Examining the Impact of Social Media on Youth and Its Future for History Learning

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Abstract: In 2022, there will be 5 billion internet users, more than 93% of whom have used social media. In the last 15 years, the existence of social media has brought changes in the way humans interact. These changes have impacted the younger generation and the world of education. Therefore, this paper aims to analyze the impact of social media on youth and its impact on education. One of the fields of education that is used for analysis is history learning. The analysis of the influence of social media in history learning is fascinating because many social media platforms currently raise issues about history. It provides an opportunity to transform historical education, which is very conventional. The existence of social media has colored the study of history, known as digital history. From a historical perspective, social media content related to history is included in the concept of digital history. In digital history, social media appears as a new variety of historiography and more relevant discussion space for students who are digital natives. Social media makes historical information sources more casual and easily accessible to students.

Abstrak: Pada tahun 2022, tercatat 5 milyar pengguna internet dan lebih dari 93% di antaranya telah menggunakan sosial media. Dalam 15 tahun terakhir keberadaan media sosial telah membawa perubahan dalam cara manusia berinteraksi. Perubahan tersebut telah memberi dampak pada generasi muda dan dunia pendidikan. Dari pemikiran tersebut, tulisan ini bertujuan untuk menganalisis dampak media sosial terhadap kaum muda dan pengaruhnya di bidang pendidikan. Salah satu bidang pendidikan yang dijadikan analisis adalah pembelajaran sejarah. Analisis terhadap pengaruh media sosial dalam pembelajaran sejarah sangat menarik karena saat ini banyak platform media sosial yang mengangkat isu-isu tentang sejarah. Hal ini memberi peluang terhadap transformasi pendidikan sejarah yang dikenal sangat konvensional. Keberadaan media sosial telah memberi warna baru dalam studi sejarah yang disebut sebagai sejarah digital. Dalam perspektif sejarah, konten sosial media yang berhubungan dengan sejarah termasuk dalam konsep sejarah digital. Sebagai sejarah digital, media sosial tampil sebagai ragam baru historiografi dan ruang diskusi yang lebih relevan bagi siswa yang termasuk dalam *digital native*. Dengan media sosial, sumber informasi kesejarahan tampil lebih *casual* dan mudah dijangkau oleh siswa.

INTRODUCTION

Technology has dramatically changed every aspect of our daily lives. Its appearance has colored human existence since ancient times. With technology, humans can survive in the trajectory of the times and manage to occupy the top of the food chain. With the growing provision of language and knowledge, humans can use tools to make their lives easier. At first, tools already available in nature, stone, bone, and wood, were used. Over time, they were able to process metal and assemble simple tools. Gradually, the assembled tools became more and more complicated, resulting in radical changes in human life. This condition has accelerated in the

last 500 years. (Harari, 2019)

One aspect that marks the acceleration of technology is developments in the field of information and communication. It is marked by the invention of computers and the internet. Although it was only widely used in the 1990s, the internet, besides other technological innovations, has transformed the world. Without the internet, we cannot imagine a world (Harari, 2019). Internet usage is growing at a swift rate day by day. Based on a release from Statista.com, in April 2022, 5 billion people used the internet. It means that 63% of the global population is globally connected in cyberspace. (Statista Research Department, 2022a)

The internet has dramatically changed our lives, making everything easier and faster. Due to this great technological innovation, one can get information on any topic anywhere at any time. It has made education readily available to everyone. It has also improvised many of the ways we use to meet our needs and meet all expectations. It has given us an easier and faster way to solve pressing problems. It has turned the world into a global village, and it is no longer necessary for someone to be physically located somewhere to be able to communicate with someone or do other activities.

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

Social media has given voice to the previously silent. Access to these tools empowers the powerless. Almost every age group uses technology in their daily life. Apart from chatting and interaction, social media platforms effectively deliver goods. New media is a platform for interaction and conversation, searching, creating, sharing and learning, and everything like marketing, trading, and trading. Technology is used for business settings, communication, human relations, education, shopping, agriculture, banking, transportation, entertainment, and health care. The traditional business model for media is undergoing rapid transformation. (Madhu, 2013, pp. 33–35)

Social media allows people to collectively and individually create and upload content in images, blogs, and texts, to other people. Social media helps the development of online social networks by con-necting individuals or groups with user profiles (Rajesh, 2016). Social media, a by-product of the internet, provides various platforms for people to discuss and share their problems and opinions. The exchange and sharing of information, ideas, images, videos, opinions, and others are done through social media, especially the internet and computers. Various social networking sites, which are critical components of social media, allow people to connect easily with each other. (Seshagiri, 2013)

While social media has helped society in many ways, it has created problems that make life difficult. As most young people switch quickly from electronic media, such as television and radio to social media, they are not spared the negative influence of the internet and social media (Shabir et al., 2014). Social media and websites are the most common activities for young people today. Social media sites such as Facebook, Myspace, and Twitter, video sites like YouTube, and blogs are most liked by them. These sites offer youth entertainment and communication portals, and the proportion of youth using them has grown exponentially in recent years (Keeffe & Pearson, 2011). The rapid development of mobile devices, applications, and tablets is positively and negatively revolutionizing the concept of socializing. (Siddiqui & Singh, 2016)

The massive influence of social media also impacts the world of education. Several studies show it underlines the importance of social media in education (Abe & Jordan, 2013; Greenhow et al., 2016; Greenhow & Lewin, 2016; Van Den Beemt et al., 2020). These studies see the potential of social media if it is integrated into the curriculum and learning. However, the opportunities and challenges of incorporating social media in history classes still seem to have not received attention. Therefore, this paper intends to analyze how social media is for the historical knowledge of the younger generation and its opportunities to learn history in the classroom.

HISTORICAL PERSPECTIVE OF SOCIAL MEDIA

Over the past 15 years, "social media" has become popular. It generally serves as a collective term for social networking sites like Facebook and LinkedIn, video platforms like YouTube, photo-sharing platforms like Instagram, blogs and microblogs like Twitter and Weibo, messaging apps like WhatsApp, live streaming platforms, video apps, and wikis like Wikipedia. (Fuchs, 2022) The development of social media has been differentiated into several categories. First, Social Networking: It permits people to

form their web page and connect with friends individually or in groups to share content and communicate, e.g., Facebook, Google+, and LinkedIn. Second, Microblogging: Posting concise entries or updates on a social network, e.g., Twitter. Third, Blogging (Using Publishing Websites): Blogs are online journals that are the best form of social media. Fourth, Wikis is an online encyclopedia that permits people to write content or edit information on themselves or through a database. Fifth, Photo Sharing: Enabling the user to share photos with others publicly or privately, e.g., Instagram, Flickr, Snap chat and Pinterest. Sixth, Video Sharing: Enabling the user to share photos with others either publicly or privately, e.g., YouTube.

Historically, people discovered that long-distance communication from person to a person occurred through words and letters. However, in 550 BC, a systematic form of postal service emerged, which in the next few centuries became so widespread and streamlined that those long-distance messages were only delivered through the postal service. Another revolutionary way of conveying news and messages in the past was in the form of telegraph messages, but with the drawback of messages having to be short and precise, they could not be conveyed in detail. The 19th century saw various inventions that changed the way messages were sent. The beginning of the second half of this century saw the development of the Pneumatic Post, which created a different way to send letters between recipients quickly. It uses underground compressed air tubes to transport small and urgent packages but only for short distances. The invention of the Telephone (1890) and the Radio (1891) are two other inventions that occurred in the last decades of the 19th century and are still in use. However, modern technological advances have made them more sophisticated and easier to use. These two discoveries changed the human experience forever, allowing them to communicate instantly across great distances. (Van Dijck, 2013)

In the 20th century, technology started to change rather quickly. After the invention of supercomputers in the 1940s, scientists and engineers worked to develop ways for supercomputers to be interconnected. Their efforts to create a network later resulted in the birth of the internet. Among the early forms of the Internet was CompuServe, which was developed in the early 1960s. The internet and email systems were also developed around the same time. In the 1970s, network technology took a step further. UseNet in the 70s allowed users to communicate via virtual newsletters. However, it

was not until the 80s that home computers became familiar. With the availability of computers in the home, social media became more sophisticated, and forms of social media such as internet relay chat became popular in the 1980s and the 1990s. In the second half of the last decade of the 20th century, the first known social media site, Six Degrees, was created.

Six Degree allows users to upload images and make friends with other users. Recently, the internet has seen the development and popularity of blog sites that are still popular today. Then, Sites like Myspace and LinkedIn appeared in early 2000 and became famous. Sites like Photobucket and Flicker are a step forward toward sharing photos online simultaneously. The development of YouTube in 2005 was unparalleled and changed how people communicate and share over great distances. The development of Facebook and Twitter in the following years are some of the most popular social media platforms available to users worldwide. Several other sites, such as Tumblr, Spotify, Foursquare, and Pinterest, appeared, but these served a specific social interest. Today, there are various kinds of social networking sites. Maybe from them like WhatsApp was made to allow cross-posting. It provides a system where users can reach the maximum number of people without compromising the intimacy of person-to-person communication. Given the progress made by social media, one can only speculate about the future of social networks, but it can be argued that social media will exist in one form or another as long as humans live. (Hendricks, 2021)

Social media has many benefits impacting the lives of modern youth both positively and negatively. In the next section of this paper, we will discuss the negative impact of social media on global youth in general and Indonesian and Indian youth in particular.

INTERNET AND NEW MEDIA TRENDS: CASE IN INDIA AND INDONESIA

The rapid development of new technologies and the online world's changing landscape have changed our work. Today, there are a wide variety of communication channels, including TV, Radio, Cinema, and the internet, as well as print media. However, general industry trends can still be identified, despite the increasingly diverse nature of the market. People call this revolution the new media. New media often refers to content on demand over the internet, accessible on any digital device, typically containing interactive user feedback and creative

participation. Common examples of new media include websites such as online newspapers, blogs, or wikis, video games, and social media. The hallmark of new media is dialogue. New media delivers content through connections and conversations. It allows people worldwide to share, comment and discuss various topics. Unlike past technologies, New Media is based on interactive communities. (Rosen, 2022; Springel, 1999)

Globally, internet usage in 2022 will reach 4.65 billion or more than 93% of internet users. According to the Statista Research Department, the country with the most internet users is China, with 1,047.4 million users. The second largest was India (932.23 million), followed by the United States (307.34 million) in third, Indonesia (224.01 million) in fourth, and Brazil (167.71 million) in fifth. (Statista Research Department, 2022b). In India, more than 60% of active social network users are students. India has the world's most significant number of Facebook users, with over 195 million users. There are 16 million Instagram users in India. Twitter, a micro-blogging site, has 23.2 million monthly active users. Most of the active users on LinkedIn India are in the age group of 24-35 years. (Jain, 2016)

In Indonesia, the internet penetration rate reaches 77.02% of the population. According to the Indonesian Internet Service Providers Association (APJI), social media accounts for 89.15% of the most frequently accessed content. (APJI, 2022) Almost 90% of social network users in Indonesia are under 34 years old (54% of whom are between 16 and 24 years old). Nearly 3/4 of Indonesians who use the internet also use Facebook. However, this number is even higher than Indonesia's total social media users (94%). Indonesia has 78 million Facebook users in Southeast Asia and has the highest Facebook penetration. It is interesting to see that social media is not only used for social media communication but also various other purposes. Like all other countries, Facebook, Instagram, and Twitter are the most popular platforms in Indonesia. According to the mobile research firm JakPut, most mobile Internet users (87.5%) in Indonesia between the ages of 16 and 35 use Facebook. However, almost 69.2% use Instagram and Twitter (41.3%) and belong to the population aged 20 to 25. (Loras, 2016)

As for India, a study by Dimitrov and Nongkynrih (2017) shows the number of social network users in India. According to research, there were nearly 168 million social network users in India in 2016, which increased to around 258.27 million in 2019. As for popularity, YouTube and Facebook are the most popular social networks in the country. In 2021, there will be approximately 319 Facebook users.

Indonesia's social networking and communication activities are among the most popular online activities. Social media is prevalent in this country. Its use is expected to continue to increase as a source of income for businesses. (Simangunsong & Handoko, 2020). Ekawati (2012) showed that 82% of adolescents in the city of Denpasar Bali (Indonesia) use the internet. 67% use social media to fulfill their communication, college, and fashion needs. (Ekawati, 2012)

Young people heavily visit social media sites in India and Indonesia because social media is a way for people to stay in touch with their friends. Just like other youths, Indian and Indonesian youth are also heavily influenced by the internet and social media. Just like other youths, Indian and Indonesian youth are also heavily influenced by the internet and social media. Young people were always talking after school, long before social media – hanging out at the bus stop, at the local park, chatting on the phone – now they just have a different platform to do it. It is an essential part of socialization and connection in the modern world. Teenagers use social media to talk to friends, join group conversations, learn about current events, stay up to date, meet new people, or feel bored from other business- and work-related activities. Some of the most common risks associated with social media are spending too much time online and disconnected from the real world, being a victim of online bullying, damaging online reputation, sharing personal information online, being harassed or harassed by someone, being a victim of online fraud and having reduced self-regard.

SOCIAL MEDIA AND ITS IMPACT ON YOUTH

As pointed out earlier, social media has dramatically affected young people's lives. While there are benefits to social media, there are also negatives. Young people engage with social media endlessly to think about what effect it will have on their lives. Youth are becoming more concerned with Facebook "friends" than real-life friends. The privacy of the youth has been dramatically compromised as anything posted on social media is accessible to the whole world. Young people used to have outdoor activities, but now social media has linked various games to their accounts, young people that is why more and more addicts to such materials are vul-

nerable from seventy points of view. Such tendencies have resulted in social freeze and violent individualization among themselves. However, social media does have many positive aspects. Facebook, Twitter, LinkedIn, Pinterest, Google+, Tumblr, Instagram, gaming sites, and blogs help us make the right choices as we dig into them for research and information. With the easy access to social media on mobile phones and the internet, information about slaughter these days tells the life of the general public, especially young people, which changes not only their way of life but also their way of thinking. Because today's youth will be tomorrow's future, this paper looks at how the media has influenced young people and society apart from the positive and negative aspects.

Teenagers use social media to stay connected with their friends and get information about various aspects of life. These results make us think about how social media influence the behavior of young people. Social media has a massive influence on changing our behavior. Like how people wake up and read the newspaper to find out what is happening around them, now people check their phones to see what they are missing. People, especially young people, are becoming more dependent on social media.

In September 2014, the Pew Research Center surveyed that 52% of online adults use more than two social media sites. 60% of users who are under the age group of 65 years and over use Facebook, which makes up almost 31% of all seniors and almost half of online users from the age group 18-29, use Instagram (53%), and half of Instagram users (49%) use this site every day. Users with higher education who use LinkedIn make up almost 50% of the total users. Female online users who use the platform are almost 42%, while the percentage is relatively low for men (13%). (Siddiqui & Singh, 2016) According to research by BBC News (2013), almost 67% of Facebook users are youth and students. It proves that youth and students are more likely to use the site and communicate and gather information. (Siddiqui & Singh, 2016)

Kulardairaj, when explaining the positive effects of social networking sites on adolescents' personal lives, found that adolescents became more creative, open, and popular with social networking sites. In this study, out of 250 respondents, 109 have a habit of starting the day with social networking sites, and 54 respondents by listening to music or watching videos. Kulardairaj found that social networking sites strongly influenced respondents who spent 30 minutes to an hour on social networking

sites in their lifestyle compared to those who spent 30 minutes to an hour on social networking sites. The study found that social networking sites created a little negative impact on young people. Corrective and preventive actions can quickly deal with these adverse effects (Kulandairaj, 2014)

In India, Facebook, Myspace, Twitter, LinkedIn, Skype, and Ning are the sites that attract the youngest people. According to this, 75% of respondents use Facebook, 15% of respondents use Instagram, 6% of respondents use Twitter, and 4% of respondents use LinkedIn. Most respondents use these sites to connect with their friends and spend more than two hours accessing social networking sites daily. (Khurana, 2015) Studies show that technology helps our lives, but technology also destroys them. People message old friends and lose time to spend with their current friends. Technology causes isolation, and people lose the ability to communicate with each other face to face. People say things online that they would never say in person. Everyone walking around plugged in and on-screen does not get a chance to interact with reality. So technology, as such, has both positive and negative effects on our daily lives.

For young people, social media is beneficial as it helps them stay connected. It helps in exchanging helpful information through social networking sites. It helps them to have online support that may be lacking in traditional relationships. It helps teenagers find answers to their career-related questions and many others and can facilitate their social development.

According to research by Ali et al. (2016), social media is indispensable in student learning and job opportunities. Companies have switched to online recruitment and selection systems in recent times. They also have their page or group to provide information to their employees about the company's latest positions. Most corporate houses use social media to promote their products and services. Another study states that social media has provided a good platform for education. The students use social media for e-learning. Education-based Social Networking Sites (SNSs) provide e-learning and improve online communication among students in distance education courses. Most participants in the study highlighted the benefits of SNS education, from increased levels of communication and collaboration to deeper levels of reflection. Instructors also reported a positive effect on student engagement in online course networks. (Brady et al., 2010)

In addition to the positive impact, social media has a negative effect. Since social media hides

people's identities, it is most likely used to the detriment of gullible users. It may prove conducive to kidnapping, murder, robbery, and other criminal activities. Many cases of online harassment have been registered at police stations where young, innocent children are first targeted and then abused by online perpetrators. Young people waste much time chatting and surfing the internet on social sites, which affects their health. Some useless blogs affect young people. It can lead to violence, and they may commit some inappropriate actions.

According to Livingstone and Bober (2003), the increased use of social media is the main reason for the generation gap. Excessive use of social media has resulted in people forgetting their traditions and rituals. According to Jacobsten & Forste (2011), due to the use of social media, students' grades and studies are negatively affected. Nearly two-thirds of students use social media during their homework. A study from Ohio State University stated a direct correlation between low grades and students spending most of the time on social media and high grades and students spending little or no time on social media. Another study shows that one of the disadvantages of using social media is the possibility of cyber theft. Social media causes health problems and wastes time. (Rawath et al., 2019). It is thus evident from the free discussion that there are severe implications of social media on adolescents.

From the discussion above, it is undeniable that social media has both good and bad impacts on young people. With the growth of the form and use of social media, it has become a part of everyone's routine to the point that most people seem addicted to technology. Social media has affected the lives of different segments of the population differently. It has increased the quality and efficiency of students collaborating among themselves, researchers, scholars, and other intellectuals. Businesses will use social media excessively to improve company performance, achieve business goals, increase annual sales, and so on.

Apart from having some benefits, some disadvantages affect people negatively. Dissemination of false information can cause the education system to fail in an organization; Misinformation can affect productivity and other performance indicators. Social media can abuse society by invading people's privacy and personal relationships. Blogs can encourage youth to commit violence and take appropriate social action. At the same time, social media is beneficial in many ways and gives new direction and meaning to every aspect of human life. The worrying aspect of social networking is that it is not just a fad; but part of the culture among teenagers. While social networks can expose teens to danger, they face the same dangers in real life. Parents or teachers cannot expect a teenager to leave the internet and be able to thrive in modern society because computers, technology, the internet, and social networks are used in all aspects of modern life. However, he or she can be trained to use technology more thoughtfully and productively.

To get the most out of social media is to use social networks as a valuable tool to increase opportunities for building daily life skills among youth, ensuring security and enrichment of the individual. As one of the fastest modes of technological communication, social media has greatly influenced and shaped people's lifestyles. It is very successful among youth but has also negatively impacted people's privacy. Excessive dependence on social networks results in reduced face-to-face communication and provides an alternative to cyber communication. Teens rarely question the authenticity of the information shared on social networks, so they publicly share their personal information, which affects their personal views and lifestyle. Excessive involvement harms them academically. They develop a lack of concentration and physical activity, leading to social isolation. So, social media must be used positively to bring out the talents of young people, providing new platforms and opportunities for them and society in general to benefit. There is no denying that digital media plays a significant role in the daily life of a large number of Indonesian youths as well as Indian youths. However, citizens are advised to adopt the positive aspects and avoid the adverse effects so that we can take advantage of the latest benefit and emerging technologies.

BEING DIGITAL HISTORY: REFLECTION ON SOCIAL MEDIA IN HISTORY LEARNING

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

Social media provides educators exciting new opportunities to connect with students in ways that continue to provoke thought and discussion outside the classroom. The use of social media encourages students to interact with each other and can in-
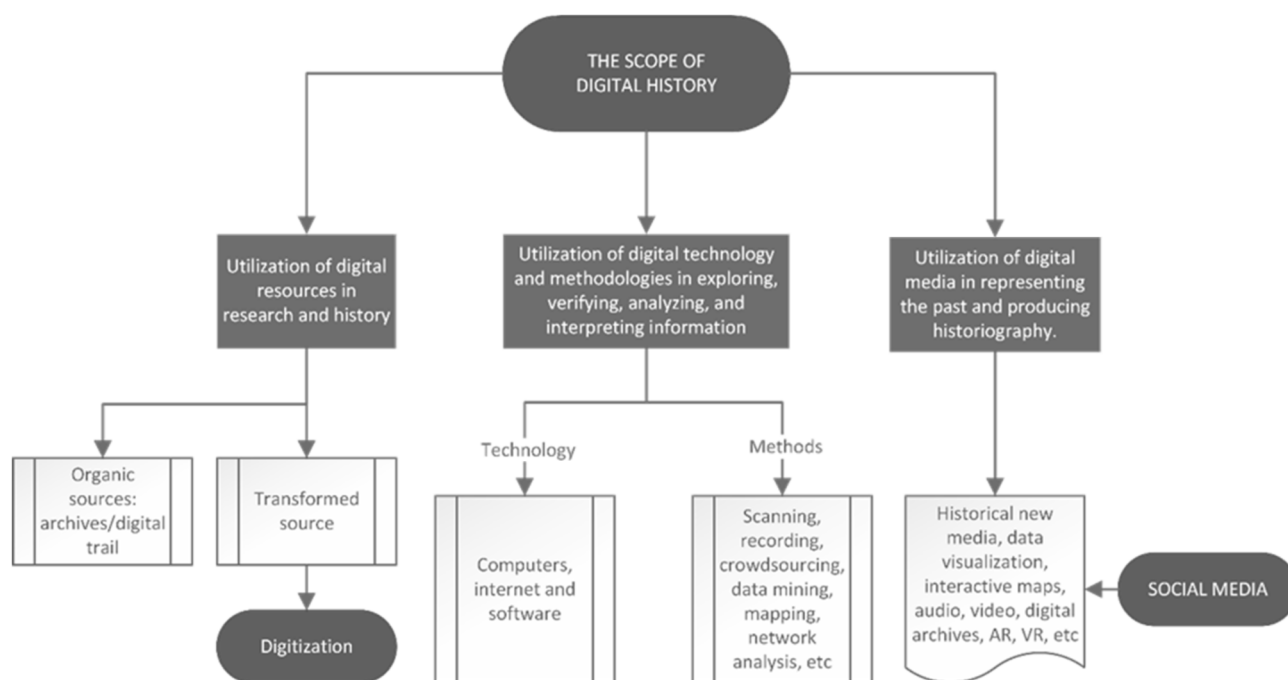
Figure 1. Social Media as Digital History

crease engagement and interest in learning. The majority of students' perceptions of the use of social media in the classroom are positive. Social media offers many benefits for educators and students, from encouraging real-time student engagement in courses to improving the relationship between educators and students. Social media can serve as an effective tool to complement and augment the delivery of material and the development of students' intellectual skills. (Armen, 2015)

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

In history learning, social media is a part of digital history. Digital history is interpreted as an interdisciplinary activity and study that combines information systems and computerized technology in the historical field to bring up new perspectives and concepts. It approaches understanding and representing the reality of society in the past. This understanding aligns with the opinion that digital history is defined as using new media and computers to analyze and understand historical information and communicate the results. (Cauvin, 2016, p. 175) In another sense, digital history studies the past using electronically reproduced texts, images, and primary source artifacts. Digital histor-

ical resources are usually stored as electronic collections in a format that facilitates their use on websites. (Lee, 2002)

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

The use of digital sources is interpreted in two ways. The first is organic sources. These sources were initially available in digital formats, such as archives or digital trails. For example, video recordings uploaded to social media can one day become a historical source that describes an event in a certain period. Another example is a photo of an event produced by a digital device. The second is a transformative source. Transformative sources are the transfer of media from what was originally analog to digital. This resource is undergoing a digitization process. Examples are ancient manuscripts stored in the British Library or the archives at KITLV Netherlands. Through the scanning process, these manuscripts are available and can be accessed through the website. (Ahmad & Utomo, 2021)

Digital history includes the use of digital technology and methodologies. Digital technologies that have become tools in digital history include computers, internet networks, and various software. Meanwhile, digital methodologies include the production process and analysis of historical sources.

Some of them are scanning, recording, crowdsourcing (participatory collection of information through specific online platforms), data mining (data mining), mapping (mapping), network analysis (network analysis), digital forensics, and others. (Piper, 2021)

Digital history also includes using digital media to represent the past to produce historiography. In this case, the outputs produced are historical new media, data visualization, interactive maps, audio, video, digital archives, augmented reality, virtual reality, and others.

From the explanation above, it can be concluded that as part of digital history, social media is more dominant in its position as a medium for representing the past. Historians can publish their research through websites, blogs, and social media. (Cauvin, 2016, p. 174)

In the context of learning, the use of digital history, including social media, has several added values. Some of these are (1) more accessible and flexible digital history resources, (2) encouraging increased archiving activities; (3) they promote the development of social networks: and (4) they are easier to leverage and change (Lee, 2002, p. 508)

In history class, social media often provides alternative sources that spark students' curiosity. Social media often becomes a trigger for controversy. No wonder the various debates about history in public often come from historical stories on social media. Nevertheless, social media also raises alternative voices that have not been accommodated in official history. Thus, social media becomes a means to voice the voice of the subaltern. The presence of social media has the opportunity to bring up alternative historiography to be discussed in learning. This process is part of the decolonization of knowledge, where historical facts have been based solely on official historical narratives. In addition, the advocacy function of social media in the classroom is also in line with efforts to create an open and egalitarian dialogue space, thereby strengthening education for peace. (Naseem & Arshad-Ayaz, 2020)

One social media that is often used as a reference in the history of Indonesia is Historia.id. This channel has uploaded historical animated content since 2018 and has more than 42 million views. On Twitter, Historia.id has 354.7 thousand followers, and on Instagram, there are 339 thousand followers. On the YouTube channel, there is Inspect History which already has 602 thousand subscribers.

However, social media use must be balanced with a critical attitude. It is because we have entered the post-truth era. Post-truth is when objective facts are less influential in shaping public opinion because emotions and personal beliefs are more dominant. It impacts distrust and even public rejection of the developing facts. (McIntyre, 2018) The impact of post-truth is the development of various hoaxes. A hoax is an act that makes something false or unreasonable to be believed or accepted as accurate, or it can be concluded that a hoax is untrue news/information that is made as if it is accurate so that others can trust it. (Banyumurti, 2018)

Social media is a breeding ground for hoaxes. A survey conducted by the Indonesian Telematics Society in 2017 revealed that the biggest hoaxes came from social media and chat applications in Indonesia. Respondents answered that as much as 92.40% of hoax information was obtained from social media. 62.8% of respondents also answered that they received hoaxes from conversation applications. (Banyumurti, 2018)

In the field of history, social media often contains facts of the past that have been manipulated or interpreted haphazardly. For this reason, the use of social media in history learning must be done critically. More technically, efforts to ward off hoaxes can be made by applying heuristic skills. Heuristic abilities include (1) sourcing (finding suitable historical sources and evidence), (2) contextualization (locating and understanding sources according to the context of the era), and (3) corroboration (comparing between historical sources). (Wineburg et al., 2012) To that end, Utami (2020) suggests several things that need to be considered in digital history, including social media. First is the suitability of the level of student development and student knowledge. Second is the suitability of digitally available sources with the curriculum and learning objectives. Third, the reliability, credibility, perspectives, and objectives of the sources, websites, or parties who publish digital historical sources must also be considered and criticized. Fourth is the digital generation's tendency to read quickly (scanning) rather than in-depth and critically (Utami, 2020). Therefore, teachers and students must be selective about the social media used in learning.

Using social media in learning can be done with a flipped classroom. A flipped classroom is defined as the translocation of educational activities to be carried out at home and school. Flipped learning is included in the hybrid learning model. An educational structure in which traditional teaching methods and technology are integrated. This method supports problem-based, collaborative, inquiry-based, and active learning theories. (Bicen & Taspo-

lat, 2019) Here, social media is not the only source of information but becomes material for discussion and study by students about a problem. Social media acts as study material and learning stimuli about an event. Students use social media to enrich their perspectives on the past and increase their curiosity about history. After that, the problems explored by students are discussed through discussion. Thus, the teacher does not relinquish control over students' efforts to construct information. Here the teacher continues to provide guidance wisely about historical cases that students find on social media.

CONCLUSION

Social media is a fast-growing and innovative platform that affects the lives of various groups. As one of the fastest modes of technological communication, social media has greatly influenced and shaped people's lifestyles, especially among youth. Social media has provided an answer to the needs of society in the 21st century, namely the fulfillment of the need for information. However, social media negatively influences people's social behavior if young people do not control it. In the context of education, the existence of social media cannot be underestimated. There is great potential if teachers and students cultivate it with the proper steps. In history class, social media is included in the category of digital history. Its use has made it easier for teachers and students to access historical information more quickly and affordably. However, social media use must be balanced with a critical attitude. In the field of history, social media often contains facts from the past that have been manipulated or interpreted haphazardly. For this reason, the use of social media in history learning must be done critically.

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