

Development of a Historical Literacy Based History Curriculum in the Digital Era

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Abstrak

Artikel ini bertujuan untuk menguraikan konsep pengembangan kurikulum serta implikasinya terhadap pendidikan sejarah di era digital. Metode yang digunakan adalah kajian literatur dengan menelaah berbagai sumber mengenai teori kurikulum, pembelajaran sejarah, literasi sejarah, dan pemanfaatan teknologi pendidikan. Hasil kajian menunjukkan bahwa kurikulum sejarah perlu dikembangkan secara kontekstual, integratif, dan reflektif melalui penguatan tujuan pembelajaran, pemilihan materi yang relevan, penggunaan sumber-sumber sejarah yang beragam, serta penilaian yang menekankan kemampuan analitis. Pendidikan sejarah juga perlu menghubungkan sejarah lokal, nasional, dan global agar peserta didik mampu memahami identitas serta perubahan sosial secara lebih komprehensif. Dengan demikian, pengembangan kurikulum sejarah dapat menjadi sarana untuk membentuk kemampuan berpikir kritis, kesadaran kebangsaan, dan karakter peserta didik. Kebaruan artikel ini terletak pada perumusan kerangka konseptual pengembangan kurikulum sejarah yang mengintegrasikan literasi sejarah, literasi digital, serta keterkaitan antara sejarah lokal, nasional, dan global. Selain itu, pengembangan kurikulum pendidikan sejarah perlu diarahkan pada pembelajaran yang tidak berhenti pada hafalan fakta, tokoh, dan kronologi peristiwa, melainkan mampu membangun literasi sejarah peserta didik secara mendalam.

Kata kunci: kurikulum, literasi, digital.

Abstract

The development of the history education curriculum should be directed toward learning that does not stop at memorizing facts, figures, and chronology, but instead builds students' historical literacy. This article aims to elaborate the concept of curriculum development and its implications for history education in the digital era. The method used is a literature review by examining sources on curriculum theory, history learning, historical literacy, and the use of educational technology. The results of the review show that the history curriculum needs to be developed contextually, integratively, and reflectively through the strengthening of learning objectives, the selection of relevant material, the use of diverse historical sources, and assessment that emphasizes analytical ability. History education also needs to connect local, national, and global history so that students can understand identity and social change more comprehensively. Thus, history curriculum development can serve as a means of forming students' critical thinking ability, national awareness, and character. The novelty of this article lies in the formulation of a conceptual framework for history curriculum development that integrates historical literacy, digital literacy, and the interconnectedness of local, national, and global history.

Keywords: curriculum, literacy, digital.

INTRODUCTION

Curriculum is an important instrument in the implementation of education because it functions as a direction, plan, and guideline for learning. In the latest

regulation, curriculum is understood as a set of plans and arrangements concerning objectives, content, learning materials, and the way learning is organized to achieve certain educational goals (Ministry

of Education, Culture, Research, and Technology, 2024). Thus, curriculum does not only contain a list of subjects, but also reflects educational objectives, values to be developed, learning experiences, and the assessment system used to determine learning achievement.

Social change, technological development, and the rapid flow of information demand a more adaptive curriculum. Students are no longer sufficiently equipped by the ability to remember information, because information can be obtained quickly through various digital media. The main challenge of education today is to help students understand information critically, select credible sources, connect knowledge with real life, and make decisions based on responsible values. UNESCO (2023) emphasizes that educational technology must be used appropriately, based on evidence, and oriented toward improving the quality of learning, rather than merely following digital trends.

History education has a strategic role in curriculum development because it is directly related to the formation of historical consciousness, identity, character, and national attitudes. History does not only present past events, but also provides space for students to understand change, continuity, causality, perspectives, and the meaning of human experience. Good history learning should

not stop at memorizing dates, figures, and events; rather, it should encourage students to interpret evidence, compare sources, and draw lessons from past experiences.

A problem that still frequently appears in history learning is the dominance of textual and memorization-oriented approaches. Historical material is often understood as a collection of facts that must be mastered to answer test questions, rather than as a space for critical and reflective thinking. Recent studies show that history learning needs to be directed toward strengthening historical thinking, HOTS, and digital historical literacy so that students are able to analyze sources, understand context, and construct evidence-based arguments (Musyaffa & Atno, 2025).

Based on these issues, this article aims to examine curriculum development oriented toward history education, especially in building historical literacy. This study is important because the history curriculum needs to be designed to integrate knowledge, historical thinking skills, character values, and the proportional use of technology. Thus, history education can serve as a means of forming students who are critical, reflective, and possess national awareness.

The novelty of this study lies in its effort to develop a conceptual synthesis of historical-literacy-based history

curriculum development in the digital era. Unlike studies that emphasize only the use of technology in history learning or the strengthening of historical thinking separately, this article combines curriculum development, historical literacy, digital literacy, and the integration of local, national, and global history within a single learning framework. This framework positions technology not merely as a medium for delivering material, but as a means of training students to assess source credibility, compare perspectives, construct evidence-based arguments, and reflect on the meaning of history for contemporary life. Therefore, this study provides a conceptual contribution to the development of a history curriculum that is more contextual, integrative, reflective, and relevant to the needs of twenty first century learning.

METHODS

The method used is a literature review, or library research. A literature review was selected because the discussion focuses on a conceptual examination of curriculum development and its relevance to history education. The literature review method is used to collect, select, compare, and synthesize various scholarly ideas relevant to the research topic (Snyder, 2019). The sources used include the latest curriculum regulations, learning and assessment guidelines, journal articles on history

learning, historical thinking, historical literacy, and studies on the use of technology in education.

The review was conducted through four steps. First, the main issue was identified, namely the need to develop a history curriculum that is more relevant to the demands of the twenty first century. Second, literature related to curriculum theory, history learning, historical thinking, and digital literacy was explored. Third, content analysis was conducted on the main ideas from various sources to identify the relationship between curriculum development and the orientation of history education. Fourth, a synthesis was prepared in the form of a conceptual discussion covering the direction of curriculum development, learning strategies, and implications for teachers and schools.

Data analysis was carried out descriptively and qualitatively. The data, consisting of ideas, concepts, and expert opinions, were grouped based on themes and then interpreted to answer the focus of the study. The validity of the study was strengthened by comparing several interrelated sources, so that the discussion was not based on a single perspective. In this way, the article is expected to provide a comprehensive picture of how curriculum development can be directed to strengthen history education.

RESULTS AND DISCUSSION

Curriculum Development as a Systematic Process

Curriculum development is essentially a systematic process of formulating educational objectives, selecting learning experiences, organizing content, implementing learning, and conducting evaluation. In the context of the Merdeka Curriculum, this process is directed toward providing flexibility for educational units and teachers in designing learning according to students' characteristics, the conditions of educational units, and the needs of the learning environment (Standards, Curriculum, and Educational Assessment Agency [BSKAP], 2024a). This framework shows that curriculum must be understood as a system in which objectives, content, processes, and assessment are interrelated.

Curriculum development needs to begin with an analysis of the characteristics of educational units, students' needs, the socio-cultural environment, and the established learning outcomes. BSKAP (2024b) emphasizes that learning outcomes in the Merdeka Curriculum serve as a reference for educators in designing the flow of learning objectives, learning activities, and assessment. This view is important in history education because historical material becomes more meaningful when it is connected to students' concrete

experiences, including local history, community traditions, and current national issues.

From a contemporary perspective, curriculum development also needs to pay attention to changes in the competencies required by students. Education today does not only emphasize the mastery of knowledge, but also critical thinking, collaboration, ethical reflection, digital literacy, and readiness to face social change. UNESCO (2023) emphasizes that education needs to build students' capacity to understand the complexity of information and use technology meaningfully. Therefore, the history curriculum needs to be designed not only to deliver knowledge about the past, but also to shape students' ways of thinking about social change and national life.

The Urgency of History Education in the Curriculum

History education has academic, pedagogical, and ideological functions. Academically, history trains students to understand events based on evidence and interpretation. Pedagogically, history helps students develop chronological, causal, critical, and reflective thinking skills. Ideologically, in a positive sense, history plays a role in fostering national awareness, appreciation of diversity, and responsibility as citizens.

Recent studies in history education emphasize that history learning needs to

be directed toward forming citizens who are critical, democratic, and able to understand social issues through a historical perspective. Miralles-Sánchez et al. (2023) emphasize the need for learning designs and observation instruments that are able to measure historical thinking processes more specifically. In the Indonesian context, history education also plays an important role in strengthening national identity without ignoring the diversity of local experiences and community perspectives.

Epistemologically, history needs to be understood as a reconstruction of the past based on sources, evidence, context, and interpretation. This understanding is important in history learning because students need to realize that history is not merely a finished story, but the result of interpretation that must be tested through credible sources. The low level of digital historical literacy among some students indicates the need for learning that trains the ability to evaluate sources, distinguish facts from opinions, and understand bias in historical narratives (Kumalasari et al., 2024).

From Memorization to Historical Literacy

An important direction in history curriculum development is the shift from memorization-based learning toward historical literacy. Historical literacy can be understood as the ability to read, understand, analyze, and interpret

historical information critically. Students are not only required to know events, but also to explain causality, identify change and continuity, compare perspectives, and understand the significance of an event.

Historical thinking needs to be trained explicitly because students do not automatically understand the past from a historical perspective. López-García (2023) shows that active methods and the use of digital sources can improve students' perceptions of competency-based history learning. Students need to become accustomed to reading documents, photographs, maps, artifacts, digital archives, old news, and oral sources so that they can distinguish facts, interpretations, and opinions.

The components of historical literacy can be developed through source analysis, causal reasoning, chronological understanding, identification of change and continuity, and the construction of evidence-based arguments. Sariyatun et al. (2025) affirm that digital learning materials based on primary sources and inquiry-based learning can improve students' historical thinking and HOTS. If the curriculum only emphasizes the sequence of material, students tend to become memorizers; conversely, if the curriculum emphasizes historical questions and source analysis, students will be more active in constructing understanding.

Integration of Local, National, and Global History

History curriculum development needs to integrate local, national, and global history. Local history is important because it is close to students' lives. Through local history, students can understand that historical events do not only occur in centers of power or within grand national narratives, but are also present in their surrounding environment. Local history may include the history of villages, cities, community figures, traditions, buildings, sites, or the collective experiences of local communities.

The integration of local history with national history helps students see the relationship between regional experiences and nation-building. For example, discussions of the struggle for independence can be linked to the contributions of local communities, organizational networks, or events in particular regions. In this way, students not only know national history in general, but also understand that the nation was built through many diverse experiences and social roles.

At the same time, global history needs to be presented so that students understand Indonesia's connection with the world. Colonialism, trade, migration, world wars, globalization, and technological development are examples of themes showing that Indonesian history is not separated from global dynamics. A

history curriculum that connects the local, national, and global levels will help students see history as a network of mutually influencing events.

Use of Digital Technology in History Learning

The digital era provides significant opportunities for history curriculum development. Teachers and students can access digital archives, virtual museums, interactive maps, documentary videos, online primary sources, and learning platforms that enable collaboration. Technology can make history learning more visual, interactive, and aligned with students' learning habits. Sariyatun et al. (2025) show that learning based on digital primary sources can strengthen inquiry, source analysis, and historical reflection. Thus, technology should be used to deepen historical understanding, not merely as a tool for presenting material.

The use of technology also needs to be accompanied by digital literacy. Students must be trained to assess source credibility, examine the origin of information, distinguish primary and secondary sources, and understand possible bias in digital narratives. This is important because historical information on the internet often mixes facts, opinions, propaganda, and popular content that is not always accurate. The study by Kumalasari et al. (2024) shows that digital historical literacy needs to be

strengthened through student-centered, contextual, collaborative, and methodical learning. Thus, the history curriculum in the digital era needs to connect historical literacy and digital literacy.

The design of history learning needs to be directed toward deep understanding, not merely toward variations in media use. In the latest learning and assessment guidelines, educators are encouraged to design learning objectives, learning activities, and assessment in alignment so that learning truly develops students' competencies (BSKAP, 2024a). In the context of history, technology should be used to guide students toward major questions, such as why an event occurred, how it affected society, or why a particular figure is considered important. Through this approach, technology becomes a means of deepening understanding, not merely a tool for presenting material.

Implications for Teachers and Schools

History curriculum development requires the active role of teachers as learning developers. Teachers do not only implement the curriculum, but also interpret, adapt, and develop learning experiences according to students' characteristics. Teachers need to be able to select relevant historical sources,

design guiding questions, facilitate discussion, and assess students' historical thinking skills.

Schools also need to support history curriculum development by providing learning resources, collaborating with museums or historical communities, using the surrounding environment as a learning laboratory, and strengthening a culture of literacy. A good curriculum will be difficult to implement if it is not supported by a school environment that provides space for teacher creativity and student participation.

Assessment in history learning needs to be expanded from memorization tests toward authentic assessment. Students can be assessed through argumentative essays, document analysis, portfolios, local history projects, presentations, or digital products such as infographics and documentary videos. Ofianto et al. (2024) show that technology-based assessment can be used to assess historical thinking more interactively. Such forms of assessment are more aligned with the goals of historical literacy because they measure the ability to understand, analyze, construct arguments, and reflect on the meaning of history.

CONCLUSION

Curriculum development is an important process for ensuring that education remains relevant to the needs of students,

society, and the development of the times. In history education, curriculum development needs to be directed toward learning that does not only emphasize mastery of facts, but also builds historical literacy, critical thinking skills, national awareness, and students' character. An ideal history curriculum needs to be designed contextually, integratively, and reflectively. Contextual means that historical material is connected to students' lives and their surrounding environment. Integrative means that the curriculum is able to connect local, national, and global history. Reflective means that history learning provides space for students to understand the meaning of past events for present and future life. By strengthening objectives, content, learning strategies, learning resources, digital technology, and authentic assessment, history education can become an important means of forming a generation that is critical, has strong character, and possesses a strong national identity. Therefore, history curriculum development needs to be carried out continuously so that history is not only studied as the past, but also used as a foundation for understanding life.

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