing conclusions, the researcher coded according to the sub-focus of research carried out in the field, namely the implementation of history learning, teachers' understanding of historical literacy, the application of historical literacy and the obstacles faced in the application of historical literacy.

### **HISTORICAL LITERACY CONCEPTION IN TEACHER'S PERCEPTION**

Learning by implementing the school literacy movement that has been promoted by the Ministry of Education and Culture since 2016 as an effort to increase student literacy skills and foster student character (Kemendikbud, 2017). This encourages the development of the concept of literacy in all subject areas, one of which is history. The history subject actually has its own concept of historical literacy which developed from the 80s into an added value for history teachers to be able to participate in the implementation of the government program. However, in reality the concept of historical literacy is less popular among history teachers in Indonesia.

Based on the results of in-depth interviews conducted by researchers with one of the history teachers at SMA Labschool Jakarta (EL, 2020) and a history teacher at SMA Negeri 30 Jakarta (IM, 2020) it shows that teachers are less familiar with the concept of historical literacy because information about the concept of historical literacy is lacking. pupulars were discussed among history teachers in Indonesia, especially in DKI Jakarta. According to EL teachers and IM teachers, information that is familiar to history teachers' ears is a basic literacy concept implemented in history learning, so that EL teachers and IM teachers define historical literacy related to the ability to read and write historical events as a person's basic provisions for studying history and able to be able to convey what was learned. Furthermore, the IM teacher also added that the concept of historical literacy is also related to a person's ability to understand the changes and continuity of a historical event as an effort to encourage students to have a more open mindset towards historical materials. This ability to understand will be obtained by directing students to read various kinds of literature such as books, theses, dissertations, and other research results.

From the understanding of EL teachers and

IM teachers, it shows that teachers' perceptions regarding the concept of historical literacy are still at the traditional level, reading and writing. This perception is not wrong, but it is still not in detail and broad in accordance with the development of the concept of historical literacy in the world of historical education when viewed from various definitions of historical literacy by historical education experts in America and Europe, especially the concept of historical literacy by Maposa dan Wasserman (2009), which is the main aspect of this research. In addition, the perception of teachers who are still tied to the concept of traditional literacy will affect the application of historical literacy later in history learning in class.

### **Implementation of Historical Learning during the Covid-19 Pandemic**

Before explaining the application of historical literacy in teaching history by teachers, the researcher tries to make observations first on the process of implementing history learning, especially during the Covid-19 pandemic. This is because the research was carried out during the Covid-19 pandemic which spread throughout the world, including Indonesia. The very fast spread of the virus has forced the government to implement a policy to prohibit all crowd activities and have many periods, one of which is school activities. Therefore, the Ministry of Education and Culture issued Circular No. 4 of 2020 concerning the policy of conducting teaching and learning activities from home or known as Distance Learning (PJJ) / Online Learning. The purpose of the distance learning process is more emphasized on a meaningful learning experience without giving the burden of achieving the curriculum as a reference for class advancement and graduation. Learning during the pandemic focuses more on education for student life skills so that schools and teachers must develop new strategies in teaching in online classes (Jusuf, Sobari, & Fathoni, 2020).

Distance learning focuses on the focus of boundaries related to distance, meaning that distance learning can be said to be a form of teaching that occurs between two parties (students and teachers) which is held at different times and / or places using various forms of teaching materials (Moore, Dickson-Deane, & Galyen, 2011). The implementation of distance learning history at SMA Labschool Jakarta and SMA Negeri 30 Jakarta is still running conducive even though there is no direct contact. The absence of direct contact as in conventional learning, of course we need media as a means

of learning. Therefore, various platforms are used as learning media by schools. In schools, there are various platforms used, including Google Classroom, Zoom Meeting, WhatsApp, Google Meet, and so on (Haqien & Rahman, 2020). History teachers at SMA Labschool Jakarta use the Zoom Meeting video conferences application as a virtual face-to-face, and use a Learning Management System (LMS) called E-Labs. In addition, the history teacher at SMA Labschool Jakarta uses WhatsApp Group and personal communication media to establish communication about history learning with students (EL, 2020). At SMA Negeri 30 Jakarta, it is the same as SMA Labschool Jakarta, history teachers in their learning also use the Google Meet video conferences application, LMS E-Learning and Whatsapp (IM, 2020).

Distance learning which is a new thing to do requires teachers and students to adapt to these new learning patterns. From the results of observations and interviews conducted by researchers, it shows that teachers and students have difficulty in implementing history learning in the PJJ era. According to EL and IM history teachers, online learning limits the interaction space between students and teachers which makes the process of delivering material more difficult for students to accept. This is also what researchers know after interviewing several class X students from SMA Labschool Jakarta and SMA Negeri 30 Jakarta. All students interviewed said the same opinion, namely having difficulty absorbing and understanding the material presented by the teacher during face-to-face learning because of the atmosphere of the place of learning, in this case the house was less comfortable, as well as poor network factors that made students less focused on learning. To keep learning objectives achieved during the PJJ period, teachers are expected to be able to innovate in developing learning methods and use creative media as virtual learning tools (Cahyani, Listiana, & Larasati, 2020).

#### **APPLICATION OF HISTORICAL LITERACY IN HISTORY LEARNING**

The application of historical literacy is not only related to the students' ability to read and write historical events that are studied, but according to Maposa and Wasserman (2009), the application of historical literacy refers more to what someone gets from studying history. In line with this opinion, according to Suminar, (2019), historical literacy does not only make students aware of historical events but will have a critical and sensitive attitude towards a historical event. Thus, students will inde-

pendently become literate individuals and be able to process their own historical knowledge and understanding.

Based on the results of research in the field related to the application of historical literacy in history learning at SMA Labschool Jakarta and SMA Negeri 30 Jakarta, it shows that history teachers who are informants in the research have unconsciously applied historical literacy in accordance with the benchmarks of the dimensions of historical literacy Maposa and Wasserman (2009), namely:

#### **Knowledge of Historical Content**

Knowledge of historical content is the teacher's ability to master historical material, namely relating to historical events and narratives. Historical events and narratives are the sub-dimensions of the historical constants of knowledge in the concept of historical literacy. According to Sayono, (2013) to create an ideal history lesson, the teacher must at least have the ability to master the material. Mastery of this material will later have an influence on the presentation of historical events and narratives by teachers in history learning. In relation to this, the results of observations and interviews with history teachers at SMA Labschool Jakarta and SMA Negeri 30 Jakarta show that these teachers have good knowledge of historical content. The knowledge of historical content possessed by the teacher can be seen in classroom observations when the teacher teaches, the teacher is able to explain historical material very well supported by presentations of historical events as examples of the material described. Besides that, the knowledge of the teacher's historical content was also seen when the researchers conducted in-depth interviews. Informants are able to answer each question very well and are able to provide examples of events that the researcher questions. Examples of events that the teacher can explain include, the events of the formation of the earth as the beginning of learning, Indonesia during the colonialism and imperialism era, Indonesia during the national movement to Reformation, even local historical events and world history. In addition, the teacher not only uses historical subject textbook sources in their learning but also the teacher directs students to use other sources such as historical novels, historical textbooks, articles, theses and dissertations either in hardcopy or e-book form. Furthermore, the history teacher at SMA Negeri 30 Jakarta demonstrated mastery of historical content by composing an innovative form, namely project-based assignments in collaboration with other subjects.

### **Conceptual Understanding**

Conceptual understanding in history is an important part of the basis of one's knowledge in learning history. Conceptual understanding is not only talking about events that occurred in the past but also related to concepts emerging from a historical event. According to Kochhar (2008) in his book states that ideas or concepts are very important in history because they are the basis of actions that occur in historical events. Thus, knowledge and understanding related to concepts in history will become provisions for living the present and facing the future (Kochhar, 2008). Thus, there must be a new approach in history learning that provides a stimulus for students to have content knowledge and understanding of historical concepts, one of which is the ability of teachers to apply historical literacy from the study of Maposa and Wasserman (2009), one of which focuses on increasing content knowledge and conceptual understanding. history. In knowing the dimensions of conceptual understanding, researchers focus more on teachers to obtain data on how teachers develop conceptual understanding in history learning which includes sub-dimensions of understanding about time, cause-and-effect, motivation, importance, moral judgment, change and sustainability, and empathy.

In the first sub-dimension, teachers at SMA Labschool Jakarta and teachers at SMA Negeri 30 Jakarta seem to have mastered the concept of time and space in history very well. Based on observations and interviews, it shows how they are able to provide a simple explanation but it is clearly understood by students that no historical event is not related to the concept of time and space in history because it is in that process that historical events take place. Apart from delivering material, SMA Labschool teachers and SMA Negeri 30 teachers also often link the concepts of time and space to each assignment given to students with the aim that by doing these assignments students will better understand the concepts of time and space in history.

The second sub-dimension, At the high school level teachers are required to focus on how the causes of an event, what reasons underlie its occurrence, how the effect of a historical event and the goals to be achieved from studying history, all of this focus is related to the concept of cause and effect. and consequences in history (Susanto, 2014). From the results of the interviews obtained, SMA Labschool teachers and SMA Negeri 30 teachers have the same view that the concept of cause-and-effect from a historical event is important for history teachers to master because every event presented

in history subject matter will be closely related to the concept cause-effect and consequence. The views of SMA Labschool teachers with SMA Negeri 30 teachers are in accordance with what Plato said in Zed, (2018) that all actions or events that undergo changes must have a cause because nothing happens in this world without a definite cause. The results of these actions and events will lead to new events or continue these events which eventually become the results and consequences of a historical event.

The third sub-dimension is related to motivation in learning history. Students' motivation to have an interest in learning history depends on the teacher's ability to process and compile historical learning creatively and innovatively so that students do not think that history learning is carried out monotonously and unattractive (Maarof, Apfandi, Joli, & Mahzan, 2020). SMA Labschool teachers and SMA Negeri 30 Jakarta teachers understand very well that the ability of teachers to innovate in strategies and methods that will be carried out in history learning will affect student motivation. Observations in class show that there are students who are less interested in history subjects so that their learning motivation decreases when learning history. To increase student learning motivation, the history teacher at SMA Labschool Jakarta made an individual approach with students, but according to the teacher, it experienced obstacles because of current PJJ and it took time to communicate individually to many students. This is also done by teachers at SMA Negeri 30 Jakarta, by adding creative innovations to assignments and to the media for presenting learning material.

The four sub-dimensions of importance in history, for SMA Labschool teachers and SMA Negeri 30 teachers, can be seen in the observation several times in their learning activities that provide an explanation of the importance of history learning that students learn. At the end of learning the teachers of SMA Labschool and SMA Negeri 30 have a similar strategy, namely, before the end of the lesson the teacher directs students to convey the historical significance of what is learned according to their opinion. In addition, from the statements of SMA Labschool teachers and SMA Negeri 30 teachers, it shows that teachers have the ability to encourage students to be able to understand the importance of a learned historical event. For example, by linking history learning material with the contextual situation of problems in the present, namely social problems or problems from the past but we still find the same thing in the present. This is in

line with the historical significance discussed by Dickinson, Gordon, & Lee, (2013), which states that importance is one of the key concepts in history which is seen as not fixed in one meaning but important is seen as meaning that is bound to context.

The fifth sub-dimension, moral assessment which is the student's ability to understand moral and ethical issues in a learned historical event (Zahroh, 2014; Sari & Rusli, 2016). Therefore, in the statement of SMA Labschool teachers and SMA Negeri 30 teachers, it is stated that moral assessment must be of particular concern to history learning because in studying history students must be directed to be able to determine decisions related to right and wrong in a historical event. By giving the teacher the opportunity to determine their own moral assessment, it will encourage students to be more courageous to argue, argue and make decisions.

The sixth sub-dimension is change and sustainability. Theoretical historical studies should explain change and sustainability. However, at the practical level, structured events emphasize the concept of change and tend to ignore sustainability. Change-based learning materials will provide students with an understanding that historical events are always changing in order to adapt to changes and developments that occur due to foreign influences. However, change-based history learning is considered not yet strong in instilling national identity in students so that there is a need for an explanation of the continuity of lines between historical events from the past to the present. For this reason, the concept of change and sustainability must be mutually supporting concepts in explaining historical learning (Purwanta, Pelu, & Musadad, 2020). From the interview results and reinforced by field observations, SMA Labschool teachers and SMA Negeri 30 teachers show that they have excellent abilities in explaining the concept of change and sustainability. This is shown by the same statement from the two teachers that change and continuity will always go hand in hand with human activities in historical events. In their opinion, change and sustainability are important to be linked in each material because it can provide an understanding that today's actions can change in the future or experience sustainability depending on the learner, both in the positive and negative realms.

The seventh sub-dimension of historical empathy. The debate regarding the concept of empathy in historical studies is still being controversial today. However, it is hoped that presenting historical empathy in history learning will optimize students'

knowledge of attitudes and intellectual abilities and encourage students to have the ability to understand history (Nadilla, Sariyatun, & Sunardi, 2017). To be able to realize these expectations, the teacher's ability to present history learning is needed not only focused on memorizing dates, places and figures but also teachers must be able to explain why historical events must occur at that time so that students will have their own standard of empathy in seeing a historical event. This is manifested in the history learning presented by SMA Labschool teachers with SMA Negeri 30 teachers, where according to the teacher in presenting historical empathy, students must have an emotional bond with the teacher so that in the process of transferring the meaning of the empathy that the teacher raises in history learning.

An explanation of the dimensions of historical content knowledge and conceptual understanding of historical literacy by Maposa and Wasserman (2009), at least provides an illustration that SMA Labschool teachers and SMA Negeri 30 teachers have applied historical literacy accordingly in their learning. Although teachers' understanding of the concept of historical literacy is still at the traditional level of meaning, it includes reading and writing activities in history learning.

#### **TEACHER CONSTRAINTS IN THE APPLICATION OF HISTORICAL LITERACY IN HISTORY LEARNING**

Based on the facts of research at SMA Labschool Jakarta and SMA Negeri 30 Jakarta, there are several obstacles faced by teachers in the application of historical literacy in history learning. The main obstacle that becomes the teacher's problem is the understanding of the concept of historical literacy. The concept of historical literacy that is less familiar among history teachers in Indonesia makes it difficult for teachers to determine learning patterns in the application of historical literacy. The teacher's limited understanding of traditional literacy, namely reading and writing, affects the application of literacy which emphasizes reading and writing historical events according to the material being taught. Clear information related to the concept of historical literacy has not been provided so that teachers are still looking for ways to apply historical literacy according to what they understand (EL, 2020; IM, 2020).

The next obstacle is the low level of children's literacy. This is proven by the results of the release of the PISA (Program for International Student Assessment) assessment initiated by the Organization



for Economic Cooperation and Development (OECD) in 2019 which shows that there has been a significant decrease in the literacy skills of Indonesian children (Pusat Penelitian Pendidikan, 2019). The low level of literacy skills will affect students' learning interest in history subjects which are closely related to resource reading activities such as history subjects. This affects the teacher in presenting historical literacy in learning. Moreover, the situation during distance learning adds to the complex problems faced by teachers in learning history. SMA Labschool teachers and SMA Negeri 30 teachers experience the same thing that the application of distance learning limits teacher-student interactions. Teachers experienced problems in managing history classes during PJJ because of the reduction in the duration of the learning time to 60 minutes. Even though history subjects are known to be densely packed with contents (Nofriani & Ofianto, 2020). The reduction in time makes the teacher unable to innovate in teaching history in the classroom so that according to the teacher, reading and writing literacy will be difficult to implement during PJJ. As a result, the lecture method, using power point media and assigning assignments is the teacher's main choice in its implementation. This then triggers students to feel bored and bored with distance learning patterns that seem monotonous. This fact is also in accordance with the opinion of Dhawan (2020) in his article which states that students find online teaching boring and uninteresting

The next difficulty experienced by SMA Labschool and SMA Negeri 30 teachers is presenting historical literacy to foster critical thinking in students even though this is used as a reference in the high school curriculum not just wishful thinking but can be implemented in students' daily lives to produce better quality human resources for the nation because according to Ennis (1962), it is said that critical thinking will make a person have a correct assessment of every statement based on objectivity and evidence (Kitot, Ahmad, & Seman, 2010).

## CONCLUSION

Based on the results of the analysis and discussion, it is found that historical learning during the distance learning period at SMA Labschool Jakarta and SMA Negeri 30 Jakarta is still running conducive in accordance with the principles of learning as an alternative during the COVID-19 pandemic. Distance learning is carried out by means of an online system using various communication media facilities in each school. Related to the PJJ problem

indirectly affects the readiness of teachers to apply historical literacy to history learning. However, based on the results and discussion of the application of historical literacy in learning history during distance learning at SMA Labschool Jakarta and SMA Negeri 30 Jakarta, it can be concluded that historical literacy has been carried out well by teachers by referring to benchmarks / dimensions and sub-dimensions of historical literacy Maposa and Wasserman (2009) is knowledge and conceptual understanding, although teachers' understanding of historical literacy is still at the traditional level of reading and writing.

In the dimension of historical content knowledge, the two history teachers who were informants in the study had high abilities related to historical content in history learning. This can be proven from the findings in the field which show that the teacher has been able to master historical materials both national history, local history and world history. In the conceptual dimension of understanding, the two history teachers have demonstrated the ability to understand and master every sub-dimension, namely the concepts of time and space, cause-and-effect, motivation, importance, moral judgment, change and sustainability and empathy. The two history teachers have been able to improvise in the material by linking each sub-dimension of the historical literacy dimension to each presentation of history learning material.

In addition to the teacher's understanding of the concept of historical literacy which is still lacking in detail, there are other obstacles faced by teachers in applying historical literacy, namely: first, fostering and improving students' literacy skills in reading and writing various kinds of historical sources that can be used in history learning. Second, the teacher's method of presenting history learning material in the PJJ era currently emphasizes the lecture method and displays PPT slides making students' enthusiasm and motivation in learning history diminish. Third, presenting historical literacy to foster critical thinking in students.

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