

# SOCIAL STUDIES-HISTORICAL LEARNING SYSTEM FOR GEN-Z IN THE NEW NORMAL ERA

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## Article Info

### Article history:

Received: 11-05-2022

Revised: 15-05-2022

Published: 31-05-2022

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### Keywords:

Gen-Z

Learning

New Normal

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## ABSTRACT

The COVID-19 pandemic has affected the education system, namely new normal learning; therefore, a contextual learning model is needed in accordance with the needs students, namely Gen-Z. The research method uses the literature reviews obtained through books, articles, and journals. The results of the research are that social studies-history learning in the new normal era is a new challenge for teachers, where they have to make use of social media in dealing with the generation that is close to the Internet, which results in shaping their character as the generation that is creative, innovative, and broad-minded. Therefore, learning provided is student-centered learning, and involves learning conducted online or offline. This research concludes that in building the social studies-history learning system for Gen-Z in this new normal situation, it requires a change in the curriculum that is flexible, innovative, and creative, and according to the students' model called Gen-Z.

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## 1. INTRODUCTION

The COVID-19 pandemic has a significant impact on the world of education. Since the implementation of restrictions to suppress the spread of the coronavirus, face-to-face education has been stopped (Wu & McGoogan, 2020). As a result, the world of education is thinking about implementing new learning models. Thus, the government provides a policy with an online learning system (online), which uses the Internet for conducting classroom activities and is carried out flexibly (Aziz & Kurniasih, 2019). The pandemic situation does not require teachers to carry out face-to-face meetings in classrooms. However, the challenge faced by these educators is the ability to master technology that supports the current pandemic situation, to address the learning needs of Gen-Z, especially in social studies-history subjects. Of course, it must reflect the national education goals that have been proclaimed by the government.

It is the teachers' responsibility as the central point in building to provide quality education. They are required to make use of innovation and use maximum learning methods, not only in transferring knowledge but also in teaching meaningful life values (Deliyianni, Gagatsis, Elia, & Panaoura, 2016). The teachers' prior knowledge is required to be adjusted or upgraded as per the current situation, especially in dealing with students in Gen-Z generation. The educators are being challenged in carrying out teaching and learning processes in this pandemic situation, hence the education system must implement new models or a new normal. In this case, the teaching and learning process is still carried out by paying attention to the efforts in preventing the spread of the corona virus (Engzell, Frey, & Verhagen, 2021). That is why there are regulations to be followed with regard to discipline, including maintaining social distance, washing hands with soap or using hand sanitizer, and using

masks. These rules will become a new habit in daily activities. The learning process must transition from online to face-to-face depending on the zones in certain areas (Lo, Johnson, & Tenorio, 2011). Technological development in this current pandemic situation helps in conducting online learning. Using technology correctly will make learning activity effective and the information obtained will be more efficient (Pham, Le, & Do, 2021).

Educators nowadays are dealing with Gen-Z, people born between 1997 and 2012. This generation is tech-savvy and almost always close to the Internet. The activities that they always carry out cannot be separated from their Android smartphones or laptops. These gadgets provide information needed in a very easy way. The Gen-Z is very fortunate to live in an era that is very advanced in the field of science and technology, and thus at the same time is incompatible with the old, outdated patterns of education.

## 2. RESEARCH METHOD

The research method used is a literature review related to the social studies-history learning system for Gen-Z in the new normal (Sumarni, Vianty, & Andika, 2021). It is obtained through reference books, journal articles, and various other academic manuscripts. An analysis was then carried out for the study, so that the social studies-history learning system for Gen-Z could be known in the new normal era.

## 3. RESULT AND DISCUSSION

Social studies-history learning in the new normal era is a challenge, especially in dealing with Gen-Z, which has its own specialty in the teaching and learning process in the classroom, and it is necessary to think about the system in delivering the study material. Moreover, during the pandemic it is impossible to conduct face-to-face meetings between teachers and students. This situation encourages teachers to upgrade their qualifications and competencies to understand the characteristics of Gen-Z with strategies, methods, and learning media, especially in this new normal. Teachers cannot separate students from their gadgets, and have to adapt to the use of social media (Johnson, Roberts, Stout, Hill, & Wells, 2017). Teachers have to ensure if the learning is meaningful and brings joy and allows students to freely express their ideas (Wong et al., 2019). For this reason, the teacher also acts as a role model for Gen-Z by showing character, being intelligent, but still humble, caring for others, so that they are aligned in following the progress of science and technology. Teachers should be an inspiration, providing various alternatives, and finding a way out for this generation in guiding their life. This is where the teacher must build the insight of nationalism and patriotism that needs to be instilled in students to prevent intolerance in the world of education that is currently rife in this nation.

Setyoningsih (2018), stated that Gen-Z learning can be described as follows, namely student-oriented learning (student-centered) and together they find information in the form of knowledge that will increase their knowledge using Internet media, as they will continue to learn throughout their lives (long life learning); virtual learning is very flexible in its implementation, because students can also receive learning materials with good quality, can be recorded, analyzed, and can be supportive in the preparation of material to be presented. Related with this, hands-on learning is carried out through a learning method called the “flipped classroom,” where students learn theoretical aspects of knowledge at home and practice it out in the class. This method develops students’ self-learning and builds soft skills in having critical thinking, high creativity, and finding solutions. The approach in the social interaction by emphasizing collaboration is the core in the development of learning, and this can be seen in the blended learning model, where students interact and exchange ideas with one another in both classroom conditions, face-to-face and remotely (distance). Observing Gen-Z it is necessary to design a curriculum that provides them with high creativity, innovation, and strong character (Grant, 2019).

Therefore, learning for Gen-Z is different from the previous generations, but Gen-Z is completely different. They grew up in a democratic atmosphere. Thus, this generation tends to prefer online assignments from teachers or policies implemented by educators, and these tasks must be rational. Social studies-history learning should contain the qualities mentioned above. Educators must be sensitive to Gen-Z, who experience changes in behavior and are critical, creative, open, independent, and likes challenges. They no longer need to be fed with theories, because reading through the media is so broad-minded. Thus, online learning that is fun and effective is expected to be liked by the Gen-Z. In a study in several developed countries, it was found that students get higher score when they had teachers who were enthusiastic, pro-active, and fun. Teaching patterns that invite students to interact can create a fun and exciting learning atmosphere in the learning atmosphere. This pleasant learning atmosphere will generate new and innovative ideas for active and critical Gen-Z (Siregar,

2016).

In the social studies-historical education system in the new normal era, the author gives the idea that the system for Gen-Z in the new normal period needs creative and innovative learning methods, which is a mix of face-to-face learning models and e-learning or using Internet media. In relation to the history of social studies learning in Gen-Z, it is necessary to understand that history is a narrative of past events, and in learning activities, by observing the growing progress that develops as knowledge and events that are always being updated. In this area, the ability of educators who are proficient in using historical facts and other social sciences studies is very necessary, so as to offer a an interesting and inspiring story for Gen-Z.

History is an event of the past, which is mostly considered something that is not updated, if it is viewed from a materialistic point of view, but actually historical events are a reflection of what has been evaluated, as well as a determinant of the better future. For example, the story of colonialism and the movement started by students make us aware and feel the suffering of the nation due to colonialism. This is the conceptual characteristic of historical thinking. The characters at that time were aware of people's lives and fate, and immediately responded according to the capabilities at that time. Observers of history often have a question consisting of what, when, where, and how the event occurred. All the questions that are answered bring forth some new knowledge and experience as a form of reflection for learning to face life now as well as in the future.

Gen-Z can grasp the meaning from these historical events, for example, the spirit and sense of nationalism, by student-centered learning model. Together, they can understanding and gain knowledge of history independently using the Internet. The learning can be implemented virtually, and thus provides flexible opportunities to students to find learning resources of good quality.

Even for hands-on learning through a learning model called the "flipped classroom," students learn aspects of theory gained through knowledge at home and put into practice when they meet in class. This method develops self-learning skills in learning, as well as developing soft skills through critical thinking, creativity, and finding problem-solving solutions. A teacher should collaborate with students and interact with them to develop learning material. The core of learning is high flexibility in the form of blended learning, where students interact and cooperate face-to-face and remotely (distance) in an online classroom. In observing and understanding the characteristics of Gen-Z, it is necessary to design a curriculum that demands high creativity, and helps build innovative and strong character.

#### 4. CONCLUSION

The social studies-history learning system for this new normal era must include a curriculum that answers the needs of Gen-Z, which is highly flexible, creative, and with strong character. The curriculum must be adjusted to support the required learning model. That is why education observers, teachers, and interested stakeholders must be equipped with the necessary competencies. Historical events have a very deep meaning, which can be used as means of reflection for Gen-Z, because they contain wisdom that helps build character. The challenge faced by history teachers is to build interesting history learning material. So that the historical learning paradigm does not only encourage students to memorize but helps them to think and build stories and events that contain life values and provide wisdom. Learning methods must address the needs of this generation, both regarding curriculum that is highly flexible and oriented toward the goal of building strong student characters.

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