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The Challenge And Historical Education Model In The Millenial Era

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ABSTRACT

History education is understood as rethinking education (reflective thinking). Nietzsche argued that history is only a kind of nostalgic shadow of people who have lost their self-confidence and living spirit (cf. Carr, 1972: 29). Therefore, history education is worth studied in millinal era, related to the information technology and industry 4.0 marked by cloud computers and automation industry. Futurelogists argue that history education would not fade away so that humans are not loosing the sense of humanity and a sense of time. To live, history education must be able to adapt to the zeitgeist and culture of the millennial era. If it does not, history education is just a curriculum burden. If history education can catch up the cloud computing tech and industry 4.0, it will be resourfull and can be communicated creatively and innovatively, through hybrid thinking of the past, present, and future. Historical learning in the millennial era must be equipped with data literacy skills for big data, cloud computing technology literacy, and humanitarian literacy. Humanitarian literacy, nationality, local wisdom can be packaged as part of the world through hybridization in glocalization. Historical learning must immediately reorient to the future such as the era of cloud computing and industry 4.0.

1. Introduction

Human have gone through three periods of industry, namely: (1) mechanization steam power; (2) assemble line electricity; and (3) computer and automation; Humans are now in the era of (4) cyber physical systems (4.0 industrial era). This paper wants to provide an overview of the role of computers and the internet in history learning in the millennial era.

Information technology develops quickly. In the 1950s computers were giant machines. However, it has now been replaced by cloud computing technology. Changes keep rolling and now humans find themselves on the automation revolution (industry 4.0), born in Germany on April 8th, 2013. Since then, the development of information technology has been astonishing.

From the cultural perspective, the millennial era is characterized by a post-modern society. Reflectively, the modern human is becoming increasingly materialistic, legalistic, formalistic, hedonistic, and full of imagery, full of simulacra or false consciousness (cf. Piliang, 2010). Tofller's prediction has become a reality that "life becomes an imagery drama", instrumental, loses its human identity, because it is gradually replaced by artificial image.

This situation is horrendous for history education. Nietzsche once said that history is only a kind of nostalgic shadow of people who have lost their self-confidence and living spirit (cf. Carr, 1972: 29). From such a representation of the future, history education seems to be a problem in the educational curriculum, so it is worth studied, with problems: (1) what are the challenges of history education in the millennial era?; (2) is the role of history education still needed? and (3) "what historical education model is needed in the millennial era?"

Every generation will answer the problems and challenges of his contemporary culture, thus this question is essentially a classic question, as every generation will formulate the same question, and provide different alternative answers according to the zeitgeist and cultuurgebudenheid of his time (cf Colingwood, 1980; Pirenne, 1959; Ankersmit, 1987; Adam, 2009).

This formulated question is taken from the sub-theme of the author's dissertation (Pageh, 2016) which will be discussed sequentially by adding data taken from literature studies, cyberspace big data, and critical understanding of the ongoing history education situation. With the perspective of cloud computing technology and the automation industry (industry 4.0), it was adapted to history as a commodity in education in the millennial era.

2.   Challenges of Historical Education in the Millennial Era

Alvin Toffler predicted the future education (Toffler 1970: 360-386), he recommended schools to build a "super-industrial education system" to face the speed of change. The curriculum must be made according to the forms of rapid change. As a consequence, subjects that do not fit the characteristics of the future need to be removed from the curriculum, because they will only be a burden in education.

The above situation is a challenge for history education. Will history education be removed? History education will not disappear from the curriculum. Futurlogist Toffler argues that history education is important to instill a time sense so that people do not lose their temporal orientation or sense of time. The main problem is the orientation of history education which only emphasizes cognitive or factual aspects. History learning needs reorientation to face the challenges of the future. Students need to be taught a sense of the future and cultural continuity so that they are free from false awareness (Budrilard in Piliang, 2010). History education has past, present and future dimensions. Past knowledge is used to face the present and map the future (Wineburg, 2006). The future cannot be determined and this is nothing because the essential basis of human existence is continuity and discontinuity, namely continuous change and transition to a better future (Meulen 1987: 83).

The next challenge is related to global, national and local history. This is reflected in Von Laue's writing entitled "What history for the year 2000? (1981: 7). He said that historians "have lost their former consensus over priorities and basic meaning in their work" and resulted in "Splintered History". This is the seed of ethnocentrism and egocentrism as reflected in the teaching of history in the framework of social studies. To face this reality, he said, it is necessary "a detached comprehensive historical understanding of the present world that sustains us in our material existence". This kind of history is called an "all inclusive historical perspective" or "global historical perspective" which is supported by unlimited morality (Cf. Widja, 2017).

History education in Indonesia cannot ignore its homeland, because it is related to national awareness and local wisdom. Anthony Giddens (2010) stated that history is a social science related to human events (agency), temporal-contextual, and structures (national and local culture). Content such as Pancasila and Trihita Karana will in fact be an beneficial in the future, because national and local wisdom can color global relationships. This local content appears in human literacy with dimensions of good name every tink, humanities religious, and save the world. So it is possible for the hybridization of international and regional civilizations so that a new world civilization characterized by local and global hybridization.

Another challenge is related to the history education approach, as James Fitzgerald's view "History in the curriculum: Debate on Aims and Values" (Fitzgerald, 1983). In the United States there was a heated debate between Edwin Fenton (1966) and Mark Krug (1967). Fenton emphasizes the elements of concept, structure and methodology in history lessons. Meanwhile, Krug sharply criticized Fanton's view, emphasizing "The value of history is not scientific. Its true value is educational. It can educate the minds of men by causing them to reflect them on the past"(Krug, 1967: 26).

Learning history requires new thinking, out of the old paradigm that is only for developing nationalism and local wisdom. But it requires the development of critical history, anticipatory towards the zeeitgist of the digitalization era, especially industry 4.0.

In short, it can be said that history education is still needed in the era of technological disruption and industrial automation in the future. However, it needs reorienting to constructive innovative learning models.

3. Historical Awareness and Nation Building

The views of Von Laue (1981) and Toynbee (1946) are important to study in relation to the emphasis on global history and ignore national history and local history, suspected as the source of ethnocentrism (Widja, 1991).

Past experience for a society is important for the growth of collective consciousness which is the basis of the national personality (Kartodirdjo, 1987: 205); Fitzgerald, 1983: 62). The process of national personality growth is not the same in every nation. This apparently depends on the past experiences of each nation. The western worlds perceive the discovery of their national identity as a natural growth. But not for the colonized nations, it seems that this awareness grew and was related to traumatic experiences resulting from colonialism.

Therefore, for a colonized nation like the Indonesia, she could not just ignore her national history, because national and local history is a place to explore symbols of integrity and the ideal strength of the nation. Thus, global history must be seen as an extension of national historical insight, not as a substitute for it.

The goals of history education must contain efforts to improve the sensitivity of students to support national and local awareness in multicultural coexistence and to take part in national development. However, it needs to be realized that the weak side of this kind of history education is a passive receptive process so that it tends to create indoctrinated person. This is what Sartono Kartodirdjo means as the process of "entropy", an organic process that shows life without development (involution) (Kartodirdjo, 1987: 245; Scoot, 1987).

4. History Education Model in Cloud Computing Era and Otomation Industry

History cannot be separated from the automation industry (industry 4.0) so that history education instruments must be adapted to up to date situations

such as: (1) The curriculum provides opportunities to follow cloud computing; (2) Learning and learning methodology based on information technology; (3) open source learning resources; (4) require cloud computing infrastructure and technology; (5) quality assurance agency. These parts of education are musts to be anticipated in the future.

Technology is a human soul mate, so this literacy also needs to be developed: (1) big data bank literacy, which requires the ability to read and analyze open source information; (2) technological literacy, namely understanding how technology application machines works (coding, artificial intelligence, and engineering principles). (3) Humanitarian literacy, namely humanities, communication, design (Aoun, 2017). In addition, the following skills need to be developed: (1) leadership skills, (2) team work skills, (3) cultural agility and understanding of multiculturalism, (4) entrepreneurship skills, including social entrepreneurship; even the entrepreneurial body (cf. https: // en. Wikipedia.org/wiki/ Komputasi_awan).

The data validity is a serious problem in the industrial revolution 4.0. Cloud computations are a source of plentiful data. But its validity must be qustioned so that the false consciousness built through cyberspace can be dismantled to avoid fraud due to human capitalist desires and passions. For this reason, the following literacy needs to be developed: (1) Data literacy, criticism, and interpretation with eclectic critical theory and understanding artificial intelligence so that judgment is truthfull. (2) Humanitarian literacy helps develop human values to avoid the homo homini lupus tendency and greed. (3) Cloud computing technology literacy helps humans take advantage of this technology.

History education is the best way to anticipate the future issue marked by the market economy or capital, money become religion (from monotheism to money theism). Without being equipped with critical thinking using local / regional wisdom, Indonesian are easily uprooted, even become loss generations, so that national and local history are important (Bourdieu in Damsar, 2011).

With the help of information technology, educators can flood the world with "documents, historical ideas, historical events, and historical values with their various theme", in the form of writing, videos, films, interviews with figures, and other interesting events. This is possible because the technology penetrates the thick walls of structure-culture, agent, and time barriers, making it a borderless state and timeless state. It is a hybrid form of history education and cloud computing.

Learning is carried out using the internet big data bank. Students are directed to download and upload videos, animations, ideas, ideas, learning outcomes (short films, video documentaries, etc.) which are very useful for society and themselves. Thus both educators and students have individual or

collaborative intellectual property in the form of collected data (automated) and process steps (Standard Operational Processes).

Future history education must fullfil these necessary conditions:

1. Adequte computing devices,
2. Well informed educators and students about information technology (IT) and cloud computing systems.
3. Adequate server for storing data that can be accessed by teachers and students.
4. Protection of the reserver and ownership of works (films, videos, and other documentaries).
5. Flexible class, but more assignments are done online (unlimited time).
6. History education quality control system to ensure the validity of stored data bank.
7. The assessment is on the output, with perspective data literacy, humanitarian literacy, character literacy, technological / industrial literacy 4.0 and additional local content from the THK perspective in Bali.

Cloud computing-based history education is the best way for history education in the era of technology disruption and industry 4.0. However, inequality in Indonesia hampers its implementation throughout the nation. But it might be aplicable for some schools in Bali.

5. Conclusion and Sugestion

5.1 Conclusion

History education in the millennial era requires cloud computing. History learning must be able to adapt, hybridize various technologies, systems and 4.0 industry work models. The basic principles of constructive and innovative history learning include: (1) emphasizing the future-oriented learning process caracterized by digitalization and automation; (2) The process and output skills approach by utilizing cloud computing technology, and creating digital products (videos, films, documentaries, etc.), emphasizing the activities and creativity of students; and (3) Learning that emphasizes the process of internalizing historical values, students search for basic concepts and structures from past events, digitize, store them, and industrialize independently to map the future. in front of him. (4) Big data literacy skills is needed in cyberspace, humanitarian literacy, character literacy, cloud computing literacy, and processes (trace tools) and the consequences of their use. Without such foundations of renewal thinking, it can be assumed that history education will lose its meaning and only become a curriculum burden in the future.

5.2 Suggstions

It is recommended that learning not only memorize historical facts, but teachers must be well educated about information technology, so that learning can build the nation character, up to date, and attractive. Teachers and students jointly create automated creative programs, so that they can grow up to be superior generation with digitalized local genious.

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