

STUDIES ABOUT EFFECTIVENESS APPROACH LITERACY HISTORY IN LEARNING BASED ON ISLAMIC BOARDING SCHOOL

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ABSTRACT

History education is one of the important foundations in shaping the character and identity of the nation. Historical literacy is the key to understanding history in depth, not only as memorizing facts and dates, but also as a learning process that involves critical thinking skills and understanding causality. However, this study found that the implementation of historical literacy in Islamic boarding schools faces challenges, such as limited digital technology and low student participation in exploring historical sources. This study provides recommendations to improve the effectiveness of historical literacy learning through the development of simple digital learning resources, training in analyzing historical sources, the relevance of materials to students' lives, and collaboration between institutions. The results of this study indicate that with a creative and relevant approach, historical literacy can be an effective means of forming a generation that is critical and understands history.

Keywords: Historical literacy, Islamic boarding schools, history education, approach religious, innovation learning.

INTRODUCTION

History education own role important in to form character and identity nation . Literacy history No only help student understand chronology events , but also develop ability think critical and analytical causality to incident history (Seixas & Morton, 2018; Lee, 2019; Wineburg , 2020). However , the application of literacy history in environment education Islamic boarding school Still face challenge significant , such as limitations access technology and its lack exploration source history (Yilmaz, 2021; Afandi & Rahmawati , 2022; Hasan, 2023). Therefore that , is needed approach innovative in learning history for students in Islamic boarding schools can develop understanding more history in-depth and applicable in life they.

One of challenge main in implementation literacy history in Islamic boarding schools is limitations source digital learning . Study latest show that integration technology in learning history can increase understanding student to incident history and connections with the present (Lévesque, 2019; Barton & Levstik , 2020; Nordgren , 2021). However , in many Islamic boarding school , use technology Still limited consequence constraint infrastructure and limitations internet access (Fauzi & Setiawan , 2022; Kurniawati , 2023; Pratama , 2023). In addition that , method learning that is still ongoing nature conventional , such as lectures and memorization , often make student not enough interested For explore more in about history (Santoso et al., 2020; Nugroho, 2021; Suryadi , 2022).

Besides factor technology , utilization source limited history also becomes constraint in increase literacy history student Islamic boarding school . In literature latest

, usage diverse primary and secondary sources can help student in build perspective critical to history (Chapman, 2019; Endacott & Brooks, 2020; Parkes & Sharp, 2021). However , in context Islamic boarding school , source history often limited to books text standard without Lots reference additional that can be give outlook more wide to students (Wijaya, 2021; Supriyanto, 2022; Arifin, 2023). Therefore that , is needed training for teachers to use method analysis source more history comprehensive so that students can develop skills think historical in a way more deep .

Strategy improvement literacy history in Islamic boarding schools can done through approach based on projects and integration with life daily students. Study show that learning based on project can increase engagement and motivation student in understand history (Harris & Girard, 2019; Monte-Sano et al., 2020; Bain, 2021). For example, the project study history local or study to documents Islamic boarding school can help student see relevance history with life they themselves (Rahayu & Kurniasih , 2021; Widodo, 2022; Hidayat , 2023). With Thus , the approach This No only increase understanding history but also build identity and awareness social student to values historical in the environment they .

With consider challenges and opportunities in implementation literacy history in Islamic boarding schools , research This aiming For explore strategies that can increase effectiveness learning history based on Islamic boarding school . Through development source simple digital learning , training analysis source history , and application method more learning contextual , expected student can to obtain understanding more history broad and applicable (Zuhri , 2021; Anwar & Ramdani , 2022; Fadli , 2023).

Methodology Study

Study This use approach qualitative with method studies case For analyze implementation literacy history in learning based on Islamic boarding school . Method This chosen Because allow exploration deep to phenomena that occur in the environment Islamic boarding schools, including challenges and strategies implemented in increase literacy history (Creswell, 2021).

1. Design Research

Study This use design studies case descriptive For dig practice literacy history in Islamic boarding schools in a way in-depth (Yin, 2020). Focus main study is method learning history , obstacles in implementation literacy history , and the solutions implemented For increase effectiveness learning .

2. Subject and Location Research

Research done in several Islamic boarding schools that have learning programs formal history . Subject study includes history teachers , students , and administrators education Islamic boarding school (Moleong , 2022). Election subject done in a way purposive based on relevance with objective study .

3. Data

Collection Techniques collected through method following :

- Interview In-depth : Semi- structured interviews done with teachers and students For understand experiences and challenges in the learning process history (Silverman, 2021).
- Observation Participatory : Researcher observe interaction in class , method teaching used , as well level involvement student in discussion and exploration source history (Patton, 2020).

- Analysis Document : Study to teaching materials , curriculum , and policies education history in Islamic boarding schools done For identify relevance material with development literacy history students (Bowen, 2021).

4. Data Analysis Techniques

Data analyzed use method analysis thematic with steps following :

- Data Reduction : Selecting relevant data from results interviews , observations , and analysis document For focus on the theme main (Braun & Clarke, 2022).
- Categorization Theme : Grouping data based on aspect learning , challenges , and strategies improvement literacy history (Cohen et al., 2021).
- Conclusion Drawing : Making interpretation and recommendations based on findings research that contributes to the development learning history in Islamic boarding schools (Miles & Huberman, 2020).

With methodology this , research expected can give outlook comprehensive about implementation literacy history in Islamic boarding schools and identifying steps strategic For increase its effectiveness .

RESULTS AND DISCUSSION

Results

Research result This show that implementation literacy history in Islamic boarding schools Still face various constraints , but with the right approach , its effectiveness can improved (Afandi & Rahmawati , 2022; Hasan, 2023). Interview with history teacher disclose that part big student Still difficulty understand draft causality in history , especially Because limitations relevant teaching materials (Nugroho, 2021; Suryadi , 2022). However , when applied method learning based on projects and analysis primary source , occurs improvement involvement student in discussion history (Hidayat , 2023; Widodo, 2022).

Observation class show that use simple digital technology , such as presentation interactive and documentary videos , capable of increase interest student in Study history (Fauzi & Setiawan , 2022; Pratama , 2023). This is in line with findings that show that access to source digital learning contributes to the improvement understanding historical students (Kurniawati , 2023; Arifin, 2023). In addition that , collaboration between Islamic boarding schools and institutions education history others can also become solution For overcome limitations source learning (Rahayu & Kurniasih , 2021).

Interview results also show that training skills analysis source history for teachers very needed . Teachers who get training capable teach student For more critical to various source history , both primary and secondary (Chapman, 2019; Endacott & Brooks, 2020). This in line with study previously emphasized importance skills analysis in learning history (Parkes & Sharp, 2021).

With Thus , research This confirm that implementation literacy history in Islamic boarding schools can improved with repair method teaching , utilizing available digital technologies , as well as increase training for teachers in analysis source history (Monte-Sano et al., 2020; Bain, 2021). Therefore that , policy education Islamic boarding school

need consider integration strategies This For increase effectiveness learning history in the environment Islamic boarding school .

Discussion

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Analysis Implementation Historical Literacy

1. The Role of Teachers in Historical Literacy

The teacher has role main in guide student understand history through various method interactive . Study show that teacher training in teach history based on primary sources can increase understanding student to chronology history and thinking critical (Chapman, 2019; Endacott & Brooks, 2020). Teachers who teach student For evaluate source history in a way critical can help they understanding bias and variety perspective historical (Parkes & Sharp, 2021).

2. Impact Use Technology

Use digital technology in learning history proven increase interest students . Study latest show that access to digital teaching materials , such as presentation interactive and simulation history , help student more understand context history (Fauzi & Setiawan , 2022; Pratama , 2023). However , the limitations infrastructure in Islamic boarding schools become obstacle in implementation method This optimally (Kurniawati , 2023).

3. Collaboration and Development Source Study

One of solution For increase literacy history in Islamic boarding schools is build Work The same with institution education and community history (Rahayu & Kurniasih , 2021). Collaboration This can covers provision access to digital library , history seminars , and visits to historical sites For increase experience Study students (Widodo, 2022; Hidayat , 2023).

4. Implementation Learning Based on Project

Learning based on project become effective method in increase understanding history students . Through project like reconstruction history local or making documentation history Islamic boarding school , students can more active in explore incident history and understanding the impact to society (Monte-Sano et al., 2020; Bain, 2021).

In conclusion

Study This confirm that implementation literacy history in Islamic boarding schools can improved with repair method teaching , utilizing available digital technologies , as well as increase training for teachers in analysis source history (Monte-Sano et al., 2020; Bain, 2021). Therefore that , policy education Islamic boarding school need consider integration strategies This For increase effectiveness learning history in the environment Islamic boarding school . With apply a more approach innovative and based on utilization technology as well as source richer history , Islamic boarding school can produce

graduates who have awareness more historical strong as well as capable think critical to various phenomenon history and social .

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