



## Historical Literacy in Social Studies Learning at Junior High School in Bandung City: Analysis of Implementation and Challenges

Uun Lionar<sup>1</sup>, Nana Supriatna<sup>2</sup>, Agus Mulyana<sup>3</sup>, Murdiah Winarti<sup>4</sup>, M. Maman Sumaludin<sup>5</sup>, Yelda Syafrina<sup>6</sup>

<sup>1,2,3,4</sup> Universitas Pendidikan Indonesia, Bandung, Jawa Barat, Indonesia.

<sup>5</sup> SMA Negeri 4 Bandung, Jawa Barat, Indonesia.

<sup>6</sup> Universitas Gadjah Mada, Yogyakarta, Indonesia.

Email: [uunlionar@upi.edu](mailto:uunlionar@upi.edu)

**ABSTRACT:** Historical literacy is crucial in the teaching of social studies to enhance students' understanding of historical aspects. In this research, an analysis was conducted regarding the implementation of historical literacy development in social studies teaching at Junior High Schools in Bandung City. The research method used was qualitative descriptive to identify the efforts of historical literacy development by teachers and to identify the challenges faced. Data was obtained through observations and interviews with teachers and students at Kartika XIX-2 Junior High School in Bandung City. The results of the research indicate that teachers have been developing historical literacy through classroom activities focusing on historical investigation, historical writing, and the development of historical understanding. However, some challenges persist, such as low student participation, time constraints within the social studies curriculum, and the need for improvement in teachers' pedagogical skills. To enhance historical literacy in the future, it is recommended to utilize technology, develop contextual teaching materials, and implement a multiliteracy learning approach. Thus, it is hoped that students can be more active and critical in understanding social studies subjects with a relevant historical context to contemporary life. This research has implications for the development of social studies curriculum in the future to pay more attention to integrating historical literacy as an integral part of social studies learning.

**Keywords:** Historical Literacy, Junior High School, Teacher, Student, Social Studies

**ABSTRAK:** Literasi sejarah sangat penting dalam pembelajaran Ilmu Pengetahuan Sosial (IPS) untuk memperkuat pemahaman peserta didik terhadap aspek kesejarahan. Dalam penelitian ini, dilakukan analisis terkait implementasi pengembangan literasi sejarah dalam pembelajaran IPS di Sekolah Menengah Pertama (SMP) di Kota Bandung. Metode penelitian yang digunakan adalah kualitatif deskriptif untuk mengidentifikasi upaya pengembangan literasi sejarah oleh guru serta mengidentifikasi problematika yang dihadapi. Data penelitian diperoleh melalui observasi dan wawancara dengan guru dan peserta didik di SMP Kartika XIX-2 Kota Bandung. Hasil penelitian menunjukkan bahwa guru telah melakukan pengembangan literasi sejarah melalui aktivitas kelas yang fokus pada penyelidikan sejarah, penulisan sejarah, dan pengembangan pemahaman sejarah. Namun, beberapa tantangan masih dihadapi, seperti rendahnya partisipasi peserta didik, keterbatasan waktu dalam kurikulum IPS, dan kebutuhan peningkatan keterampilan pedagogi guru. Untuk meningkatkan literasi sejarah di masa depan, disarankan untuk memanfaatkan teknologi, mengembangkan bahan ajar kontekstual, dan menerapkan pendekatan pembelajaran multiliterasi. Dengan demikian, diharapkan peserta didik dapat lebih aktif dan kritis dalam memahami materi IPS dengan konteks sejarah yang relevan dengan kehidupan masa kini. Penelitian ini memberikan implikasi pada pengembangan kurikulum IPS di masa depan untuk lebih memperhatikan integrasi literasi sejarah sebagai bagian integral dari pembelajaran IPS.

**Kata Kunci:** Literasi Sejarah, SMP, Guru, Peserta Didik, IPS

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## **A. INTRODUCTION**

In the 21st century, the orientation of education has undergone a shift from being based on the mastery of content knowledge to education that focuses on the development of skills and life skills (Hosnan, 2017). In 2015, the World Economic Forum identified 16 life skills that need to be developed in the 21st century, categorized into competencies, character qualities, and foundational literacies (Firmansyah, Putri, & Hakim, 2022; World Economic Forum, 2015).

The rapid changes in the orientation of education in the 21st century have driven learners to acquire various skills and competencies, as emphasized by Shaeffer (2000) in the Global Agenda for Children, stating that

"in order for the world to survive and prosper in the century, people will need to learn more and learn differently. A child entering the new century will likely face more risks and uncertainties and will need to gain more knowledge and master skills than any generation before" (Hosnan, 2017).

The statement implies that educational institutions, particularly teachers, in the 21st century are required to continuously bring innovation and develop various teaching approaches to present creative pedagogy to meet the current needs of learners (Supriatna & Maulidah, 2020). This is also done to build quality education as mandated by the United Nations (UN) in 2015 through the Outcome Document "Transforming Our World: The 2030 Agenda For Sustainable Development," which later became part of the Sustainable Development Goals (SDGs) (United Nations, 2015). Quality education within the framework of the SDGs is education that not only plays a role in creating young people as agents of change

that bring about change, but young people must also be able to become agents of producers who can create real change (Ministry of National Development Planning/Bappenas, 2020).

To build quality education, one of the essential aspects that must be given attention to is literacy. The International Adult Literacy Study (IALS) OECD (Schleicher, 2012) defines literacy as a set of competencies or information processing skills related to daily activities to achieve specific goals.

"In the past, literacy was mainly about learning to read, a set of technical skills that individuals would acquire once for a lifetime in order to process an established body of coded knowledge. In the 21st century, literacy is about reading for learning, the capacity and motivation to identify, understand, interpret, create, and communicate knowledge, using written materials associated with varying situations in continuously changing contexts" (Schleicher, 2012).

In Indonesia, efforts to develop literacy skills are realized by the government through the Ministry of Education and Culture by launching the National Literacy Movement program (Gerakan Literasi Nasional - GLS) in 2016. This program aims to cultivate a culture of literacy in the education ecosystem starting from families, schools, and communities in order to promote lifelong learning as an effort to improve the quality of life (Ministry of Education and Culture, 2017). However, the presence of GLS is not yet proportional to the education level in Indonesia, which still lags behind compared to other countries. Based on the results of the Programme for International Student Assessment (PISA) survey in 2018, Indonesia ranked 62nd out of 70 countries. The survey results indicate that reading interest and literacy are issues

that need to be addressed promptly. The reading interest and literacy of the Indonesian nation must match and even exceed that of other advanced nations so that Indonesia can play a role in the global era. Literacy is not only understood as the ability to read and write but also as the ability to utilize the results of reading for the life skills of the readers (Javaid, 2021). Therefore, literacy in the context of reading and writing becomes one of the needs that must be fulfilled and cannot be separated from daily life.

Literacy continues to be a serious issue in Indonesia. Low literacy levels correlate with several negative outcomes (Nirmala, 2022). Javaid (2021) indicates through research that low literacy has led to the loss of opportunities for individuals to participate in community life. The worst impact of this is making individuals fall behind their peers and even tend towards negative behaviors. To prevent this from happening, it is essential for every subject in schools to consistently prioritize literacy as a key indicator in the learning process. This is done to ensure optimal and sustainable knowledge transformation.

One of the subjects that play a crucial role in improving literacy is Social Studies education. Social Studies education plays a role in developing students who have the knowledge, attitudes, and skills to navigate their social environment. Considering this essence, a variety of literacy skills need to be mastered by students, which will greatly help them in understanding, analyzing, and evaluating various social phenomena discussed in Social Studies (NCSS, 2023). The term literacy has been used in many fields to describe the capacity and skills required to work within a particular domain. Some examples of literacy use include civic literacy, geographic literacy, and historical literacy. When the concept of literacy is

paired with the terms that follow it, they each have their own meaning beyond just reading and writing (Virta, 2007). Literacy in a field is defined as an individual's ability to interact appropriately with various aspects within that discipline (Nokes, 2022). One literacy that needs to be developed in Social Studies education is historical literacy.

Historical literacy is a skill required to read, reason, write, and learn with historical evidence such as primary documents, artifacts, photos, films, and artworks (Wissinger & Ciullo, 2018). Ahonan (Zahroh, 2014) views historical literacy as follows:

"Historical literacy' is a behavioristic term suggesting a mastery of the basic historical information, which enables historical reading and discussion. If the person can ask questions of evidence and explanation, he or she is assumed to have a grasp of the basic procedural concepts of history and to be a critical reader" (Ahonan in Zahroh, 2014).

Historical literacy is a skill that needs to be developed in Social Studies education (Kurniawati, Winarsih, & Rahman, 2022; Sumardi, Dafik, & Ridlo, 2023; Wissinger & Ciullo, 2018). Considering Social Studies as a field of study that integrates social and humanities sciences, historical literacy skills are an essential aspect needed to analyze various phenomena related to historical events. With a strong historical literacy, students will avoid seeing historical facts only as objective facts that are "finished" and simply accepted as is, but historical facts must be constructed and interpreted as something that serves a purpose in present-day life (Nokes, 2022).

The urgency of developing historical literacy in Social Studies education, in reality, is not yet in line with the existing situation. Currently, historical literacy remains a challenge in teaching and learning. Kumalasari et al. (2022) found that

the historical literacy competency among pre-service teacher students at two state universities in Indonesia is still low, with average scores of 49.91 and 55.03. This research recommends the serious effort needed to enhance historical literacy from an early age in schools by utilizing various available learning resources.

The urgency of developing historical literacy from an early age is advocated by Spires et al. (2016), emphasizing the importance of fostering a culture of discipline-specific literacy in children to prepare them to face the complexity of information. By doing so, they will be able to think critically and analytically about various historical information. Developing a culture of discipline-specific literacy from an early age will help children get used to accessing, understanding, evaluating, and using information accurately. This will strengthen their abilities in understanding historical contexts, making critical assessments of existing historical narratives, and being able to formulate analytical arguments or interpretations.

The urgency of historical literacy has been responded to by Social Studies teachers in Bandung. Based on observations and interviews, teachers at a middle school (SMP) in Bandung have implemented efforts to develop historical literacy through integrating various innovative and interactive teaching methods. They utilize information technology, diverse learning resources, and project-based approaches to enhance students' understanding of historical topics. Additionally, the Social Studies teachers at that school actively organize extracurricular activities related to history, such as museum visits, history workshops, or group discussions on specific topics. This aims to provide students with hands-on experiences in learning history, so

they can be more engaged and have a comprehensive understanding.

Based on the above, this article aims to describe the development of historical literacy in Social Studies education at a middle school in Bandung, specifically focusing on historical literacy developed by teachers. Furthermore, the research will explore various issues and challenges faced by Social Studies teachers in developing historical literacy. The research poses the research question "How do teachers develop historical literacy in Social Studies education in Bandung? And what are the issues and challenges faced by Social Studies teachers?"

## **B. METHOD**

This study employs a naturalistic approach with a descriptive qualitative research method. This method aims to explore the research object and find various findings through the presentation of words and images. Creswell (2018) states that qualitative research methods attempt to uncover meaning and patterns of a research object while exploring it more deeply. The subjects in this study are teachers and students in the Social Studies subject at Kartika XIX-2 Middle School in Bandung. The consideration for selecting the research subjects is because the teachers at this school have implemented several efforts in developing historical literacy. Data is collected through snowball sampling via observations of teaching activities and interviews with teachers and students. Meanwhile, data analysis is conducted using the interactive analysis technique by Milles & Huberman (2018), which consists of data collection, data reduction, data display, and conclusion drawing. The research data collected is reduced to sift between relevant and irrelevant data to the research objectives, then the data is analyzed and

presented in the data display phase. The presentation aims to answer the research questions and ends with drawing conclusions.

## **C. RESULT AND DISCUSSION**

### **1. Teacher Strategies in Developing Historical Literacy in Social Studies Instruction**

The strategy for developing historical literacy in Social Studies instruction is an effort aimed at enhancing students' understanding and abilities to comprehend history comprehensively. Historical literacy involves skills in reading, understanding, analyzing, and interpreting historical information accurately and critically (Nokes, 2022). Based on an interview with a Social Studies teacher at Kartika XIX-2 Middle School in Bandung, several pieces of information related to strategies for developing historical literacy were obtained. These strategies include various planned efforts related to activities oriented towards historical inquiry, historical writing, and the development of historical insight.

Historical inquiry is a crucial step in developing students' historical literacy as it involves the process of researching, analyzing, and interpreting historical sources to understand the context and truth of a historical event. Through historical inquiry, students are encouraged to actively seek information, evaluate the authenticity of sources, and construct knowledge about the past. Historical inquiry activities can help students develop critical, analytical, and historical thinking skills, as well as strengthen their ability to formulate arguments based on reliable historical evidence (Wissinger & Ciullo, 2018). By involving students in the process of historical inquiry, they can engage directly in learning, enhance their motivation and interest in learning about history. Moreover, these

activities can also help students hone their research skills, analyze historical sources, and understand historical contexts that can be applied in real-life situations (Feldhues, 2017). Therefore, historical inquiry is a key step in developing students' historical literacy to understand and connect historical information to a broader context and cultivate a critical attitude towards history.

As a city with many museums, Bandung has great potential as a destination for historical research activities. This potential is utilized by Social Studies teachers who invite students to visit and explore various available information. Based on the interview results with the teacher, historical inquiry is conducted through museum visits to gather historical information, analyze historical documents from various sources, conduct interviews with living historical sources such as speakers, community figures, or individuals with direct experience related to a historical topic. Furthermore, the teacher explained that historical inquiry is conducted to gain an understanding of a historical event, analyze historical facts and contexts, and gain direct perspectives from historical sources.

In developing historical literacy, in addition to historical inquiry, teachers also encourage students to engage in historical writing. Social Studies teachers facilitate students to express their understanding of history through reflective writings, historical essays, or historical research reports that strengthen their critical and analytical thinking skills. Based on interviews with students and classroom observations, it was found that students are asked by teachers to write about local history related to various events that have occurred in Bandung. Students acknowledge that the assignment is challenging for them; however, they find it

very meaningful as it helps sharpen their writing skills (interview with NA).

Writing history is fundamentally different from writing in general. Writing history requires the ability to organize historical facts into a comprehensive understanding (De La Paz & Wissinger, 2017). Teachers emphasize the importance of training students to have the skills to write history, aiming to help students develop analytical, synthesis, and evaluative thinking skills in understanding and constructing solid and meaningful historical narratives. In crafting historical writings, students need to be able to gather relevant historical facts, organize them chronologically or thematically, provide in-depth analysis or interpretation, as well as connect these historical events to the broader related context (interview with teacher A). Training students in writing history also helps them hone their critical thinking skills in evaluating various historical information sources, distinguishing between facts and opinions, and developing arguments supported by strong evidence (Nokes, 2022).

The development of historical literacy, supported not only by historical writing activities but also by the development of historical understanding (historical knowledge). Cinnamon (2021) states that historical knowledge is a fundamental aspect that students must possess before moving on to the next stages such as analyzing and interpreting various historical facts. The development of historical understanding is carried out by Social Studies teachers through learning activities designed to introduce and deepen students' historical knowledge of various events, figures, and important concepts in history. Teachers mention that the initial step in developing historical understanding is to introduce students to historical events close to them,

such as the Bandung Lautan Api history during the physical revolution period (1945-1949), Soekarno's struggle during the national movement period in Bandung, and the history of Bandung from various perspectives such as cultural, political, and social.

In addition, in developing historical insights, teachers also introduce students to various historical perspectives, explore specific historical periods, and encourage students to relate historical information to the social, political, economic, and cultural contexts of that time (interview with teacher A). For example, in the development of historical insights, a Social Studies teacher introduces students to various different historical perspectives related to a historical event. For instance, when studying World War II, the teacher discusses how the event was perceived from the perspectives of various countries involved, such as Japan, and other nations. By introducing these different perspectives, students can understand the complexity and diversity of interpretations of a historical event (Maguth & Yamaguchi, 2020). Additionally, teachers also invite students to explore specific historical periods in depth. For example, when studying the Industrial Revolution in the 18th and 19th centuries, the teacher facilitates discussions and research on the social, economic, and political impacts of the revolution. Students learn about technological advancements, changes in social structures, labor conditions, and economic developments that occurred during that time.

## **2. Challenges in Developing Historical Literacy in Social Studies Learning**

Historical literacy is an essential aspect of Social Studies learning that should be emphasized to students. In the context of Social Studies learning, understanding

history is an integral and inseparable part, given that history is one of the main focuses of the subject (Nokes, 2022). Despite various efforts made by teachers in developing historical literacy, there are challenges faced by teachers in developing this literacy. These challenges encompass various factors that stem from student aspects, curriculum aspects, and the teachers themselves.

On the student aspect, the lack of student engagement in learning activities becomes a challenge faced by teachers in developing historical literacy. Based on interviews with teachers, it was found that the lack of student engagement is caused by the students' lack of interest and motivation towards the Social Studies subject, particularly in history topics. Students have not found the relevance or importance of history material in their daily lives or in their understanding of the world around them, leading to a lack of motivation to actively participate in Social Studies learning. This issue poses a significant challenge for teachers to address promptly. Teachers have mentioned that they have been seeking strategies and appropriate teaching approaches to enhance student engagement, increase their interest and motivation in learning history material, and help them realize the important value of developing historical literacy. To foster student interest and motivation, one of the efforts made by teachers is to present contextual history material, which is material that is relevant to students' environments (interview with teacher A).

Presenting contextual history is essentially an effort to make history material more relevant and feel closer to students' daily lives. By involving the context surrounding students, it is hoped that they can more easily understand and see the important value of history material in their

lives (Wiyanarti, Supriatna, & Winarti, 2020). For Hasan (2012), the urgency of presenting contextual history or local history lies in the importance of understanding history as an integral part of society's life. By studying local history, students can enhance their sense of belonging to the area they live in. By knowing the history of struggles and achievements made by predecessors, students can be inspired to participate in building and developing their region. This can cultivate an appreciative and caring attitude towards their social and cultural environment, and strengthen their sense of ownership towards their place of residence.

In terms of curriculum aspects, limited time becomes a problem faced by social studies teachers in developing historical literacy. In the current curriculum, the time allocated to teach history is very limited and often needs to compete with other important topics. This causes social studies teachers to carefully select which historical topics to teach and how to integrate them within the available time. Based on field observations, it was found that social studies teachers feel compelled to rush through the historical content without giving students the opportunity to truly understand and connect historical information to their own context. This somewhat hinders the development of students' historical literacy and makes social studies learning less meaningful and engaging for them. Furthermore, the constraint of time has made it difficult for social studies teachers to provide various creative and innovative teaching models in developing students' historical literacy. However, the use of varied and engaging teaching models is important in enhancing students' understanding and interest in history (Far-Far, 2020).

In addressing the issue of limited time in developing historical literacy, social

studies teachers have made efforts such as identifying the most important and relevant topics to teach students, applying effective teaching models considering the limited time, based on an interview with teacher A. The chosen models include problem-based learning and project-based learning. These models are implemented to promote active student participation and develop high-level thinking skills. Additionally, the selection of important topics is based on considerations of relevance, contextualization, and the presence of key concepts to develop students' critical thinking abilities.

In terms of time constraints, teachers also encourage students to engage in independent learning through exploring various available historical sources so that students can develop a deeper understanding of various historical events and build research skills useful in their learning process. By engaging in independent learning through exploring diverse historical sources, students also practice critical and analytical thinking and broaden their perspectives. Based on interviews with students, it was found that they feel more involved and motivated in social studies learning when given the freedom to explore various interesting historical sources. This also helps them develop a deeper interest in the subject matter and feel more confident in forming personal views or interpretations about a historical event being studied. With guidance and support from teachers, students can effectively utilize these historical sources to enhance their understanding and enrich the teaching and learning process in the classroom (interview with TA).

In terms of teacher-related aspects, one of the challenges faced is the limitation of skills in developing historical literacy, especially regarding innovative teaching models. The lack of mastery of innovative

teaching models in the context of social studies subjects also hinders the development of historical literacy. Teaching models play a significant role in achieving learning objectives, as through these models, students can gain learning experiences that will shape their understanding (Bekeh, 2018; Joyce, Weil, & Calhoun, 2016). The curriculum change from Curriculum 2013 to Curriculum Merdeka demands teachers to adapt to new ways of teaching, thereby affecting the effectiveness of the social studies learning process.

Essentially, mastery of skills is part of a teacher's creativity. Creative teachers will apply creative pedagogy through various different and unusual ways (Supriatna & Maulidah, 2020) in developing historical literacy. Therefore, in this context, the issue raised by teachers regarding limitations of skills is a problem that needs to be minimized. Efforts to minimize this issue have been made by teachers through participating in various training and skill development programs regularly. Teachers mention that receiving periodic training and skill development is an important step to help them enhance their ability in applying creative pedagogy in teaching historical literacy. With innovation and variation in teaching approaches, teachers can be more effective in inspiring and motivating students to learn.

### **3. Some Suggestions to Enhance Historical Literacy**

Developing historical literacy requires systematic and planned efforts through collaboration among components in social studies teaching practices. Efforts to enhance historical literacy through social studies teaching practices involve several strategic steps that need to be considered in curriculum development and teaching implementation. The first approach is to



formulate an updated social studies curriculum that emphasizes historical aspects more comprehensively. This includes learning about historical periods, important figures, crucial events, and their impacts on societal development.

On the teacher-related aspect, the development of historical literacy should consider the use of teaching approaches. By using various methods and models in social studies teaching, this is done to prevent the social studies learning process from becoming monotonous. In addition, the implementation of various methods and models will also accommodate students' learning styles. Learning styles are crucial and determine how students acquire information optimally. Some learning styles include auditory, visual, and kinesthetic (Handiyani & Muhtar, 2022). Through various teaching methods and models, teachers can facilitate students in acquiring information. One example of a teaching model that can be used by teachers is the RADEC model (Read-Answer-Discuss-Explain and Create). Through the RADEC model, students will actively engage in reading various references related to social studies, finding and answering various questions posed by the teacher, participating in discussions on various findings, explaining in their own words in front of peers, and building creative ideas from their findings (Agustin & Pratama, 2022; Agustin, Pratama, Sopandi, & Rosidah, 2021). Thus, the social studies learning process will become engaging and supportive of enhancing students' historical literacy.

Teachers can develop their own teaching materials for Social Studies. To enhance students' historical literacy, an important factor that teachers should be aware of is the availability of adequate reading sources on various Social Studies topics being covered. The availability of

teaching materials developed by the teacher themselves is highly meaningful for students (Isrotun, 2022). Besides building reading interest, teaching materials developed by teachers should be contextual, meaning they should stem from the students' immediate environment. The presence of contextual materials is crucial as it directly relates to students' collective memory, thus creating a meaningful transformation process of historical knowledge.

Introducing contextual historical materials can be done by middle school Social Studies teachers in Bandung City through integrating materials related to local historical struggles, social dynamics and cultural aspects of the Bandung community, and studies on local figures' biographies. By integrating these materials, middle school Social Studies teachers in Bandung City can create contextual, relevant, and engaging Social Studies learning for students. This can also help students better understand the importance of historical literacy in understanding local and global society identities and developments.

Moreover, teachers can implement multiliteracy learning, which involves utilizing various available Social Studies (history) learning resources, both online and print-based. Currently, online learning materials are seen as effective in facilitating student learning. The online teaching materials developed should also meet the needs of all students, therefore online teaching materials should consider accessibility, practicality, and students' learning styles (Ainina, 2014; Musfiqon, 2012). Some online learning resources related to history include digital data from the National Archives of Indonesia, the National Library, Virtual Museum Trips in Indonesia, and others.

To overcome the limited teaching time allocation for historical aspects in Social

Studies, teachers can provide an online platform for students to learn independently. This online platform can be developed by teachers themselves using various apps available on smartphones or computers, or developed by schools as e-learning platforms. Additionally, teachers can provide various learning site addresses containing relevant materials on the topics discussed, enabling students to learn from anywhere and anytime, thus overcoming the issue of limited time.

In supporting the strengthening of historical literacy, school infrastructure and management also become significant factors to consider. To enhance historical literacy among students in Social Studies learning, schools must provide facilities and infrastructure that support the school's literacy movement. Specifically for Social Studies learning, schools can provide conducive and comfortable reading rooms and Social Studies labs with a variety of books and references that support Social Studies learning. This way, students will be interested in learning through the available facilities. Schools should also provide internet access and adequate devices. Currently, with online access, Social Studies learning resources can be obtained from various sites. Therefore, the availability of internet facilities will help students and teachers explore various Social Studies sources related to historical materials, establishing a new habit based on utilizing digital technology in Social Studies learning.

School management through the school principal's leadership can optimize the school's literacy movement program by organizing various activities, such as holding "Literacy Days" every week, implementing "one student one book," setting up a "history narrative corner," or creating an online "School Literacy Portal" that includes various works related to literacy by students.

In addition, schools can encourage teachers to create works, such as writing in newspapers. The more teachers with works, the more positive image they will build in the students' eyes, thus teachers act as role models for students.

#### **D. CONCLUTION**

The presence of historical literacy is crucial in Social Studies learning. Besides being a skill, historical literacy will help students understand historical aspects in Social Studies well, meaning not only remembering various historical facts but also understanding historical facts as something meaningful and valuable in contemporary contexts. In developing historical literacy, Social Studies teachers in Bandung City have made efforts to conduct various classroom activities oriented towards historical investigation, historical writing, and historical insight development. However, Social Studies teachers face several issues and challenges in developing historical literacy. This relates to the low participation of students in actively engaging in learning, the limited time allocated for the Social Studies curriculum, resulting in suboptimal development of historical literacy, and teachers still have limitations in pedagogical skills such as mastering innovative teaching models.

Several suggestions are proposed to develop historical literacy in the future, such as utilizing technology, developing contextual teaching materials, and implementing multiliteracy learning. This research is very limited in terms of the research subject, as it only involves one school. It is hoped that future research can explore and conduct comparative studies regarding historical literacy development strategies in several schools in Bandung City.

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