

CONCERNING ON SOCIAL DYNAMICS IN THE DIGITAL TECHNOLOGY ERA RELATED TO THE ACTUALIZATION OF HISTORICAL EDUCATION IN INDONESIA

Dr. Emi Tipuk Lestari, M.Pd.

IKIP PGRI Pontianak

tipoekestari@gmail.com

INTRODUCTION

Advances in science and technology have brought about social changes in the dynamics of interaction among humans nowadays. Today, the digital-based information technology revolution has affected many segments of human life, including the infiltration of communication technology which has visibly crossed the boundaries of space and time. Of course, in the historical spectrum, this reality is an integral part of the dynamic characteristics of humans in their interrelationships that influence each other personally, communally and between nations.

Globalization is one of the very basic characteristics of the rapid influence of advances in computer information technology which has quickly penetrated almost all sectors of human life. There are no more shackles and barriers that bind people not to connect with others. The world is like a sheet of Moringa leaves in the realm of networked communication because at the same time each individual can connect with other individuals or groups of individuals with just the pinch of a finger. The digitalization of inter-subjective relations in the era of

networked computer information technology really shows the scope of social dynamics that transcends the boundaries and constraints of distance and travel time. The fundamental problem that arises in this dynamic is the position of humans and humanity when many aspects of life have been taken over or controlled by networked technology. There is anxiety there when there is an imbalance between the availability of sophisticated equipment that is not followed by socio-economic progress and the mentality of the community as users or beneficiaries. This kind of social crisis is present in the form of the erosion of ethical and moral entities based on the culture of a society because they have already fallen into the trap of networked technology. This is a vital marker of the entry of the digital age generation into a very fast era with its disruptive storms.

This disruptive storm has made a number of digital media innovations easier for people to get information anytime and anywhere without knowing the substance of the truth behind this information. Here and there, news and information are crammed into the spectrum of social networks that so easily become viral and escape the

control of filtration regarding the objectivity and truthfulness of the content presented. This condition brings the digital generation of humans into the trap of the post-truth era. By definition, post truth is understood literally to mean “post-truth”; it became a phenomenal phrase in the second decade of the third millennium. Deep understanding is described by the Oxford dictionary which defines Post-Truth as a term that refers to the public 'burying of objective facts' through an avalanche of media influence that appeals to emotional and personal beliefs. In the post-truth era, personal beliefs have more power than logic and academic facts. Post-Truth is highly developed in the information and communication technology society. According to Lee McIntyre (2018:13), Post-Truth is not just a lie, but a form of information content based on the supremacy of a certain ideology by the author with the intention of leading someone's emotions to believe about something regardless of being proven right or wrong; it becomes a kind of illusory fact that is informed to lead readers' personal emotions to be forced to believe in the news or information they receive.

Does the 'disbelief' of post-truth era society in the product of systematic truth from previous generations show that the facts of the past are no longer important to learn? This question becomes an important background to try to reposition the role of history in its current actual context. History as a factual story of the past as chronological information of events that bridge the present and the future certainly does not

just disappear and becomes unimportant in the vortex of the winds of change. History continues to trace its importance in inspiring the pace of changing times. The events of the past remain a guide for the new steps taken by today's generations to enter the future with confidence. Because after all, every child of the era will answer the problems and challenges of the culture of his era. Thus, placing historical education as an integral part of contemporary social science studies shows the historical dimension as an inherent part of the lifeblood of civilization with all the complexities of the dynamics in it.

The threads that connect the past and the future are present in the memory of the current generation about the romance of life's struggles and the success stories of past generations in going through the storms of challenges in their time. In this perspective, the cyclical flow of human life is actually nothing more than a reinterpretation of past events that encourage better, faster and more effective and efficient changes for future achievements. The actualization of historical education is an effort to understand the context of cross-generational change which is the peculiarity of the dynamics of human intellectual works. The digitalization and innovation of the networked era is an alternative answer to the previous generations' difficulties regarding life's problems. So the current generation with its new challenges must have alternative solutions to the dynamics of the problems they are facing. He gave different alternative answers according to the zeitgeist and *cultuurgebudenheid*

(spirit of the times) of his time (cf Colingwood, 1980; Pirenne, 1959; Ankersmit, 1987; Adam, 2009). So in the context of the dialectic between the complexity of the problems faced and the mechanism for solving these problems, it is an inherent part of the dynamic characteristics of the human entity as a social being. In this frame of understanding, history is a discourse space for photographing the future using the lens of the past, thus providing a reflection of learning light that is beneficial for the current generation.

METHOD

The writing of this article uses a descriptive analytical method (Arikunto, 2010) based on extracting data through the literature study/literature study method from several (written) literature sources. The writing is done through the process of extracting data from various reference sources that discuss various articles/writings related to various literatures regarding qualitative approaches, especially those related to the science of history. These various sources are published in public media, so that they can be accessed through various places (libraries) and openly internet media. This paper can be an elaboration of various related articles and writings. Similarly, this article is more of a synthesis of existing writings, to be seen later in relation to what can be done in the current context.

In addition, to support a number of study findings, data were collected from observations of conversations, pictures, graphics, and illustrations. In many aspects, data analysis was developed in three stages (Miles and Huberman,

2005) in order to assemble pieces of study from one study to another which of course remained within the framework of a social science perspective. The data from previous studies were tried to be categorized based on the main material of the review, reference information and other comments related to a social media information to be analyzed and evaluated for the correctness of the content. Furthermore, formulation and interpretation are carried out in order to get the right conclusions in the form of synthesis of research results and discussion. The social science perspective itself has a broad scope and can penetrate various kinds of study topics related to social dynamics and changes that always occur along with the pace of technological development and its associated impacts.

Findings and Discussion

History and the Post-Truth Era

The assumption that history is only limited to romance and nostalgia for the glorious events of past generations is also a cross-generational assumption. However, he does not necessarily attribute the role of history which is always actual in every school of life. For example in the Middle Ages, a philosopher of skepticism, Friedrich Nietzsche, said that history is only a kind of nostalgic shadow of people who have lost their self-confidence and enthusiasm for living in the present (cf. Carr, 1972:29). But did it make history education unimportant or lose its charm in the social studies of the time? Of course not. History as part of affirming facts from past events still shows its

identity which is of course urgent and inherent in the actions of human civilization across time. History becomes a mirror that reflects light to illuminate the future. Because of that he became an important part in educating and shaping the human perspective from time to time.

Therefore, historical education is interesting to actualize the context of its role in this era of disruption which would bridge the leap of the current generation into the era of information technology and industry 4.0 which is colored by digitalization and automation. What is happening now is actually predictable long ago. Therefore, the cultural shock effect of the leap in digital technology progress was to be expected. Such is contained in what has been predicted by future estimating scientists (futurologists), such as Aflin Tofler and Naisbit. According to them, history remains a guide for humans to learn and prepare for their future; and therefore historical education is urgent for life, especially so that humans do not lose their humanity. To be able to live historical education must be able to adapt to the soul and culture at every crossing of time. History must be actualized by following the trends of the times. If you don't want to be left behind, or seen as just a curriculum burden.

In the context of the digital generation (which is divided into millennial generation, generation Z, generation Alpha, etc.) the term for 21st century human historical entities, and if history can follow this context, then history becomes very rich with material that can be modified and accommodated creatively and innovatively. For example,

through hybridization thinking, history becomes a catalyst for human memory about past, present, and future events. Learning history in the digital era, therefore, must be equipped with digital media literacy and human literacy skills. Humanitarian literacy, nationality, local wisdom can be packaged into a part of the world through hybridization in glocalization. Learning history must immediately re-actualize and reorient to the future as well as the actuality of innovative digital technology products that continue to advance in a number of platforms that are always new and updated all the time. Thus, history education can become a leading commodity in the digital technology-based creative industry now and in the future.

The dynamic relationship between historical science and the post-truth era can be found in a number of critical reasons that have emerged from a number of studies. That many roles of information from the past are recorded in digital traces is a force in itself that accentuates the importance of humans tracing their life tracks from the past. Massive digital transformation and the wide reach of creative media in the space of communication between humans are markers of changing times. But of course it is closely attached to the transgenerational transformation (Kuntowijoyo, 2001). Through the story of the difficulties faced by the previous generation, the present generation gives birth to various alternative solutions to these problems. The difficulty of communication between humans in the past has now found a practical solution through networked communication

media without the need for a physical encounter. The effectiveness and efficiency of communication created through the mechanism of networked relations in this digital world further confirms the historical concerns that are answered by big data solutions and artificial intelligence products of today's digital technology.

In a historical perspective, the development and advancement of information technology and networked computers is an inherent part of the socio-cultural dynamics that shows the scope of human intellectual creativity that transcends space and time. In this context, and from a cultural perspective, human life in this digital era is characterized by the main features of a post-modern society that go beyond. And even entering the era of social media massification with a variety of information in it; a phase of life in which people no longer care about the objective and factual truth of information; People tend to determine their own truth based on their personal and emotional ideology so that what is in accordance with their wishes is the most correct. This period is a brief description of the era of digital social media technology as the post-truth era. An era in which objective truth is surpassed by both personal and communal standards of subjective and emotional truth. In this era, there is the burial of objective facts by the public through an avalanche of media influence that attracts emotional and personal beliefs. In the post-truth era, personal beliefs have more power than logic and facts. Post-Truth is highly developed in the information and communication technology society. History also records

it as one of the important leaps in human social dynamics that continue to change and change from time to time.

The Challenge of History Education in the Post Truth Era

Historical education has dimensions of the past, present and future. Historical education is expected by studying the past to face the present and map the future (Wineburg, 2006). A number of futurologists (Toffler, 1970; Naisbit, 2000) have predicted what will happen in the early decades of the 21st century. A very fundamental change is the industrial machinery system shifting from manual functions to digital functions. This can be seen in a number of innovations in automated devices that can even be controlled remotely. History also records the social dynamics that occur when the industrial world continues to grow more sophisticated from time to time and brings its own impacts and challenges for humanity and the redefinition of human roles in the midst of the current changes.

There are impacts that are directly related to human encounters, but there are also indirect or even hidden ones. In the educational aspect of the realm of digital progress, it is marked by a number of conveniences for stakeholders in accessing a number of information and reference learning materials so easily in the era of digital technology. Virtual spaces are served with various non-physical interactions by mediating networked information technology. At this point, education and learning, especially for direct actors such as teachers, lecturers, students and parents, face a number of new

challenging problems and at the same time provide opportunities for optimal learning outcomes as a process of forming intellectual identity and skills among students. . Then where is the position of historical education, in the midst of a number of challenges that exist? Should historical education which some scientists claim to be a "reflective or meditative study" science should disappear from today's educational curriculum?

The questions above are of course relevant to be discussed considering the complexity of the problems faced by humans in the current era. There are a variety of new problems now and in the future that may no longer be relevant because they do not answer the demands of the times. Therefore, it is natural that then a number of learning subjects are removed from the learning curriculum or modified and adapted. Regarding the content of the history education curriculum, scientific discourses highlight that history as a science is still important and relevant for the needs of intergenerational learning development. Consider, for example, the writings of Alvin Toffler. He emphasized that history education is very important to offer, because history is essentially related to human sensitivity across time (time-sense); and thus historical education is very important, even entering the current era of post-truth disruption. Without history people will lose their temporal orientation or sensitivity to time. This relationship of time, structure, and agency is further elaborated in the thought of the world sociologist Anthony Giddens in his theory of structuration (Giddens, 2010).

However, the historical perspective which is limited to presenting facts and past events is of course limited in terms of quality and relevance. History should be taught not only oriented to the past with an emphasis on aspects of cognition and past momentary reality. In the view of Wineburg (2006), history should be elaborated in relation to the present and the future. This implies that historical education should be a reorientation in studying the past to understand the present and at the same time assisting today's generations in mapping out their future. At this point, historical education is faced with the challenge of how to anticipate fast-paced changes in the future through a contextual learning process today with reference to the time sensitivity of the past. So historical education presents itself in inculcating the values of the struggle for life in order to form a sense of the future time. In terms of anticipating and facing the challenges of a fast-paced future, it is necessary to instill a sense of the future time with various anticipations. The needs of students are not just past and present, but they need to be taught the history of ikiye critically to face the challenges of the cloud computing era and the automation industry in the future.

Another challenge related to the reorientation of history learning can be seen in the context of time awareness and cultural sustainability within the scope of human social dynamics. The post-truth context is a cultural dynamic that breeds false beliefs by strengthening the roles of social media in mediating information sources and exploiting communal awareness to a

kind of individual belief based on the ideological background they believe in. It becomes a kind of false awareness about current events (Piliang, 2010) which shackles humans in the present moment.

A number of experts try to refer to the future from the awareness of what happened in the past and the movement of the present. However, it must be understood that the essence of human nature exists in the link between the continuity and discontinuity aspects of the nature of change itself. In Meulen's view (1987:83) it is stated that these two aspects become a kind of engine that drives change and continuous transition in the human community which always interacts with environmental changes and science towards a better future. Meulen departs from the big problem facing historians which he describes as "those who have lost their former consensus over priorities and basic meaning in their work". According to Meulen, many historians are too rigidly fixated on details that extend to all aspects of life, at the expense of prioritizing considerations for the present and the future, so that they only produce small pieces such as splinted histories and therefore it becomes not actual and relevant to the present and future contexts. This is a challenge as well as an opportunity for today's history educators to survive and become a curriculum content that is always actual and relevant across generations. In short, it can be said that history education is still needed in the era of digital technology disruption and the networked industrial revolution now and in the future. However, by reorienting

his learning with learning models that are more adaptive, creative and innovative in facing the challenges of the speed of change and social dynamics in the era of the internet network and the complexities of the problems that must always be elaborated in scientific collaboration with the general learning curriculum.

In this realm of understanding, historical education should endeavor to encourage social changes. The actualization of past learning in mapping the future should start from an effort to dismantle the Pandora's box of certain ideological closures in the form of ethnocentrism which closes itself to changes and actual social dynamics. Therefore, history must be able to become a starting point for changing social paradigms to be more open to world civilization which is always moving forward in line with the findings of the latest science and technology. With that history education certainly does not break away or be separated from the framework of the social sciences (social science) in an effort to answer the complexity of the problems that come from the logical implications of changing times itself. Historical education in this case is present in its integral role in upholding the morality of the nation that goes beyond the exclusive orientation of social groups which in many respects reject social change and or close themselves to the dynamics of world civilization which continues to move forward and is impossible to stop in the context of information media disruption triggered by the development of digital networked technology today (Widja, 2017).

Looking for a Digital Technology-Based History Education Format

History in many perspectives is an actuality of processes in local, national and global contexts. Local history education is certainly inseparable from the socio-cultural context that forms the community in the organizational unit of the occupants of a particular place. The local context forms the perspective and paradigm of thinking that underlies a person's life. With a deep understanding of the social entities that make up one's existence, one's character can be formed. One of the core problems of methodology in history (as part of the socio-humanities) as a science is the problem of approach or can also be called a paradigm. The problem of approach in the science of history is important, because the construction of historical events carried out by historians will depend on the approach used (Prayogi, 2021). Through education, the picture of historical reality that shapes the character of a child will continue to develop. The higher the level of education taken, the wider the scope of insight that opens the horizon of one's relationships. With the presence of history education in the curriculum, the scope of national and global contexts will open one's mind to realities outside of their local entity to a worldview and future. That is why historical education is an important subject in opening the window of one's mind to the world, that its existence cannot be separated from the wider social reality with its various differences. History bridges and connects an individual from his local scope to open himself to the global scope. Locality and

globality should be a reorientation that opens one's thinking about oneself and the reality outside of oneself. Therefore the two are interrelated. The local context with all its wisdom can lead to a more open national awareness so that it also affects the global community.

It is in this context that Anthony Giddens (2010) in his book *Structural Theory: Fundamentals of the Formation of the Social Structure of Society* (translated edition published by Pustaka Pelajar) defines history as a social science related to human events as agencies that are temporal-contextual and structural in a cultural frame. local and national. Local and national content in ideological narratives and the challenges of past values that become their teaching materials will help shape the behavior, perspective and ethics of individual actions in regional ties within the state. Furthermore, the carrying capacity of local wisdom and its nationalism will shape its paradigm in the global arena of life.

So the important question to be asked here is what kind of historical education format is actual and relevant to the current context, when the storm of information disruption of media information on digital technology products so strongly affects the paradigm of thinking of the current generation? This question can only be elaborated in the perspective that the process of growth into a national personality through experience and collective awareness allows the emergence of a number of alternative historical education. A responsive and adaptive attitude to change must be the key in the actualization of history

learning that answers the challenges of the times (Sayono, 2015). Not only in local and national contexts, the experience of the struggle of the human race traverses every generation of mankind that traverses history in the space and time that surrounds it. Inter-relationships between human beings and openness to change are starting points for awareness to change in the approaches and methods used in teaching the school-age generation so that they do not sink and drown in the vortex of the influence of the industrial revolution and technology. History also provides evidence that the past experiences of each nation also influence the way they get out of the complexities of problems due to the speed of social change they are experiencing today.

Indeed, history learning must be able to lead people to awareness of their socio-cultural identity and uphold historical values that have helped shape their identity (Supardan, 2009). Just as national identity can continue to grow in the consciousness of the nation and state, history provides inspiration for the growth of critical awareness to keep moving forward.

Therefore, history must follow and adapt to the spirit of technology and the flow of the industrial revolution 4.0. Thus, historical education instruments must be adapted to the latest demands, namely the necessity of transforming the learning process to digital technology bases, namely: first, that there must be an adjustment of the digital transformation-based curriculum; second, the learning approach should adopt the technical multimedia of information technology; third, learning

resources are becoming more varied and not only sourced from teachers/lecturers, so that students are given a choice of richer and up-to-date learning resources; fourth, the availability of adequate digital infrastructure and internet network; fifth, assessment and evaluation of measurable learning in controlling the quality of digitally controlled outputs and outcomes; and other approaches that must be adapted to the conditions and context of needs in the realm of educational practice itself. In short, the proliferation of learning media with various digital platforms at this time has actually made the educational process, especially history learning, more effective and efficient. Variants of learning in its format and approach in the current era allow history learning to be an attractive presentation for students if educators are able to creatively and innovatively develop teaching materials based on available digital technology media.

Without being equipped with critical thinking using local/regional wisdom, young Indonesian people are rooted out, even becoming a generation that has lost character, so that national and local history is emphasized (Bourdieu in Damsar, 2011). Technology facilitates the desire to make sales that are all digital and fully automated, breaking into thick walls of the country (borderless state), and penetrating the thick walls of structure-culture, agency, and current barriers, which can be breached by "cloud computing". If history education "wants to be held or not only a burden on the curriculum" then adaptation, hybridization of the

cloud computing technology industry must be empowered in history learning.

Thus, educators are required to be proficient in operating digital technology devices with various smart programs that are already available so that "documents, historical ideas, historical events, and historical values with various thematic variants", can be summarized in one platform. The presentation and its form can vary in the form of writing, videos, films, interviews with characters, and other interesting events. The implication is that learning is carried out using digital technology in learning, requiring students to have the device (computer, android, and the link package), directed to accessible learning resources, assigned to digitize, video, animation (flash), and other skills simultaneously. team up, so that collaborative learning occurs. The site is created and used as a place to sell ideas, ideas, learning outcomes (short films, video documentaries, etc.) which are very useful for the community and themselves in working in the future (Sjamsudin, 2007). Some of the basic principles of constructive innovative history learning include: (1) emphasizing the goals of future-oriented learning processes characterized by digitalization and the millennial era of automation industry; (2) The approach to process and output skills by utilizing cloud computing technology, and making digitalization products (videos, films, documentaries, etc.), emphasizes the activities and creativity of students; and (3) learning that emphasizes the learning process of internalizing historical values, with students' efforts to find basic concepts and structures from the

description of past events, then carry out technological mediation procedures, and auto-storage for map out the future. (4) It requires literacy skills for digital media and the virtual world, human literacy, character literacy, and understanding the digital tracing process and its consequences for knowledge development.

Learning history based on information media and digital technology is the best way to anticipate future history education. Disruption of digital technology should be welcomed as an opportunity to be responsive and adaptive to change. In the post-truth era, the presence of historical education must be able to play its role in rectifying false and untrue news and information. History must be present as a milestone for change and direct human behavior towards the noble future goals of mankind in accordance with national vision and ideals. Although there is still a large gap between the conditions of the availability of digital devices and their connection network (internet network infrastructure) between regions in the Indonesian context, the demands for adaptation of the learning curriculum must still apply in principle throughout Indonesia. That in the field action, there must be adaptation to the existing contextual conditions, so that is just an additional demand for the importance of creativity and innovation of educators in maximizing their role in educating the nation's children. With that, it is hoped that the actual format of historical education can be elaborated through the adaptation of digital technology-based learning media. In this corridor of thought, the idea of the actualization of

historical education now and in the future remains an interesting issue that requires further study and studies.

CONCLUSION

The actualization of historical education in understanding social dynamics in the era of digital information technology is a must in the midst of the massive influence of the industrial revolution 4.0 today. A number of efforts to change the educational curriculum, including history education, are nothing but efforts to adjust the learning paradigm according to the latest contextual needs. Approaches, methods, strategies and learning techniques have changed a lot. Old and old ways have been abandoned. Therefore, historical education also faces real challenges and even critically its relevance is questioned in the context of technological advances in today's internet-based information media. The challenge of historical education in today's era of disruption of networked digital technology advances is a reality that demands a number of adaptations. Adaptation is meant as an effort to respond to the complex social changes that are triggered by the increasingly massive influence of using digital media in today's learning process. For this reason, every individual learner, educator and student, is expected not to persist in the old paradigm regarding learning relations. With the presence of internet media, learning resources for students can be obtained from anywhere, and do not only depend on the teaching materials prepared by the teacher. The role of educators is only to facilitate the learning process in such a

way that the learning objectives and achievements are still measurable and have the expected weight or level of quality. Without these kinds of reform ideas, it can be assumed that historical education will lose its meaning and will only become a burden on the curriculum in the future.**

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