

Digital Literacy Based on Community Collective Memory

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ABSTRACT

Literacy is an important aspect of 21st-century skills that must be possessed by the current generation. Literacy has a broad meaning and is not limited to just the ability to read and write. In the current era of digitalization, literacy is also experiencing development with the rise of digital literacy in society. Digital literacy is the user's knowledge and skills in utilizing digital media for communication. User skills in digital literacy include the ability to discover, carry out, evaluate, use, create, and utilize it wisely, intelligently, carefully, and precisely according to its use. As technology and digitalization develop increasingly rapidly, there is a decline in society's knowledge of local history in the surrounding environment, even though local history forms the cultural and historical identity of a nation. The erosion of knowledge of local history brings people into an identity crisis in recognizing their identity. The increasingly unlimited influence of culture and technology from outside begins to erase local history from society gradually. One of the forms of local history is the collective memory of the community. By exploring the collective memory of the history of the community with the use of digital technology, it is hoped that it can build community knowledge in recognizing their own identity. This research uses qualitative research with a literature study approach by collecting relevant sources from books, journals, and various research results. From the results of collecting this information, analysis, and synthesis are carried out to build a meaningful description of the discussion. Collective memory is a collection of local historical narratives built by the community itself. The implementation of digital literacy in the field of education can be done by developing digital teaching materials that highlight local history based on community collective memory contextually in the environment around students like the younger generation. Apart from that, the younger generation can be directly involved in documenting various collective memories of local history in their area and then disseminating them on social and digital media networks to the wider community.

Keywords: *Digital Literacy, Collective Memory, Society.*

1. INTRODUCTION

The use of information and communication technology in various aspects of life has brought major changes to society at large. This is one of the signs of 21st-century developments that must be accepted and responded to wisely. Global technology can connect geographical barriers and boundaries so that the world looks like it is without borders. This means that global information can be spread widely in a very short time, so that geographical boundaries are no longer an obstacle to communication. In line with the views of Karim & Daryanto (2017) who stated that world development in the 21st century is marked by the use of information and communication technology in all aspects of life. Thus, the field of education has also become one of the highlights when faced with rapidly experiencing phenomena that require it to keep up with the times. Concerns about various philosophies, principles, and realizations that are less relevant to the 21st century are a challenge for education to become an alternative solution in responding to these concerns and challenges. A hot issue that is being discussed and paid attention to by society globally is the challenge of 21st-century skills that the young generation must have to compete in the era of Industrial Revolution 4.0 and Society 5.0. In 21st-century skills, there are four main skills, namely creative thinking, critical thinking and problem-solving, communication, and collaboration. Meanwhile, Trilling and Fadel divide 21st century skills into 3 skills, namely life and career skills, learning and innovation skills, and information media and technology skills (Karim & Daryanto, 2017). Of the three skills known as the 21st century Knowledge-Skill Rainbow, one skill that cannot

be separated from attention in the fields of education and communication in facing the rapid development of technology is technology and information media skills. These skills include information literacy, media literacy, and ICT literacy. In 2021, the government is promoting programs through the Ministry of Communication and the Indonesian Ministry of Information, releasing a program called "Digital Literacy". Digital literacy is the user's knowledge and skills in utilizing digital media for communication. User skills in digital literacy include the ability to find, work on, evaluate, use, create, and exploit it wisely, intelligently, carefully, and precisely according to its use. The use of digital literacy makes it easier for the wider community to be proficient in communicating and accessing various information through digital media. One of the uses of digital literacy in conveying information is by bringing back local history, which has begun to be marginalized with advances in technology and information. Collective memory that stores the local history of the people in a particular area is a medium for transmission from generation to generation that must be maintained so that people know their identity along with increasingly limitless technological developments. It is hoped that efforts to utilize digital literacy to convey local history through the collective memory of the people in a particular area can become a medium for introducing local history to the younger generation and society at large. Local history is a form of historical story about an area and includes information about its development from time to time. The existence of local history plays an important role in building the identity of the region itself. Not only that, local history also provides an overview of the origins of an area, community traditions, regional development, and its relationship with other areas. Local history also includes artifacts in an area, ancient objects, important historical documents, and buildings from the past that leave behind a historical story. Presenting the community's collective memory of local history, which can be accessed in the form of digital literacy, provides easy access for the younger generation and the community to know their regional identity and national identity. On the other hand, digital literacy is expected to be a medium for the younger generation to be more selective and wise in using technology and communicating.

2. METHODS

This research uses a literature study approach. The following series of intensive scientific activities focus on specific programs, exercises, and activities to educate individuals, groups, or organizations on how to better understand themselves (Rusandi, 2014). In terms of literature, it is important to focus on descriptions relating to speech, writing, and behavior that can be found in any particular activity that can be found in a useful and understandable light. The aim of this qualitative research using a library approach is to find out how digital literacy can be used to explore the local history of a region based on the collective memory of the regional community itself. Primary data is data obtained over the long term through the use of technology developed through digital literacy based on the collective memory of the community by highlighting various historical relics that have become the local identity of the area. Secondary data is information that can be used in conjunction with primary data. There are various sources of additional data that can be used as evidence or proof. Data collection methods, observation, and data collection. Observation is a person's ability to use their observations through the work of the five senses of the eye and assisted by the other five senses. This phenomenon represents a more recent phenomenon.

3. RESULTS AND DISCUSSION

3.1 Digital Literacy

Digital Literacy is one part of literacy that is evidence of progress that arises from technological developments. Digital Literacy According to Safitri in Dini et al., Digital literacy is a person's ability to understand digital content (Dewi et al., 2021). Meanwhile, according to Paul Gister (1997) in Rauly, digital literacy is the ability to understand and use information in a very wide variety of forms and sources that can be accessed via computer devices (Sianggaran & Meiriyanti, 2022). Understanding related to the use of literacy realizes that the ability in question is being proficient in reading and writing. In the early stages of literacy progress, literacy is defined as the ability and proficiency in using language and video in various forms such as reading, writing, listening, speaking, and seeing. State/express applying ideas critically. Digital literacy uses collecting, organizing, and technology for and disseminating digital information. Digital literacy allows someone to communicate with other people more effectively and efficiently, and increase

productivity, in contrast to other individuals whose knowledge and skills are identical (Mohammedyari & Singh, 2015).

Aspects of digital literacy involve several things as follows: the process of collecting information from various relevant sources, also called data collection, the ability to present information, including critical thinking in understanding information, being careful about the validity of the completeness of sources from the web, the ability to read and understand non-sequential and dynamic information material, information about conventional media and its interaction with digital media (the internet), awareness about the network of individuals who can be used as a source of help, use of filter references and regarding information that comes, maintaining confidentiality and can communicate and publish information (Naufal, 2021). In developing digital literacy, 8 elements are very crucial to pay careful attention to, these 8 elements are (Hadi & Suriani, 2022): 1) Cultural, things that a person has in analyzing the content of the digital world. 2) Cognitive, the ability to analyze content 3) Constructive, thinking about creating something actual 4) Communicative, in understanding how advanced network communication systems are 5) Confident and Responsible, confident and responsible in using advanced media 6) Critical 7) Innovating and do something creative 8) And be socially responsible.

It needs to be understood that it is important to introduce digital literacy to the younger generation, even to children from an early age. Knowledge about digital literacy aims to provide information and guidance in using electronic devices positively, for example, to obtain information. Apart from that, the younger generation will also understand that information obtained digitally actually has meaning. If they have gained an understanding of digital literacy, it is hoped that in the future the younger generation will be able to utilize digital devices as a learning medium and source of various knowledge. Another hope is that the younger generation can also use electronic devices as an effective and efficient communication medium. Digital literacy is very important for the younger generation to understand, who are certainly familiar with electronic devices, one of which is to create a generation that is critical in using digital media. With a good understanding of digital literacy, the younger generation can be more selective in receiving information. This can prevent negative things such as the spread of hoax news which has been rampant recently. Digital media has many benefits. Digital literacy can help the younger generation to think creatively and innovatively so they can be more productive in their work. Digital literacy can create a wiser and smarter younger generation. This can prevent hate speech and thus create healthier interactions in the digital world.

3.2 Local History

Local history is a significant development in the community's process of getting to know their environment so that the presence of local history will foster people's love for their local area, as stated by Kusnoto, Y & Minandar, F (2017) that local history is a series of events that occur in it includes the locality of a particular area whose scope is only in one unit, for example regarding the locality of villages, small towns, sub-districts, hamlets and so on. In other words, because it only covers local areas, the word local tends to be in the context of a group or community in a particular unit, for example in a society there are sociocultural units, and administrative units can also be in the form of rural and urban contexts (Miftahuddin, 2020). So, in essence, local history only occurs in one area and is not widespread, so the discussion in local history studies is said to be more in-depth than in national history studies which have longer elements because the focus of local history only provides more detailed knowledge of an area. In this case, the events studied are usually related to a series of past events that have occurred.

Regarding local history itself, it tends to be subjective in the sense that because those who feel it are the people around the environment themselves, it seems as if the events being studied tend to be emotional and there are times when someone tells stories about events that don't make sense or cannot be accepted by human reasoning. Something mystical is told or even for modern historical studies this is considered a myth and must be studied more critically in response to events that develop in local history. The presence of local history will help people from not knowing to know, in the sense that people who live far from the area will gain intellectual understanding, as well as people who live in their area who have studied local history will have more awareness and love for it. His place. In line with what Rizqiyanto (2020) said, the presence of historical localities will help people develop their self-identity. The formation of self-identity is characterized by the individual's attitude in understanding and conforming to the awareness of personal identity, then group, and extending to the state. This means that awareness of historical locality will emerge, balanced by the emergence of subjective feelings that are consistent and continue to develop over time.

Having the ability to understand one's identity will bring out the uniqueness that is in oneself accompanied by a sense of similarity with other people so personal identity plays an important role in showing the personality that is in that person. Local history greatly contributes to historical development as a study of each region. So, the sense that local history is included in the micro unit which examines historical units that have characteristics as part of the dimensions of Indonesian National History, where these dimensions are included in one ethnic and cultural unity (Rizqiyanto, 2020). Even though local history tends to be subjective, it can be used as a historical source and used as insight into life in modern society, where a creative society will emerge and local people will have a more optimistic outlook. Thus, local history will be a key for the future in facing future problems or challenges, even though in reality it may occur with the meaning of failure or success. Then, to understand more about local history studies. This local history will be a great thing for groups or communities who want to study the meaning of the past, because of its complex scope. This local history has a comprehensive coverage that is connected to various aspects of experience.

3.3 Collective Memory

Collective memory is a combination of memories or awareness of a group of people in the past that come back to life in the present to be interpreted and become a reflection of life together with this collective memory Budiawan (2013). Collective memory is a memory that is shared and shared by a social group or nation regarding a historical event in the area where that social group or nation resides. They have a shared memory because they are the perpetrators of the historical event or because they have blood, cultural, ethnic, or political ties with the historical perpetrator so that the historical perpetrator is identified as the ancestor of that social group. It is also possible that the owner of collective memory is a group of people or nations who are politically declared to be the heirs of historical actors, regardless of whether they are related culturally, socially, ethnically, religiously, and so on. Historical actors are considered ancestors of a society or nation that lived in the same territorial unit or in a territorial unit that was formed as a unit with the historical actor's territory. Whoever they are, the important thing is that the perpetrators are considered to have ties to the group that has the memory. What the perpetrators of history do is pass on a bond of historical experience that is shared (surrogate experience) by the descendants or those who are considered descendants of the owner of the memory. In other words, there is a process of self-identification of the heir to historical actors and events.

An undeniable fact is that the modern nation, of which the Indonesian nation is included, consists of various groups of people with various historical experiences. The Indonesian nation is formed from various cultural and ethnic groups with different historical backgrounds. They inherit the memory of the same group through stories that are passed down or institutionalized as the group's stories. Society consists of families and each family has its history. This family history journey becomes a shared memory for the family members. Therefore, a nation's collective memory consists of various community memory circles and in the smallest circle is collective memory as a family. In his article entitled "Making Historical Sense", Wineburg (2000:310) states about a person's memory circle as follows: Each of us grows up in a home with a distinct history and a distinct perspective on the meaning of larger historical events. Our parents' history shapes our historical consciousness, as do the stories of the ethnic, racial, and religious groups that number us as members. We attend churches, clubs, and neighborhood associations that further mold both our collective and our historical sense. From this quote, it is clear that the process of self-identification starts from family history and expands with the history of the community. Then it is expanded to the history of the nation and the history of mankind. Of course, it must be stated here that the expansion of self-identification is due to the process of developing collective memory within a person. What must also be remembered is that the process of expanding collective memory from family collective memory to national collective memory is not sequential. It is possible that this process occurred at the same time, but it is also possible that the collective memory as a society developed after the memory as a nation was formed. The time taken to pass on collective memory to someone determines the process of forming and developing that memory.

In extreme situations, a situation can occur where a person does not have a collective memory as a family when the family history is not told to the next generation. Collective memory as a nation may not be formed if the nation's young generation is in a very extreme situation so that they never learn about the history of their nation. In this context, the process of identifying oneself with historical actors (parents, society, nation) becomes interrupted. The collective memory of the people in a particular area can be in the form of historical heritage objects such as sites, monuments,

inscriptions, cultural heritage objects, and historical stories that develop in society from generation to generation. Although valued for its applicability to current events, collective memory is rarely tested to determine its validity, authenticity, or reliability. Thus, collective memory will change and be continuously subject to reinterpretation to suit the needs of current society.

3.4 Utilization of Digital Literacy Based on Community Collective Memory

Many fundamental changes are influenced by advances in science and technological sophistication that make human work easier. The Industrial Revolution 4.0 has also influenced this rapid development which has resulted in demands for human resources (HR) who are competent and have a variety of skills or multicompetencies (Hasan, 2019; Karakoyun & Lindberg, 2020). Education advocates 21st-century history learning based on competency (Hasan, 2019). Professional history teachers in the 21st century can plan learning that not only helps students gain knowledge but also instills attitudes and forms the skills needed (Susilo & Sarkowi, 2018). The 4C skills presented previously have great potential for teachers to develop through history learning on various discussion points. Each material in this learning is packaged by 21st-century history teachers with various appropriate learning models such as problem-based learning, project-based learning, inquiry learning, and discovery learning (Syaputra & Sariyatun, 2019). As preparing key sectors for quality human resources to also transform in this disruptive era with the emergence of the concept of 21st-century education.

Through the concept of improved education, how to develop skills that are in line with the needs of the times is carried out by utilizing technological advances to construct the development and improvement of knowledge, skills, and attitudes in students and teachers (Boholano, 2017). The challenges of the 21st century have triggered the deconstruction of old learning so that literacy learning can be used as an alternative teaching by creative history teachers. Literacy is closely related to learning history, whereas reading is an activity when studying history. Literacy in the old understanding is defined as literacy that relies on reading and writing skills. At the next level, literacy is understood as the ability to read, write, speak, and listen (Abidin, 2018:49). However, in 21st-century life, literacy is interpreted more broadly with various terms such as information literacy, digital literacy, financial literacy, health literacy, visual literacy, technological literacy and so on which are called new literacy (Kurniawan, 2018: 99; Abidin, 2018:50-51). Paying close attention to the understanding of literacy, good literacy cultivation will grow a generation that is adept at reading, writing, understanding texts, and even conveying ideas well. This opportunity has the potential to be optimized through creative historical learning. In history learning, information literacy can be obtained from various sources such as books, documents, archives, newspapers, and even artifacts such as historical buildings (Mulyati & Tarusena, 2017). The abundant availability of historical learning resources is also supported by easy access which also directly trains digital and technological literacy.

Utilization of digital literacy in local history through digitizing the community's collective memory then provided online, knowledge about local history based on the collective memory of the community becomes easier to search, access, download, and manipulate. According to Levesque (2006), the digitization of historical sources changes these conditions resulting in decentralization of knowledge and access to historical information. He further revealed that this process ultimately resulted in the birth of a history that was more "friendly" and communicative because various sources were easy to find and share, resulting in an intensification of the use of digital archives. According to him, digital communication makes it very easy to exchange information, including knowledge and historical information. The various conveniences of exchanging historical knowledge through digital history are the reasons why many historians in the world use it in research and writing about local history (Becket, 2007).

Historical sources in digital form do have similarities with non-digital historical sources, but there are also some differences. Lee (2002) notes several differences, including the following, "1) digital historical resources are more accessible; 2) they encourage increased archival activity; 3) they promote the development of social networks; 4) they are easier to manipulate; 5) they are searchable; 6) they are more flexible; 7) they include an organizational strategy related to the content of the collection." The characteristics of digital historical sources certainly require caution in their use. Basic principles in historical research, especially regarding source criticism, must still be considered when using digital sources for both research and learning history, including local history. By digitally packaging local history in the community's collective memory, it opens the gates of access for the younger generation and society at large to be more open to receiving knowledge and

experience through digital literacy. For example, a teacher can implement digital literacy in the field of education by developing digital teaching materials that highlight local history contextually in the environment around students based on the collective memory of the community. Digitally documenting various sources related to the collective memory of the community around students presents students as a young generation who can recognize their identity and regional identity. It is hoped that the power of local history can become a foundation for the younger generation to build a strong national history.

4. CONCLUSION

Raising local historical issues based on the collective memory of society in the form of digital literacy has the potential to support one of the aspects of skills that must be possessed by the younger generation amidst the rapid development of technology and information in the era of the Industrial Revolution 4.0 Society 5.0. Digital literacy by highlighting local history based on collective community memory is a form of collaboration between technology and history combined to introduce local history to the younger generation. The younger generation's knowledge and understanding of local history is the basis for forming their regional identity. Local history stored in collective memory is a form of historical richness that forms the nation's national identity more broadly. Apart from developing digital literacy through the education sector with digital teaching materials which demand the creativity of a teacher, especially a history teacher. On the other hand, students as the younger generation are also encouraged to be participative and productive in documenting and disseminating information about local history by the principles of 21st-century learning skills. To obtain knowledge, and develop attitudes and skills that are in line with current demands, digital literacy becomes the effective alternative solution. In providing various information for the younger generation.

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