

# The 21st Century Millennials: Urgency and Interest On Historical Science

*by icha dwi rahayu*

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## **The 21<sup>st</sup> Century Millennials: Urgency and Interest On Historical Science**

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### **ABSTRACT**

History is part of the social sciences or humanities. In history, it studies events in the past which also determine what happens in the present and the future. With history, we can find out events and incidents in the past by reading books or by watching movies. Historical science provides many benefits for all circles. However, in this 21st century, which is a modern era, history is less desirable among millennials for various reasons. The purpose of writing this paper, the first is to find out what are the benefits of historical science in this millennial era, the second is to find out whether history is in demand or not among millennials, then what is the benefit of history in this millennial era. The third is to find a solution related to historical science learning so as not to be boring while maintaining its benefits. This research is to solve a common problem among millennials, namely whether millennials are interested in studying history and what can increase millennial interest in studying history. Researchers collect data to compile this paper with a qualitative method, which is to collect the latest journals for reference between 2019 and 2021 which are related to the urgency of 21st-century history for millennials. In addition, the researchers also look for the latest data related to interest in studying historical science which is used to find out whether history is in demand or not among millennials. Thus, this research can find out what causes millennials to be less interested in history and find a solution, namely by using film media to increase millennial interest. This article is very useful in providing information about the urgency of learning history in the 21st century so that readers can use this article as material to conduct further research on this matter. As for this research, it has limitations, namely this research is only limited to millennials in relation to the urgency of historical science.

Keywords: history, millennials, urgency

### **INTRODUCTION**

Since ancient times history is something that cannot be separated from human life. From time to time, important events that have occurred in the past will be remembered and can be useful learning in the present and the future (6). This learning can be used as a forum for obtaining information related to important events in the past, this is intended so that future generations will not forget history. History provides many undoubted benefit, history has even been introduced to the younger generation since elementary school. This paper will discuss the urgency of historical science in the 21st century, especially for millennials. Millennials themselves live in modern times, where knowledge is not only obtained from books or

someone. In this modern era, we can search for knowledge via the internet which is certainly a very easy thing to do. By using the internet, we can surf in cyberspace and get a lot of information through blogs, the web, and journals. This information is very useful and useful, especially for students and students in obtaining data. Likewise, with history, we can also search for or get important useful information from the internet related to history from various times as well as from various parts of the world.

History is part of the social sciences which is a compulsory subject in schools. This is because history provides great benefits for human life (20). By looking at history, we can see events in the past indirectly and can determine what will happen in the present and the future. For example, seeing the past with history can make us a generation who doesn't forget the history of the country, or even avoid bad past events in the present and future. However, despite the many benefits that historical science provides, history is often underestimated and less desirable by millennials. Millennials themselves are a generation born in 2000 AD. From 2000 until now it can be called the millennium century. Not a few of the millennial generation who live in this millennium prefer modern culture and are less interested in historical sciences. Studies contained in historical science provide many benefits for millennial generations for the present and future. It is undeniable that in the 21st century, the millennial generation tends to be less interested in historical science. Thus, learning history itself faces various problems related to the lack of interest from these millennials. However, despite the lack of interest from the millennial generation, the science of history in the 21st century still provides an important urgency for human life. Based on the background compiled by the researchers, the researchers takes the title, *The Urgency of 21st Century History for millennials*. The researchers is interested in analyzing what benefits historical science provides in the 21st century and what makes millennials less interested in studying history. In addition, the researchers also wants to present the writer's ideas and ideas to solve these problems so that history can be of interest to millennials in an interesting way.

## **METHOD**

In compiling this article, the researchers used a method *literature review*. *Literature review* or it can be referred to as a literature review is a method often used by students in preparing a thesis, thesis or dissertation. *Literature review* or literature review can be

interpreted as a description that contains findings, theories, and other research material obtained from reference materials used to base the framework of thought in research preparation (21). *This literature review* is not only done by reading the literature, but rather applies a deep and critical evaluation of the research. The purpose of the *literature review* is to obtain a theoretical basis that can support the solution of a problem being researched. Thus, researchers can solve research questions with a *literature review* and can be verified.

Journal articles are obtained from Google Scholar. The search for journal articles was obtained according to what was discussed, namely the urgency of 21st century historical science. The use of journal articles is a reference for this research. The journal articles contain explanations from several previous experts so that there is no doubt about their contents. To obtain data related to the urgency of 21st century history, researchers used references taken from various journal articles that have proven quality and qualify for research compilation. Researchers took the latest journal articles from 2019 to 2021 to meet the writing requirements. These various journal articles are used as references for researchers in compiling research, so that researchers can use them to solve problems in the discussion. From the journal articles used by researchers, researchers used literature studies from these journals. Researchers also used a closed questionnaire which was used to determine the interest of millennials in historical science and to find out what things could be used to attract millennials to be interested in studying history. Through this closed questionnaire, results will be obtained that can answer research questions.

The data analysis technique is divided into 3 stages, including: (1) Data reduction, namely the process of selecting and centralizing data by researchers; (2) Presentation of data, namely the researcher presents the data that has been reduced in the form of a table or a brief description; and (3) Concluding, namely researchers draw conclusions from the data presented in the form of sentences. These 3 stages used as techniques in the preparation of research (22). The preparation process are:

1. Data reduction, researchers sort, and process data according to the discussion that has been taken, namely the urgency of 21<sup>st</sup> century history and the interest of millennials in studying history.
2. Presentation of data, researchers present data in the form of tables in the appendix section related to the discussion of the research.

3. Concluding, the researcher concludes the results of the discussion related to the urgency of 21st-century history and the millennial's interest in historical science.

## **RESULTS**

The researchers used 20 journal articles from 2019 to 2021 to meet the requirements and to obtain data related to the urgency of historical science. The journal articles are obtained through Google Scholar. From the research conducted by the researchers through the literature review of various journals, the researchers obtained the data used to compile this research. The results of these data cover the understanding of historical science, the urgency of 21<sup>st</sup> century history, and the interest of millennials in studying history. In addition, the researchers also describe his ideas and ideas that are used to solve the problem of the lack of interest of millennials in history. The researchers also used a closed questionnaire containing data from several millennials to find out their interest in history.

Based on table 1, it can be seen that the majority of millennials have a lot to solve. Given the many benefits provided by historical science, therefore this problem must be solved by using methods that are attractive to millennials to study history. Based on table 2, it obtained are in the form of data in the form of what millennials are most interested in studying history. The table covers the answers of 34 respondents, where 11.8% chose to read books, 47.1% preferred to watch movies, 35.3% chose to listen to stories, and 5.9% chose to use historical educational games.

## **DISCUSSION**

### **Urgency of History in the Millennial Era**

The 21st century is a time when life is filled with various changes caused by the development of a disruptive way of thinking. In the 21st century, life is filled with all kinds of changes that are very different from the previous life, in a wider dimension and on a higher scale because innovations in thinking and technology are also very diverse and of a high degree. The development of this disruptive way of thinking resulted in very significant and rapid advances in technology, industrial development, and national life which was increasingly

affected and opened with unfiltered information in a new order in global life that was destroying time and space to a high degree (1). The ability to think more innovatively is needed, the goal is to solve all the problems that arise from the development of technology and the use of technology in modern life today. Thinking in a disruptive way has also led to various technological inventions that are no longer linear, such as cell phones which initially appeared with limited functions, cell phones only functioned as tools for conducting conversations. However, at this time mobile phones changed when implementing Android technology. Not only used as a conversation tool but used to get information from various webs on the internet (21). In addition, cell phones are no longer used as a means of communication only but have been used as a multipurpose tool such as for SMS, taking pictures, recorders, clocks, internet, video, and many more. The use of cell phones has become the most important part of human life today, as well as millennials. Millennials are a generation born in 2000 AD, they are used to technology. As has been said before, in the 21st century, technology and information can be easily obtained by anyone, anytime, anywhere. With this rapidly developing and modern technology, many young people and even underage children use the internet as entertainment in their lives. By using the internet they can play games, watch cartoons or movies, and even get knowledge through the internet. Many education platforms offer free and paid tutoring services by accessing them via the internet so that it can make it easier for millennials to gain knowledge (12). By the discussion compiled by the author, 21st-century history is also an important lesson for human life, especially millennials. The ability to know and study history in the present (living history) makes history a lesson that always challenges the younger generation to think more historically, ask questions about what events have happened in the past and be able to reconstruct history in a view that is beneficial to their life. The ability to reconstruct this history will hone and improve the ability to think critically and creatively. In the life of the 21st century which is full of innovation and disruptive thinking, we can use these technological advances to study history (17).

In Indonesia, history is defined as an event or event that has occurred and happened in the past. The event or origin (descent) can be in the form of genealogy, especially for kings who once ruled. History is a science that has an important function in researching and investigating any events as well as what events have happened and been experienced by humans and society in the past. Before carrying out historical research, an understanding of the scientific method is very necessary, it cannot be done carelessly in carrying out historical research. This is because all the things that are found will become knowledge that will

determine the condition in the next period. The events that occurred before written records were called prehistory, with the very rapid development of the era, until now we enter the millennium era, the needs shifted to material needs and then afterward shifted to the transformation of modern human culture (9). Thus the subject of history is becoming increasingly unpopular among the people, especially among the younger generation. Learning the history of meaning is very important for the existence and sustainability of a nation. History as part of the teaching of the human child is quite old, much older than when history was first written down. Until now, history has been interpreted as events that have taken place, stories that have occurred and the knowledge that studies these events has resulted in historical stories that can be used as a source of learning for mankind in pursuing life. In addition, the great benefits of studying history include making history a mirror to guide future developments (8). Since Greek times it has been said that history vitae Magistra, means that history is the teacher of life. The actions and actions of contemporary humans can only be explained and understood by using references to their past and history will help bridge that period. Without history, the past will only satisfy human's fleeting and practical attention (6).

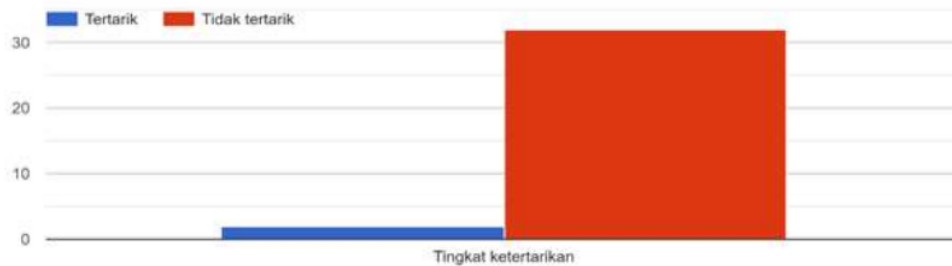
Based on the description above, it can be said that history teaching is still needed for the future, especially for the millennial generation. This is reinforced by the assumption that the past is still the best teacher in obtaining success in the future. History teaching can connect the advantages of the past with the advantages that are more meaningful in an increasingly challenging future (11). With historical insight like this, humans can accept various changes and developments in any field, including science and technology as a necessity, as well as reasonableness, in the struggle to improve the quality of life. teaching history is still meaningful in the millennial era, with meaningful emphasis on the millennial era with all its complexities. After all, the life of modern society still requires learning history, especially the meaning of historical awareness as manifested in meaningful behavior in the dynamics of everyday life .

### **Millennial Interest in History**

Among millennials, history is considered a boring and unattractive science to study for many reasons. Historical material is only seen as memorization material because it contains material that discusses the issue of killing, fighting for power between rulers, and changing kings. Memorization of events from year to year, and other negative assumptions or stigma about history learning in schools(7). As a result, the moral concept that is contained in historical material cannot be presented meaningfully in tune with the interests of students' moral

education.

Ketertarikan dalam mempelajari ilmu sejarah



1.

When viewed from the table of the results of the questionnaire, 34 respondents and 32 respondents chose not to be interested in studying history and 2 people chose to be interested in studying history. There are many reasons why history is less desirable among millennials as discussed earlier. This condition is of course very unsettling. Therefore, in the current millennial era, history learning must be encouraged again, so that it is not underestimated and underestimated. History learning must be considered as an important lesson to keep reminding young people about the meaning of remembering history itself. The provision of historical material at each level of education is also a means of cultural transmission in the context of the process of socialization and enculturation to realize the development of the identity of the next generation. In other words, it can be stated that the teaching of history is a source of values and moral precepts that bind personal and group behavior so that the integrity of society guarantees its continuity(13).

If the current millennial generation is less interested in studying history, it will result in morale and a lack of understanding of the meaning of the benefits of historical science. Such an attitude will at least lead to behavior that tends to forget about their own culture and even better understand foreign cultures. The assumption of history is just a boring and uninteresting science to study and is considered as memory material because it contains discussions of Killing, fighting for power among rulers, changing kings. Remember events every year, distorted assumptions, or stigmatization of other negative impacts on learning school history.



Therefore, learning history for millennials in the 21st century must be by the times and according to their interests.

### **Learning History that is Interesting for Millennials**

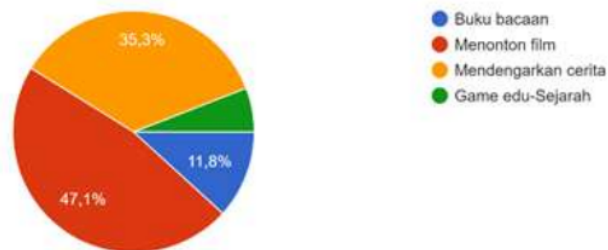
In this disruptive era, it is the scientific fields of science and technology that, if we look at, are areas of interest because they study science that is always moving forward and changing according to the times. Meanwhile, historical sciences tend to be stagnant and do not undergo changes, additions, or updates because they are historical because it is an event in the past that occurs regularly (1). After all, the past cannot be changed. This is what ultimately tends to make the younger generation today reluctant to study history because they feel why they should stop and be trapped in the past while we are living in the future. In addition, the younger generation thinks that studying historical values does not contribute to their lives (15). Historical science is considered ancient and irrelevant to all the advances and glitters of technology that exist today.

This kind of thinking is natural for the younger generation because along with the current development, the method of learning history has also not changed and is stuck there. The study of historical science so far still puts forward the use of the lecture method and the textbook method which, if we compare it to the current situation, of course, is less relevant. The younger generation who lives in technological developments absorb information and change more rapidly. If they are presented with outdated methods, they will tend to get bored faster because there is no technological interference in the learning process.

<sup>1</sup> Schools and formal education today cannot be separated from the cultural environment which is largely influenced by technological developments in the information age. Therefore, in this era, films are recognized as effective historical educators (3). As reported by Russell (2010), the average teenager spends more than three hours a day watching television and videos. In this sense, strategically behaved teachers are starting to use film as an instructional tool for historical education in the 21st century. When films are used as instructional tools in historical education, students can have the opportunity to see theories and concepts in action. That is, they understand historical events and concepts from a living perspective as if they had jumped off the screen (6).

Dalam mempelajari ilmu sejarah, anda lebih tertarik menggunakan....

34 jawaban



## 2.

If seen in the diagram, 47% of respondents prefer to watch films while studying history. The film is familiar in this modern era. Apart from entertainment, films can also be a means of learning such as documentaries or historical films. Using film as a medium to increase knowledge can make the younger generation more interested and not bored in learning it. Thus, learning history becomes more effective and attractive (12).

Although the use of films as a means of improving education is not a new idea, to date the application of this idea has not been tested in practice. As visual media technology advances in the 20th century, research reporting on the use of film as an educational tool has emerged since the 1990s. The film, depending on its nature, provides a broader perspective for comparison in many ways. Scenes from films made in different countries offer a comparative view of different cultures. In addition, when the same film is remade, it offers the opportunity to observe the same culture at different times. But keep in mind that films are fictional products, so the writer and director have control over the reality of the film (6).

In historical education, historical documentaries and films are usually treated as factual statements. In addition, students are not usually encouraged to think about the message below from the scene being presented. Because popular films are a product of culture, they allow students to connect to the era in which film history took place. The use of films as the main source can provide opportunities for students to develop their ideas rather than memorizing facts. When they watch films, students apply their higher-order thinking skills to discover the ideas behind historical facts. In history education, the teacher must explain to students that watching popular films during class is the same as reading books about history subject matter.

When using films as an instructional tool compared to traditional approaches, more active and meaningful learning will likely result depending on students' reasons for thinking, constructing, or solving, rather than memorizing information. However, when teachers use films only to communicate some historical information or facts, rather than encouraging students to think critically about the material, the achievement is nothing more than teachers who rely solely on textbooks and lectures. Therefore, history teachers should set active, high-level goals for their students in every educational endeavor, including the use of films in the classroom (6).

For educational purposes, films should be used as a tool to equip students with the skills of investigating history, in which they question, evaluate, and compare different interpretations of historical events. With a historical inquiry approach, students build their historical knowledge based on conclusions, speculations, and conclusions obtained from evidence, not only from authoritative sources such as teachers, textbooks, or information and pictures they see in a film. In addition, with historical-critical interpretative skills, students have the opportunity to understand how historians, filmmakers, publishers, and writers build a shared understanding of the past. By using film as an educational tool, students can develop and practice original application of historical knowledge, evaluative and analytical thinking, critical skills needed to interpret different types of media, and persuasive communication skills using a variety of presentation formats.

The teacher has to tell students what to hunt down in the film. During the film, the teacher should stop at key points and discuss the academic learning objectives of the course. Break the film at a tipping point and get their feedback. Teachers do not have to use the film as a whole, but instead use it as an alternative source that serves educational purposes (23).

## CONCLUSION

The 21st century is a life filled with many changes towards a more modern one. The development of a disruptive way of thinking leads to the significant development of technology and science. Thus, millennials today are very attached to sophisticated technology. With the rapid advancement of technology in the 21st century, it can be used as a means of increasing

knowledge through cell phones, laptops, or computers using the internet. Many Education platforms provide online tutoring services for free or for a fee. In addition, with the internet, it is also easy to get information through Google which provides many websites.

These changes in a modern direction have resulted in many young people or the millennial generation preferring the western culture that they see on the internet. So that not many of them do not know the history and culture of their own country. Thus, history becomes a science that is less attractive for many reasons such as boring. Given the many benefits provided by historical science in the 21st century, such as the great benefits of studying history, among others, make history a mirror to direct future developments. Looking at the past can make us a generation that does not forget important histories that have happened, or even avoid bad past events in the present and future. Historical disinterest can be overcome by using interesting methods to introduce history. Like using film media that is structured as a historical story or made into an animated film to make it even more interesting. Using film as a medium to increase knowledge can make the younger generation more interested and not bored to learn it more effectively.

In this study, there are limitations, the researchers realizes that the study has several obstacles, including:

1. The number of respondents is only 34, due to limitations in the time the researcher has
2. In data collection, the information provided by respondents sometimes does not show the actual opinion of the respondent, this happens because sometimes there are differences in thoughts, assumptions and different understandings of each respondent, as well as other factors such as honesty in filling out respondents' opinions in the questionnaire

Thus, the researchers provides recommendations to increase the interest of the millennial generation in studying history using film media. Films can be in the form of animations or documentaries that contain historical stories. Using film media for learning makes the millennial generation more interested in studying history. Thus, it can increase the interest of millennials in studying history which was initially considered a boring science.

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