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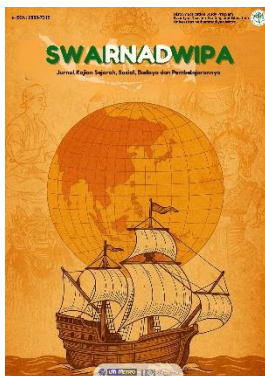
## Analysis of the Historical Literacy Movement for Class X Students at State Senior High Schools 1 Gunung Sugih

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### Abstract

This study aims to determine and analyze (1) How is the historical literacy movement of class historical literacy of students at State Senior High Schools 1 Gunung Sugih. The method used in this research is a qualitative research method with a descriptive analysis approach. The subjects used in this research were literature, the deputy principal for academic affairs, history teachers, students in classes X.1 and X.2 as well as other sources that were relevant and supported this research. This research uses observation data collection techniques, questionnaires, interviews and documentation. The data techniques used are data reduction, data presentation, and drawing conclusions. The results of this research can be concluded (1) there are three stages in the historical literacy movement of class factors, namely supporting factors and inhibiting factors, (3) the school's efforts to increase students' historical literacy movement with support from the school community, teachers provide support or encouragement and motivation for historical literacy, teachers invite students to get to know historical sources, teachers use various interesting and creative learning strategies that support developing students' historical literacy in the historical literacy movement.

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### INTRODUCTION

The Historical Literacy Movement is an effort to improve students' understanding and skills in understanding and using historical sources of knowledge. Literacy includes not only the ability to read and write, but also critical thinking skills and analyzing information in a historical context. This movement is carried out through various activities, such as reading non-textbooks, history Olympiads, and developing literacy skills in learning. One of the goals is to foster interest in reading and increase students' understanding of history and sources of historical knowledge. This effort is also carried out through familiarizing reading activities, developing literacy skills, and using creative and interactive methods in learning history.

The Historical Literacy Movement is a movement that aims to increase interest in reading and understanding history in society. This movement is part of the School Literacy

Movement launched by the Ministry of Education and Culture. The history of literacy can be traced from ancient times to the present, where literacy has a significant role in the cultural, social and economic development of a society. Currently, the historical literacy movement is carried out through various festivals, competitions, clinics, and also scientific meetings about literacy as part of the literacy movement. Through the historical literacy movement, it is hoped that society can understand history better and strengthen tolerance, respect and understanding between cultures. The implementation of the Literacy Movement in history subjects aims to increase students' understanding of historical material and develop their literacy skills. Through literacy activities, students are expected to be able to respond better to history learning and develop greater interest in this subject.

The historical literacy movement also involves the role of teachers in classroom learning activities in history subjects. Teachers have an important role in implementing learning, using a comprehensive and progressive approach, and conducting research to understand the benefits of the school literacy movement on student learning outcomes in history subjects. Thus, the Historical Literacy Movement is an important initiative in increasing students' understanding and interest in history through the use of literacy resources and literacy programs developed, both at the school and national level.

## **RESEARCH METHODS**

The method used in this research is a qualitative descriptive analysis approach. The subjects used in this research were literature, the deputy principal for academic affairs, history teachers, and class X students as well as other sources that were relevant and supported this research. This research uses observation data collection techniques, questionnaires, interviews and documentation. The data techniques used are data reduction, data presentation, and drawing conclusions.

## **RESULTS AND DISCUSSION**

### **Historical Literacy**

Movement Based on the presentation of research results explained in chapter IV, facilities and infrastructure play a vital role in the success of every educational program, including the Historical Literacy Movement at SMAN 1 Gunung Sugih. Without adequate facilities, efforts to increase students' historical literacy will face many obstacles. The availability of good facilities and infrastructure not only supports the teaching and learning process but also fosters student interest and motivation to learn. Several supporting facilities, such as a complete school library with an adequate collection of history books, are very important. Quality and varied history books will give students broad access to information and different perspectives. In addition, libraries must provide comfortable reading rooms and digital facilities to support students' research and independent learning.

Apart from that, utilizing information and communication technology (ICT) in the historical literacy process is very crucial. Computers, projectors, and good internet access allow students to access digital resources such as e-books, journals, and historical documentary videos. This will enrich their learning experience and broaden their knowledge of the history they learn from textbooks. A comfortable and supportive classroom is very important to create a conducive learning environment. Classrooms that are clean, bright, and equipped with adequate learning equipment such as whiteboards, ergonomic chairs and tables will make students more focused and enthusiastic in participating in history lessons.

The importance of training and guidance for teachers cannot be ignored. Teachers must have sufficient ability and knowledge to utilize existing facilities and infrastructure effectively. This training can include the use of technology in history learning, innovative

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teaching techniques, and how to manage a school library. Collaboration with external institutions such as universities, museums and historical societies can enrich historical literacy programs. Through this collaboration, schools can obtain additional resources such as seminars, workshops and history exhibitions that will enrich students' learning experiences.

Maintenance and development of facilities and infrastructure must be carried out on an ongoing basis. Repairs and replacement of damaged facilities must be carried out immediately to ensure they do not disrupt the teaching and learning process. Apart from that, the development of new facilities in accordance with technological developments and student needs must also continue to be prioritized. The success of the Historical Literacy Movement at SMAN 1 Gunung Sugih is very dependent on the availability and quality of educational facilities and infrastructure.

Adequate facilities will support an effective teaching and learning process, increase students' motivation and interest in learning, and enrich their learning experience. Therefore, investment in facilities and infrastructure must be a top priority in efforts to increase historical literacy in these schools. There are three stages in the literacy movement. Habituation Stage, In the initial or habituation stage, students read for 15 minutes. Getting students into the habit of reading regularly, at least 15 minutes every day, is a critical step in building a strong literacy foundation. The Importance of Reading Habits Getting students into the habit of reading is not only about improving reading skills, but also about forming lifelong learning habits. According to research that has been conducted, reading regularly can improve literacy skills, expand vocabulary, and improve comprehension abilities. By allocating specific time each day for reading, students not only get used to reading activities, but also increase their awareness of various topics, including history.

Implementation of a Reading Habit Program To make the historical literacy movement a success, schools can implement a structured reading habit program, as has been done, namely providing special time in class or outside class hours to read relevant historical material. Choose reading materials that suit students' level of understanding and interest them in history. As well as efforts to involve parents in supporting reading habits at home by providing access to history books or other reading sources. Apart from getting used to reading.

The Development stage can also develop students' ability to provide critical and informed opinions on what they read, which is an important stage in the historical literacy movement. Through the development stage in conveying the core of their reading, students are expected to be able to practice critical thinking skills by digging deeper and analyzing the historical content they read. Then arguing based on evidence gathered from reading material is a crucial step in developing critical thinking.

Students are invited to construct a logical and structured argument, support it with relevant historical facts, and conclude with a thorough reflection. Lastly is discussion, students can develop the ability to express and defend their opinions verbally. These discussions not only increase their understanding of various historical viewpoints, but also practice communication and negotiation skills. Through various discussions, students are invited to appreciate and consider various different points of view in understanding history. This helps them to not only see history from one side of the story, but also broadens their view of the complexity and diversity of the human experience.

Implementing learning is the final step in making the historical literacy movement a success. It is therefore necessary to ensure that the history curriculum does not only focus on facts and dates, but also links historical material to contemporary issues and social relevance. It helps students to connect history lessons to their daily lives and understand

its impact in a global context. Using a variety of learning methods, such as case studies, historical simulations, and research projects, helps students to learn actively and engage in their learning process. This method not only enriches their learning experience but also develops the practical skills they will need in the future. Apart from that, projects and written work are also provided for students so they can carry out effective learning.

According to research results, teachers need to utilize technology in the form of digital platforms, interactive history applications, and online resources to increase students' accessibility to diverse historical material. It also facilitates independent learning and allows students to explore history in an engaging and interactive way. In the learning process, it is very necessary to carry out regular evaluations to measure students' understanding of the historical material being taught. Knowledge tests, research projects, and individual reflection are some of the tools that can be used to assess student achievement and adapt teaching approaches to their needs. Visits to historical sites, seminars by historians, or collaboration with local cultural institutions are examples of ways to broaden the scope of history learning.

A successful historical literacy learning process can increase students' motivation to learn and strengthen their curiosity about history. By utilizing a structured and diverse approach, schools can create a learning environment that arouses students' interest in understanding cultural heritage and past events that influence the world today. The use of technology, such as digital platforms and online resources, not only expands access to historical information but also provides students with opportunities for independent and interactive learning, which strengthens their engagement in the learning process. This is in accordance with research conducted by (Alfin, 2019), that learning history by utilizing technology can help students visualize their imagination of history.

Additionally, the integration of in-depth class discussions, research projects, and historical simulations allows students to develop the critical and analytical skills necessary to understand complex historical contexts (Hasibuan, 2014). By facilitating meaningful and relevant learning experiences, schools can inspire students to continue to explore history with a keen sense of curiosity, building a strong foundation for a deep understanding of the past that impacts their future.

### **Factors Influencing the Historical Literacy Movement**

In this research the author found several supporting and inhibiting factors in the implementation of the school literacy movement. Several supporting factors such as:

#### *Principal's Commitment*

A strong principal's commitment is the main foundation for the success of the historical literacy movement in schools. A committed school principal shows his seriousness in integrating historical literacy into the curriculum and school activities. With good commitment, school principals can allocate an adequate budget for the procurement of books and history learning resources. Then, encourage and motivate teaching staff to be actively involved in historical literacy activities. School principals also really need to set clear standards and goals to increase understanding of history among students and facilitate training and professional development for teachers so they can implement innovative history teaching methods.

#### *History Teacher*

The role of history teachers is very crucial in carrying out the historical literacy movement in schools. Teachers are not only facilitators of learning but also role models who inspire and guide students in understanding history. Such as, creating a relevant and interesting curriculum to arouse students' interest in history, using a variety of creative and diverse teaching methods to facilitate in-depth understanding. As well as being a supporter

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and facilitator in extracurricular activities related to history, such as history clubs or visits to historical sites.

#### *Student*

As objects of historical literacy, students have an active role in the historical literacy movement. They are the main subjects in efforts to improve historical understanding, and can contribute through active participation in literacy activities, such as reading history books, writing essays, or group discussions and developing analysis and evaluation skills of the historical sources they encounter. Students can use historical literacy as a tool to understand the impact of history in today's social, political, cultural and technological contexts. Technology The need for technological assistance is very important in increasing historical literacy by providing wider access to information sources and innovative learning methods.

#### *Technology*

The need for technological assistance is very important in increasing historical literacy by providing wider access to information sources and innovative learning methods. Technology can provide access to digital databases containing historical documents, archives and related literature, thereby enabling interactivity in history learning through e-learning applications and platforms.

Therefore, technology can support collaboration between students and teachers in analyzing and interpreting historical data visually and multimedia as well as facilitating distance learning or access to historical learning outside the school environment, such as through online exploration or virtual tours of historical sites. Each of these supporting factors is interrelated and mutually reinforcing in creating a conducive environment for increasing historical literacy among students.

The author found indications of factors inhibiting the historical literacy movement which can be continued in further research, such as:

1. Lack of textbooks/historical sources

Lack of access to adequate textbooks and historical sources is one of the main obstacles to the historical literacy movement in schools. Schools may not have enough textbooks or adequate library collections in history. This can limit teachers' ability to provide diverse and relevant reading materials because sources such as textbooks that are outdated or less up to date can reduce students' interest in studying history. Lack of access to primary historical sources can also limit in-depth understanding of the historical context. Solutions to address the lack of textbooks or historical resources include garnering support from local governments, donors, or non-governmental organizations to provide better reading materials. Another approach is to utilize technology to access more affordable digital historical sources.

2. Students' reading interest is low

Students' low interest in reading is a serious obstacle in developing historical literacy in schools. One reason is that students' lack of motivation to read historical material is due to the perception that this topic is complex or less relevant to their daily lives. This can be influenced, among other things, by social media and digital entertainment, which can reduce their time studying history. As with previous research that has been carried out, technology control is needed in order to maximize student literacy in learning.

3. Parental involvement

The aspect of parental involvement is also indicated to be a factor that influences students' history reading literacy. Parents who are less active can also be

an obstacle to the historical literacy movement in schools. For example, parents who are busy with work or other responsibilities may have limited time to be actively involved in their child's history education at home and parents who are less likely to understand the importance of historical literacy in their child's education or how best to support it at home.

Identifying and effectively addressing these inhibiting factors can help build a better educational environment in which historical literacy can thrive among students.

### **Efforts to Improve the Historical Literacy Movement**

Based on the presentation of the research results that have been explained, it was found that increasing historical literacy in schools requires a structured strategy and full support from all elements of the school. Research at SMAN 1 Gunung Sugih shows that the school's efforts to increase historical literacy include:

1. Following guidelines from the Ministry of Education and Culture (Kemendikbud) as well as additional initiatives from teachers. The deputy head of curriculum at SMAN 1 Gunung Sugih stated that the school is implementing a historical literacy movement program that follows three stages of guidance from the Ministry of Education and Culture: habituation, development and learning stages. The habituation stage aims to instill reading habits in students. At SMAN 1 Gunung Sugih, reading habits are carried out through various programs such as morning reading or providing a reading corner in each class. In the development stage, schools focus on developing students' literacy skills through various activities such as discussions, debates and historical research. Students are encouraged to conduct in-depth analysis and write essays related to historical topics. The learning stage will involve the integration of historical literacy in the learning curriculum. History teachers, such as Mrs. Eny Sumarsih, choose varied and relevant reading sources to support learning and use various teaching strategies to attract students' interest.
2. Teachers have an important role in supporting and motivating students to become historically literate. At SMAN 1 Gunung Sugih, teachers provide encouragement and motivation through various means such as. Competitions such as writing historical essays or book reviews aim to foster students' enthusiasm and interest in historical literacy. The winners of the competition are given awards to motivate other students and give appreciation to students who like to read in the form of prizes or recognition in front of the class. This helps create a healthy competitive atmosphere and encourages other students to take part in literacy activities.
3. Apart from this, creative learning strategies are also very necessary to make the historical literacy movement a success. So that students do not feel bored and are more interested in learning history, teachers need to use creative and varied learning strategies. Mrs Eny Sumarsih stated that she uses various strategies to support the development of students' historical literacy, such as the reading sources used include textbooks, articles, historical journals and digital sources. This helps students understand historical topics from multiple perspectives. This activity will encourage students to carry out in-depth analysis of historical texts, including identifying themes, interpreting narratives, and evaluating arguments. This develops their critical and analytical thinking skills. In addition, students are given writing assignments such as reflective essays, document analysis, or creating historical narratives. This assignment helps students develop writing skills and a deep understanding of historical topics.

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Apart from the strategies above, it is also important to create a learning environment that supports historical literacy. At SMAN 1 Gunung Sugih, like the school library, it is equipped with a complete and relevant collection of history books. Students are encouraged to use the library as a learning resource.

## CONCLUSION

Based on the results of the research and discussion described above, it is concluded that the historical literacy movement of class X students at SMAN 1 Gunung Sugih, the author states as follows. 1) The historical literacy movement for class X students at SMAN 1 Gunung Sugih makes learning easy for students to understand. The learning process by utilizing literacy at SMAN 1 Gunung Sugih is running well in accordance with the guidelines for the historical literacy movement at the school. There are three stages in the use of literacy in history lessons. At the Habituation stage, Development stage, and Learning stage. 2) The factors that influence the student's historical literacy movement are 2 supporting factors including 1) the commitment of a good school principal to implement the Historical Literacy movement, 2) the role of teachers in making the Historical Literacy movement a success, 3) students, 4) facilities and infrastructure, 5) technology. Meanwhile, the inhibiting factors are 1) lack of textbooks or historical sources in the library, 2) low student interest in reading, 3) lack of parent or family involvement. 3) The school's efforts to increase students' historical literacy movement are (1) there is support from the school community, (2) teachers provide support or encouragement and motivation for historical literacy, (3) teachers invite students to get to know historical sources, and teachers use various strategies in interesting and creative learning that supports developing students' historical literacy in the historical literacy movement.

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