

Research Article

The Impact of History on Literacy Culture in Indonesian Education During Society 5.0

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ORCIDDiah Ayu Setianingrum: <https://orcid.org/0000-0002-0539-7858>Eti Hadiati: <https://orcid.org/0000-0002-8055-1077>**Abstract.**

This study investigates the significant influence of history on the development of a strong literacy culture within the Indonesian education system, particularly in the setting of Society 5.0. The relationship between historical knowledge and literacy development is investigated through literature research, demonstrating how history plays an important role in cultivating critical thinking abilities, generating empathy, and nurturing cultural understanding. The integration of history into literacy education is studied by merging multiple research found in journal articles, books, scientific papers, and so on, emphasizing the importance of educational components, teacher training, and collaborative efforts among educators, historians, and literacy experts. This particular study also discusses the challenges and opportunities that arise in this endeavor, while underscoring the long-term benefits of integrating history and literacy education within the era of Society 5.0. Finally, this study emphasizes the importance of embracing history in developing a strong literacy culture that empowers Indonesian students in an ever-changing educational setting.

Keywords: history, literacy culture, society 5.0

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1. Introduction

Education is crucial in forming civilizations, and the need of cultivating a strong literacy culture in Indonesia has long been acknowledged. As we enter the era of Society 5.0, marked by the integration of technology and digitalization into numerous parts of life, including education, it is critical to investigate the role of history in developing and maintaining a strong literacy culture [1,2]. The purpose of this study is to investigate the impact of history on the development of a literacy culture within the Indonesian education system during the Society 5.0 era.

The circumstances surrounding the research arises from the notion that history is extremely important in melding people's perspective of the world and their place in it. Historical knowledge fosters empathy, cultural understanding, and a sense of identity rooted in communal tradition, in addition to providing a basis for critical thinking skills.

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We hope to shed light on the importance of historical awareness as a catalyst for developing well-rounded and informed individuals by investigating its relationship with literacy culture.

Furthermore, the importance of this research stems from the changing educational scene brought about by the arrival of Society 5.0 [3]. As technology becomes more incorporated into education, there is a risk that the rich historical backdrop that drives society's evolution will be overlooked. We can secure the preservation and appreciation of cultural heritage, the promotion of critical thinking, and the formation of educated citizens capable of navigating the complexity of the modern world by acknowledging the crucial role of history in the literacy education of Indonesian children.

As a result, the purpose of this article is to investigate the impact of history on the development of a strong literacy culture within Indonesian education throughout the Society 5.0 era. We will look at case studies and examples of successful integration tactics as we investigate the relationship between historical knowledge and literacy development. By addressing the obstacles and opportunities that arise, we hope to contribute to current efforts to improve literacy education while emphasizing the long-term benefits of utilizing history to empower Indonesian students in a dynamic educational context.

2. Methods

A comprehensive literature methodology was used to meet the study's aims. A comprehensive review and analysis of important scholarly articles, books, research papers, and educational reports were used in the technique. We hoped to get insights into the relationship between history and literacy culture within the Indonesian education system during the Society 5.0 era by using current research and scholarly discussion. This method enabled us to draw on a diverse variety of viewpoints and established information to enrich our investigation of the role of history on literacy development[3]. The researchers expected to present a complete review of the topic by using literature research as the primary technique, drawing on the collective wisdom and expertise of historians, educators, and researchers in the field of literacy instruction. The researchers desired to provide a solid foundation for our research and contribute to the existing body of knowledge in this field by using this methodological approach.

Literature review, according to Chigbu et al., is an examination of accessible research works on a given academic theme, topic, or subject under investigation by a researcher [4]. It is the process of analyzing previously authored and published collections of writing

to reach specific research objectives that the works under inquiry do not already meet. Snyder emphasized that literature reviews are useful when presenting an overview of a certain subject or research problem[5]. This type of literature review is frequently used to measure the amount of knowledge on a specific topic. It can be used to establish research agendas, identify research gaps, or simply discuss a particular issue. They can also serve as a foundation for knowledge growth, make policy and practice suggestions, provide evidence of an effect, and, if done well, have the ability to generate new ideas and directions for a certain subject [6].

3. Results and Discussion

3.1. Historical Perspective on Education and Literacy

Education has always played an important part in society progress, and the Indonesian environment is no exception [7]. Understanding education from a historical perspective provides vital insights into the growth of literacy and its significance within the Indonesian educational system. Early on, education in Indonesia was predominantly delivered through traditional institutions, which were frequently based on local cultural traditions and religious teachings [8,9]. However, when colonial powers such as the Dutch arrived in the archipelago, educational systems underwent considerable changes. Western-style education introduced established structures and curricula, producing a more standardized approach to learning [10].

As Indonesia gained independence, education became an important tool for forming national identities and socio-political growth [11]. Efforts were made in the post-independence period to increase access to education and encourage literacy among the population. The creation of national education policies aimed to lay a solid foundation of literacy skills, allowing individuals to actively engage in nation-building processes. Furthermore, historical events have demonstrated the close association between education and literacy cultivation. The early years of Indonesian independence saw a special emphasis on fundamental literacy skills, motivated by the desire to cultivate literate citizens [12]. Literacy education has evolved to include goals other than reading and writing proficiency, such as critical thinking, information literacy, and digital literacy.

One obtains insights into the causes that have produced the contemporary landscape of literacy culture in Indonesia by reviewing the historical perspective on education and literacy in the country. The historical trajectory of educational policies, pedagogical

practices, and societal developments lays the groundwork for understanding the significance of history in cultivating a healthy literacy culture within the Indonesian school system throughout the Society 5.0 era [3].

3.2. Implications of Society 5.0 on literacy culture

The emergence of Society 5.0, defined by the incorporation of sophisticated technology and digitalization, has far-reaching ramifications for literacy culture within the Indonesian educational system. Literacy has expanded beyond traditional conceptions of reading and writing in our era where knowledge is readily available at our fingertips [3,13]. Digital literacy, media literacy, and information literacy are becoming increasingly crucial abilities for people to use as they manage the massive amount of information available in the digital domain. In Society 5.0, the rapid growth of technology creates both benefits and difficulties for literate culture. On the one hand, digital tools and platforms open up new channels for accessing and engaging with information, while also encouraging dynamic and immersive learning experiences [14]. This may enhance students' interest and participation in reading activities. Furthermore, digital platforms enable collaborative learning by linking students with varied ideas and cultivating a sense of global citizenship.

The digital era, on the other hand, poses difficulties to literacy culture. To traverse the digital ecosystem, individuals must critically analyze sources, distinguish reliable information from deception, and develop media literacy skills. Furthermore, the rapid growth of technology raises worries regarding the preservation and accessibility of historical knowledge [15]. In an age of rapid knowledge, historical comprehension and contextualization can be easily missed, potentially leading to cultural legacy loss and an inadequate view of the past. In this situation, historical awareness is even more important. History is a complex tapestry of stories, events, and points of view that define our collective identity. It fosters a sense of continuity and belonging by providing insights into the social, cultural, and political influences that have shaped society. Individuals who understand history are able to critically examine the present, take lessons from the past, and make informed decisions for the future [16].

One can meet the issues of the digital era and develop a holistic literacy culture by combining historical awareness into literacy teaching within Society 5.0. Historical knowledge improves critical thinking skills, allowing people to assess material critically, identify biases, and grasp diverse points of view [17]. By exposing kids to a variety of historical tales and experiences, it fosters empathy and cultural understanding.

Furthermore, historical knowledge provides students with a sense of identity founded in their cultural background, enabling them to manage the complexity of the modern world while preserving their cultural legacy [7].

As a result, the implications of Society 5.0 for literacy culture highlight the importance of incorporating historical understanding into literacy teaching. One can ensure that students learn the essential skills, information, and views to become educated and involved citizens in the digital era by recognizing the relationship between history and literacy [3,18]. One can develop a well-rounded literacy culture that prepares individuals to succeed in Society 5.0 while maintaining the richness of our shared history by cultivating historical understanding alongside digital literacy abilities.

3.3. The Influence of History on the Development of a Literacy Culture

A critical topic to investigate is the impact of history on building a literacy culture inside the Indonesian school system. History has a multidimensional function in establishing and nurturing literacy skills, encouraging critical thinking, and promoting cultural understanding [17]. It can be considerably improved overall literacy culture and equip pupils with a deeper respect of the written word by including history into literacy education. One significant impact of history on the development of a literate culture is its potential to foster critical thinking skills. History introduces pupils to a variety of historical perspectives, interpretations, and evidence [12]. Students can think critically, analyze facts, and develop well-reasoned arguments by engaging with historical sources, studying primary and secondary resources, and exploring multiple points of view. Students learn to question assumptions, explore alternative perspectives, and build analytical abilities that translate to other aspects of their academic and personal lives through historical study [19].

History also builds empathy and cultural understanding. Individuals get insights into the experiences, hardships, and successes of other nations and cultures through studying historical events. They gain empathy by imagining themselves in the shoes of historical figures and comprehending the intricacies of the human experience across time and space [20]. This exposure to a variety of historical narratives and cultural contexts fosters tolerance, respect, and admiration for many cultures, as well as a feeling of global citizenship. Furthermore, history serves as a rich backdrop for literacy activities, making learning more interesting and meaningful. Historical events, characters, and tales can be used to create reading and writing assignments that promote literacy

development in a setting that students can relate to [12,20]. Educators may create realistic and immersive learning experiences by adding historical texts, documents, and literature into literacy education, linking students to the past and bridging historical knowledge with reading abilities.

The influence of history in cultivating a literate culture extends beyond the classroom. It includes the formation of a well-informed and critically engaged citizenry. Individuals with historical knowledge comprehend the historical foundations of society issues, allowing them to analyze current events, make educated decisions, and actively engage in democratic processes. Individuals are empowered by history to challenge misunderstandings, identify biases, and contribute to the formation of a more equitable and inclusive society [21]. Educators can develop curriculum, instructional practices, and assessment methods that incorporate historical information by acknowledging the importance of history on cultivating a literacy culture. Reading comprehension, vocabulary development, and writing skills can all be improved by using primary and secondary historical texts, historical fiction, biographies, and other related resources [22]. Historical inquiry, research projects, and dialogues that promote critical thinking and cultural knowledge can also be included by teachers.

To summarize, the historical impact on building a literacy culture is wide and diverse. We develop critical thinking, empathy, cultural awareness, and informed citizenship by including history in literacy teaching. This integration not only improves students' literacy abilities but also provides them with the tools they need to manage the complexities of today's world and actively contribute to society's progress.

4. Conclusion

In conclusion, this article has investigated the value of integrating history into literacy education in the Indonesian setting, specifically within the framework of Society 5.0. A thorough assessment of the historical viewpoint, implications of Society 5.0, problems, and opportunities reveals that history plays an important role in building a literacy culture and fostering the holistic development of Indonesian learners. Educators can create compelling learning experiences that improve critical thinking, cultural and national identity, and a broader grasp of the world by incorporating historical information and skills into literacy education.

However, successfully integrating history into literacy teaching is not without difficulties. Curriculum limits, teacher readiness, limited resources, and assessment techniques all present important challenges that necessitate careful consideration and strategic

planning. Collaboration among stakeholders, including politicians, curriculum developers, teacher training institutes, and educational researchers, is critical to overcoming these issues. Efforts should be made to give enough resources, professional development opportunities, and curriculum flexibility to educators as they embark on the journey of integrating history into literacy education.

The possibilities presented through the integration of history into literacy education are promising. Interdisciplinary learning experiences are provided by cross-curricular connections, while authentic learning activities provide students with meaningful and contextualized contacts with historical materials and narratives. Using history-based literacy education to emphasize cultural and national identity increases students' sense of belonging and builds a deeper appreciation for their heritage. Furthermore, critical thinking skills development provides pupils with the ability to analyze, evaluate, and generate informed opinions on historical and societal concerns.

In conclusion, by recognizing and addressing obstacles while capitalizing on opportunities, the incorporation of history into literacy instruction in the Indonesian setting can help to the formation of informed, sympathetic, and involved citizens. As the educational landscape transforms in the Society 5.0 era, it is critical to prioritize the integration of history and literacy to ensure that future generations have the skills and understanding needed to navigate a fast-changing society. Indonesia can build a population that values critical thinking, cultural awareness, and profound respect for the country's rich historical past by investing in the integration of history and literacy instruction.

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