Covid-19 Archives and Social Capital as Learning Source in Post-Pandemic History Education in Indonesia

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Abstrak

Pandemi Covid-19 merupakan masa tantangan yang menekan modal sosial bangsa-bangsa di dunia, termasuk Indonesia. Arsip, sebagai potret masyarakat dan sejarahnya, tentunya memiliki peran dalam revitalisasi jaringan atau modal sosial ini. Bagaimana pendidikan dapat memanfaatkan arsip Covid-19 dalam meningkatkan modal sosial menghadapi pandemi dan pemulihan pascapandemi? Makalah ini menyajikan strategi pembelajaran berbasis konteks dalam pedagogi modern untuk mencapai dua tujuan: pemanfaatan modal sosial dan pengembangan kekompakan nasional, yang digunakan sebagai alternatif dalam keadaan darurat. Jelas bahwa arsip Covid-19 sangat potensial untuk mengembangkan solidaritas lintas batas negara dan negara. Di sini, kami membahas bagaimana responsivitas nasional dan global akan menambah nilai modal sosial di tingkat regional, budaya, komunal, dan pribadi. Diharapkan dengan strategi ini, pemulihan sosial pascapandemi dapat dipercepat dimana kepentingan nasional bergerak secara simultan dengan wacana identitas dan solidaritas global yang lebih koheren.

Kata Kunci: Pandemi Covid-19, Arsip Covid-19, modal sosial, pembelajaran berbasis konteks

Abstract

The Covid-19 pandemic is a period of challenges that are pressing the social capital of nations around the world, including Indonesia. Archives, as a portrait of society and its history, of course, have a role in the revitalization of this network or social capital. How can education utilize Covid-19 archives in increasing social capital to deal with the pandemic and post-pandemic recovery? This paper presents a context-based-learning strategy in modern pedagogy to achieve two goals: the utilization of social capital and the development of national cohesiveness, which is used as an alternative in an emergency. It is obvious that the Covid-19 archives are highly potential to develop solidarity across national and beyond national borders. Here, we discuss how national and global responsiveness will add value to social capital at the regional, cultural, communal, and personal levels. It is hoped that with this strategy, post-pandemic social recovery will be accelerated where national interests move simultaneously with a more coherent discourse of identity and global solidarity.

Keywords: Covid-19 pandemic, Covid-19 archives, social modal, Context-based learning

INTRODUCTION

The world, even each community group in the country, responds to the Covid-19 pandemic differently. For example, the safety of personal and closest groups, family, becomes a priority with strict social distancing protocols. Concern for others is sometimes limited to this priority aspect and becomes a kind of egoism in a broader context. Such an attitude of solidarity is often interesting because it contains typical micro-values that fulfill the unique element that causes it to become history. Hanifan (1916), when studying education in rural areas, stated that contact between community members would accumulate into a value that gives impetus to joint action in responding to change, whether it is spontaneous or planned, either individually or in groups. The accumulation of capital can be in the form of values that are inherited as a culture or as a production-reproduction of new values in a community in line with the conformity of views, behavior, and individual tendencies (Guðmundsson & Mikiewicz, 2012; Plagens, 2011; Woolcock, 2001). Whether international diplomacy is reciprocal in nature or social reciprocity in daily life, there is always a two-way dialogue (Horton, 2006; Lee & Pang, 2013; Saner & Yiu, 2006).

An event does not necessarily become history unless it is reported by historians or people who existed at that time as history. How many important events are forgotten because they are no longer relevant to society? Revision and reinterpretation are commonplace in historiography. It is acceptable if valid facts and data support it (Kuntowijoyo, 2005; Sjamsuddin, 2007). But, often, it is manipulated purposively for a personal benefit or interest. That is the importance of archives in our daily life. As a historical product, archives are objective in terms of information but are still subjective in terms of their substance or value behind them. Media reporting, apart from the statistical data presented, is always full of the value of the editor or the publishing agency for choosing what news to publish, highlight, or ignore. Government documents, even for statistical data, are often biased or inaccurate. The inaccuracy can lead to misunderstandings for those who read it in the future (Brügger, 2012, 2018; Jardine & Drage, 2018; Robertson & Mullen, 2017; Weller, 2012).

At the extreme level, the power of social capital is sometimes a justification tool for damaging or disturbing other groups (Farr, 2004; Guðmundsson & Mikiewicz, 2012; Huang, 2018). This damaging solidarity often derives from erroneous, incomplete, tendential information or premises. The same goes for the Covid-19 pandemic. Whether consciously or not, the production of documentation and records in the present will become archives in the future, including how we capture and describe the Covid-19 pandemic for the next generation. Mistakes in passing on ideas and values from this pandemic event are far more critical than how statistics are reported. The discourses Donald Trump and his supporters used to discredit the Chinese people or ethnic groups are wrong and dangerous, just as Nazi Hitler justified their hatred of Jews based on conspiracy theories (see Brügger, 2018). Therefore, education is the key to directing memories about the global epidemic to form constructive and positive social capital.

As a historical event, the Covid-19 pandemic certainly has significance for the lives of many people who directly and indirectly receive the impact of the developing (Apresian, 2020; Qodir et al., 2020; Rashid & Yadav, 2020). Like other historical events, there are many lessons that we can take and pass on to future generations, who may have just been born today, go through childhood, but have not fully realized and understood what is happening. Like the 1990s generation that went through the 1998 monetary crisis and the momentum of reform in Indonesia, the direction and discourse of the events surrounding this pandemic need a common framework. This lesson could be a positive lesson that can be taken together and that there is no misuse of history for the pragmatic interests of a few people. Who contributed, and who should be responsible for the victims of more than 150,000 people in the pandemic; Is our government a hero, or is it to be blamed? Will the narrative around this epidemic strengthen or weaken national solidarity? The issues of minority vs. majority, native vs. immigrant, religious vs. secular, rural vs. urban, and similar dichotomies may emerge in the future (see Satgas Covid-19, 2020). Further exploration needs to be done in the educational field, especially for history and social sciences educators, to direct the discourse in their daily teaching process.

Efforts to link archives with history learning are still rare in Indonesia, especially those with the Covid-19 theme. In fact, as a fundamental global event, as already mentioned, historical understanding needs to be constructed to objectively understand the historical movement happening around. This study attempts to link the use of archives with contextual learning of history based on essential competencies in the 2013 curriculum. Apart from being a theoretical study, this paper provides practical guidance on what teachers can do to integrate archives, the Covid-19 pandemic, and learning history. How can education be a means of utilizing Covid-19 archives in increasing social capital to deal with the pandemic and post-pandemic recovery? Furthermore, how can the Covid-19 archives help build community cohesiveness through education?

METHOD

This study is a qualitative-interpretive study based on literature, documents, and the author's personal experience while teaching at a university and interacting with students, teachers and school management during the Covid-19 pandemic during 2020-2021. The interpretivist paradigm sees the relationship between living phenomena holistically in various layers of different complex understandings that allow for a version for the same phenomenon. In reviewing education in the pandemic era, research techniques are used that will help us understand how to interact and interact in the social environment, in this case researchers (Creswell, 2014; Thanh & Thanh, 2015). The document used is the revision of 2013 national curriculum (2018). Data analysis used the approach proposed by Miles & Huberman (1994) with three frameworks (1) data reduction; (2) sending or displaying data; (3) drawing and drawing conclusions.

FINDINGS AND DISCUSSION

Covid-19 Archives as Collective Memory

If we observe, almost every level of government from the center to the regions has provided their respective digital platforms to record the development of the Covid-19 outbreak from time to time. Through a website that is now connected to the Pedulilindungi special application, the national task force always conveys the latest data, appeals, and notifications about the current situation to the public. In the Pedulilindungi application, which is a kind of key in tracking and monitoring community movements during the recovery period including vaccination campaigns, users will easily find various data on a local to sub-district scale to find out statistical data on the development of Covid-19. Weekly analysis in the form of interpretation of the recapitulation of existing data is also presented openly on the related website (Satgas Covid-19, 2020).

In addition to official documents contained on government websites and published applications, wider historical sources can be found in various places such as digital newspapers, social media such as Instagram and whatsapp groups, facebook, and even tiktok which is used by the public to share their experiences related to Covid-19. 19. Of course, not all of the recorded information is of important value to be stored as an archive, but without careful handling and minimal use, such data will be lost as normality returns in the near future. In fact, this candid information produced by the community actually has a central value in describing history from a more humanistic and lively side, as well as social meaning: public history, is more than just general nuances conveyed from official data: a political history (Foster et al., 2020; Kelly, 2020; Lazarus et al., 2020).

The existence of data related to Covid-19 is actually part of a document that captures the collective memory of the community during this pandemic and can be said to be an archive in its broadest sense (Horton & Spence, 2003; Theimer, 2011). In February 2022, it will be 2 years since global disruption has occurred as a result of the outbreak. All the new normalities that are then formed are certainly present as an effect of these changes, some of which deserve mutual attention. Even if at this time the public has not used the existing data in part due to the large number of documents and the dynamics of the situation which is still uncertain, then recordings of major events with a global scope of this kind need to be kept safe, managed properly, and stored in a structured manner (Foster et al., 2020; Horton & Spence, 2003; Kelly, 2020; Theimer, 2011). Don't let it

be, the data stored is only what is in the interest of some people which is incomplete. The public needs to keep in mind that many of our officials are still working while gaining personal benefits from the Covid-19 emergency fund allocation, similar to how some people have rejected the existence of the Corona virus, whether for religious reasons, anti-science, boredom, or because they really do skeptical at all.

Archives as human products clearly contain subjectivity and need context in their use. In the author's opinion, the vision of using the Covid-19 archive in the form of recorded documents, statistics, analysis, policies, photos, videos, interviews, descriptions, and so on, whether published by the government or non-government, must pay attention to the common interest for the future. Historians who study topics around future pandemics are not bound by how they need to interpret available archives and sources, but educators or teachers of history and the world of history education have this task as their responsibility to society (Kuntowijoyo, 2005; Sjamsuddin, 2007). In this case the context as a frame of reference becomes very important so that it appears to be a strategy developed independently in the discipline of education.

Context-based learning as a history learning strategy

History as an event is objective but as a product of interpretation, furthermore as a medium for inculcating values in a society, it always tends to be subjective (Kuntowijoyo, 2005; Sjamsuddin, 2007). The application of past stories as a tool for "indoctrination" is something that is beneficial for the development of a society, but is also very vulnerable to being used by a group of people such as rulers or regimes to justify their narrow interests. Therefore, what is intended in the formulation of the curriculum, including the strategy for learning history and the selection of interpretations carried out must be done carefully as a product of the collaboration of historians and history educators, not just being the final word for government bureaucrats, let alone state politicians.

Context-based learning is a learning strategy or pedagogical method that departs from the understanding that the situation in the classroom is an environment that is less than ideal for knowledge transfer (Rose, 2012). This approach seeks to correct aspects that are often absent in conventional educational methods through formal schools and a set of rigid curricula issued by political authorities as scriptures in their implementation. Even in its most democratic form, CBL believes that real learning needs to be done holistically through natural adaptation of the environment. Students are brought to the actual reality in everyday life and the possible future dynamics that they will face. Renewable energy in science, for example, needs to be contextualized in our society, what is the need to adapt such technology when natural resources are still abundant? Emphasizing the relationship with global warming will not help students' understanding if the teacher does not relate the impacts of global warming such as the sinking of Jakarta due to rising sea levels, prolonged drought, erratic weather, and so on (Supriatna, 2016, 2021).

Especially for the Social Sciences, including History, it is true that the transfer of knowledge in a class with only 2-4 hours of lessons per week will not be able to achieve such an idealistic curriculum objective. Teachers may feel frustrated with the material load that is so dense in contrast to the short time, large classes, and perhaps limited learning facilities in schools. In a pandemic situation, especially, online learning not only makes history lessons a momentum of past tales, but also becomes the final number priority for students because of the lack of centrality and contextuality compared to other fields such as science, technology, and applied social. Standard assignments such as reading and summarizing, watching documentary videos and teacher lectures will be very tedious after students face other, more thought-provoking subjects such as Mathematics and Physics, when their rote memory is taken up by Biology lessons (Supriatna, 2021).

The CBL approach in the early stages emphasizes the need for students to understand why they have to learn something before knowledge transfer is carried out. If we are going to discuss World War II, which happened more than 75 years ago, they need to know first whether it has to do with our world or our lives today. If not, the material presented by the teacher will not impress much or even have no meaning at all other than a series of numbers of years, places, figures, and events to be memorized for the sake of passing the exam (Robertson & Mullen, 2017; Rose, 2012). Departing from a clear understanding of personal learning motivation,

the subject matter is then delivered critically through flashbacks or also if history reflects on the dynamics that are developing and are viral in the surrounding community. Furthermore, stimulation through open-ended questions becomes a way for the teacher to arouse students' reasoning and convey past events to extract the essence. Meanwhile, the demonstrative way in the approach will help to foster student' motivation to learn (Ardiansyah & Rochmawati, 2022; Hasbiah et al., 2022).

The origin of context can be divided into at least four aspects: the personal domain; social and community domains; professional practice domains; and scientific or technological domains (de Jong, 2008). The teacher can choose one or more of these context origins to convey conceptual understanding to students. The personal domain pays attention to the individual situation in relation to the subject matter. In analyzing the origin of human ancestors (deutro and proto-Malay concepts) in KD 3.3 for the Indonesian History class X material, for example, the teacher can invite students to discuss the origins of their father and mother or grandparents. The social and community domains are aspects of the environment in which they live. In this case, students are brought to actual situations where the values of a historical event can be applied to fulfill their role in the community. Elements of KD 3.2 in the material on Indonesian history for class XI which focuses on people's resistance to the penetration of Western colonialism can be started with local political issues such as corruption and conflict. Thus, they could see why the Indonesian resistance strategy was almost always defeated by the colonists, especially the Dutch. The last two contexts put forward the application of the abilities of students and teachers in the delivery of subject matter.

The domain of professional practice refers to the futuristic or applicable aspects of the subject matter to the world of student work. Of course, as humanities, history has a specific field of work if only understood as a historian. This will lead to students' thinking that subordinates history to be studied seriously. This paradigm also continues to develop in a society that sees aspects of history and other humanities as "dry" or unpromising career fields. In fact, if the teacher shows that history can enter all fields of science and life, then the "useless" or "unprofitable" image will disappear. For example, to start the KD 3.1 material for class X on historical concepts and methodologies, students are invited to discuss the use of history in science and technology (science history), medicine (health history) and architecture (art history). Teachers can display pictures or innovative writings, comics, and films to inspire students in the historical professional domain.

Finally, the scientific and technological domains are the origin or the basis for the formulation of contexts that put forward the use of technology in history subject matter. In KD 3.9 for class XII regarding technological developments and the scientific role of the Indonesian nation, the teacher can discuss some of the achievements of the Indonesian people around them, for example for those in urban areas, the teacher can explain a little about Sosrobahu technology for the construction of flyovers or tell a little about Mr. Habibie as an icon of Indonesian technology. Even for agricultural technology such as the subak system in Bali, it can be used as a discussion material regarding KD 3.6 in class X regarding the development of Hindu-Buddhist society in Indonesia. Of course, the concept of terraced rice field technology and such traditional irrigation can be found easily in rural communities.

Table 1. Context-Based Learning Approach and the Function of Context

Approaches	Order	Context
Traditional	Context following Concept	Illustration Application
Modern	Context before Concept	Orientation Motivation
Contemporary	Context before Concept & Another Context following	All mentioned function above

Source: see. de Jong (2008: 3)

Presenting the context in CBL is a development of the current or contemporary learning approach as shown in Table 1 above. Context accommodates the functions of illustration (depictions of concepts that are still abstract into something more concrete), application (application of concepts into reality), orientation (direction and purpose of a scientific concept), and motivation (factors that encourage the origin of the conception) previously presented depend on concepts in science. In this new approach, in addition to the context of starting a learning material, other contexts will be linked so as to provide a more comprehensive pattern of the implications of a material. For history learning, this kind of understanding needs to be raised not only among students but also teachers. Subjectivity that may be mixed in the delivery of material in class needs to be clarified and acknowledged openly. Meanwhile, students need to be understood that having an alternative narrative – as long as it is supported by valid facts and data or at least can be accounted for – does not mean that it violates the consensus let alone affects the assessment in class. In fact, criticism is encouraged and differences are used as triggers for a scientific and more dynamic discussion.

From a technical point of view, as revealed by de Jong (2008), there are at least four stages of how educators can apply a context-based approach to learning. First, it presents the introductory context. In the process of opening a session or class, the teacher can brainstorm with questions, focus group discussions, or illustrations such as media and stories as stimulation for students. After that, the teacher collects questions or comments from them as material for enrichment of material to suit the needs of students. Third, textbooks are not the only source of teaching, but only as a mainstream discourse that is studied to be strengthened or compared with other sources. Given the massive expansion of gadgets among teenagers today, whether in urban or rural areas, teachers can provide enrichment with simple assignments such as browsing or watching certain videos on Youtube channels to also increase their attention to the material being studied. Fourth, the last is to follow up the discussion that has been conveyed with future action plans, namely what students will do after understanding and taking the essence of past events.

Table 2. Context-Based Learning Strategies

Context-Based Learning Phases	The Purpose of Each Phase
Presenting the introductory context	Generating curiosity, in the form of questions from students
Collect and customize questions from students	Prepare students to find their own answers by studying the material to be presented
Restructure textbooks and enrich teaching materials through other sources	Strengthen the relationship between the questions asked and the teaching resources
Presenting follow-up questions or implications of the material being studied	Generating students' desire to apply knowledge into attitudes or actions

Source: see. de Jong (2008)

During the pandemic, online learning certainly makes teachers need to innovate a lot in conveying historical material to students. The CBL application by utilizing the Covid-19 archive can be an alternative strategy by integrating lessons with the dynamics of the pandemic that is happening. As already stated, the key to this adaptation is that the teacher directs students to explore their environment, or expands the scope of their understanding to build togetherness in society while paying attention to global issues. The absorption of value in the subject matter and then its internalization in learning through CBL with this archival media as an example is as shown in Table 3 below.

Table 3. Contextualization of Class XII History Teaching Materials and Covid-19 Archives

CORE COMPETENCIES 3 (KNOWLEDGE)

3. Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, state, and civilization related to the causes of phenomena and events, as well as apply procedural knowledge in the field of study that are specific according to their talents and interests to solve problems

BASIC COMPETENCIES		The context that Can Be Submitted	Referenceable Archive
3.1	analyze the efforts of the Indonesian people in facing the threat of national disintegration, including the 1948 PKI Madiun, DI/TII, APRA, Andi Aziz, RMS, PRRI, Permesta, G30S/PKI	Spreading hoax news in cases surrounding the pandemic	Social media, mass media, the closest environment
3.2	evaluate the role and values of the struggle of national and regional figures in maintaining the integrity of the Indonesian state and nation in the period 1945–1965	Pioneering in the community during a pandemic (medical personnel, and so on)	Mass media, environment
3.3	analyze the development of the political and economic life of the Indonesian nation from the early days of independence to the period of Liberal Democracy	Disruption in the surrounding environment due to Covid and its comparison with social, political, and economic shocks due to the revolution	Government data (website), environment, mass media
3.4	analyze the development of the political and economic life of the Indonesian nation during the Guided Democracy period	The need for a common vision and stability in solving the nation's problems	Government data (website), Mass media, critical analysis and academic literature review
3.5	analyze the development of the political and economic life of the Indonesian nation during the New Order era	Corruption and its impact on the rights of people affected by the pandemic	Internet sources, mass media, critical analysis and academic literature review
3.6	analyze the development of the political and economic life of the Indonesian nation in the early days of the Reformation	The need for a common vision and stability in solving the nation's problems	Government data (website), Mass media, critical analysis and academic literature review
3.7	evaluate the role of students, students, and youth in Indonesia's political and constitutional changes	How is the younger generation reacting in a pandemic, "what do you & they do?"	Surrounding environment, internet sources (for comparison)
3.8	evaluate the role of the Indonesian nation in world peace, including KAA, Garuda Mission, Djuanda Declaration, Non-Aligned Movement, ASEAN, OIC, and Jakarta Informal Meeting	Global cooperation is the responsibility of the nation and provides many mutual benefits	Mass media, internet sources, critical analysis and academic literature review
3.9	evaluate the life of the Indonesian nation in developing science and technology in the era of independence (from the proclamation to the Reformation)	What are Indonesian scientists doing in the face of a pandemic, its obstacles and dynamics	Internet sources, online encyclopedias, mass media

Sources: Permendikbud no 37 tahun 2018

Integrating Nationalism & Trans-nationalism in the interpretation of historical discourse

The history developed in Indonesia today is identical with the spirit of centralized nationalism that was promoted in the early phases of independence. Among the promoters of such a historical romantic narrative is the humanist Mohammad Yamin, who in his capacity as Minister of Education and Culture in the 1950s also contributed to promoting teacher education in Indonesia. The connection between Yamin's nationalist personality and his central position in the world of education in our country has given birth to a foothold for a National-centric or Indonesia-centric history which was later refined, straightened out academically by Indonesian father of history, Sartono Kartodirjo. This national pattern of historical writing during the New Order became biased in line with the military-centric approach promoted by historians such as Nugroho Notosusanto, who was closely related to the Suharto regime (Adriani, 2014; Purwanto, 2006; Purwanto & Adam, 2013). Traces of such a national-centric and military-centric historiographical approach can still be recognized in academic and popular works during the Reformation era. In fact, the approach that tends to be doctrinaire, which sometimes loses its objectivity in history, is still developing in the world of education and has only received attention for a curriculum renewal in the last 10 years.

In the era of globalization and the industrial revolution 4.0 where state boundaries sometimes do not apply as information systems and the economy are increasingly connected, the understanding of a mono-discourse perspective must be revised. The black-and-white approach to history as unavoidable from the centrism perspective as described earlier, needs to be adapted to adapt to the discourse challenges of a trans-national society: not in terms of political or anti-national movements but as a holistic reasoning to understand the past and the dynamics of life. currently being and will be faced. The most common argument regarding a historical transnationality is that since the past, the connectedness and interconnectedness between peoples in various parts of the world have occurred (Adriani, 2014). Since the emergence of Hindu-Buddhist kingdoms in the archipelago, for example, to Islamization and colonization, all of these dynamics were influenced by global developments that far preceded the changing boundaries of the nation-state from time to time. Interpretation that is limited by administrative boundaries will cause the room for criticism of the narrative of historical interpretation to be limited as well.

In modern pedagogy, the approach to learning that is being intensified focuses on aspects of sustainability education or sustainability education. Human relations with the natural environment and social environment are prioritized beyond the transfer of knowledge and subjective scientific expertise that characterize classical pedagogy. The strongest argument is that the rapid developments in science and technology over the last two centuries have actually caused a lot to decrease the quality of our nature and environment as well as to degrade human values in society. In its development, the sustainability aspect gave birth to a global target called 21st Century Skills, namely communication, collaboration, creativity and critical thinking plus literacy (4CL). Such a trend clearly affects how history as a subject in schools is conveyed to students. And, such a paradigm shift is taking place in universities accross the country (Supriatna, 2016).

The Covid-19 archives that are so abundant if drawn into national-centric and trans-national discourses can actually move together. First, as a tool to build the spirit of nationalism, in a constructive sense, it is to show the strengths in the weaknesses that we experience during the pandemic. From gray regulations to corruption in emergency funds, from problems of weak coordination to public apathy, are among the weaknesses in our government and society that are visible during this pandemic. However, on the other hand, we see high expectations, maintained economic performance, the government's efforts to do something in the midst of its limitations, to solidarity and empathy among people in facing this pandemic together. Both sides need to be displayed so that the desired national character can ideally be realized, of course by improving what is lacking here and there. Second, as a tool to promote trans-national values in the sense of global humanism, the Covid-19 archive shows Indonesia's position which needs to be more or less grateful than the situation experienced by

other countries. The high number of victims is not higher than developed countries such as the United States and Brazil. Nor are the economies worse off than Latin American countries. Even in Southeast Asia, it seems that Indonesia's situation is gradually improving and under control.

CONCLUSION

If we draw a line on the three aspects that have been described, namely Arisp Covid-19, Social Capital, and Context-Based Learning, then what appears is the recontextualization of historical education into the situation we are currently facing. The vision or goal is to reaffirm social capital, especially the common bond as a national community that does not blame each other, while simultaneously taking responsibility both at the national and global levels. When the pandemic in Indonesia is out of control, thousands of people who have the need to travel internationally, for example, are hampered. Meanwhile, our citizens abroad are also unable to return to their homeland. Likewise, those who do business and are affected by the pandemic, the data that exists both statistically and in real terms in the local scope of the environment in which we live, needs to be internalized to the community, especially students, so that they have empathy and do their best to contribute to providing assistance to others. . Thus, the value that can be passed down from this pandemic to the younger generation in particular and the future is a positive spirit, not selfishness and blaming each other.

On the other hand, it should be realized that the context-based learning approach is a breakthrough that has the potential to revitalize history into a subject of practical and strategic value for those who study it. However, the limitations, especially in the aspect of teacher competence in developing teaching materials and stimulating criticism among students, are obvious. Some of our teachers, not only history teachers, still have difficulty adapting online patterns, how else will we make material adaptations that also partially rely on virtual media. Without a teacher who understands the spirit of his era, history lessons will always be something that is side, not a priority for students to study it. If this subject were an option in our secondary education curriculum, it is likely that very few students would take it out of interest. Regardless of these limitations, history will always be relevant for the present and the future, because in the end, blindness to life encourages people to look back at what they have experienced.

In the context of globality, the attitude of solidarity and understanding between nations is an important capital for the success of future generations. As a developing country that is heading towards economic revival in the next 20-30 years, Indonesia's demographic bonus requires a common context to view the world and its neighbors far and near. How our society sees the outside world will greatly determine our attitude and our role in international relations. If the orientation of the government and the public is too domestic, the authority and influence of the state in the eyes of the world community will be small. We will have no bargaining power in cross-border issues. In fact, issues such as the environment, crime and terrorism, and cultural competition are among the fields that cannot be solved alone. Thus, as stated in the early part of this paper, the values of cooperation, solidarity, concern, sympathy, mutual respect and initiative in cross-border humanitarian issues need to be fostered in the community, especially the nation's young generation.

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