Information Literacy Skill Enhancement of Millenial Generation through Creative History Learning

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Abstrak: *Millennials generation are really familiar with technological advancement. A set of skills to filter and process millions of informations produced and spread on each second are exceptionally needed, to avoid hoax and ao these informations can be used as the learning source. This research intends to escalate student's information literacy and creative thinking skills within learning of Indonesian history through the optimalization of the use of information to solve creativity and learning promblem on class. This research is using behaviour observation method in Indonesian history class. Learning activities included are the way to obtain information, information processing, and cretive production of information. Approach to this research are using collaborative participation between researcher, teachers, interviewees, and student. Design of this research is using Kemmis and Taggart model (1988) through four steps of activities, in which: planning, action, observation and reflection. Result of this research is showing that every action resulted within the learning process, student's creativity and information litracy skill are increasing. This result can be see that students are able to produce their own information tjrough creative verbals, writings, and objects.*

Keywords: Information literacy, Millenial generation, History learning process, Creativity.

1. INTRODUCTION

Today, millennials who live together with the development and progress of sophisticated science and technology have a different way of thinking from the previous generation. One of the characteristics of the millennial generation is having a close relationship with the use of technology and the internet in everyday life by using devices that easily access various information. This phenomenon raises the habits of students who make the internet as the main media, such as the number of blog accounts that discuss historical events, discussion of historical material and others without knowing who the author (no name). this is a mistake when reading an unknown background of the author because it will give effect to students having superficial knowledge even wrong. The appropriateness of the background of the media as an informant becomes a scientific accuracy as the history teacher writes and provides information about world war will be more appropriate than the mathematics teacher who writes about world war and vice versa.

This way of learning the millennial generation has already taken place and has become a habit such as discussion through messaging applications, asking questions using a browser, watching videos and others. In this case, we need a way and strategy to deal with this phenomenon in which the strategy is formed by following with the millennial generation that is different from the previous generation, namely by using creative and innovative ways in learning that is carried out in the classroom. In dealing with such a swift flow of information skills are needed to select, select, and process and use the information to empower themselves (Supriatna, 2007, p. 132). Information literacy skills are closely related to life now, which is a necessity and a necessity, because if it is in a parable, now millions of information are produced and obtained with easy access and in seconds.

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A person who is not literate is the same as being in the middle of a wilderness that doesn't know the direction, just like being in a large ocean but drowning because he doesn't use diving equipment. Similarly, as humans who are intelligent about the knowledge and technology created by humans, learning that takes place in a formal school not only teaches learning material in a textbook, but also teaches with charged values that are following with the demands of the times, namely by applying the value of 21st-century learning skills in the learning process. Millennials who have complex knowledge and are accompanied by the skills they have, namely critical and creative thinking skills, skills in obtaining, processing and producing information and others.

According to Webber and Johnston (Hasugian, 2008, p. 35), The skill of finding and finding information becomes a supporting factor and a kind of facility for learning more effectively and efficiently. Someone who is information literate is considered to be able to explore the ocean and the wilderness of information which is getting wider and more complex, both using printed and electronic sources. Information literacy mastery programs are considered to be able to create skills-based literacy. Included in these skills is the ability to search for information, select information sources intelligently, assess and sort information resources, use and present information ethically.

Following with the current echoed by the Minister of Education and Culture Nadiem Makarim in his speech at the commemoration of the national teacher day in 2019. Freedom of learning and a driving force were the main topics. Freedom of learning That means the education unit, namely schools, teachers and students have freedom. Freedom to innovate, freedom to learn independently and creatively. I realize that I cannot just ask, invite teachers to do this, I do homework in the Ministry of Education and Culture and also in the education office to provide space for innovation. This teacher is different from other teachers and I am sure that all educational units in schools or universities have at least one teacher. mobilizer teacher is a teacher who prioritizes students from anything, even from their careers, prioritizing students and student learning (Kemendikbud.online.2019).

2. LITERATURE REVIEW
2.1 Information Literacy

Literacy comes from English literacy which means the ability to read and write. Literacy comes from the Latin word littera which means letter or letter, so literacy is often translated as literacy and illiteracy as illiteracy. Literate itself can also be interpreted as educated which means educated or educated. This is because to master written language a person needs to get an education from others, besides that by mastering written language a person can access various knowledge and information to enrich his knowledge (Abidin, 2015, p. 104).

The concept of information literacy has been interpreted and carried out in various ways since the early seventies. Initially, the terms often used were such as study skills, research skills, and library skills and tended to be used in the context of educational activities. Therefore, information literacy is an inseparable part of educational and / or learning activities. Whereas in the work environment the terms information competencies and information proficiencies are often used (Hasugian, 2008, p. 36). The ability to search, evaluate, organize and use information effectively will produce the skills needed for a person in this era in carrying out daily tasks, including teaching information literacy to students.

Facing such a heavy arsenic of information requires skills to choose, select and process and use the information to empower itself (Supriatna, 2007, p. 132). The rise of various sources of information available in print, electronic, sound, visual and others makes information literacy increasingly important in the current era of science and technology development. This can cause a problem with the availability of abundant information easy to get it so that raises questions about the authenticity, truth of the information.

2.2 Millennial Generation

According to Hasanuddin Ali and Lilik Purwandi (2017) in his book, Millennial Nusantara

states that Millennials are those born between 1981 and 2000. While other domestic social researchers use birth years from the 1980s to the 2000s to determine the millennial generation. According to Yuswohady in the article Milennial Trends (2016) Millennial generation (Millennial Generation) is a generation born in the period of early 1980 to 2000.

Millennial society has three main characters, namely: connected, creative and confidence (Ali & Lilik, 2017, p. 83). Connected, the millennial generation is good at establishing socialization relationships from various media, especially social media networks, where this generation is considered an expert and masters social media features that are connected through various media such as text, images, video, audio ,and others. Creative by having different perspectives and thinking patterns with others with the flow of ideas and young enthusiasm this has become a positive value for the millennial generation today where this ability must be balanced with introspective skills and how to channel creative ideas properly and correctly. With confidence, a sense of confidence and courage to express, create and publish their creative ideas.

The current millennial generation is the nation's assets in the future, its existence and role will be the successor to the life of the nation and state. As recorded in the stage of youth history becomes a milestone for change, history records the success of a movement that began with youth. The youth movement which formed the birth of national organizations, young people succeeded in influencing the nationalist spirit of the Indonesian people to achieve independence. In the implementation of supporting the formation of young people who have skills, a sense of social and formal responsibility can be carried out through education. to support this, the young generation must have high quality with a good character attitude. Opportunities for the establishment of harmonization between millennials as the main actors and the movement for change in the field of education by using technological and scientific development facilities that are rapidly developing nowadays. Today's young generation must have noble values, behave well, love the motherland, have goals and roles that start from their environment.

2.3 Historical Learning

Learning history has a very important role in shaping the character, attitudes, and development of the nation which is meaningful in the formation of an Indonesian nation that has a sense of nationalism, intellectual, respecting the struggle of the nation and a sense of nationalism. According to Sapriya (2012, p. 209), history learning has the following material coverage: (1) contains the values of heroism, example, pioneering, patriotism, nationalism, and unyielding spirit that underlies the process of character formation and student personality; (2) contains treasures on the civilization of nations including the civilization of the Indonesian people; (3) instill awareness of unity and brotherhood and solidarity to become a unifying nation is facing the threat of disintegration; (4) contains moral teachings and wisdom that are useful in overcoming multidimensional crises faced in everyday life; (5) instill and develop a responsible attitude in maintaining environmental balance and sustainability. With an awareness of local identity, it can foster strengthening of national identity as a nation through the study of history to feel same memory together to fund national identity.

Also, the lesson of history also has a socio-cultural function, generating historical awareness. Based on historical awareness, national consciousness is formed. This awakens inspiration and aspirations for the younger generation for devotion to the country with full dedication and willingness to sacrifice. National history needs to create national pride, self-esteem, and a sense of self-reliance. Thus it is very clear that history does not merely provide knowledge, facts and chronology. In the history lesson, it is necessary to include a hero biography covering the matter of personality, self-sacrificing spirit, historical mindedness, the difference between history and myth, legend, and historical novel.

3. METHODS

This type of research is a qualitative form of classroom action research (CAR) or classroom action research. According to Kemmis in Wiriaatmadja (2008, p. 12) classroom action research is a form of a reflective inquiry conducted in partnership with certain social situations (including education) to improve rationality and justice. Classroom action research is a concrete step undertaken by the teacher in improving the quality of learning that it implements. This is based on the problems faced by teachers very diverse in teaching and learning activities. Problems must be identified and formulated to look for solutions to the classroom action research container so that teaching and learning activities can run effectively.

Classroom Action Research is a variety of classroom contextual learning research conducted by teachers to solve learning problems faced by teachers, improve the quality and learning outcomes and try new things in learning for the sake of improving the quality and learning outcomes. CAR has its characteristics that distinguish it from other studies, including the problem raised is the problem faced by the teacher in the class and the existence of certain to improve the teaching and learning process in the class (Arikunto, et all, 2010, p. 109).

Kemmis & Mc. Taggart (1988), when examined in essence is a set of devices or strands with one device consisting of four components, namely planning, action, observation and reflection. The string is seen as a cycle. Therefore the notion of the cycle here is the round of activities consisting of planning, action, observation, and reflection. The number of cycles in classroom action research depends on the problem that needs to be solved, the more problems that want to be solved the more cycles that will be passed. If a classroom action research wants to link subject matter and basic competencies by itself the number of cycles for each subject involves more than two cycles (Kemendikbud, 2010). The process of implementing this class action research was designed by Kemmis & Mc. Taggart, which consists of four components, namely planning (planning), acting (action), observing (observation) and reflecting (reflection).

4. RESULT AND DISCUSSION

This research aims to improve information literacy skills in teaching and learning in class X Mipa 3 SMA N 6 Cirebon related to the use of information originating from the internet as a relevant historical learning resource. Before conducting the research process the teacher who acts as a researcher first observes to be able to find the problems that occur and understand the characteristics of the class and students in it. After getting the observation data then the teacher as a researcher immediately makes a plan of the action to be taken.

Design information literacy skills learning

The teaching and learning process of learning is mostly already on the lines listed in the lesson plan where the lesson plan is made at the beginning of the year and is part of the annual program owned by the teacher in teaching, based on the results of interviews and observations conducted by researchers, students often use the information found on the internet as a source of learning history. The lesson plans that are made are oriented towards the application and evaluation of information literacy skills that can be measured and seen in forms through oral, written and products made by students, so make the indicators outlined in the lesson plans as actions taken in the ongoing learning process.

The learning objectives in the CAR are carried out following with the learning objectives and the SK / KD contained in the 2013 high school curriculum for Indonesian History subjects. learning materials adapted to learning materials that took place in the second semester KD 3.8 Analyze the development of community life, government, and culture during the Islamic empires in Indonesia and show examples of evidence that still applies to the life of Indonesian society today.

The learning method used by researchers in acting as a teacher is done in various ways with the main focus of learning a creative style, where learning that takes place during the action is different from the learning done before or as usual. Namely by using a variety of media and student learning resources to train the power of information literacy skills to students, the media

used as learning resources include articles and information found on the internet, historical comic books, historical films, lecture methods conducted by resource persons from the historical and cultural community local Cirebon. Students are trained to obtain, process and produce information with various creative forms.

Learning strategies are carried out by using various methods, namely contextual learning and project-based learning.To foster a sense of the sensitivity of students in exploring and getting information carried out in the initial action to stimulate students by using a contextual approach starting from the trending topic that occurs in social media they like namely Twitter, YouTube, Instagram, and others then the teacher as a researcher leads the conversation to learn resources so that students are interested in finding more information related to the things discussed in the classroom. Then in the process of getting it,To measure students' knowledge and skills related to the development of information literacy skills that are used as a source of historical learning, evaluations are carried out directly with individual assessments, groups with skills-based assessment indicators that have been planned in the lesson plans and alternative assessment instruments with rubric assessments. The assessment was conducted by the research teacher regarding information literacy skills when students acted as individuals and groups as well as assessments conducted between students.

Implementation improves information literacy skills through creative learning
Cycle Analysis I

in the first cycle the actions are taken to make students interested in learning history by using various sources, of course, the learning resources used are different from the normal learning process. By using historical films and historical comics as a source of learning by practicing meaningful literacy skills of information obtained from various media to be able to also improve skills in learning historical comprehension and historical analysis and interpretation. Based on observation done in class from each action with different treatment shows changes in students in the first cycle carried out four actions.

The 1st action is done by discussing brainstorming using a contextual learning approach,In the second act, the teacher gave the film as a learning resource which was then shown in a class by adjusting the learning, the film titled Fetih 1453, which tells the story of the struggle of the Ottoman empire to be able to control the territory of Constantinople led by Sultan Muhammad Al-Fatih in 1453. The use of film as learning resources is a creative way to be able to foster students' sense of imagination of historical sources that are available through reading so that they can be drawn through the image displayed in film, students can explore information as part of literacy skills through media film learning resources related to historical events what happens actually in films and events that are fiction as part of the support made by the director of the film. Through imaginative power can foster the ability to think creatively, which is one of the characteristics of the development of creative thinking ability begins with critical and imaginative thinking that is owned then developed into creative products (Supriatna, 2019, p. 74). In the 3rd action brainstorming again using the contextual learning approach with the theme of Islam Nusantara.

As a group of students looking for information related to Islam Nusantara specialties, history, culture and others through various media. To train how to find information from the internet the teacher guides students to set strategies and characteristics of information from the internet that can be used as appropriate learning resources, at this stage students are allowed to explore, select, dance, identify information to be used then the teacher monitors what students do right.

Cycle Analysis II

Cycle II is shown to look at the development of information literacy skills critically and be able to produce information in various forms such as oral, written or other creative products. In this cycle, the researcher took three actions following with the planning and contained in the lesson plan mainly using creative learning as a basis for improving information literacy skills possessed by students.

Learning resources using historical comics and information articles available on the internet

as well as online learning web addresses by raising problems and then finding solutions by reading information available on the internet, then students can demonstrate information literacy skills possessed through products made in the form of writing , objects, videos and other creative forms. In this second cycle the actions are taken to see student development in information literacy in the fields of writing historical analysis and interpretation, and historical issues analysis and decision making.

Although the conditions formed are new in the learning process but students do well to improve information literacy from various media as learning resources, this is because the media used in information gathering is a media that is familiar to millennial generation students, namely gadgets. Because in the previous cycle students have found a strategic way to determine the right information, in this cycle the actions taken to train students in the search for information that produces new information.

In the 4th act of using historical comic media as a source of learning, comics discussing the history of Islam in the archipelago that was published were limited by the education and culture department. As a group reading through comic media, this is to attract students who like to read comics rather than reading lessons so that students do not feel bored with learning. Then students do a direct search through the internet media related to any points listed in the comics that are considered incomplete and want to be further known, the teacher tries to foster a high curiosity with questions and statements that are raised then curiosity as it makes students explore information and compare with what is in the comic. In the 5th act, the researcher together with the students made a project to write a script based on historical events, the source of information used came from the internet. Because it has selected the source of information derived from the internet this makes it easier to get the right information from the internet viewed from the web, authors, reference sources and others. Students will visit frequently opened sites such as the teacher's room blog, tirto, id, coil, and others.

Then reflect through discussions with students regarding the achievement of information literacy skills obtained so far by getting, processing and producing information, especially as students should avoid hoax news. Because it has selected the source of information derived from the internet this makes it easier to get the right information from the internet viewed from the web, authors, reference sources and others. Students will visit frequently opened sites such as the teacher's room blog, tirto, id, coil, and others. Then reflect through discussions with students regarding the achievement of information literacy skills obtained so far by getting, processing and producing information, especially as students should avoid hoax news. Because it has selected the source of information derived from the internet this makes it easier to get the right information from the internet viewed from the web, authors, reference sources and others. Students will visit frequently opened sites such as the teacher's room blog, tirto, id, coil, and others. Then reflect through discussions with students regarding the achievement of information literacy skills obtained so far by getting, processing and producing information, especially as students should avoid hoax news. coils and others. Then reflect through discussions with students regarding the achievement of information literacy skills obtained so far by getting, processing and producing information, especially as students should avoid hoax news. coils and others. Then reflect through discussions with students regarding the achievement of information literacy skills obtained so far by getting, processing and producing information, especially as students should avoid hoax news.

In the 6th action to be able to make product ideas that are needed to convey information creatively in the form of writing, video, objects, and others. In the learning process students have seen very significant changes, at the beginning of learning the teacher throws the headline "I am a Historical Figure in My Period", then students express their opinions by expressing want to make something that can be used by others as a means and source of learning. The product of the information literacy made by students is a historical drama script which is then played by each group in front of the class as an appearance, learning videos uploaded on Instagram social media, pictures and making crossword puzzles and others.

Constraints found in Learning

Learning by using various media as a source of student learning makes teachers always think harder to be able to do creative and innovative activities in learning, to make learning not boring even more so if the history lesson takes place at the final hours of school lessons if using ordinary lecture methods based on observations in the field students feel bored and sleepy this becomes a challenge for a teacher to be able to change the atmosphere of learning in the classroom into a situation that students enjoy even missing.

The implementation of CAR in improving information literacy skills among students as millennials has proceeded smoothly following with the plans made by researchers. But some obstacles arise in applying the plan to action and the implementation of actions and objectives. Various obstacles that occur as the following.

1) Low student interest in reading

   Interest in reading Indonesian society including our students is still low, this condition is different from developed countries that have made reading a daily routine (Wahyuni, 2010, p. 179). The low interest in reading for the people of Indonesia is a public secret that has been known together. If offered between gadgets or books, people will prefer gadgets as a means to spend time.

   Using gadgets as a source of student learning that they are already familiar with is done in accessing various information including helping in doing study assignments and others. Based on the initial observations in learning, students can only copy all information obtained from internet sites without going through information comparisons, and even tend to choose sites that are in the top row of search engines still look lazy attitude to read.

   When searching for information to solve a problem, students immediately type the problem in a google search, this makes no process established to obtain information critically. So the teacher as a researcher guides students to think critically and creatively to have skills in finding information on google, but students still avoid sites that contain a lot of writing and letters prefer question and answer sites that directly provide the answers they want to find. So the teacher guides by changing the way students to use Google as one source of information is obtained through correct literacy.

2) Student concentration level

   At this CAR uses the source of information derived from the internet as a basic ingredient in improving information literacy skills possessed by students, as the millennial generation who are familiar with using technology to make students experts in operating it. In using gadgets as learning sources and media, there are several obstacles, namely students easily open other applications outside the learning media, such as opening Instagram, replying to chat whatsapp, line and others that do not support it as a learning resource.

   In the class that is used as a place of research, there are 36 students to be able to monitor the use of gadgets done by limiting the use of smartphones every group so not all students use smartphones because those students will be busy with their cellphones so the concentration of learning is distracted, then use the instrument peer-to-peer evaluation ie students assessing their friends in class learning the contents of the assessment rubric are determined by researchers who have an element leading to student activities in learning.

CONCLUSION

Based on the discussion of the above research results, it can be concluded that: first, in the

PTK research planning a research design was made containing the design of the learning actions carried out detailed in the RPP and establishing indicators of achievement following with the objectives of information literacy skills as a source of historical learning. Information literacy skills are applied in the steps of the actions contained in the lesson plan with three main steps namely, the process of getting information,

Second, the use of diverse and creative learning resources makes students enthusiastic in the learning process so that teaching and learning activities run in a fun way. Information literacy skills can be done in various ways, namely by using film media, historical comics and articles and news contained on the internet, because these things are objects and activities that are often carried out by students so that it is easier to use them when they are monitored and directed so they can improve the skills of students here the teacher is as a facilitator and continues to monitor the learning activities carried out by students in accessing information and others are in the right way.

Third, the obstacles that occur in the implementation of CAR by the teacher as a researcher that is facing the low interest in reading students so that the teacher always provides action and motivation to do literacy, then because there are students with 36 children so that in the use of gadgets as a source of learning the teacher uses evaluation instruments peer-to-peer assessments to deal with students' concentration levels when learning to use gadgets but open applications other than learning resources. Teaching and learning activities that take place formally in schools are accompanied by skill-based learning as an ability possessed by students to accompany their knowledge as a provision in the face of the era of the industrial revolution 4.0.

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