

HISTORICAL LITERACY IN THE DIGITAL ERA: THE ROLE OF EDUCATORS IN DEVELOPING THE HISTORICAL THINKING SKILLS OF GRADE XI STUDENTS AT SMA NEGERI 2 PEMATANGSIANTAR

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ABSTRACT

Teachers as stakeholders have a full role and responsibility for the sustainability of the school literacy movement. In this case, the teacher makes various efforts to maintain the school history literacy movement program. There are several efforts that can be made by teachers to develop and preserve the school literacy history movement, namely through planning the school literacy history movement and the school literacy movement process. The aims of this study were to: (1) determine the literacy skills of students in lesson planning for class XI at SMAN 2 Pematang Siantar (2) Knowing the teacher's role in fostering student literacy History in the learning process for class XI at SMAN 2 Pematang Siantar. The method used in this research is descriptive qualitative method, namely analyzing descriptive data by describing the results of the research that the researchers have done. This study uses data collection procedures are observation, interviews and documentation. The informants used were the principal, homeroom teacher, and class XI students. The results obtained in the literacy movement are the role of teachers at SMAN 2 Pematang Siantar carried out through planning and processes which are then implemented in the stages of habituation, development and learning.

Keywords: School Literacy, History, Digital Era, Students.

1. INTRODUCTION

In the modern educational era, the educational process comprises three essential elements. The first is the implementation of the educational system, including collaboration between parents and teachers, who are responsible for providing guidance and learning resources to students (Almuhanna, 2025; Kholil et al., 2024).

Teachers conduct learning activities in the classroom, while parents serve as mentors and facilitators of learning at home. The second element is students, who participate in the learning process and seek to understand the subject matter taught by teachers and parents. The third element is learning resources, namely the instructional materials delivered by teachers and parents to students in accordance with the curriculum established by educational authorities and formal educational institutions. States that the components of an educational system include educators, students, the educational environment, and educational support tools (Hellín et al., 2023; Javaid et al., 2023).

The implementation of an educational system, whether in formal or non-formal institutions, can operate effectively through several interrelated factors: the role of educators, the active participation of students, support from the surrounding environment, including parents, and the availability of school facilities. First, educators are not merely responsible for teaching but also serve as facilitators. Therefore, they must possess appropriate concepts and plans for developing effective learning activities. According to Ndiokubwayo et al (2022), educators should have a well-prepared instructional plan that includes objectives, materials, learning tools, and clearly defined responsibilities. Second, students must be encouraged by teachers through the application of effective learning systems or models and the use of engaging instructional media. Agustina & Aloysius (2026), argues that contemporary education takes place in a media-oriented world, in which the teaching process must be supported by media-based learning. Third, the surrounding environment is considered an important component of the educational system because an environment that demonstrates concern for education can strengthen students' motivation to learn (Cayubit, 2022; Mohidem & Hashim, 2023). Fourth, school infrastructure constitutes the physical space in which students learn and plays an important role in supporting and developing the teaching and learning process.

In relation to the contemporary educational era, progressive efforts are required from teachers to develop education through innovative teaching methods and active professional engagement. One such effort involves strengthening students' reading and writing abilities through literacy development. Student literacy aims to improve the learning process by developing students' abilities to read, write, analyse, and understand information (Suhendar et al., 2023; Syafei et al., 2024).

The strengthening of literacy is increasingly necessary because contemporary

developments are strongly influenced by technological advancement. Consequently, students are required to explore information from various sources to expand their knowledge and academic insight. According to Kohnke et al (2025), literacy development means that students should not merely learn in the classroom by listening to teachers' explanations. They must also actively seek information by developing an interest in reading and writing.

The Ministry of Education, Culture, Research, and Technology explains that reading and writing literacy refers to the knowledge and skills required to read, write, search for, investigate, process, and understand information (Alneyadi et al., 2023; Norman, 2023). These competencies enable individuals to analyse, respond to, and use written texts to achieve particular objectives, develop personal understanding and potential, and participate in social life. Therefore, achieving the objectives of school literacy requires appropriate reading and writing methods that can produce the intended outcomes and provide students with relevant skills and knowledge. Such efforts may be supported through the provision of school libraries and wall magazines. Suganda & Setyono (2026), states that literacy development requires appropriate media for reading and writing activities in order to strengthen students' literacy abilities.

The educational process is inseparable from three primary components: educators, including teachers and parents; students; and learning materials. Teachers play an essential role as facilitators and motivators who continuously encourage students' enthusiasm and creativity. Students are educational actors who are expected to participate actively in deepening their knowledge. Meanwhile, learning materials function as sources or references that support students' active involvement in the learning process (Prianto et al., 2022; Safitri & Dafit, 2021). These three educational components cannot be separated because they constitute fundamental, interconnected, and continuous elements that complement one another. Teaching and learning activities are inevitable within education because, according to Sai'dah et al (2022), the essence of education lies in the process of constructing knowledge while instilling character values in students. Education also provides opportunities for teachers to broaden their knowledge and professional insight. The implementation of educational components and the achievement of educational objectives should not focus exclusively on intellectual development but should also include spiritual

development. Therefore, collaborative education constitutes an important point of reference.

The development of education at SMA Negeri 2 Pematangsiantar requires the active involvement of teachers in educating students in order to promote both intellectual and spiritual development. Such involvement is necessary to achieve the objectives of education as stipulated in the 1945 Constitution of the Republic of Indonesia, which states that national development in the field of education is directed towards educating the life of the nation and improving the quality of Indonesian citizens in order to create an advanced, just, and prosperous society.

Teachers' responsibilities in establishing an educational system that supports intellectual development at SMA Negeri 2 Pematangsiantar are implemented through the strengthening of educational programmes, particularly programmes designed to develop students' literacy. Through these programmes, students are encouraged to develop an interest in reading by participating in the "morning reading programme." The morning reading programme is an activity in which students read for 15 minutes before the first lesson begins. They are encouraged to read either in the school library or in their respective classrooms by bringing their own reading materials. During the activity, teachers accompany and facilitate students while actively monitoring their participation. In addition, students are required to record and summarise the contents of the materials they have read.

Second, teachers at SMA Negeri 2 Pematangsiantar promote students' intellectual development through a writing programme known as "Madingisme." Madingisme is a literacy-based learning concept implemented by actively utilising the school wall magazine. Students take turns contributing written work to the wall magazine. Periodically, students from Grade X to Grade XII are assigned to write articles or other forms of written work, which are subsequently displayed or published on the wall magazine. To maintain the continuity of the Madingisme programme, subject teachers require students to summarise the lessons they have studied and display the summaries on the wall magazine. Third, teachers develop students' literacy through periodic publications, particularly a school bulletin. The school bulletin is managed by the student council, known as OSIS, and is published every six months or once each semester.

At the senior secondary school level, including SMA, MA, and SMK, the objectives

of history education have developed towards fostering an in-depth understanding of historical events considered important for developing critical thinking skills, learning abilities, curiosity, social awareness, and national spirit. The objectives of history education at the SMA, MA, and SMK levels are: (1) to develop chronological, critical, and creative thinking skills; (2) to build social awareness; (3) to develop a spirit of nationalism; (4) to cultivate honesty, hard work, and responsibility; (5) to develop curiosity; (6) to strengthen heroic and leadership values and attitudes; (7) to develop communication skills; and (8) to develop the ability to search for, process, organise, and communicate information.

Several programmes developed by SMA Negeri 2 Pematangsiantar have not been implemented as planned. A number of factors have hindered their implementation, the most significant of which are students' limited interest in reading and the low level of reading awareness among some students. Based on the preceding explanation, the researcher is interested in conducting a study entitled "The Role of Educators in Developing the Historical Literacy Skills of Grade XI Students at SMA Negeri 2 Pematangsiantar." This study analyses the role of educators in developing students' historical literacy skills and examines the processes undertaken by teachers to strengthen historical literacy among students.

2. RESEARCH METHODE

This study employed a qualitative method, in which data were collected based on natural conditions in the field through observation, interviews, and documentation (Creswell, 2021; Khoa et al., 2023). In addition, this research used a descriptive design, in which data processing and analysis were conducted by systematically describing the findings obtained from the field.

This study used two types of data sources. According to Aguas (2022), primary data are data directly collected by researchers from the original sources. The primary data sources in this study consisted of the school principal, educators, and students. Secondary data refer to data obtained from existing sources and used to support the primary information. The secondary data in this study included teachers' assessment records, documents related to literacy activities such as wall magazines, and data on book borrowing from the school library.

3. RESULT AND DISCUSSION

School Literacy Movement Program at SMA Negeri 2 Pematangsiantar

The School Literacy Movement program serves as a reference and conceptual framework for developing students' education. At present, the School Literacy Movement has increasingly been implemented in educational institutions through structured programs and regular activities. As key stakeholders, educators have full responsibility for ensuring the continuity of the School Literacy Movement. They are expected to maintain and sustain the implementation of the program. Several actions can be undertaken by educators to develop and preserve the School Literacy Movement, particularly through the planning and implementation processes of the program.

Planning of the School Literacy Movement

Thorough planning is one of the key indicators of a program's success. Effective planning can be achieved when the School Literacy Movement is implemented alongside improvements in infrastructure, human resources, and activity programs (Ginting et al., 2023).

The planning of the School Literacy Movement at SMA Negeri 2 Pematangsiantar comprises several steps:

- 1) Analysis of school needs, including the identification of facilities and infrastructure required to support literacy activities, such as the school library, computer laboratory, and students' reading garden.
- 2) Preparation of the school activity agenda, which includes supporting activities for the School Literacy Movement. In this regard, the school designs various extracurricular activities related to literacy, such as journalism activities and library visit programs.
- 3) The responsibilities of educators and parents. Educators play an active role in encouraging students to maintain regular reading habits. They also assist students during the implementation of the School Literacy Movement, for example by accompanying them during library visits and encouraging them to read learning materials before lessons begin. Similarly, parents are expected

to serve as secondary educators by actively supervising and supporting their children's reading and learning activities at home.

Implementation Process of the School Literacy Movement

The implementation process of the literacy movement constitutes a follow-up to the planning of the School Literacy Movement, since no program plan can be implemented without an appropriate implementation process (Suriagiri, 2022). The implementation of the School Literacy Movement at SMA Negeri 2 Pematangsiantar can be assessed based on the findings obtained during the research. First, the school provides comfortable and conducive reading rooms or reading gardens for students. Second, the school appoints individuals responsible for managing the School Literacy Movement. At the institutional level, designated coordinators are assigned to monitor students' participation in each literacy program. This monitoring refers to the supervision conducted by all teachers in relation to the development of the School Literacy Movement. In this regard, teachers are required to provide direction, coordinate activities, and establish a shared understanding so that the objectives of the program can be achieved as planned. Third, program coordinators and educators are actively involved in every activity conducted under the School Literacy Movement. According to Mulatu & Regassa (2022), students' awareness of and interest in reading can be continuously strengthened through the active role of teachers in providing guidance and supervision. Such support may be delivered through literacy program activities as well as teaching methods that encourage and integrate literacy practices.

Implementation of the School Literacy Movement Program for Grade XI Students at SMA Negeri 2 Pematangsiantar

As previously explained, the School Literacy Movement program at SMA Negeri 2 Pematangsiantar is implemented through planning, implementation, and monitoring. Planning constitutes the initial stage in which ideas and concepts are formulated to develop the School Literacy Movement. Implementation refers to the organization and execution of literacy activities, while monitoring represents a crucial stage in determining whether the program is being carried out effectively (Cozzoli et al., 2022;

Hussein et al., 2026). Accordingly, the School Literacy Movement program at SMA Negeri 2 Pematangsiantar is implemented through three stages:

1. Habituation Stage

In the context of education, developing students' learning habits is essential, particularly habits related to literacy. The school continuously seeks to cultivate literacy habits among students by encouraging and motivating them to read and write regularly. Several habituation activities are implemented among Grade XI students at SMA Negeri 2 Pematangsiantar to strengthen the School Literacy Movement program, as follows:

a) Fifteen-Minute Reading Activity

The fifteen-minute reading activity is conducted before the learning process begins. Before the first lesson, students are instructed to read books or other materials related to history for fifteen minutes.

b) One-Hour Reading Activity

The one-hour reading activity is another form of habituation designed to strengthen the School Literacy Movement. It is conducted once a week for each class according to a predetermined schedule. In other words, students from each class take turns visiting the school library for a one-hour reading session.

2. Development Stage

The development stage constitutes the next phase of the School Literacy Movement after students have established regular learning and reading habits. At this stage, students are given the freedom to select their reading materials independently. In addition, they are required to analyse the materials and write summaries or reports based on what they have read.

a) Digital Wall Magazine

A wall magazine, commonly referred to as *mading*, is part of the literacy activities designed to strengthen students' engagement in the School Literacy Movement. It is useful for developing students' creativity and ways of thinking. The digital wall magazine provides a platform through

which students can express their ideas and creativity in written form and subsequently publish their work digitally.

b) Digital Bulletin

The bulletin is also part of the activities used to strengthen the School Literacy Movement at SMA Negeri 2 Pematangsiantar. The digital bulletin serves as a creative medium through which students publish information and content from various fields of knowledge. It is intended to provide students with a platform for expressing their thoughts while simultaneously developing their reading habits.

3. Learning Stage

The learning stage involves independent analysis and writing activities undertaken by Grade XI students at SMA Negeri 2 Pematangsiantar. At this stage, students do not merely study and read textbooks but are also provided with various historical reading materials. After reading, students are required to present the results of their reading to the teacher. Furthermore, students are introduced to virtual reading activities, in which they access and read information through online media.

Based on the stages described above, participation in the literacy program is compulsory for all students. Each activity involves consequences, including penalties for students who fail to participate. Therefore, the implementation of the School Literacy Movement at SMA Negeri 2 Pematangsiantar can be categorized as moderately effective. Nevertheless, the limited availability of book collections and the low level of involvement among relevant stakeholders remain significant obstacles to strengthening the program.

Some students also have employment responsibilities outside school. Consequently, when the School Literacy Movement was initially introduced, it received limited interest from students, and only a small number demonstrated an awareness of the importance of reading. However, through the sustained efforts of teachers, who continuously provided motivation and implemented various literacy activities, students gradually began to

participate in the program. Their awareness of reading, writing, and analysing information has progressively developed. In other words, students' literacy skills can be categorized as adequate because various supporting activities have generally been implemented according to plan, although several programs have not yet achieved optimal results.

4. CONCLUSION

Based on the research findings, several conclusions can be drawn regarding the planning and implementation of the Historical Literacy Movement at SMA Negeri 2 Pematangsiantar. First, the school needs to provide and fulfil the facilities required to support the program. In accordance with national education standards, the development and implementation of the School Literacy Movement require adequate educational facilities, including a library or reading garden, diverse book collections comprising not only textbooks but also general reading materials, a computer laboratory, and internet access.

Second, the School Literacy Movement should be implemented through three stages: habituation, development, and learning. The program is carried out through systematic stages, beginning with the development of students' reading habits, such as a one-hour reading program and reading learning materials before lessons begin. In addition, literacy media, including wall magazines, bulletins, and other related platforms, should be utilized to support the program. The learning stage forms an integral part of the planning and implementation process, in which educators provide stimuli and encouragement for students to engage in reading activities. This can be achieved through instructional tools developed by teachers, such as lesson plans and appropriate learning models.

Finally, teachers and parents play essential roles in guiding and monitoring students' literacy activities. Students should not only engage in learning activities at school but should also be encouraged to study actively at home under the supervision and support of their parents.

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