

Utilization of Digital History as A History Learning Media during Covid-19 Pandemic (Case Study on SMA Negeri 8 Yogyakarta)

Zulkarnain

Universitas Negeri Yogyakarta, ✉ zulkarnain@uny.ac.id

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Abstract: The implementation of digital history media in history learning during the COVID-19 pandemic is currently very necessary. By utilizing the existing internet learning media, teaching and learning activities will still be able to be carried out even from their respective homes. This is not only to break the chain of spread of COVID-19 but also to prepare students of SMA Negeri 8 Yogyakarta to gace the upcoming discourse of society 5.0. This research was conducted using a qualitative method and a phenomenological approach. The results of this study indicate that in general SMA N 8 Yogyakarta and it is educational apparatus have implemented this digital history, starting from workshops for subject teacher to map learning strategies, implementation, controlling and evaluation well. Apart from the advantages, disadvantages and various obstacles faced, this digital history media has proven to be able to be an alternative for appropriate teaching and learning activities during the pandemic.

Abstrak: Penerapan media sejarah digital dalam pembelajaran sejarah di masa pandemi COVID-19 saat ini sangat diperlukan. Dengan memanfaatkan media pembelajaran internet yang ada, kegiatan belajar mengajar akan tetap dapat dilaksanakan walaupun dari rumah masing-masing. Hal ini tidak hanya untuk memutus mata rantai penyebaran COVID-19 tetapi juga untuk mempersiapkan siswa SMA Negeri 8 Yogyakarta menghadapi wacana masyarakat 5.0 mendatang. Penelitian ini dilakukan dengan menggunakan metode kualitatif dan pendekatan fenomenologis. Hasil penelitian ini menunjukkan bahwa secara umum SMA N 8 Yogyakarta beserta aparatur pendidikannya telah menerapkan sejarah digital ini, mulai dari workshop untuk guru mata pelajaran hingga memetakan strategi pembelajaran, pelaksanaan, pengendalian dan evaluasi dengan baik. Terlepas dari kelebihan, kekurangan dan berbagai kendala yang dihadapi, media sejarah digital ini terbukti mampu menjadi alternatif kegiatan belajar mengajar yang tepat di masa pandemi.

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INTRODUCTION

The world currently is facing the global outbreak of COVID-19, a disease that strikes human respiratory system. Since March 11, 2020, the World Health Organization (WHO) stated that the virus is a global pandemic. In Indonesia, the first case of infection was firstly announced on March 2, 2020 (Indonesia.go.id, 2/03/2020). Until today, the pandemic doesn't show any sign of its end, marked by the high prevalence of infection cases. The disease has also impacted various aspects of life, forcing the society to adapt with the current condition. As a result, the government should issue policies to push minimize the outbreak effect.

The education field also suffers from the pandemic. Following the announcement of the first case, the Ministry of Education and Culture (Kemendikbud) on March 15, 2020 passed an order to hold a distance learning. The shift from conventional learning to the new one would require internet as the main media to convey



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the material, changing the overall model to e-learning. The government issued the policy as a way to suppress the spread of the disease. The new change brings a new challenge for the users, demanding the students, teachers as well as parents to able to adapt in the new online environment.

Online learning or e-learning is a learning concept based on computer network with the support of internet and web (Adawi, 2018: 11). This model is the most reasonable alternative during a time like pandemic. In this model, many kinds of online platform are available for supporting the learning such as *zoom*, *google meet*, *google classroom*, *Edmodo*, *Schoology* and so on.

Salsabila et al. (2020: 193) mentioned that in an online learning, technology plays a role as a media for interaction and information transfer. Thus digital medias can be an equivalent substitute for the conventional ones.

The rapid growth of technology these days is a reality everybody should face, and teachers are no exception. Rather than meeting it with resistance, creativity and innovation are the best way to respond it, especially for improving the learning technology. IT optimization for 21st century learning is an urgent matter since it deals with next generation. There are at least four conditions that 21st century generation should possess: ways of thinking, ways of working, tools for working, and skills for living in the word. This idea would in return garners the need of a specific learning design for the 21st century generation that centers in the students. The contents, learning method, class environment, evaluation and technology are different from the conventional one.

The school-made curricula now have a shift in paradigm, from teacher-centered learning to student-based learning, in line with the demand to prepare the next generation who should excel in thinking and learning. The needed skills are problem solving, critical thinking, collaboration ability and communication aptitude. The students can master those skills if the teachers are able to develop an activity-filled learning plan that challenges the student to solve the problem with critical thinking. An activity that encourages the students to work together and communicate must be present in every learning plan.

In the aspect of technology, the presence of IT on the other hand challenges the education world in which the students are more interested in learning IT itself rather than learning other subjects. They even willingly spend hours in front of computers to access the internet, searching for

knowledge they cannot acquire in school. This condition has become a duty for educators who should adopt and innovate the learning in order to avert the possibility that education might only turn into a convenient way to earn mere certificate without contributing in building the nation.

According to Sutrisno (2019), computer has come to globalize education where students can gain fast and accurate access for any knowledge. Alessi and Trollip (2016) stated that this IT-based learning has many advantages. These advantages are the effective use of time, easiness in accessing learning materials, more interesting means of delivery and more economical.

In order to draw out those potentials in the use of IT in learning, students as the most vital component in learning must master the skill to use the learning technology itself. The literacy of technology which is the basic requirement for students to gain success in their study. The teachers on the other hand prepare an activity which opens a wide opportunity for their students to use computer for practicing critical thinking skill, involving collaboration and communication with fellow students, teachers, experts or people who have same interest.

The case is also the same when it comes to history learning. The optimization of online learning during the COVID-19 pandemic can also switch to digital history as an alternative. Digital history is a branch of science that study the past through electronic media which results in primary sources, texts, pictures, artifacts, narratives, accounts as well as presentations from digital inquiry (Lee, 2018: 508). The method discovers historical events through the internet and software which depends on the digitization of historical sources. This new method would ensure an easiness in supporting the online class during pandemic.

Digital history also offers a convenience in online learning for exchanging historical information. Both students and teachers are able to search for online sources and references, anytime, anywhere. There are many digitized historical sources which can be accessed easily by teachers for designing learning plan. Lee (2018: 508) stated that this convenience of access is the advantage of digital history over the physical ones. He further added that it has opened more access for people who want to access historical sources, unlike the visit to archival organizations which have restrictions in visiting times. In this case, social medias like Instagram and YouTube can give more variations for this type of online learning (Utami, 2020: 59).

Due to the Covid-19 pandemic, all parties

must be able to adapt to the current situation. Learning history online certainly has a very big challenge for both teachers and students. It is quite difficult to make students sensitive to history learning through online learning because students do not get extra attention in learning. This makes history teachers independently have to be able to innovate, create schemes, learning that is easily accepted by students in the online system. Many problems or problems hinder the innovation process (Kurniawan, 2020: 77). From the students' point of view, history learning cannot be separated from the image of learning that is not interesting, boring, and difficult to understand. These problems are increasingly challenging for history teachers when facing the current pandemic Covid-19 because history teachers must maximize existing facilities to make learning history online becomes interesting.

METHOD

This research about digital history which was conducted in SMA N 8 Yogyakarta used exploratory steps with qualitative approach. The researchers collected data and described about the use of digital history usage as a choice in learning history during pandemic. As a reference for the readers, we drew a conclusion of the finding regarding the utilization of IT-based learning media.

The qualitative method is chosen based on the notion that this research focuses on the use of digital history in SMA N 8 Yogyakarta during pandemic. This research was conducted in March-October 2021. Meanwhile, the phenomenology approach aims to portray the meaning of some people's life experience by exploring the structure of human's consciousness. Thus, the researchers in this case want to discover the meaning of the experience of both students and teachers alike in the history learning.

HISTORY LEARNING ON SMA N 8 YOGYAKARTA

History education in senior high school purposes to develop deep comprehension of historical facts. In addition, it is important to construct student critical thinking, study performance, curiosity, social attention, and spirit of nationality. Moreover, history education has been directed for preparing students who will study at university. Therefore, it is convenient with policy about requiring study ninth years and distinctness just half of total population Indonesian people that obtain an education.

Those who take history education are considered to have special attention and interest in histo-

ry. However, history education is no longer education for all students. On this basis, the objectives of history education in senior high schools are: (a) Develop chronological, critical, and creative thinking skills; (b) Build social awareness; (c) Develop a national spirit; (d) Build honesty, hard work, and responsibility; (e) Develop curiosity; (f) Developing values and attitudes of heroism and leadership; (g) develop communication skills; (h) develop the ability to search, process, package, and communicate information (Hasan, 2012: 90-91).

The 2013 curriculum is an endeavor and a manifestation of the basic principles of the curriculum, name change, and continuity. The 2013 curriculum is believed to be a strategic policy in preparing and facing the challenges and demands of the Indonesian people in the future. The 2013 curriculum integrates three competency domains: attitudes, knowledge, and skills, which in its implementation are summarized in Core Competence 1 (KI-1) spiritual attitudes, Core Competence 2 (KI 2) in the form of social attitudes, Core Competence 3 (KI-3) in the form of knowledge, and Core Competency 4 (KI-4) in the form of skills (Machli, 2014: 72-73).

The 2013 curriculum places Indonesian history subjects as mandatory at the SMA/MA/SMK/MAK level. In addition, the 2013 curriculum places Indonesian History subjects as subjects that all students must take at the secondary level. The 2013 curriculum shows that history subjects are important in fostering students as the younger generation (Sardiman, 2015: 2).

SMA N 8 Yogyakarta has implemented the 2013 Curriculum in all learning carried out in the classroom. SMA N 8 Yogyakarta has been used as a pilot project for implementing the 2013 curriculum in classroom learning 2013. Several schools in Yogyakarta previously returned to KTSP. However, supported by good student input, SMAN 8 Yogyakarta continues implementing the 2013 Curriculum.

The beginning of implementing the 2013 Curriculum at SMA N 8 Yogyakarta was carried out by conducting outreach to all teachers. Teachers at SMAN 8 Yogyakarta are very committed to implementing the 2013 Curriculum. Implementation, especially at the beginning. Commitment is needed from teachers and all employees to implement the 2013 Curriculum successfully. Commitment from all teachers and educators is needed so that the implementation and adaptation of schools in changing the curriculum can be successful and well-executed.

Implementation of the 2013 curriculum is a response given to the implementation of education

that is still not optimal. In addition, there are many problems surrounding the character that is still lacking in Indonesian children (Sardiman, 2015). There needs to be a strategic and real effort from schools always to be responsive to changes where the government has decided to implement the 2013 Curriculum itself, which must have been based on careful analysis and consideration.

The 2013 curriculum contains many characters. Unfortunately, the era of globalization has brought Indonesian people to forget about national character education (Harun, 2013: 302). At the same time, national character education has many characteristics that can be reflected so that students can learn how to behave and act in daily activities.

One of the characteristics of national character education can be learned through history learning. History learning has an important role in building the character of society. Through Permendiknas Number 22 of 2006, which "contains the values of heroism, exemplary, pioneering, patriotism, nationalism and an unyielding spirit that underlies the process of forming the character and personality of students." Character education can be integrated into the subject matter and the learning process (Suryani, 2013: 209). These characters make the position of history subjects important in the 2013 Curriculum.

Many historical materials reflect past conditions that are almost similar to the present. Therefore, besides being instilled in character by history teachers. Students are also given reflection on the relevance of the current state of Indonesia to the past. Reflection, in History of Indonesia, is intended to inspire students to make a real contribution to the country.

In class XII, SMAN 8 Yogyakarta assigned social engineering for students to contribute to the country. They are assigned to be social workers. They are grouped and then given the task of helping in nursing homes, orphanages, trash bins, and others. Social engineering is a way to carry out planned social change. Social engineering is expected to shape attitudes and social actions on a large scale (Wulandari, 2016: 189).

Implementation of the 2013 curriculum in history learning at SMA 8 did not encounter many obstacles. Good facilities and infrastructure also support SMA N 8 Yogyakarta. In addition, the students at SMAN 8 Yogyakarta are very active and good. Facilities and infrastructure that support and are supported by the commitment of teachers and students who can participate actively and well make the Implementation of the 2013 Curriculum at

SMAN 8 Yogyakarta run well.

The success of implementing the 2013 Curriculum in history learning depends on how the teacher brings it into the teaching process. More teachers can be more communicative and interactive. That is where students will feel happy learning with the 2013 Curriculum method. Implementing the 2013 curriculum in history lessons can further help students understand historical events in real terms. In addition, students must be more active and creative in carrying out learning activities.

SMA N 8 Yogyakarta has a 4C culture (critical thinking, collaboration, communication, and creativity) that teachers and students must always uphold. 4C is an ability needed by individuals today (Happ, 2013). The teachers at SMAN 8 Yogyakarta are up to date because they apply the 4C principles in designing learning. 4C culture is applied through teachers' creativity in using various learning models. The development and level of each teacher vary depending on the subject and the nature of the material.

Before the 2013 curriculum was implemented and continued, there were several pieces of training for history teachers. The first is training from the national center. Then in the following year, teachers participated in training organized by the provincial level MGMP. In 2018, the most recent one was also held by the province. In 2019, nothing was held. Teachers are also continuously receiving training on writing HOTS (Higher Order Thinking Skill) questions. HOTS is useful for students in thinking broadly and deeply about the subject matter (Fanani, 2018: 59).

The held training makes history teachers at SMAN 8 Yogyakarta innovative. The learning planning developed from the syllabus is provided with interactive methods, models, and media according to the teacher's creativity. History teachers can use all suitable media because teachers make their students interesting. In addition, in learning history, teachers often apply game-based learning models, presentation media, and interactive methods so that students can actively ask questions. Learning media from various studies has greatly increased students' motivation, interest, and learning achievement.

Facilities and infrastructure can support models and methods in learning strategies of history education. SMA N 8 Yogyakarta is equipped with facilities and infrastructure that support the teaching and learning process. Through this, history teachers often take advantage of facilities and infrastructure to explore students so that they can learn to be more active, creative, and independent as

mandated in the 2013 Curriculum.

Another method that is often used is discussion. Teachers in the learning process often use discussions. The discussion method can make students active. Curiosity arises and is motivated to search. The gadgets they serve to find resources, not for toys, during class hours.

An example of the creativity of the history teacher at SMAN 8 Yogyakarta is by bringing students to historical objects. In Class XII material, there is material on the role of national and regional figures in upholding the Unitary State of the Republic of Indonesia. For example, the material discusses the role of Sultan Hamengku Buwono IX. They are learning history used with real learning. Thus, visits are made outside of class hours. For example, on Saturdays or Sundays, the teacher has prepared worksheets. Then, the children observe in the field; after that, they present their observations in the field. Learning history into real objects can cause students great interest and interest in learning. In addition, historical objects can provide more insight into knowledge that students get from books.

The history teachers of SMAN 8 Yogyakarta pay attention to the extensive history materials. They provide understanding to students with an educational approach and nationalism. Sometimes students look for sources on the internet that are less relevant and are still in doubt. They are also sometimes based on sources that are still unclear, and there is still debate among historians. Therefore, the role of the teacher here is very central. It provides an understanding that limits them in the corridors of education and nationalism. The role is in their minds can be used as a reflection in taking a lesson in historical events.

The History of Specialization and Compulsory History is different, although some are still the same. The history of the interest is more in-depth and covers a global scope. The implementation of learning takes longer so that teachers are more flexible in delivering material, reflecting, and using methods. Students in specialization classes are more active and critical. Social science students are more interested and critical of history lessons. In compulsory history subjects, the scope is only Indonesian history. Students in Mathematics and Natural Sciences are active but not as active as in Social Sciences.

Implementing the 2013 curriculum at SMA N 8 Yogyakarta has established good interactions between teachers and students. With the implementation of the 2013 Curriculum, students have applied what was conveyed by the teacher. Student

responses are active and conducive. As a result, students do not feel burdened by the 2013 Curriculum. Good communication relationships can provide comfort for students and teachers in the learning process. The applied comfort will make students motivated, interested, and their learning outcome will be high.

The convenience of learning presents a learning atmosphere that benefits students and teachers as in the material against the Portuguese resistance to the VOC. The students have been divided into groups. The teacher does not intervene in the formation of the group. The next only presentation is here the teacher acts as a facilitator, and students are more independent.

In the history learning process, the teacher conveys the values contained in the subject matter. The planting of values is already visible at a glance. Examples of the implementation of values include deliberation, respect for differences, multicultural awareness, and tolerance.

In addition to values, history teachers are also role models for their students. The teacher also carries out the inculcation of character values spoken by the teacher. Things like this make students impressed with teachers whom they then use as role models for action. The concept of exemplary is indeed the most effective method in instilling character. The concept of exemplary is an effective method for character building (Hidayat, 2015: 149).

Evaluation of history learning in the 2013 Curriculum for history teachers at SMAN 8 Yogyakarta is not too complicated. Initially, effective assessment becomes a complex appraisal process. Affective assessment demands a very detailed assessment. The administrative burden becomes too much. Over time and experience, attitude assessment becomes less difficult.

Assessment at SMAN 8 Yogyakarta is always done every semester. One of the cognitive (knowledge) assessments is using daily tests. Furthermore, effective assessment (attitude) was observed when discussing because there was interaction with friends and the condition of students when they were in groups. Next, psychomotor (skills) are seen by students' skills during discussions and presentations.

Implementation of the 2013 Curriculum Initially, history teachers at SMAN 8 Yogyakarta found it difficult. Especially in the teacher's understanding of the implementation of the 2013 Curriculum. This problem of understanding over time and several pieces of training held by the government have implemented the 2013 Curriculum work well.

The existing constraints are how to coordinate between subject teachers. Both in terms of learning methods and assignments. The same learning method makes students bored. Concurrent tasks are also often complained of by students. As a result, they are often late in submitting assignments.

The same method and concurrent tasks require a solution because it can reduce their motivation and learning achievement. The same method requires teacher creativity and coordination between teachers of other subjects to coordinate with each other. Concurrent tasks require guidance and allowances for the deadline for collection.

Apart from that, students at SMAN 8 Yogyakarta tend to be active in participating during the history learning. The competency and character-based 2013 curriculum makes students active and establishes their curiosity. Sometimes students get material that is up to date compared to the teacher. In addition, the facilities provided are used and utilized properly in the learning process.

Today, almost all countries over the world should adapt with the new life under the effect of Covid-19 outbreak. Needless to say, it affects all sector of life, including education. The urgency of education has forced the government of Indonesia to issue a policy of new-normal education. In this regard, the use of digital history as a learning media is a novelty in learning strategy based on the issued rules concerning the national education during the advent of pandemic. Learning history at SMA N 8 Yogyakarta during the Covid-19 Pandemic using digital media in the form of websites and official platforms for SMA 8 Yogyakarta such as *JB-Class*, social media (*Instagram, TikTok, Facebook*), digital images and videos, video conference (zoom meeting and google meeting), digital audio, etc.

DIGITAL HISTORY MEDIA USAGE IN SMA N 8 YOGYAKARTA DURING PANDEMIC

SMA N 8 Yogyakarta has implemented digital history well, from planning to evaluation. In the implementation, the devices play a vital role to support the digital history learning which is impossible to not meet any hindrance. Despite all the drawbacks which occur during the implementation, the novelty of the application in itself which also include innovation to accommodate the accessibility and capability of the school is a praise-worthy effort.

Digital History Planning

As a planning, the teachers of SMA N 8 Yogyakarta held a workshop of distant (online) learning mod-

ule design. This program is launched annually for building learning strategy by following the trend, especially during the outbreak. The result of the program is some modules and learning medias in the form student worksheets or learning videos.

The student worksheet is for either individual or group assignment. In individual assignment for example, each student is tasked to conduct an observation around a local historical object. The result would be delivered through online platform like google meet, zoom meeting, or WhatsApp group. This method is effective since the area of Yogyakarta itself has numerous historical objects, also to mention that there is still social activity restriction due to the pandemic.

The group assignment on the other hand would usually require the students to write an exposition paper based on some certain themes of the learning material, followed by an online discussion on the findings. Students can access the sources for those projects from both uploaded materials, random websites, and other references. Information about those assignments can be seen in the official platform of SMA N 8 Yogyakarta or *JB-Class* in a certain duration as well as through social medias like [WhatsApp Group](#), Instagram and Facebook.

Besides assignments, digital history also includes some methods in delivery such as online meeting through chosen platforms and discussions through WhatsApp Group. Due to the fact that not all the students have stable internet network connection and data plan supply, the learning activity also includes self-learning through the school official platform as a variation. This activity would provide some learning videos and modules.

The midterm and semester exam on the other hand are an agreement between the students and teachers on the beginning of the semester. The exams can take some forms like quiz, online documents, and some other kind of assignments with limited time.

Digital History Implementation

The implementation of digital history media in general is well-executed. The high-percentage of student attendance in every video conference, punctuality in task gathering and their general readiness in exam have proven that. The capability of the school's technicians in troubleshooting various problems which occurred in every session is also a huge help for the learning although addition of two or three more people would be better to lessen the workload.

Learning materials are also structured based

on the schedule and pre-designed learning plans. Those materials are also accessible and has high flexibility as far as the internet connection is on. The material taught using digital media at SMA N 8 Yogyakarta in class XI is in the form of the struggle of the Indonesian people in defending Indonesia's independence, the process of entry and development of Europe colonization, colonialism and imperialism, the strategy of the Indonesian people's resistance to Europe colonialism until the beginning. the 20th century, the impact of Europe colonization on the life of the Indonesian nation today, and respecting the values of the youth oath for the life of the Indonesian nation. The material taught using digital media at SMA N 8 Yogyakarta in class X is in the form of the process of Islamization of the archipelago culture and acculturation of the archi-

pelago's culture, introduction to history, pre-literacy, and the entry and development of the Hindu-Buddhist kingdom in Indonesia. The material is taught using digital media in the form of official websites and platforms for SMA 8 Yogyakarta such as JB-Class, social media (Instagram, TikTok, Facebook), digital images and videos, video conferencing (zoom meetings and google meetings), digital audio, etc. The teacher can monitor the student attendance and their progress through the assignments.

The independence of the students in doing the tasks and their mastery in the learning material are the apparent result of the digital history implementation. The implementation of the media in itself is also an accurate step which is in line with the aim of the Curriculum 2013. This process is cer-

Table 1. Implementation of Difital History

No.	Strategy	Activity	Notes	Evaluation
1	Self-Learning	Learning the materials in the form of either module or videos that are provided by the teacher based on a certain period.	Most of the students have learned the materials by following the instruction. Lateness however also happened due to some conditions like connection problem, data plan shortage and non-conducive environment.	The teachers should check the student's attendance through the available platform and make a coordination and follow-up for those who find any technical problem during the learning.
2	Student's Note	The students take the notes of the material they don't understand in order to be solved by asking the teacher.	Some students actively wrote notes and asked the parts they didn't understand.	The teachers asked the part their students have not understood in every beginning of the session or conducting a pretest with the previous materials.
3	Encouraging the students to be independent and active.	The students work on either individual or group assignments and present their result.	- All students have managed to hand in the assignments although some were late due to technical problems or difficulties in finding the required source. - Only about 20% students were active during the presentation forum.	- The teachers should monitor for any difficulty from the students and solve the trouble. - The teachers apply reward-punishment model to stimulate the student's activeness.
4	An open access to all learning sources like online video or website.	The teachers give links to access the available learning sources through the school's official platform, WhatsApp Group and other forums.	Some students found technical problems like internet connection trouble and data plan shortage.	The teachers make an offer to give more leniency and longer time to access the materials.
5	Competency standard goal in history major.	Collected assignments, daily evaluation, midterm and semester exam results are base to determine the standard.	All factors like technical problems and the decrease in students activeness during class are also taken into consideration.	The teachers should innovate strategies and learning media based on the circumstances by regarding feasibility.

tainly has been through a thorough planning in every beginning of education year although it always meets some hindrance in the application.

Digital History Media Control

Although long-distance learning prioritizes independence and achievement of the students, the teachers cannot leave them be. They need to monitor their students regarding their readiness in the shift from conventional to digital learning. The indication of the success is the student's punctuality to turn in the assignments as well as their attendance in every online meeting. Daily evaluation score, midterm and the semester exam should also come as a consideration.

The history teachers of SMA N 8 Yogyakarta have applied the method well. This is proved by Semester End Result of the school which was conducted on 4-15 June 2020 with 99% attendance. This success also indicates that an active monitoring by the observer and operator during the test went well. Parents' role in ensuring a mutual work with the school also an important factor in achieving this success.

Digital History Media Evaluation

During the conduct of the digital history learning model, there are several field notes that should come into consideration regarding the success. The following table contains the field notes about the matter.

ADVANTAGES AND WEAKNESSES OF DIGITAL HISTORY MEDIA

Seeing the fact that of the current condition which forced the education field to switch into long-distance learning, the digital history media is a suitable alternative during the pandemic. It should be noted however that the media, in the case of SMA N 8 Yogyakarta, has some advantages and weaknesses. Those two factors are an important matter to note since it will be a base for future evaluation.

Digital History advantages

The model offers a new experience for the school, students and the parents as well to prepare for upcoming *era of 5.0 society*. The rapid advancement of information technology in this regard might be the hidden blessing of Covid-19 pandemic.

In the teachers view, the teaching and learning experience in digital history is an impulse for keeping on innovating the learning to reach the goal of the learning. The planning of strategy and

learning media from the beginning should be as interesting as possible without disregarding problems like student's capability in accessing the learning. In this case, it encourages the history teachers to learning design which is simple, flexible, but abiding the new-normal rules. Thus, the digital history media is an excellent choice for a long-term application to prepare the *5.0 society*.

From the student's perspective, the media is an easiness which allows them to take advantage of, be it for short-term or long-term prospect. History which always be identical with thick textbooks in fact can become an interestingly compact media, provided by SMA N 8 Yogyakarta through its official platform or assignments. This development hopefully can allow the students to master the use of IT which might be the *next-normal education* which runs on the internet.

Digital History Weaknesses

The sudden application of the long-distance learning in actuality has left immaturity in the learning strategy. The unpreparedness of some of the history teachers in handling the required technology in turn would slow down the teaching-learning activities. Most teachers in SMA N 8 Yogyakarta are still pinned on the ordinary learning strategies like student presentation and the "usual" projects. To worsen the matter, the condition at home sometimes is not ideal which badly influence the focus during teaching. These factors have caused a hindrance in delivering the materials.

From the student's side, most of them faced an internet connection trouble and quota limitation for video conference beside the problem of the learning materials which should require non-internet sources per the curriculum instruction. Distance learning also has problem where it is hard to determine until how far it can transfer the value in a learning. For example, a student can hand in an assignment on time, but it is difficult to know the authenticity of his work.

Similar to assignment problem, whenever the class is open through a video conference, many students blamed their lateness on connection trouble and data plan shortage although in truth, it might be a different cause. As a result of this lateness problem, many materials are rushed, leaving many students still in confusion about the lesson.

Hindrances in Digital History Implementation

There are several hindrances in digital history implementation. *Frist*, Connection Problem and data plan shortage. In some certain periods of a day, the

internet network sometimes jams and does not allow any access to some materials of digital history. This difficulty puts more leeway for the students since they live in different areas with various accessibility levels. Besides that, the limitation in internet data which is either provided by the government or personally by the students often hinders the learning. To solve those problems, the teachers always advise the students to reach a place with stable connection and ensure the data before starting the learning. *Second*, unfamiliarity with the digital history features. Student's unfamiliarity with digital history as well as the assignments which require the most up-to-date application often become an obstacle. To fix this trouble, the students is advised to read some manuals while the school provided a tutorial for operating and navigating through the digital history features. *Third*, non-conducive learning environment at home. A non-conducive learning environment is a common problem and to anticipate it, the school advised the students to search for a suitable place. *Fourth*, student's lateness in online learning sessions. The teachers solve this problem by greeting and reminding the students about the learning plan for the following meeting. By doing so, the students would be able to prepare everything before the learning so that they can access the digital history media.

CONCLUSION

The use of digital history media in history learning during the COVID-19 pandemic is needed. By utilizing online learning media, teaching and learning activities, it can still be carried out even from their respective homes as long as they are connected to the internet network. In addition to breaking the chain of the spread of Covid-19, this also prepares for the discourse of society 5.0. SMA N 8 Yogyakarta and its educational staff have implemented digital history, digital history began with a workshop for subject teachers to map out learning strategies, implementation, controlling, and evaluation properly. In its implementation, digital history has several shortcomings and obstacles, such as limited quotas and internet networks, foreigners in the use of digital history media features, the atmosphere of the homes of students and educators being less conducive, as well as student delays in participating in online learning. Nevertheless, this digital history media has proven to be able to be an alternative for appropriate teaching and learning activities during the Covid-19 pandemic.

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