



An Exploration of History Learning in the Context of Deep Learning in the Era of Artificial Intelligence

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Abstract

History learning, which has traditionally been associated with conventional approaches, is increasingly undergoing transformation due to advances in Artificial Intelligence (AI). The emergence of AI has sparked a deep learning paradigm that prioritizes the development of critical, analytical, and reflective thinking skills in addition to the mastery of information. This article aims to explore how history education can utilize Artificial Intelligence within the context of deep learning, as well as to analyze the opportunities and challenges that follow. The research method employed is a literature review with a descriptive-analytical approach. The findings show that the use of AI in history learning within the framework of deep learning can enrich students' learning experiences. Through problem-solving, collaboration, and critical analysis of historical sources, the deep learning approach can foster student engagement. However, several challenges persist, particularly concerning data bias, ethical issues in AI use, and the readiness of digital infrastructure. Therefore, there are significant opportunities to develop more contextual and relevant learning processes that meet the demands of the 21st century by integrating Artificial Intelligence into deep learning in history education. Nevertheless, its implementation requires strengthening teacher capacity and fostering critical awareness of the ethical dimensions of technology use. This article is expected to contribute to the discourse on pedagogical innovation, particularly regarding the future direction of history education amid the disruptions brought about by Artificial Intelligence.

Keywords: deep learning, artificial intelligence (AI), history learning

