Utilization of Local History of Pengging Site as a Source of Digital Literacy-Based History Learning with a Constructivist Approach

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ABSTRACT: This study aims to determine the use of local history of Pengging Site as a source of digital literacy-based historical learning with a constructivist approach. In this study using qualitative descriptive research method. Data sources are obtained through literature review. This research uses a constructivist approach. Local history can be used as a source of historical learning. One of the local histories in Boyolali Regency is the Pengging Site. According to the independent curriculum, the achievements of learning history in phase E of the Pengging Site can be utilized in learning history on material from the Period of the Hindu-Buddhist Kingdoms and the Islamic Empires in Indonesia. The use of local history as a digital-based history learning resource can improve students' critical thinking skills. Students are expected to be able to explore the meaning and value of every historical event that occurs around the residence. With a constructivist approach, it can provide autonomy and freedom to students in solving problems critically, namely by analyzing, synthesizing and evaluating historical sources with the help of digital tools.

KEYWORD: Local History, Digital Literacy and Constructivism Approach

I. INTRODUCTION

Education serves to instill new values to learners in accordance with the transformation of science and technology. Efforts to improve the quality of education as a process that must be carried out on an ongoing basis. The quality of education must continue to be developed in order to face the technological era of the 21st century. This development aims to prevent the younger generation from stuttering in the face of very fast technological transformation. Themassive development of science and technology must be balanced with innovation, both in methods and models in the learning process. The learning process is an important factor in order to improve the quality of education(1)

The Ministry of Education and Culture deveops the concept of an educational curriculum that is able to face the 21st century era. The development starts from the (elementary) elementary school, (SMP) Junior High School and (SMA) High School levels. The concepts developed include: 1) 21st century skills, 2) scientific apprach, 3) authentic learning and authentic assessment (2) . The transformation of the digital world is like a double-edged knife, which on the one hand becomes an opportunity and on the other hand becomes a challenge. In carrying out the learning process, teachers must be innovative and creative facilitators in facing the challenges of the times. The use of digital technology is one strategy to create a new atmosphere and encourage student activeness in learning.

The transformation of learning occurs in all fields of study, one of which is the field of historical studies. A history teacher must be able to keep up with these changes by applying digital literacy in history learning. Tona Hangen (2015) calls it Historical Digital literasi (HDL). Inhis article entitled "Historical Digital Literacy, One Classrom at a Time" suggests that today is faced with pleasant and frightening conditions for teaching history. An explosion in digital resources, tool resources, and methods for the study of history has occurred in recent years. Nowadays, a lot of information can be obtained at the push of a button. This situation becomes a dilemma for teachers, namely, how to deal with this rapid transformation. How this technological transformation can be well incorporated into the history classroom.

According to (3) from elementary to high school / high school equivalent. History learning tends to present historical facts subject matter. In this case history learning can be said to be uninteresting and feels dry. Didik were not given the opportunity to explore the meaning of a historical event that had occurred. In line with the above opinion, Abdullah in ((4) said that history learning in schools students tend to memorize an event (cronicle). In terms of the view ((5) in history learning, students should be invited to think historically, starting by deconstructing the myth that history is a complete collection of knowledge to be assimilated (especially through memorization), and by replacing it with the understanding of history as a dynamic, controversial, and incomplete process.

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Siti Hawa and (6) (Salman, 2019) are of the view that in learning history it is necessary to revitalize the material. One of the revitalization of materials in history learning is to use local history as a source of material in teaching. According to Lukya (2021), local history in history learning is the teaching material that is considered the most effective for introducing students to the dynamic process of socio-cultural diversity that exists in the community. By studying local history, learners can improve their ability to think critically and chronologically not be dismembered. The benefits of learning local history can also grow the identity of students as part of the Indonesian state in an era of globalization that is increasingly unstoppable. Learning local history aims at the process of transferring the value of local wisdom contained in the local culture.

Indonesia has so many relics of local historical events, both those that have been widely known by the public and those that are rarely known. One area that has a local history is Boyolali Regency. In Boyolali Regency there is a place that plays a role in the course of the history of the Kingdom in Java. The area is called the Pengging site or currently known as the Pegging tourist area. The existence of the Pengging area from classical Javanese times until now is still maintained, even today the Pengging area is an area rich in traditions and culture that is believed by society will bring prosperity. This site is important in learning local history in Boyolali District. With this site, learners can know their local history as part of national history (Yulia, 2017); (9).

In the model of historical learning according to (Salman Alparis Sormin, Ali Padang Siregar, 2017) there must be a transformation that emphasizes a paradigm shift in approach. The transformation occurs in the teacher center approach to become student centered. In these changes, students are expected to be able to construct their own knowledge and experience. Learningprocesses with old methods such as the introduction of historical concepts with long narratives in textbooks are no longer relevant. In the current era, students are required to be able to construct historical material through digital resources that are more effective and efficient. The availability of digital information makes history learning innovative and improves students' critical thinking skills. Based on the explanation above, in facing the 21st century learning in the digital era, it is necessary to revitalize historical materials, namely by utilizing local history so that they can form critical thinking skills (critical thingking) of students through a constructivist approach.

II. METHODS

This study used descriptive research with qualitative research methods. In data collection, data is obtained through literature reviews, namely journals, books, theses, theses, or relevant scientific articles. This research uses a constructivist approach. Constructivism is one of the schools of cognitive learning theory. Educational figures who supported the theory of constructivism were Jean Piaget, John Dewey, Lev Vigotsky and Maria Montessori. The use of constructivist approaches aims to help improve students' understanding of the learning process. In the constructivist approach, the learning process gives freedom to learners tobuild their own knowledge. This knowledge is built based on the design of the learning model designed by the teacher. Constructivism involves an active learning process. The learning system in this approach is discovery learning and meaning learning (Ndaru Kukuh Masgumelar &; Mustafa, 2021)(11) The data analysis techniques used in this study consist of data reduction, data display, and conclusions. Data reduction is in the form of selecting and sorting out which data is considered important for further analysis at the data display stage. After that, the data is presented in the form of a brief description, and after that draw conclusions(12).

Relevant research in this writing is research from Tona Hangen (2015) called Historical digital literacy, in her article entitled "Historical Digital Literacy, One Classrom at a Time" suggests that currently faced with pleasant and scary conditions for teaching history. An explosion in digital resources, tool resources, and methods for the study of history has occurred in recent years. Paul C.M. and Kerkhoff's "Digital Literacy For 21st Century" suggest that in the last decade, technology has reached the world. Technology connects people in new ways. Research on the importance of learning local history from Syahputra, MAD. Sariyatun. and Ardiyanto, 2021 entitled "The Important Role of Local History as a Learning Object to Build Historical Awareness" suggests that local history is a gateway that can connect people and history. Learning local history should be integrated into learning at school or on campus. Research on the use of constructivism approach from Hermanto R (2016) entitled "Increasing Critical Thinking in History Subjects through a Constructivistic Approach" states that in the historical learning model, there is a transformation that emphasizes change paradigm in approach. In these changes, students are expected to be able to construct their own knowledge and experience.

III. RESULT AND DISCUSSION

A. Pengging Site as a Source of Historical Learning

Pengging Site isa local history in Boyolali Regency, Central Java. This region played a role in the course of the history of the Kingdom in Java. Currently, the Pengging area is known as the Pegging tourist area, especially culinary and cultural tourism. The existence of the Pengging area from the classical Javanese era until now is still maintained, even today the Pengging area is an area rich in traditions and culture that is believed by the community to bring prosperity. Such as the tradition of distributing apem "gold snails" which is carried out during the month of Sapar as an expression of gratitude to God Almighty for the

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elimination of gold snail pests that cause rice crop failure. The holding of various traditions and cultural events is a form of community appreciation for ancestral heritage.

Pengging Site has the potential to be a source of learning local history with its characteristics as a site that has evidence of the relics of two eras, namely the classical era (Hindu-Buddhist) and Islamic. There are several heritage sites of Pengging heyday scattered in Banyudono District, such as eateries, king's baths, statues and temples that are no longer shaped. The relics of Pengging civilization that still exist and are guarded today are the tomb of Ki Ageng Pengging Sepuh and the tomb of Ki Ageng Pengging II (Kebo Kenanga). There are also relics in the form of the Yosodipura Mosque built during the time of Pakubuwono X, behind it there is a tomb from Yosodipuro which is also often visited by pilgrims, both from the Boyolali area and outside the Boyolali area. Around the Yosodipura mosque complex, precisely to the northeast of the mosque there is a breech umbul which is used as a tourist attraction and for kung kum rituals. To the south of Yosodipura Mosque, approximately 100 meters away, there are Umbul Temanten, Umbul Duda and Umbul Ngabean located in the Umbul win-win complex. Based on stories from the surrounding community, Umbul Ngabean was used to bathe the kings of the Kasunanan Surakarta palace.

According to the independent curriculum, the achievement of history learning in phase E (generally grade X SMA/MA/Program package C) In Phase E, students are able to use primary or secondary sources to conduct local history research that has a common thread with Indonesia either directly or indirectly, diachronically and/or synchronically then communicate it in oral, written form, and/or other media. In addition, they are also able to use various historical skills to explain historical events and interpret the values contained in them Elements of understanding historical concepts in this phase:

1. Participants are educated to understand the basic concept of Hindu-Buddhist government.

The Hindu-Buddhist period of Pengging civilization has been recognized for its existence, Pengging became one of the areas needed as a religious center. The author collected sources with resource persons to explore the history of Pengging, namely Mr. Kusworo who is a figure who is an observer of the history of Pengging. Mr. Kuswara stated that the origin of the name Pengging when drawn in a straight line until the Classical Javanese period, actually the word "Pengging" already existed even when the Ancient Mataram Kingdom developed. This statement is also supported by the evidence contained in the Pegging Inscription, issued by Rakaryan I Garung in 819. Muljana, Slamet (tt: 182) states that the origin of rakai Garung can be known from the use of the name Sri Maharaja which is equated with the title of maharaja. At the beginning of the 9th century AD who used the title of emperor was King Samaratungga as the ruling king in the Ancient Mataram kingdom. Based on this statement, it can be seen that the Garung rakai lived at that time and he issued the Pengging inscription in 819 AD.

The Pengging Inscription was found in Boyolali and contains important data, namely as the only inscription issued by Rakai Garung, containing orders to erect Shiva religious sacred buildings and local people were ordered to guard the fertile sacred area and become a rice granary in the interior of Java. However, the contents of the Pengging inscription are incomplete or partially lost because they do not mention the name of the place or area used as the sima. In connection with the Ancient Mataram kingdom which was once led by Rakai Garung.

Based on evidence and sources that have been excavated by the author from several sources, said that the origin of the naming "Pengging" has existed since the island of Java was in the Hindu-Buddhist era. The real evidence supporting the origin of Pengging is the Pegging Inscription. However, looking back at the word "Pengging" is thought to have existed long before the inscription was issued. So, there is a possibility that the existence of the Pengging region has been recognized since the time of the Ancient Mataram kingdom, the Majapahit kingdom until now. The relics of the classic Pengging civilization that still exist and are preserved today are the tombs of Ki Ageng Pengging Sepuh located in Malangan Hamlet, Hamlet Village, Banyudono District, Boyolali Regency. The tomb of the elder Ki Ageng Pengging is adjacent to the tomb of his consort, Queen Retno Pambayun and the tomb of his last son Kebo Amiluhur is precisely behind it.

2. The participants were educated to understand the basic concept of the Islamic government.

According to Babad Tanah Jawi, Pengging was originally a kingdom led by Handayaningrat. The king still has a family relationship with King Majapahit and the descendants of Patih Gajah Mada. The Pengging region was a gift given by King Majapahit for Handayaningrat's services in the war to conquer Blambangan and Bali. The mastery of Pengging began with the success of Handayaningrat when he saved Ratu Pambayun who was the daughter of King Brawijaya V (King of Majapahit). King Brawijaya then married his daughter to Handayaningrat and gave the Pengging region in return for his services. After that, Handayaningrat was appointed Duke or Viceroy of Pengging with the title Ki Ageng Pengging. Handayaningrat became the leader who controlled the Pengging area until he died. According to Serat Kandha, Ki Ageng Pengging or Handayaningrat died at the hands of Sunan Ngudung while helping the Majapahit Kingdom in the war against the Demak Kingdom. Sunan Ngudung himself is a warlord of the Demak Kingdom army(14).

Babad Banten tells that Handayaningrat had two sons named Kebo Kenanga and Kebo Kanigara. Kebo Kanigara adheres to Buddhism, he performed asceticism on Mount Merapi until he died (burned), but it is not clear where the tomb of Kebo Kanigara is located, only his petition is in Samiran village, Selo District, Boyolali Regency.

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Meanwhile, Kebo Kenanga converted to Islam and became a figure who had an influence on the development of Islam in the Jogging region. Kebo Kenanga (Ki Ageng Pengging II) is a follower of Sheikh Siti Jenar who adheres to Manunggaling Kawula Gusti and spreads teachings that contain mystical elements (Sufism) and still absorbs ancient religious teachings (Hindu-Buddhist), while his teachings are considered deviant because they negate sharia law, such as: prayer is considered unnecessary, it is not mandatory to worship in the mosque / violation, Friday prayer is useless. The mystical teachings (Sufism) are based on ana al-haq which means I am the eternal truth, I am God, seeing God as being within man so that man no longer needs to worship and worship Allah. This teaching is considered dangerous because it is feared that it can disturb the purity of Islamic teachings that are developing in Java, especially the Kingdom of Demak as the first Islamic Kingdom on the island of Java.

B. Digital Literacy-Based History Learning

The concept of digital literacy was put forward by Paul Gilster. In the concept of digital literacy, Glitser suggests four skills and competencies: Internet search, hypertext navigation, knowledge assembly, and content evaluation(15) Tang & Chaw (2016) argue that digital technology has now become an integrated part of education and changes the way students learn. Digital technology includes various computing software and hardware, e.g., web devices, mobile devices, application software, storage, communication services, etc. Digitaltechnology is used by students for learning activities such as accessing learning management systems, reading e-journals or e-books, accessing online quizzes, sending emails, communicating with each other in discussion forums, and so on. According to(17) the benefits of digital tools and technologies for student learning are as reflection, collaboration, engagement, and learning styles. The use of digital tools and technologies also increases engagement, by making learning more fun and interactive. Gilster in (18) suggests that digital literacy is "the capacity to understand and use various information in various formats and sources presented through computers".

In history learning, digital literacy can build students' critical thinking skills. The use of digital media can help students explore unlimited information. With digital literacy, the concept of learning is not only knowledge transfer from teachers, but students are designed to build their own knowledge in the digital world. According to the view(5) l digital iteration related to history does not only include the critical use of digital tools and resources to study the past. Digital literacy in history learning should move toward fluency with the underlying principles, even the ability to change, repair, or manufacture equipment. Digital literacy in history learning requires the right approach. According to Hangen, in learning history, critical questions and investigative methods are needed to build history by utilizing the ability to avoid traps in the digital era. Students experienced in the history of digital literacy (HDL) demonstrate breadth and flexibility by remaining open to the use of new tools. Students can playthe role of makers, not just consumers, of historical knowledge.

In line with the learning outcomes in the independent curriculum, historical descriptions must be complete and comprehensive. Historical explanations are carried out from various points of view and approaches. In today's digital era, history teachers can combine by using various models or innovative technology-based learning media. With this step, making history learning more rich, weighty, and meaningful for the lives of the nation's children. Phase E in the independent curriculum on the skill element of the historical process begins with the immediate environment. Students can collect primary and secondary sources through the means of the surrounding environment. Students are expected to be able to process historical information digitally in sharing application forms such as documentaries, vlogs, timelines, story boards, infographics, posters etc.

History teachers have a role to bridge past, present, and future by stimulating students' reasoning through imaginative, creative, critical, and reflective skills that rely on authentic sources. Learning history is really learning to think. Progressively, history learning must be able to relate various events that occurred in the past with various events experienced now. Students can reflect, evaluate, compare, or make decisions, as well as an orientation for a better future life. The ultimate goal of learning history is that it relies on natural thinking skills so that it will encourage the formation of free people who have historical awareness. In today's digital era, various innovations must be carried out, namely by utilizing digital technology to support historical learning and revitalizing historical materials by utilizing local history. One of the transformations of history learning is by constructing local history material. Construction of historical materials around students' residences can increase understanding of local history.

According to(17) the main benefit of using digital tools and technologies in learning is that it can increase efficiency, relevance, and interactivity as well as different ways of learning.

1) Efficiency, digital tools and technologies can also speed up content delivery and aid evaluation.
2) Relevance, digital tools and technologies such as Google Drive are used to facilitate project-based learning approaches that can empower students, and prepare them for practical, real-world applications. Student work also becomes more meaningful, by being shared, archived, and made available for other research projects. It is a viable open access resource that benefits the wider community.

3) Interactivity, e.g., Blogs, wikis and youtube offer flexibility, allowing students to contribute content and post comments at any time. Wikis and blogs that are open to the public mean that students' work is open to public comment, and one participant found that public criticism of the quality of writing and citations was more effective than if given by teachers.

C. Utilization of local history of Pengging Site as a source of digital literacy-based history learning with a constructivist approach

Entering the 21st century is a time when human life undergoes a change. There was a basic change that was different from the constellation of life in the previous century. This change is marked by the development of information communication technology. This change also occurs in the work system that is replaced by machines or commonly referred to as the Industrial Revolution Era 4.0. In addition to changes in the field of technology, the era of the 21st century is known as the milestone of knowledge (knowledge age), where all alternative efforts to meet the needs of life are knowledge-based in various contexts. Entering the 21st century, changes began to be felt in various fields, one of which was education. In the field of education, there is a challenge related to how to spread superior human resources (HR) in the face of the knowledge age as a competitive era (Wijaya et al., 2016).

Learning local history is very important to teach in schools. Learning local history aims to enable students to recognize their local identity. By studying local history, it is hoped that students can appreciate various identities in Indonesia by considering the learning principles and stages of student development. According to Sukadari (2018), thevalues of local wisdom taught to students can foster historical awareness, so that national character building is formed. The independent learning policy (2022) issued by the minister of education also gives leeway to teachers to elaborate indicators by taking the potential in the regions. This potential can be used as a source of historical learning that is adjusted to the expected learning innovation. By learning local wisdom, students are expected to love their area.

Local wisdom that can be used as a source of learning history is the Jogging Site. The site is located in Boyolali district, Central Java. Basedon the independent curriculum, history learning should include local history around the students' residences. "Students are able to use primary or secondary sources to conduct local history research that has a common thread with Indonesia either directly or indirectly, diachronically and/or synchronically and then communicate it in oral, written, and/or other media forms". In history learning, students are expected to understand the potential of local history in the region. This ability is obtained from the skill process, namely by conducting local history research starting from the immediate environment.

In learning history, students do not only receive material from the teacher. Students can construct historical material by collecting primary and secondary sources through facilities in the surrounding environment such as museums, the internet and libraries. In learning history, participants must also interpret the values of historical events and be constectual in today's life. In today's digital era, history learning must be upgraded according to the demands of the times. This step is an effort so that there is no longer an assumption that history learning seems old-fashioned and boring. Teachers can involve students in processing historical information. The teaching of history transforms into a learning model that emphasizes the constructivist approach.

According to (Abhimanyu S, et al. 2008) constructvisme is a learning approach that emphasizes the activeness of students in making their own knowledge and reality is determined based on their own experience. This approach emphasizes building independent, active, creative and productive learning experiences based on meaningful experiences. According to Nur and Muchlas in (21) children's knowledge develops based on how far children are actively involved and interact in the environment. Learning activities must prioritize student involvement in initiative, namely by building their own knowledge in their minds and the role of the teacher as a facilitator. History learning with a constructivist approach designs students to be able to construct or build experiences. Students can construct knowledge of social problems as part of their social and cultural reality and activities. This approach builds a learning system that is oriented towards learners as learners. According to(22) thelearning application of the constructivism model is divided into four stages, namely perception, exploration, discussion and explanation of concepts and applications. Each of them is described as follows:

a. Perception, at this stage students are given encouragement to express their initial knowledge of the concepts discussed. When necessary, the teacher provokes and asks questions about phenomena that often occur in everyday life and connects with the concepts to be discussed. The student is given the opportunity to communicate, describe his understanding of concepts.

b. Exploration, at this stage students are given the opportunity to investigate and find concepts through data collection in an activity that has been designed by the teacher and then discussed in groups with other groups.

c. Discussion and explanation of concepts, at this stage when students provide explanations and solutions based on the results of their observations coupled with teacher explanations, so that students do not hesitate anymore about their conception.

d. Development and application, at this stage the teacher tries to create a learning climate that strengthens students to be able to apply their conceptual understanding, either through activities or the emergence and solving of problems related to issues in the environment.

While Spires, Paul and Kerkhoff (2017: 2236) divide intellectual processes related to digital literacy into three categories:

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a. Discover and consume digital content.

Develop skills to discover, understand, and consume digital content on the Web. The web can be used to strategically search for information, evaluating its accuracy and relevance. There is a consensus that effective Web search skills must be developed for educational success in a digital society. Some skills that are important for finding and using digital content are domain knowledge, knowledge of how to use search engines, basic literacy skills, and general knowledge of resources available on the Web.

b. Create digital content.

Creating digital content by teachers and students through various media and various Web tools. The implementation of digital content is an important and effective method to improve teaching and learning. Digital resources can also assist teachers in facilitating student learning and less time to teach. Teachers allow students to create and consume digital content in class so that student engagement increases. In addition, creating digital content also encourages the development of skills needed for technological society. Although digital content creation is simple, personalized learning will require teachers to search for and utilize a variety of digital resources to meet the needs of each learner.

c. Communicate digital content.

Digital content must be communicated effectively in order to be a useful educational medium. Communicating digital content can be using mobile devices such as mobile phones and tablets. It can also provide ease and closeness of the communication process between teachers and students. In addition, providing access to an unlimited pool of people and digital content resources globally can also enrich the learning experience. Today's online communication trends have become a necessity for every individual. With this trend, individuals must be able to select, sort, synthesize, and display what content fits in this digital space. In contemporary culture, the condition of society has shifted from the use of written texts to visual texts.

According to Beers in(23) current learning strategies , must be able to facilitate students to achieve 21st century skills. These skills have the following criteria: varied learning activities and opportunities, utilizing technology in achieving learning objectives, project-based learning and Mass AH, a collaborative learning environment, using a high level of visualization in the use of visual media to enhance understanding, students focus on inquiry and investigation and the use of formative assessment.

Examples of student activities in the Utilization of Local History Pengging Site as a Source of Digital Literacy-Based History Learning with a Constructivist Approach:

1. Finding and consuming digital content, in the stages in constructivism is to do perception and exploration. The teacher starts the learning by relating the material by displaying pictures of Pengging sites such as: tombs, pennants, and mosques. Learners observe and answer the question "why is there such a building, explain how is its history?" . Learners investigate and find concepts to answer questions through data collection that has been designed by the teacher then in groups discuss. Data collection activities are carried out by collecting documents through libraries, interviews with historical figures and digitally through google.com or websites that are in accordance with the material taught.
2. Creating digital content, in the constructivism stage is to discuss and explain concepts. Students discuss digitally through the google docs/google docs (https://docs.google.com/document/u/0/) platform and discuss virtually through google meet. Students create digital content, namely by making mini vlog videos about the Jogging site. By making mini vlogs can improve research skills, because students can construct history masters and connect with real contexts visually learning history around the neighborhood so that it is not only limited to finding historical facts. In addition to finding sources through digital platforms, students can also critically analyze, select, and curate historical learning resources.
3. Communicating digital content, in the stages of constructivism is development and application. After students have succeeded in creating content, then the next step is to communicate and apply and share in digital space, namely by uploading on blog websites, youtube, Instagram, whatsapp and other digital spaces.

The use of local history of Pengging Site as a source of digital literacy-based history learning with a constructivist approach is very suitable to be applied to the independent curriculum. In facing the demands of the times in the 21st century era, teachers must be able to use digital tools so that learning is more creative and meaningful. With a constructivist approach, history learning can build students' critical thinking skills. Learners are able to construct interpretations of local history based on existing information. By studying local history, students can gain new knowledge that is more meaningful because it is related to the history of their surroundings. Students can construct the big picture from the complexity of historical events so as to gain new knowledge and increase critical reasoning. Digital literacy with a constructivist approach provides autonomy and freedom to students in solving problems critically, namely by analyzing, synthesizing and evaluating historical sources with the help of digital tools. With digital literacy, students can collaborate and present through digital platforms without having to meet in person so that students will be actively involved in learning activities.

IV. CONCLUSION

The Pengging site can be used as a source of historical learning. The use of local history of Pengging site in history learning can increase students' understanding of local history of the surrounding environment. Based on the independent curriculum, the Pengging site is included in the learning outcomes of phase E class X which consists of material on the basic concepts of Hindu-Buddhist kingdoms and the basic concepts of Islamic Kingdoms. Along with the development of adab 21, there is a transformation in the learning process. Teachers must be able to keep up with the times, namely by using digital-based learning. Digital technology has become an integrated part of education and is changing the way students learn today. The use of digital tools and technologies also increases engagement, by making learning more fun and interactive. Digital literacy as "the ability to understand and use information in various formats from various sources when presented through a computer. In history learning is ideally a place for students to think much more critically. Therefore, it is important to revitalize the material in history learning. This revitalization can be done by utilizing local history around the students' residences. By studying local history, students can explore the meaning and value of every historical event that has ever occurred.

In every historical event, the most important thing is the essence that can be taken by students such as positive values that deserve to be exemplary. In this case, the paradigm of historical learning must be changed in a new paradigm based on constructivism in order to develop critical thinking skills. History learning with a constructivist approach designs students to be able to construct or build experiences. The learning implications of constructivism models are divided into four stages, namely perception, exploration, discussion and explanation of concepts and applications. While the intellectual process processes related to digital literacy into three categories, namely finding and consuming digital content, creating digital content and communicating digital content. Digital literacy with a constructivist approach provides autonomy and freedom to students in solving problems critically, namely by analyzing, synthesizing and evaluating historical sources with the help of digital tools.

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