

## Students' Perceptions of History Teaching in Grade XI of State Senior High School 1 Parigi Tengah

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### ABSTRACT

This study aims to determine students' perceptions of History teaching in grade XI of SMA Negeri 1 Parigi Tengah, specifically regarding the teaching methods used by teachers with a background in Geography. This study uses a descriptive qualitative approach conducted in a natural setting. The research subjects consisted of grade XI students, with supporting informants in the form of subject teachers and homeroom teachers. Data collection techniques were carried out through observation, semi-structured interviews, and documentation. Data were analyzed using an interactive analysis model that includes data reduction, data presentation, and drawing conclusions. The results of the study indicate that students' perceptions of History teachers' teaching methods vary. Some students considered the lecture method used to help understanding the material if delivered clearly, coherently, and communicatively. However, some other students felt that the method was less interesting if it was done monotonously and with minimal variation, thus decreasing interest and active learning. The use of learning media was also considered suboptimal, even though supporting facilities were available at the school. Factors that influence students' perceptions include the teacher's ability to deliver the material, the teacher's teaching style and attitude, the suitability of the method to the characteristics of the History material, students' interests and learning styles, and the learning environment. This study concludes that variations in methods and the use of learning media are very necessary to increase students' interest and understanding in learning History.

**Keywords:** Student Perception, Teaching Methods, History Learning, Qualitative Research

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### INTRODUCTION

The definition of education according to the Ministry of National Education (2003:20) regarding the national education system, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, and the country. (Simbolon 2023)

(Latifa 2024) stated that education is a linked activity, encompassing various elements that are interconnected. Djamaluddin and Wardana (2019:3) stated, "PBM, which

stands for teaching and learning process, plays a significant role in education, as the very essence of education is the learning process."

When it comes to learning, the focus and focus is on student quality as the output of the learning process. Learning naturally requires individual effort to achieve behavioral changes, including knowledge, skills, and positive values, as a result of the learning experience. This aligns with the opinion of Muliani et al. (2025) who argue that learning is a process designed to help students learn effectively by acquiring knowledge and skills. knowledge and the formation of attitudes and beliefs in students provided by the teacher . The expected changes in the learning process will occur if the learning objectives are achieved, one way that can be done to achieve the learning objectives is by paying attention to effectiveness in learning.

History learning is a science that aims for each student to build awareness of the importance of time and place which is a process from the past, present and future so that students are aware that they are part of the Indonesian nation who have a sense of pride and love for the homeland that can be implemented in various national and international lives. Through history learning, a process of inheriting information related to life in the past can be carried out as well as an effort to introduce events that are considered important to students, students can develop character by taking real examples from their own environment, so that this can make history learning more effective in shaping students' character (Anis and Mardiani 2022)

Teachers play a crucial role in history learning because, as educators, they are expected to mobilize the elements within history learning. As educators, teachers must be able to introduce new elements, such as methods, models, and learning media (Pratama, Puadi, and Mukhlis 2024).

According to (Putri 2021) a teacher is someone who has contributed to the world of education, because a teacher is someone who provides knowledge to students or a professional who can enable his students to plan, analyze, and conclude the problems they face.

Teaching and learning activities involve several components, namely students, teachers , learning objectives, learning content, teaching methods, media, and evaluation. The learning objectives are of course optimal, therefore there are several things that teachers need to pay attention to , one of which is the method of teaching History . In learning practice, there are various types of History learning methods that can be used by a teacher or teaching staff, therefore, there is a need for teacher creativity and variation in using methods. (Sustainable 2021) .

From here the author tries to find out how students perceive the teaching methods of History teachers . Because by knowing students' perceptions, it can influence the learning process, especially History , so that teachers or all parties involved in the world of education can know what the expected History learning methods are actually like and there will be an opportunity for teachers to be better at using learning methods, especially learning methods that are appropriate to the History learning material . As is the case at SMA Negeri 1 Central Parigi, especially in the History subject .

Perception is a person's image of an object that is the focus of the problem being faced. Perception is used by the individual who creates the perception, the situation that occurs when the perception is formulated, and disturbances that influence the process of forming the perception. Perception can be defined as a process of observing, selecting, organizing, and interpreting environmental stimuli. The process of seeing and selecting occurs because each of a person's five senses is confronted with a multitude of environmental stimuli . (Mahmudi et al. 2025)

From a psychological perspective, the author believes that differences in student perception are interesting, as each person has a different perception of the same object. This occurs due to various influencing factors. Students' perceptions of this History learning method need to be understood, considering that students are the primary target for the teaching and learning process at school . Therefore, appropriate adjustments can be made so that this History learning receives an interesting appreciation from students and the teacher concerned has a place in the hearts of students . Because, if the learning method is fun, appropriate, and correct, it will influence the stability of conducive learning and students can understand history learning well and correctly.

Based on the results of initial observations that researchers have conducted at SMA Negeri 1 Parigi Tengah, on November 7, 2024. Teacher creativity in using learning methods has not been implemented optimally, there needs to be knowledge about teaching methods.

Education is a crucial aspect in shaping students' character and knowledge. In practice, learning success is greatly influenced by the teaching methods used by teachers. Teaching methods are not merely techniques for delivering material, but also reflect approaches and strategies that capture students' attention and enhance their understanding of the subject matter.

However, in practice, there are cases where teachers from certain subject areas, such as Geography, also teach other subjects, such as History. This can be due to limited teaching staff or internal school policies. This situation gives rise to varying perceptions among students regarding the teaching methods employed by these teachers.

Student perception is the view or assessment a student makes of an object based on experience, observation, and direct interaction. This perception is crucial because it can influence student motivation, engagement, and learning outcomes. If the teacher's methods are deemed appropriate and engaging, students tend to be more active and enthusiastic in participating in the learning process, even if the teacher comes from a different field of study.

This study aims to determine the perceptions of eleventh-grade students regarding the methods used by geography teachers in teaching history. This is crucial for providing input for developing cross-subject learning methods and improving the overall quality of education.

Based on the background above , the author is interested in knowing students' perceptions of the History learning method , the truth of which will be tested through

research. The title of this research is: Students' Perceptions of History Teaching in class XI SMA Negeri 1 Central Parigi

## **METHOD**

This study employed a **descriptive qualitative research design** conducted in a natural setting to explore students' perceptions of historical teaching practices. Qualitative research is suitable for understanding social phenomena in depth, as it emphasizes meaning, process, and context rather than generalization (Sugiono 2014). In this approach, the researcher served as the primary instrument, allowing direct interaction with participants and enabling an authentic understanding of their experiences and perspectives. This design was chosen to obtain a comprehensive description of students' perceptions of history instruction in Grade XI at SMA Negeri 1 Parigi Tengah.

The research was conducted at **SMA Negeri 1 Parigi Tengah**, located in Pelawa Baru Village, Parigi Tengah District, Parigi Moutong Regency, Central Sulawesi, Indonesia. Data collection took place in **April 2025**, beginning with preliminary observations to identify relevant issues related to historical teaching practices. These observations were followed by in-depth data collection activities carried out directly in the school setting.

The research participants consisted primarily of **Grade XI students** who had attended history lessons taught by a teacher with an educational background in Geography. Supporting informants included the subject teacher and homeroom teacher to strengthen data triangulation. Participants were selected using **purposive sampling**, based on criteria such as active participation in history lessons, direct learning experience with the teacher concerned, and the ability to express opinions clearly and reflectively.

Data were collected through **observations, interviews, and documentation**. Observations were conducted to examine classroom interactions and teaching practices during history lessons. Semi-structured interviews were carried out with students to explore their perceptions of the teacher's instructional methods, while interviews with supporting informants were used to enrich and validate the data. Documentation, including school records, lesson-related materials, and photographs, was used to support and corroborate findings obtained from observations and interviews.

Data analysis followed an **interactive qualitative analysis model**, consisting of data reduction, data display, and conclusion drawing or verification. Data reduction involved selecting and focusing on information relevant to students' perceptions of history teaching. The reduced data were then organized and presented in narrative form to facilitate (Sugiono 2014) interpretation. Finally, conclusions were drawn by identifying patterns and themes emerging from the data, with continuous verification to ensure consistency and credibility of the findings throughout the research process.

## RESULTS AND DISCUSSION

### RESEARCH RESULT

#### 1. Observation

The results of this study are the presentation of the findings obtained by the researcher through observation, interviews and documentation. Observations were conducted by conducting direct observation of teaching and learning activities carried out at SMA Negeri 1 Parigi Tengah class XI. Furthermore, the researcher conducted interviews by holding questions and answers conducted directly with several students of SMA Negeri 1 Parigi Tengah to find out the students' perceptions of the geography teacher's teaching methods in history subjects, as well as the documentation techniques that the researcher used as a complement in conducting this research to determine the profile of the research area.



**Figure 1** Documentation of History Teachers Teaching History Lessons in Class XI



**Figure 2** Documentation of History Teacher Teaching Using Infocus Media for History Learning in Class XI

The research was conducted using one teacher and several students in the 11th grade of the Social Studies department as subjects. The researcher chose one department as the research subject to obtain real, natural data. However, the researcher only recruited a few informants from the 11th grade Social Studies department as the result of interviews and documentation.

## 2. Interviews

The teaching method in a teaching and learning process is a very important factor in determining the success of students in learning in class. Success here means that when teachers teach using learning methods, students will understand and comprehend. There are various methods used by teachers in teaching history at SMA Negeri 1 Parigi Tengah . These methods are expected to foster a spirit of learning from the students themselves and to achieve the objectives of learning. In delivering learning materials at SMA Negeri 1 Parigi Tengah. Geography teachers in teaching history apply several methods in class XI majoring in social studies , these methods include lecture methods , discussion methods and assignment methods.

Before discussing further about the teaching methods of Geography Teachers in the History subject, the author will describe the views of various parties/students whom the author has interviewed, including Grade XI Social Studies students and Geography Teachers at SMA Negeri 1 Parigi Tengah.

The results of the interview that the researcher conducted with Mr. ALIF FAHREZY S.Pd as a geography teacher at SMA Negeri 1 Parigi Tengah are as follows:

*"Implementing learning in class, I convey to students about the learning objectives, then the material to be taught and the methods used until the stage of understanding and assessment for students. The teaching process requires a teaching method, with the existence of a teaching method to make it easier to present the material so that it is also easy for students to understand, the methods I use are lectures, discussion methods and assignments, and others. As a teacher, I also vary the teaching methods to students. The essence of this history learning, how historical material can be conveyed clearly and easily understood by students." (May 19, 2025)*

This is related to the results of an interview with a student named RIZKI, class XI, majoring in Social Sciences, regarding the teaching methods used in class, it was said that:

*" The teacher's lecture method often explains things very well, there are also times when the teacher gives us assignments, but I can understand and comprehend what the teacher is saying, bro" (May 19, 2025).*

This was also expressed by a student from another department named Dewi Anatasya, class XI, Social Studies major, who expressed her opinion about the teacher's teaching method, namely:

*" I don't know what method is used, but most often the teacher explains until the end of the lesson and immediately gives us assignments . " (May 19, 2025).*

Then another opinion was given by a student from the same department named Nadifa, class XI, social studies department, who expressed her opinion about teaching methods, namely:

*" My teacher often uses that lecture method, like constantly explaining in front of you. That's what I've noticed when you teach. " (May 20, 2025)*

Dina Marwa Sutira from the 11th grade social studies department said that:

*"The history teacher loves to explain things in class, so I feel bored and fed up with history lessons. I think the way you teach needs to be improved, perhaps with a different method. If you just lecture and give assignments all the time, it's boring. " (May 20, 2025)*

Another opinion that has similarities comes from a student from another department, namely Hisbullah Mehdi, class XI, social studies department, he said that:

*" I think teachers should use other methods besides lectures and assignments, like discussions or something else, because in my class we rarely have group discussions, and even then, we only have them once or twice. I prefer discussions with my classmates rather than having the teacher explain things continuously until the end. I think so, sis. " (May 20, 2025)*

From the results of interviews with teachers and several students at SMA Negeri 1 Parigi Tengah, it can be concluded that teaching methods are important in the success of the teaching and learning process in the classroom. There should be many methods used by teachers to keep students from feeling bored and tired. History teachers at SMA Negeri 1 Parigi Tengah use lecture methods , discussion methods, and assignment methods in delivering learning materials in class. Sometimes teachers only give assignments to their students and then leave the class with the excuse of having business outside. This is also supported by documentation data from researchers when researchers conducted research directly at the school.

One of the supporting factors in the learning process in schools is the availability of media or aids in the classroom. Sometimes the presence of learning media can motivate students to learn in class, and media can also make it easier for educators to convey or explain their teaching materials. The researcher then asked about the media used by history teachers in the classroom. As Hisbullah Mehdi, a 11th-grade social studies student, stated during an interview, he reiterated:

*" He has an infocus, but Mr. Alif rarely uses it when teaching history in class. He mostly only uses Indonesian history books, Sis... " (May 20, 2025).*

Something similar was said by a student named Nadifa, class XI, majoring in social studies, who said that:

*" While I was studying history, Mr. Alif rarely used an infocus, our teacher liked to explain, Mr. Alif usually just told us to go to the school library to get an Indonesian history book and do the assignments on the pages in the book. "* (May 20, 2025).

Something similar was said by a student named Dina Marwa Sutira from the 11th grade social studies department who said that:

*" The only media used is books, sis. Media like infocus are rarely used when teachers teach history. Mostly, they just use the blackboard and history textbooks for discussion. "* (May 20, 2025)

The students' opinions suggest that SMA Negeri 1 Parigi has provided in-focus media or other tools for classroom learning, but they rarely use them. This is because some teachers are accustomed to or prefer using whiteboards and textbooks or direct lecture methods over using learning media.

Learning methods support the teaching and learning process. They are the most commonly used learning methods in teaching and learning activities, including history lessons. Although these methods are considered traditional and teacher-centered, their effectiveness depends heavily on various factors that influence how students perceive and respond to them. One hope expressed by Dewi Anatasya, a grade 11 social studies student, is that:

*" In my opinion, when teaching history, you have to make all students active in class. If you just lecture all the time, I quickly get sleepy and have trouble concentrating. It's better if you intersperse it with discussions or videos so you don't get bored, that's what you think. "* (May 20, 2025)

Another opinion came from a student named Nadifa, class XI, majoring in social studies. She said that:

*" For me, I think the lecture method is too boring if done continuously. I prefer group study or presentations "* (May 20, 2025)

A student named RIZKI, grade XI social studies major, also gave his comments about his hopes for the teaching methods of his future history teacher, saying that:

*"For me, sometimes I find lectures boring, but if the material is interesting and the teacher is fun, then I can follow along "* (May 20, 2025)

The researchers then interviewed several students about how they would learn history if the method were changed or varied. As Dina Marwa Sutira, a 11th-grade social studies student , put it:

*" If you say it's varied, it's not really, sis, because the methods used by the teacher are always lectures and assignments. I want to be enthusiastic about learning, but the teacher keeps explaining and lacks enthusiasm in delivering the material, sis. For my future hopes, sis, for history teachers, their teaching methods will be better. So that we in class won't feel bored anymore when learning history. "* (May 20, 2025)

Then a similar opinion came from the same department, namely Hisbullah Mehdi, class XI, who said that:

*" In my opinion, teachers must be able to understand the material being taught and understand the conditions of the students in the class. It doesn't mean that only students sitting in the front understand, but those at the back must also understand. Perhaps. My hope for teachers who teach history or all teachers who teach can vary it again, use infocus media and can learn outside the classroom because in my class, I rarely use infocus when studying. "* (May 20, 2025)

Based on interviews with several eleventh-grade students, it was found that students' perceptions of the lecture method varied. Some students stated that the lecture method made it easier to understand the material because the teacher's explanations were considered more systematic and easy to understand. However, several students also expressed that the lecture method could become boring if used continuously without variation. One student said, *"If it's just lecturing all the time, I quickly get sleepy and have difficulty concentrating."* This shows that the effectiveness of the lecture method is highly dependent on the teacher's delivery style and classroom conditions.

The lecture method, a predominantly teacher-centered learning method, has had diverse impacts on students' interest and understanding of history lessons. This impact is greatly influenced by the teacher's delivery of the material, student character, and the learning environment. One hope expressed by Dewi Anatasya, a grade 11 social studies student, is that:

*" In my opinion, Sis, if you teach history, don't lecture for too long and the teacher only reads books or slides, I get bored quickly. So I don't have the enthusiasm to take part in the lessons, I see, Sis. "* (20 May 2025)

Another opinion came from a student named Nadifa, class XI, majoring in social studies. She said that:

*" For me, I think the lecture method is too boring if done continuously. I prefer group study or presentations "* (May 20, 2025)

A student named RIZKI, grade XI social studies major, also gave his comments about his hopes for the teaching methods of his future history teacher, saying that:

*"I often listen to teachers lecture, but because there's no discussion or Q&A, I don't really understand. Sometimes I just memorize the material without understanding the meaning. " (May 20, 2025)*

Then the researcher conducted interviews with several students about the impact of the method. in learning history if the method is changed or varied. As stated by a student named Dina Marwa Sutira from the 11th grade social studies department, she said that:

*" If you say it's varied, it's not really, because the methods used by teachers are always lectures and assignments. If the teacher's lectures are clear and coherent, I understand the history material more quickly. Especially if the explanation uses real examples, the teaching method is even better. So that we in class no longer feel bored when learning history. " (May 20, 2025)*

Then a similar opinion came from the same department, namely Hisbullah Mehdi, class XI, who said that:

*" I think lectures are sometimes good, if the teacher is good at explaining things. But if it's just lectures too often, I prefer discussions as well so I can ask questions directly. " (May 20, 2025)*

Based on the results of student responses, both through interviews and questionnaires, it can be concluded that student perceptions of the lecture method vary, depending on the teacher's delivery method, the classroom atmosphere, and the character of each student. In general, students acknowledged that the lecture method has a positive impact on understanding the material , especially if the teacher delivers the material clearly, coherently, and uses concrete examples. Many students found it helpful in understanding historical concepts and events through direct explanations from the teacher. However, there were also a number of students who stated that the lecture method was less able to increase interest in learning , especially if it was carried out monotonously, one-way, and without a variety of activities. Students complained of boredom and a lack of engagement in learning.

## **DISCUSSION**

### **Students' Perceptions of History Teachers' Teaching Methods in History Lessons Class XI at State Senior High School 1 Parigi Tengah.**

From the results of research conducted by researchers through observation, interviews and documentation of students' perceptions of the Geography Teacher's teaching methods in History lessons for class XI at SMA Negeri 1 Parigi Tengah

#### **1. History Teacher Teaching Methods**

The methods often used by history teachers include lectures and assignments. Furthermore, teachers often use one-way teaching methods, such as memorization techniques to remember lessons, and taking notes in history textbooks, which hinder

students' critical thinking. Interviews with students revealed that the lecture and assignment methods make students feel bored and tired of learning, further contributing to students' inattention during the learning process. The lecture method makes students lazy and sleepy, especially during history lessons during the day or at the end of the class period. (Naldo and Basri 2021)

Interviews with students and teachers revealed that Mr. Alif Fahrezy's teaching methods were mostly lectures and assignments. It can be concluded that students' perceptions of geography teachers' teaching methods in history lessons at SMA Negeri 1 Parigi Tengah are not very good.

## 2. Teaching Media for History Teachers

Based on interviews conducted with several students, the history teaching and learning process rarely uses media other than textbooks. Therefore, only using textbooks makes students feel bored and sleepy when studying history. The material presented will be difficult for students to understand if only using textbooks, especially if the topics discussed in the book are too long and make students reluctant to read. Teachers should also take the initiative to use media such as infocus, maps, and so on more frequently, even though other facilities and infrastructure are incomplete. Thus, the presence of media will make it easier for students to understand the material and help them remember past lessons. The presence of media will create a pleasant atmosphere and the learning process will be achieved effectively and efficiently. Based on the description above, it can be concluded that students' perceptions of learning media are not positive. (Aryana et al. 2024)

## 3. Students' Understanding of Historical Material in Geography Teacher Teaching Methods.

Comprehensive material for students is very important because many of today's teachers enter the classroom but the delivery of material to students is less meaningful when teaching teachers only focus on certain smart students or students who sit in the front without paying attention to other students who sit behind. Then the volume of the teacher's voice also greatly affects students when learning in class.

Interviews with several students from different majors can prove that the methods currently applied by teachers in class have not been able to make all students understand the existing lessons, in fact, there are students who understand and do not understand the material explained by their teachers in class, especially the history subject schedule during the day.

Based on the results of research conducted by researchers with students at SMA Negeri 1 Parigi Tengah that in the delivery of learning materials has been achieved well although not optimal. This is seen when the teaching and learning process begins the teacher delivers the material. Students can understand and there are also some students who still do not understand the material with language that is able to be understood, in addition after the teaching and learning process begins to end the teacher draws conclusions and makes a summary and gives assignments to students as homework (PR)

and also informs the material taught for the following week. So it can be concluded that students' perceptions of the history teacher's teaching material are good and in accordance with expectations although there are also those who do not understand the material delivered by the history teacher. History learning will be achieved effectively and efficiently and depends on how the teacher delivers the material to students.

#### 4. Students' Enthusiasm for History Teachers' Teaching Methods

Interviews with students revealed that student enthusiasm for learning is one of the factors supporting the success of students in teaching and learning in the classroom. It can be concluded that student enthusiasm for learning depends on the methods used by the geography teacher, depending on the teacher's teaching and explanation methods in class. The methods used by teachers to students make students feel less enthusiastic when participating in history lessons because the teacher's delivery does not reach students or students do not fully understand the material being taught. Teachers only focus on active students and students sitting in the front while students sitting in the back do not fully understand. The lack of student enthusiasm in participating in the subjects given by the history teacher is because the media used by the teacher is only a textbook, rarely using media such as an infocus or other media to keep students from feeling bored during learning in class. It can be concluded that student enthusiasm is very low in participating in history subjects. (Wiyanarti, Supriatna, and Winarti 2020)

#### **Factors - factors that influence students' perceptions of geography teachers' teaching methods in history lessons.**

In the process of learning history taught by Geography teachers, students' perceptions are greatly influenced by various factors, both from the teacher's side, students', and the learning environment. Based on the results of interviews and questionnaires that have been conducted with grade XI students, it was found that their perceptions of the Geography teacher's teaching methods are not only determined by the method itself, but also by the quality of delivery, class conditions, and students' personal characteristics.

##### 1. Teacher's Ability in Delivering Material

Students respond positively when geography teachers deliver history material clearly and in a structured manner. Teachers who master the material well and relate lessons to real-life contexts make it easier for students to understand the content.

##### 2. Teaching Style and Teacher Attitude

A teacher's friendly, open, and communicative attitude is a crucial factor influencing student perceptions. Students feel more comfortable and motivated to learn if the teacher treats them kindly, is relaxed, and not overly formal. Furthermore, a teaching style that is too watchful or solely lecture-based can leave some students feeling bored and disengaged.

### 3. Suitability of Teaching Methods with Historical Material

The methods geography teachers use to teach history also influence students' perceptions. Methods such as lectures, discussions, and group assignments receive varying responses depending on how they are implemented. If lectures are boring, students tend to pay less attention. Conversely, if teachers incorporate discussions or Q&A sessions, students are more engaged and feel valued.

### 4. Student Interests and Learning Styles

Differences in students' interests and learning styles also influence how they evaluate a teacher's teaching methods. Students who genuinely enjoy history will find the material easier to grasp, even if it's delivered through lectures. Meanwhile, students with visual or kinesthetic learning styles prefer media or activities that involve movement and interaction.

### 5. Learning Environment and Conditions

Other influential factors include the learning environment, such as classroom comfort, the availability of learning media, and the general classroom atmosphere. A calm, orderly, and supportive classroom atmosphere will increase positive perceptions of the teaching methods used.

## **Dimpaact of the teaching method on students' interest and understanding in History lessons.**

Based on interviews and questionnaires conducted with eleventh-grade students, it was found that the teaching methods used by Geography teachers in delivering History lessons directly influenced students' interest and learning, as well as their level of understanding of the material. This impact can be explained through two main aspects: learning interest and understanding of the material.

#### 1. Impact on Students' Learning Interest.

Student interest in learning is a crucial indicator of the success of the learning process. Field findings indicate that students provide varied responses depending on the way the group delivers history material.

Most students stated that they were more engaged in lessons when teachers presented the material in an engaging and communicative manner. Lectures interspersed with actual examples, lighthearted humor, or interactive questions tended to increase students' attention and curiosity about the content. However, when teachers' teaching methods focused too much on watching lectures and lacked variety, students reported feeling bored and less engaged. Lectures that were too lengthy and did not engage students were also considered to create a passive learning environment. (Karmed, Firman, and Rusdinal 2021)

#### 2. Impact on Understanding Historical Material.

In terms of comprehension, most students acknowledged that the lecture method can help them understand the material systematically, especially when the teacher explains it in easy-to-understand language and emphasizes key points. However, some students also reported that their understanding remains limited if the learning is

only lecture-based without visual reinforcement, practice problems, or discussion. This suggests that while the lecture method is effective in conveying information, achieving a deeper understanding of the material requires a more varied approach.

## CONCLUSION

Based on the research results regarding the perceptions of class XI students regarding the teaching methods of Geography teachers in History lessons, several things can be concluded as follows:

Student perceptions of geography teachers' teaching methods vary, depending on the delivery method, classroom interactions, and personal characteristics. Students generally respond positively when teachers present material in a communicative, clear, and relevant manner to everyday life.

Factors that influence student perceptions include: the teacher's ability to deliver material, the teacher's communication style and attitude, the suitability of the method to the characteristics of history lessons, students' interests and learning styles, and the learning atmosphere and environment.

The impact of teaching methods on student learning interest shows that lectures delivered in an engaging and interactive manner can increase student interest. However, monotonous and one-way lectures tend to decrease learning interest. The impact on student comprehension shows that lectures can improve comprehension if teachers present the material coherently, emphasize key points, and provide opportunities for questions and answers. Conversely, without variation or supporting media, students tend to simply memorize without understanding deeply.

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