Cultural Penetration: Post-Modern Threat to Historical Learning

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Abstract

According to the view of post-modernism in the world of education, humans are no longer subjects and actors to take advantage of science and technology but fall trapped into objects and targets controlled by science and technology as a product of modernism. In fact, technology and information are currently the solution to the development of creativity in the learning process which is also reflected in the implementation of the independent learning curriculum. This research uses a qualitative paradigm with a literature study method. In-depth analysis of the process of elaboration and subjective meaning are the thing that is most highlighted in qualitative research. The theory is then used as a guide to align the research focus with the facts of the field. The research results obtained are described as follows: Post-Modern Threats, Cultural penetration in the historical learning, and Digitalization and historical empathy. The conclusion is that digitization in historical learning is an important literacy process and really requires technological advances. But furthermore, the packaging must still include the essence of the nation's values and character.

Keywords: Technology, Post-Modern, Historical Learning

Introduction

One of the important phenomena in the globalization process is the birth of the gadget generation, this term is used to mark the emergence of the millennial generation. Gadgets are better interpreted as equipment, so that the generation of gadgets is meant by generations that in their lives are always in touch with equipment that uses information technology (Wahana, 2015). Gadgets, of course, require users to operate them. In the world of education, especially learning, teachers and students can be referred to as users. They are the ones who determine whether the use of this gadget is deemed necessary or not to support learning.

Education must have an inclusive paradigm and be open to new things that are constructive. Conversely, an exclusive and conservative attitude in the field of education will only result in being left behind. Even so, acceptance of new things must be accompanied by proper control. Society must continue to preserve traditions that are rich in noble values by contextualizing according to the needs of the times. As a balance, being active in preserving traditions, being

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creative and innovative is an absolute requirement for the millennial generation. Therefore, education is a vehicle for developing the quality of the millennial generation (Putra, 2022). Beyond this, this millennial culture also of course gives birth to various problems that are born from new uncontrolled habits. The problems that arise can be from various sides, starting from the behaviour of students who start out of the ethical corridor to dependence on smartphones in the learning process. Students tend to be too lazy to go to the library because they think they can get all the information they need on the internet. In fact, not all information and data on the internet are empirical.

In addition, the Indonesian millennial generation also has problems with speech and language and has a high individualistic attitude. The role of academics is expected to help those who are hegemony by the capital system so that they forget their responsibilities as the nation's next generation. In cultural studies they are referred to as subcultural groups which in their conception provide space for popular culture or behaviour that is considered deviant (Surbakti, 2017). A solution must be found so as not to cause damage to various aspects. This solution can come from government policies on education, namely through the right curriculum design. Support for creativity in developing the learning process is highly reflected in the implementation of the independent learning curriculum.

In practice, the implementation of the independent learning curriculum is very dependent on the use of information and communication technology. This can also be supported by developing various types of platforms that support the learning process. Furthermore, the involvement of the learning community as a place to share practices by involving teachers, students, and academics. Based on this, it is hoped that an ideal picture of the implementation of the Independent Curriculum can be seen by involving stakeholders from various levels who are involved optimally in efforts to recover learning after the COVID-19 pandemic (Nugraha, 2022).

Furthermore, education in an independent curriculum will bring changes to attitudes, behaviour and values in individuals, groups, and society. However, this must of course be supported by quality education in accordance with the development of science and technology. The success of developing quality education is of course influenced by various components in it. One of these components is the curriculum that is developed and used at the education unit level (Sutarman, 2014).

The position of learning history has undergone several changes in the structure of the curriculum in Indonesia, not infrequently even each period of curriculum change will be accompanied by issues ranging from reduction to the worst being the elimination of history

subjects in schools. This is of course a very significant threat considering that history is one of the subjects that is oriented towards inculcating the noble values of the nation.

Although history subjects were not eliminated in the Merdeka Curriculum structure, the position of history is no longer as strong as its existence in the 2013 Curriculum structure. If the 2013 Curriculum has two history subjects, namely Indonesian History (compulsory) and History (specialization), then in the Merdeka Curriculum only There is one history subject. For Phase E (Class X), history is included in the subject of Social Sciences along with geography, economics, and sociology. Meanwhile for Phase F (Grades XI and XII), history is a subject that stands alone. Apart from that, the logical consequence of this change is that it has reduced the number of hours studied in history (Widiadi, 2021).

Methods

This research is based on a qualitative paradigm with literature study methods to produce descriptive data. Qualitative is descriptive research using in-depth analysis of the elaboration process. Processes and meanings that are subjective are the things that are most highlighted in qualitative research. The theoretical basis is used as a guide so that the research focus is on accordance with the facts on the ground (Kaharuddin, 2020). Meanwhile, literature study is defined as the process of collecting data by searching and reconstructing data from various sources such as journals, books, and the results of pre-existing research (Fadli, 2021). Therefore, the results of the research that will be presented later are in the form of discourse on post-modern threats and recommendations on the concepts of digitization and historical empathy that are relevant to be applied to the independent curriculum. Writing themes that can be used as references in this article are writings on the theme of post-modernism thinking and development which contain post-modern aspects which are marked by a paradigm shift in viewing science. As well as themes regarding historical learning which discuss how digitalization is in learning history. Furthermore, the themes that discuss the relevance of the ongoing curriculum to the culture of learning history.

Results and Discussion

Post-Modern Threats

The demands of modern education are to create learning situations that are developed through an active student learning atmosphere (Ali, 2013). The new paradigm in learning history demands meaningful learning. Meaningful historical learning, where students participate in the process of learning history actively through the problems presented so that every event

contained in the learning material can benefit students to become a provision for their lives in the future. Various issues which later become one of the problems in the process of creating an ideal learning situation are regarding the adjustment of students both to each other and to the learning environment (Karmedi et al., 2021).

Among several adjustment problems that are often experienced and are one of the problems that are considered a fundamental issue that is typically experienced by students, university students or the younger generation is the phenomenon of society 5.0. Society 5.0 is where humans can solve various challenges and problems by utilizing various innovations that were born in the Industrial Revolution 4.0 era and are cantered on technology. In this era, where a large amount of information from sensors in the physical area is accumulated into the virtual area, big data is analysed by Artificial Intelligence (AI), and the results will be returned to the physical area to be utilized by the community. The Era of Society 5.0 (like it or not) requires us to be able to build digital talent and promote digital literacy to the public (Houtman, 2020). This is a threat to learning history. Learning situations that require the integration model with mode 5.0. The threat is that the process of learning history which can increase student interest and generate empathy and meaningful learning must deal with students who are already in the zone of digital activism. Learners who access content without age restrictions. Open data access. Directly learning history deals with students who are literate in technology. The learning process that forms the character's attitude will be much more difficult and difficult, considering that filtering on social media is not yet very effective. This ineffectiveness can result in the mental emergence of dark psychology in society and even students (Cai et al., 2021). This is very hard and dangerous if infected because the media's thinking tends to be materialistic.

This orientation has always been close to post-modern society. Postmodernism can be interpreted as an openness to see values from various new perspectives, while looking at dogmatic tendencies and obedience to a new authority, order, or rule. In short, postmodernism provides a new nuance that liberates humans from various shackles and snares of the modernist meteorite formalists (Rahman, 2017).

Postmodernism uses the themes of plurality, heterogeneity, and differentiation as the main themes as evidence of how education must be spread through various units that do not have to be formally assigned to schools (Hidayat, 2017). Based on these characteristics, it shows that the transformation of knowledge cannot only be through schools with teachers as the main mediator. The learning space is not only manifested in a narrow space called a school but is also played directly by the community in various alternative education outside of school.

Furthermore, the characteristics of postmodernism include things that are conceptually discoursed, one of which is believing in the big idea of reducing admiration for science, capitalism, and technology that emerged because of developments in the era of modernism. Claiming all of this has given birth to human constructions as dead objects in the reality of their lives, thus keeping humans away from humanism (Setiawan & Sudrajat, 2018).

To respond to this, Indonesia's educated generation must rise in accordance with the millennial spirit that is aware of the opportunities and opportunities at hand according to the spirit of postmodernism which carries a noble cultural heritage. It is time to think critically, build ideas from cultural heritage and creative industries (Surbakti, 2017). One of the drivers is the development of new knowledge, namely histo-entrepreneurship or entrepreneurship in the field of history. The birth of histo-entrepreneurship also supports the ideals of the Ministry of Education and Culture which wants to give birth to independent young entrepreneurs.

Cultural Penetration in The Historical Learning

Learning history has entered a new phase, namely responding to post-modern challenges. Society 5.0 which is in the zone of digital activism. Viral algorithms that colour social media trigger the birth of a new trend. This openness closes the exclusive space that was once very sacred. So that more and more alignment and equality begin to be resolved. In the past, when a musician had a song, he chased and chased after a label so that his songs would be enjoyed by many people, and they were even willing to go to metropolitan cities for their band careers. Musicians now just must record it and then upload it to social media, then the music can be heard by people, and they can get more benefits, because there are more variations on digital platforms, so there is also a lot of monetization (Wulandari et al., 2021).

Yesterday's phase of the liminality of the COVID-19 pandemic we found many digital motifs that you might not have thought of it turns out that these motifs have been around for a long time. For example, online mass donations by influencers, e-mosque donations, even online busking, which we often encountered before the pandemic and many more that cannot be mentioned one by one. When a pandemic emerged, this strategy was used to overcome some of the problems for people who were really hit during the pandemic. In Indonesia, various public social dramas and a tug-of-war of interests took place. Initially, the social public underestimated the procrastination and not a few conservative religious leaders made misleading statements (Nasution et al., 2020). When the virus started to take many lives, doctors and medical workers worked without protection, so they also died. The Quarantine Law is not implemented, what is implemented is Large-Scale Social Restrictions or PSSB

(Suhaedading, 2020). However, both quarantine/lockdown and PSSB threaten the sustainability of the capitalist system. Layoffs everywhere. This makes people have a new identity that is more proportional to face the Industrial Revolution Era 4.0 towards 5.0.

The Industrial Revolution Era 4.0 uses artificial intelligence as a main character to develop while society era 5.0 focuses on improving human resources. Society 5.0 is a concept coined by Japan as a human-based society that is able to balance economic progress and solve social problems through the process of integrating virtual and physical space systems (Teknowijoyo, 2022). At education field, the emergence of educational discourse towards the 5.0 era was due to the previous 4.0 era which carried the digital era prioritizing information technology as a new paradigm so that the human role began to be replaced (Kahar et al., 2021). The development of technological progress and the reduced role of humans will have an impact on increasing the unemployment rate. Therefore, the shift from the era of the industrial revolution 4.0 to the era of society 5.0 places a strong emphasis on education which plays an important role in improving the quality of human resources. It is this new identity that gives birth to innovations in the online materialistic zone.

Therefore, learning history experiences a new phase with new conditions in society. History educators must understand and know these conditions and process innovation, so they are not left behind. Cultural penetration has entered with the 5.0 mode. Historical learning must be designed to solve this problem and bring out characteristics that are in accordance with the vision and mission of national education. One way is to integrate local culture in learning history.

At a practical level, local culture-based learning practices can touch the realm of pedagogical, social and personality competencies. So that these three competencies become a means of fulfilling educational achievements for all students as a strategic role to overcome multidimensional problems in the millennial era (Surbakti, 2017). The local culture itself will be the provision for students to enter the global world so that the rapid development of digital-based education does not eliminate national identity as a form of strength to filter western culture back and forth.

Digitalization and Historical Empathy

The development of educational digital literacy in Indonesia cannot be separated from the existence of various types of learning media. Learning media is the basic focus after the implementation of technical design is made by the education development team in Indonesia. Besides that, not only as part of the transfer of visualization, learning media must also be

interesting and practical to use, contain elements of learning objectives, contain content regarding local wisdom, and of course be effective in the process of transferring knowledge (Aruna et al., 2021). Digitalization in Education occurs in almost all subjects, including historical learning. In fact, history as a subject that emphasizes the literacy process as a means of collecting material really needs advances in this field of technology considering that it will be easy to access to study history in the future.

Learning history is currently very important for the world of education. More and more people are not aware of their identity as Indonesian citizens because they have no knowledge of the nation's struggles in the past. Conveying messages from the past can be packaged in an interesting way if history educators are willing to transform through learning media without losing the essence of the values and character of the nation. Realizing how fast the flow of technology and digitization is, researchers want to open a connection to utilize the media as a supporting material for learning history (Printina, 2017). Historical supporting materials through media can be implemented in making digital historical sources. This can be an alternative to the lack of physical historical sources such as books and modules, where many schools in Indonesia are still unable to accommodate the need for books for their students. While literacy is the main requirement in learning history.

Digital historical sources have enormous potential in optimizing historical learning in the industrial revolution 4.0 era. Currently the information age is underway, because the availability of information is increasingly varied in its media. In addition, the spread of information that is increasingly widespread in a short time is added by the presentation of information in various learning products. As a sign of the presence of the industrial revolution 4.0, to balance it, the world of education must be able to provide quality according to the demands of the times (Anis et al., 2022).

Historical empathy has an important position in learning (Abdullah dan Hassan, 2007). Empathy relates to the attitude aspect in the curriculum. This is in accordance with the mandate of the national education curriculum which places attitude aspects in the main position when compared to aspects of knowledge and skills. Empathy is closely related to caring attitude. The importance of the attitude aspect is evidenced by the existence of Core Competency (KI) 1 and 2 which contain aspects of religious attitudes and social attitudes. This matter is in line with the goals of national education in Law Number 20 of 2003 concerning the national education system. Sujana (2019) provides a summary that national education aims to improve skills and build dignified national character and civilization within the framework of educating the nation's life. This proves that Indonesian national education prioritizes the development of

attitudes, character, and the transformation of the philosophical values of the Indonesian state. Humans are no longer as subjects and actors for take advantage of science and technology but airfall traps into objects and targets controlled by knowledge.

Conclusion

Education must have an inclusive paradigm and be open to new things that are constructive because exclusive and conservative attitudes in the field of education will only result in being left behind. Even so, acceptance of new things must be accompanied by proper control. The position of learning history has undergone several changes in the structure of the curriculum in Indonesia. In practice, the implementation of the independent learning curriculum is very dependent on the use of information and communication technology.

Therefore, post-modernism is a threat to learning history if it is not packaged properly. This is because post-modernism conceptually believes in the big idea of reducing admiration for science, capitalism, and technology that emerged because of the developments in the era of modernism. On the basis that all of this has led to human construction as an inanimate object in the reality of his life so that it distances humans from the side of humanism. The solution can be digitalization in learning history as an important literacy process and in dire need of technological advances. But furthermore, the packaging must still include the essence of the nation's values and character. This is also in accordance with the mandate of the national education curriculum which places the attitude aspect in the main position when compared to the knowledge and skills aspect.

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