

Analysis of History Teachers' Pedagogical Skills in Junior High School of *MTs Al Khairaat Kalukubula*

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ABSTRACT

This study aims to describe the pedagogical knowledge and skills of history teachers at MTs Al-Khairaat Kalukubula and identify factors that support and hinder their implementation. Pedagogical competence is a teacher's ability to understand students, design and implement learning, provide learning outcomes, and develop students' potential to achieve optimal learning objectives. This study used a qualitative descriptive approach with data collection techniques including interviews, observation, and documentation. The research subjects included history teachers, the principal, and students at MTs Al-Khairaat Kalukubula. The results indicate that historical teachers understand student characteristics and systematically plan learning through tools such as syllabi, lesson plans, annual programs (Prota), and semester programs (Promes). Learning progressed quite well, despite challenges such as limited media, infrastructure, and limited teaching staff. Learning outcomes were evaluated through assignments, daily tests, mid-term exams, and remedial classes for students who have not yet met the Minimum Completion Criteria (KKM). In general, the pedagogical competence of history teachers at MTs Al-Khairaat Kalukubula has been quite good, demonstrated by their ability to manage educational, communicative, and reflective learning. However, improvements are needed in the areas of method variation, the use of digital learning media, and more optimal implementation time.

Keywords: Skills, Competence, Teacher Pedagogy.

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INTRODUCTION

Education is a key aspect of human life, as it enables people to improve their abilities and become fully human. According to Law of the Republic of Indonesia No. 20 of 2020 concerning the National Education System, education is business aware as well as arranged for realize atmosphere Study as well as educational activities so that students can improve their achievements (Mao et al., 2024).

Education is organized with a fundamental goal, namely to create man Which empowered effort tall, creative, and innovative, as well as able to respond effectively to the challenges of the times. This goal can only be achieved if education and its components are well-organized. One important component in the world of education is the presence of a

teacher, because professional teachers are responsible for guiding, educating, directing, training, and evaluating students in facing the digital era (Tari & Hutapea, 2020: 4) . Therefore, teachers have position tall in world education Where function as well as His duties as a teacher, educator, and also as a leader are very important in determining the progress of the teaching and learning process (Diraco et al., 2023).

Teachers as educators are the central key (*Central Key*) to be fully responsible for implementing educational activities for their students. in school. By Because That, Teacher is person closest First in the daily lives of students. Competent professional performance by teachers is highly demanded in carrying out their duties and activities as agents of change in the lives of students in schools and in the community. The essence of educational activities for teacher professionalism can be absorbed and have a positive influence on students' lives. Students can also achieve learning outcomes, then master and apply them in their daily learning activities (Chou et al., 2025).

The law that regulates teacher professionalism or pedagogy is Law Number 14 of 2005 concerning teachers and lecturers. This law stipulates that teacher competencies include pedagogy, personality, social, And professionalism. Constitution This is the main basis that regulates teachers and lecturers in Indonesia, including their qualification requirements, competencies, rights, obligations and protection (Anisaturrizqi et al., 2025).

According to Constitution Republic of Indonesia Number 14 Year 2005 about Teacher and Article 8 and Article 10 of the lecturer state that "Teachers are required to have academic qualifications, competence, a teaching certificate, be physically and mentally healthy, and have the ability to realize national education goals.

1. The competencies referred to include pedagogical competency, personality competency, social competency, and professional competency obtained through professional education.
2. Further provisions regarding teacher competency as referred to in paragraph (1) are regulated in government regulations.

Teacher competence is a set of knowledge, skills and behavior that must be possessed, internalized, mastered and actualized by teachers in carrying out their duties in a professional manner (Scherzinger & Brahm, 2023). Therefore, teachers must have pedagogical competence so that students can improve their learning outcomes in each field of study, in this case, skills. pedagogy Teacher education history. Because ability student Understanding and comprehending the material being taught depends on the teacher's pedagogical abilities and competencies in managing learning. Pedagogical competency is one of the competencies that teachers, especially history teachers, need to have (Antonietti et al., 2022).

From the results of observations that have been carried out by researchers, there are a number of factor so that competence pedagogy Teacher history This can be increased in accordance with the circular of the Directorate General of Primary and Secondary Education, Ministry of National Education, which offers various activities that aim For increase quality education, between other : (1). Improvement program Qualification Education Teacher; (2) Program equalization And certification;

(3) Competency-based integrated training programs; (4) Educational supervision programs; (5) MGMP (Subject Teacher Conference) empowerment programs; (6) Teacher Symposiums; (7) Other traditional training programs; (8) Reading and writing journals or scientific works; (9) Participation in scientific meetings; (10) Carrying out research, especially classroom action research; (11) Program apprenticeship; (12) Follow news latest through media; (13) Active participate in organization profession; (14) Build Work The same with colleagues (Attsaury et al., 2024).

To understand students is not easy for a teacher to do, however in implementation a Teacher must be truly professional in carrying out their duties, creating an interesting and enjoyable learning atmosphere for students, so that learning objectives can be achieved properly. The achievement of learning objectives can be determined by the level of learning outcomes obtained by students (Kuzminykh et al., 2021).

Learning History in the curriculum encourages students not only know And memorize However Also understand use draft as an analytical tool to examine the existence of events. History learning in the curriculum is designed so that students are able to observe, ask questions, collect and organize information, draw conclusions, communicate and finally reflect and plan follow-up projects collaboratively in the scope of social sciences (IPS) Fia Dwi Rahmawati et, al (2022: 115) In Head Body Research and Bookkeeping Development (Chiang & Trezise, 2021).

The pedagogical competence of a history teacher is crucial to the teaching and learning process. Competence is key to improving the quality of education, encompassing tasks, skills, attitudes, and appreciation. Which in need For support success. So through competence, teachers can be more effective in carrying out their roles to meet the needs of participants. educate in Study (Anna Maulina, 2024: 216). A Teacher is the main capital for improving student learning outcomes, but this will only be realized if accompanied by a teacher's efforts. However, in reality, currently, there is a lack of effort from teachers to improve their ability to manage learning, such as a lack of teacher understanding of the characteristics of different students, the use of learning methods and strategies. Which not enough varied, so that No can understand What Which in desired by students in presenting material, lack of teacher understanding of the use of technology and lack of teacher understanding of learning planning so that the teacher does not implement the learning implementation plan that has been listed, all of this is due to the lack of mastery of educational science (pedagogy) (Heine et al., 2023).

As after the researcher conducted observations and interviews early in the field by interviewing several students of Mts Alkhairaat Kalukubula regarding history teachers, they said that in the learning process that they get in class, Teacher history the using method lecture every day, after explaining the teacher asks the students to take notes and repeat the lesson material that he has explained in front of the class. class. Method Which used even not enough varied so that impact due to students' lack of interest in learning. The lecture method, which is often used, produces adequate results, but it also often makes students feel bored, resulting in students paying less attention. process Study in in class No focus And created atmosphere who does not conducive Which finally impact on student

other. Matter the happen as a result the teacher focuses more on the material he is teaching without see things other, like understand whether or not a participant educate with the methods used, the use of learning methods/models and the use of learning technology (Kuzminykh et al., 2021).

On time Which separated researchers Also do observation and Interview with Mrs. Fitriani S, Pd at Mts Alkhairaat Kalukubula on Thursday, May 8, 2025, that in raising interest in learning history there are still several obstacles, namely the change in curriculum from the K13 Curriculum to the Independent Curriculum, the lack of supporting facilities for teaching history teachers and teaching staff where Mrs. Fitriani S, Pd is the only history subject teacher at the school (Chiu et al., 2024).

History teachers must be able to master, choose and implement teaching in the field of history well, because without this competence a history teacher will not be able to provide the desired learning conditions. in in class. Based on problem the so writer moved to conduct a study on the Analysis of Pedagogical Skills of History Teachers at Mts Al-Khairaat Kalukubula

METHOD

Types and Approaches of Research

This research is field research *that* aims to uncover and understand specific social situations in depth through descriptions compiled based on empirical data in the field. Field research allows researchers to obtain a comprehensive picture of the phenomenon being studied by utilizing relevant data collection and analysis techniques in a natural context. To examine the pedagogical knowledge and skills of history teachers at MTs Al-Khairaat Kalukubula, this study employed a qualitative approach with descriptive methods (Safrudin et al., 2023). The qualitative approach was chosen because this study focused on understanding the phenomena experienced by the research subjects, such as behavior, perception, motivation, and learning practices, through the depiction of data in the form of contextual words and narratives.

Qualitative research emphasizes understanding the meaning and construction of phenomena based on the perspectives of the research subjects, rather than generalizing findings. Therefore, this approach is considered appropriate for in-depth descriptions of history teachers' pedagogical knowledge and skills, as well as the factors influencing their implementation in the classroom learning process.

By using a qualitative approach, this research is expected to provide objective and contextual information regarding the pedagogical skills of history teachers at MTs Al-Khairaat Kalukubula through direct interaction between researchers and informants in the field.

Research Location

This research was conducted at MTs Al-Khairaat, located on Jalan Lapatta, Kalukubula Village, Sigi Biromaru District, Sigi Regency. The selection of the research location was based on several considerations. First, the researcher wanted to directly

determine the pedagogical competence of history teachers at MTs Al-Khairaat Kalukubula. Second, based on initial research, no previous research had been found that specifically examined the pedagogical competence of history teachers at the school. Therefore, this research is expected to provide a relevant empirical contribution.

Research Time

This research was conducted over approximately one month. This timeframe was adjusted to accommodate the data collection needs in the field, including observations and interviews, and the collection of supporting documents required for the study.

Presence of Researchers

In qualitative research, the researcher's presence in the field is the primary instrument. The researcher plays a direct role in observing, collecting data, and interacting with informants. Therefore, the researcher's presence is full and active throughout the research process.

Before conducting the research, the researcher first requested permission from the Principal of MTs Al-Khairaat Kalukubula, enclosing a research recommendation letter from Tadulako University. This ensured the researcher's presence at the research site was officially acknowledged by the school, allowing all research activities to be carried out in accordance with established procedures.

Data and Data Sources

The data in this study are qualitative and were obtained in the form of words, documents, and observational notes. The research data sources consisted of the principal, history teacher, and students involved in the history learning process at MTs Al-Khairaat Kalukubula.

Primary Data

Primary data is data obtained directly from primary sources through direct interaction in the field. In this study, primary data were obtained through observations and interviews with the principal, history teacher, and students. Observations were conducted to directly observe the application of learning methods, scientific approaches, and authentic assessments in history learning. In addition, primary data was also obtained from learning documents such as modules, syllabi, and learning outcome evaluation notes compiled by the history teacher.

Secondary Data

Secondary data was obtained indirectly through supporting sources, such as books, school documents, archives, and previous research relevant to the study of teacher pedagogical competence. This data was used to strengthen and complement the primary data obtained in the field.

Data collection technique

Data collection was carried out using several complementary techniques, namely observation, interviews and documentation. Observations were conducted using non-participant observation techniques, in which the researcher was not directly involved in the learning activities but acted as an observer. This technique was used to obtain an objective picture of the state of history learning, teacher professionalism, and the application of pedagogical competencies in the classroom. Interviews were conducted semi-structured, using an interview guide as the primary instrument. Informants in this study included history teachers, principals, and students (Sutopo, 2020). Interviews with history teachers focused on understanding the learning approach, methods used, and challenges faced. Interviews with principals concerned support for curriculum implementation and resource availability, while interviews with students aimed to explore their perspectives on the history teaching process. Documentation techniques were used to collect data in the form of official documents and archives relevant to the research. These documents included learning materials, evaluation notes, and documentation of learning activities. Additionally, researchers used a voice recorder to record interviews and a camera to provide evidence of the research process on-site.

Data Analysis Techniques

Data analysis in this study was carried out descriptively and qualitatively by following an interactive analysis model which includes data reduction, data presentation, as well as drawing conclusions and verification (Rahmat, 2009). Data reduction was carried out by summarizing, selecting, and focusing data relevant to the research objectives. The reduced data was then compiled into a narrative that described the pedagogical competence of history teachers more clearly and focused. The reduced data is presented in a structured narrative format. This presentation aims to facilitate understanding and analysis of the research findings before drawing conclusions. Conclusions were drawn gradually based on patterns and themes emerging from the data. Verification was conducted to ensure the validity of the findings by cross-checking the data and ensuring its consistency with information obtained from various sources. To ensure the validity and credibility of the data, this study employed triangulation techniques. Triangulation was performed by comparing data obtained from various sources, data collection techniques, and relevant theories. Thus, the validity of the research findings can be scientifically justified.

RESULTS AND DISCUSSION

RESEARCH RESULT

Analysis Skills Pedagogy Teacher History

A teacher's knowledge and skills competency is their ability to perform their primary duties as an educator and teacher, including the ability to plan, conduct, and implement learning evaluations (van Dijk et al., 2023). As a good educator, they must be able to conduct and implement learning evaluations. A professional educator will certainly

have a significant impact on students' learning interests. participant educate, by Because That Teacher must own quality Which tall so that Teachers can play their role in creating a quality teaching and learning process tall so that produce interest Which tall also. Competence Good pedagogy will result in effective learning management, which ultimately improves the overall quality of learning. Therefore, teacher competence is a crucial aspect that every educator at all levels of education must possess. Teachers who are skilled in teaching must master the ability to effectively manage the learning process (Zhang et al., 2024).

Researchers' observations after conducting direct observations at Mts Alkhairaat Kalukubula, seen that for participant educate Enough Serious and Also proactive when the history lesson is in progress, occasionally a student is seen confusion Then ask to Teacher its history about material Which maybe a little No in understand by they, so as moment session discussion between group, They seemed to be paying close attention to the material being discussed, although Also sometimes There is a number of participant educate Which not enough enthusiastic and impressed like not enough interested. Continued on observation as well as face advance in The interviews were conducted at different times after the researcher met with informants and inquired about the conditions of the students and the teaching staff. The questions then continued to the core focus of the research, which is the main point of this study. Teachers are able to create a conducive and interactive learning atmosphere. Teachers open lessons by linking the material to the context of students' daily lives, making learning more engaging. During the learning process, learning ongoing, Teacher active involving student through method discussion and Q&A. This is evident when the teacher asks provocative questions and asks students to express their opinions. In an interview, Ms. Fitriani, S.Pd., stated:

"I usually start the lesson by asking their opinions first, so they can think and feel involved. If they just listen, the kids quickly get bored." (interview, May 8, 2025).

Every question Which researchers propose for interview is indicators of a competency, and from there the researchers obtained data, including interviews, observations, and documentation. Interviews were conducted to gain a more in-depth understanding of the students' conditions and the implementation of the history learning process in the classroom. Each interview question was structured based on indicator competence pedagogic, covering understanding to

Student characteristics, ability to design and implement learning, ability to evaluate learning outcomes, and student development. Through results interview, observation, And documentation, researchers get data that show that Teacher history in MTs Al-Khairaat Kalukubula has have a good understanding of the characteristics of the participants educate and able to apply various learning strategies that are appropriate to the classroom situation.

Understanding of History Teacher Students at MTs Al Khairaat Kalukubula

Researchers get answer Which different from for informant. The first opinion was expressed by informant 1, who shared her experience in understanding students' abilities and character. Ms. Fitriani, S.Pd., stated that:

"As a history teacher, in understanding the personality of students, this is done by interacting directly with the students themselves. as well as ask activity outside school." (interview 08 May 2025).

Besides That For develop potential participant educate can done by providing guidance during the learning process. Then also the teacher's method know attitude participant educate Can seen from evaluation attitude, like points of honesty and piety. Moreover, at MTs Alkhairaat Kalukubula, the students' backgrounds are quite different from those at other schools, such as public schools in general.

It can be concluded that history teachers understand the abilities and characteristics of participant educate done with do interaction with participant educate, guide as well as evaluation attitude on moment history learning. For opinion which are more Far Again delivered by informant Which second that is Mother Emi Dyah Daughter as TU staff, I convey that:

"My way of understanding students' personalities is by observing their attendance. Because attendance reflects their personality. If students are always present in learning, it automatically shows that the students are disciplined students." (interview, May 9, 2025)

Developing students' potential in learning, teachers always provide encouragement, motivation or encouragement to participant his students. For in the field In my academic career, I always strive to convey encouragement to continue improving the abilities of both teachers themselves and their students. Teachers strive to get their students active in discussions, answer questions, and provide understanding to students who don't understand the lesson. delivered like connect learning with life everyday so that student more easy understand it. Opinion Which strengthen Again is comes from the third informant, namely Mr. Drs. Aslam as the principal which states that:

"One way to understand a student's character is through their learning style, their background, or their place of residence. For example, if you meet a child... Which his behavior different with Which other, so I will called and asked why he was acting like that. Or a simple example is moment There is in class especially on eye lesson History ongoing he No so focus, And mark lesson Also the more "decreased, so it needs to be found out." (interview May 10, 2025)

In contrast to the opinion of the previous informant, Mrs. Supriastuti, S.Ag who is the vice principal for curriculum and also the 4th informant, namely Mrs. Supriastuti, S.Ag as the vice principal for curriculum, provided a broader view regarding understanding of students, namely:

"The method usually used to see the character of students in general is by looking at the students' habits of speaking in front of the class, if the students are active in class and the way they speak actively during class presentations proves that the

students have courage. And discipline, And matter the seen Enough coloring the classroom atmosphere, especially during history lessons in the classroom." (interview May 11, 2025)

Although Ms. Supriastuti, S.Ag., did not deny that not all students behave this way in all subjects they study. This could also be due to limited facilities, such as inadequate learning media, or other factors, she concluded that the learning process so far has been... teach It was quite good, although not yet as expected. At a different time, Ms. Fitriani, S.Pd., a history teacher, also stated that:

"To develop the potential of students, it is necessary to provide motivation so that participant educate can increase method learning. This is one way in which teachers act as motivators for students." (interview, May 11, 2025).

Method Teacher know attitude participant educate that is with see behavior The students themselves in the classroom. Teachers are like parents at school, so by understanding their daily classroom behavior, they can see the students' attitudes. From opinion in on, Also can known that Teacher Also must understand the participants educate and factors that influence participant achievement educate it There are so many. They can come from within yourself or even from others. As a history teacher, it's imperative to be aware of them. Understand what your students are experiencing, and don't be indifferent to the problems or obstacles they face.

Based on the results of interviews with four informants, it can be concluded that understanding Teacher history to participant educate in MTs Al khairaat Kalukubula is conducted through several diverse approaches according to the role and experience of each informant. Teachers at MTs Al Khairaat Kalukubula have strived to understand students holistically, from both academic and non-academic aspects. The approaches used include direct interaction, observation of behavior and attendance, attitude assessment, and providing motivation and guidance to develop student potential.

Planning And Implementation Learning History Teacher MTs Alkhairaat Kalukubula

The next indicator is designing and implementing learning. When it comes to designing learning, each teacher undoubtedly has a different strategy. Therefore, researchers are interested in exploring how teachers design and implement learning. Starting with Ms. Fitriani, S.Pd., who presented her argument:

"When designing learning, the first thing I do is develop the content within the curriculum itself. And when compiling modules, which include learning strategies, I... adjust Formerly with the material What. New I determine method and media lesson Which I use. After Ready, so will I "Implement them in the learning process. Sometimes they deviate from what was planned, but as a teacher, you must have many ideas and concepts." (interview, May 8, 2025).

Mrs. Fitriani S, Pd. realized that planning sometimes does not match implementation. What is interesting about her is that as a teacher, you must have a lot of... idea. Researchers remember Also A argument that Teacher as director in learning. The learning process is likened to a drama, and the teacher is the one who manage the flow of

the story. Therefore, teachers must be required to be creative, innovative, and possess professional teaching talents. To support the statement from informant 1, informant 4 namely Mrs. Supriastuti S.Ag as the deputy principal for curriculum also has her own opinion regarding the things she does when designing and implementing the curriculum, namely:

"In my opinion, the most important thing in designing the implementation of the curriculum in schools is to first understand the character of the students. In simple terms, the students can understand. in what way and how or perhaps media that can attract attention, because the curriculum is flexible depends How We as educator capable Apply it by of course looking at the existing rules and the conditions of the students. Yes, continue to be creative in providing understanding. it's true (interview 09 May 2025)

According to informant 4, differences in student character will also foster creativity in teachers. Especially for today's history teachers, history lessons shouldn't be considered monotonous or boring. Along development era And need Study the more complex, teachers are required to provide a dynamic learning atmosphere and build *chemistry* with participant educate, like We must enter to world participant educate itself or by bringing the students into our world. One of the things needed is to design lessons and actualize them in the learning process. This is supported by a statement from a history teacher at MTs Al Khairaat Kalukubula:

"As the sole history teacher at Mts Alkhairaat Kalukubula, I've designed the lessons quite well. However, the learning materials, such as modules, curriculum plans, promes, syllabuses, and so on, are already in place." (interview, May 8, 2025)

For model learning Which often used usually only This is due to the inadequate learning media facilities available at this school. Teachers only use basic media, such as a whiteboard, pictures, and stationery, as well as internet access, such as Wi-Fi, which is very limited. chosen Because considered most effective in condition means infrastructure school which is still limited. Teachers admit that the limitations of learning media such as technological devices or visual aids mean that the learning process is not yet fully effective. optimal. Although thus, Teacher make an effort maximize condition which exists with present learning Which still meaningful. Matter This delivered Mrs. Fitriani, S.Pd, namely:

"In school This I the only one Teacher history. There is two twelve class Which I have to teach every week, so sometimes time And power felt not enough. "Because of that, I haven't been able to teach every class to my full potential. Sometimes I can only explain and give assignments without being able to vary my methods." (Interview, May 8, 2025)

The limited number of teachers teaching means that the learning schedule does not always run smoothly. in accordance plan, And implementation learning become not enough varied.

However, despite facing various limitations, history teachers continue to strive to carry out learning professionally. Teachers strive to foster motivation Study student with linking material history on real-life contexts make it easier for students to understand the

lesson content. In limited situations, teachers also demonstrate creativity by adapting learning methods based on classroom conditions and student readiness.

Based on the results of interviews and observations conducted, it can be concluded that the planning and implementation of history teacher learning at MTs Alkhairaat Kalukubula has been running quite well, although still facing some technical obstacles, particularly in the availability of learning media. History teachers at this school have understood the importance of developing modules so that learning tools such as syllabi, annual programs (prota), and semester programs (promes) can serve as references in the teaching process. In addition, teachers' understanding of student character is also an important basis in learning planning. By understanding students' learning styles and interests, teachers can design more relevant and meaningful learning strategies. This is in line with the view that teachers must act as directors in the classroom, who are able to direct the course of the teaching and learning process in an innovative and inspiring manner.

Evaluation of Student Learning Outcomes by History Teachers at MTs Alkhairaat Kalukubula

Evaluation of learning outcomes is an important component in the learning process. Which functioning for know as far as where objective learning has been achieved. Through evaluation activities, teachers can assess the level of understanding, abilities, and development of students regarding the material that has been taught. In the context of history learning at MTs Alkhairaat Kalukubula, evaluation of learning outcomes is not only focused on mastery of the material alone, but also on students' abilities to understand historical values, think critically, and relate past events to present life. Therefore, history teachers have an important role in determining the appropriate form, techniques, and evaluation instruments so that the results obtained can describe students' abilities objectively and comprehensively. In implementing the evaluation of learning outcomes, Mrs. Fitriani, S.Pd said that:

"In carrying out learning evaluations so far, we have been giving assignments. The measuring tool I use as a teacher in the learning process is the Minimum Completion Criteria (KKM). If a student meets the KKM, they are declared to have passed. If they do not meet the KKM, they will be given remedial classes. If learning outcomes do not reach the KKM by 75%, remedial classes will be held." (interview, May 8, 2025)

Whereas informant second that is Mother Emi Dyah Princess said that:

"The implementation of learning evaluation is carried out by providing assignments and tools measuring Which used Teacher in process learning is Using assessments from the Mid-Semester Exam (UTS) and the UKK (Class Promotion Test), students' learning outcomes are said to have successfully achieved the Minimum Competency (KKM) of above 75%. (Interview, May 8, 2025)

Different with second opinion previously, known that matter Which the most important in implementation evaluation results Study is prepare tool measuring Teachers must be able to prepare evaluation components such as graduate competency standards,

outlines, question cards, answer keys, and the form of questions to be used, both in the form of choice double and essay. Because material has delivered with clear, then at the end of each series of learning processes an evaluation is carried out which includes test daily, mid-term exam, and Final Exam. So that participant educate can preparing myself with Good, Teacher Also give information and directions previously so that they study seriously.

This is in line with what was expressed by Mrs. Supriastuti S, Ag as stated below:

"Teacher Also must Ready with lattice lattice question, card question, And because. evaluation requirements must finished the material Then Already experience daily tests several times." (interview 09 May 2025)

Teacher Eye History lessons too do evaluation process And results Student learning. Assessment of the teaching and learning process is carried out to determine the success of the teaching and learning activity planning that has been prepared and implemented. The purpose of the evaluation is to obtain information regarding achievement. objective instructional by student, so that Teacher will know How follow-up Which must done And Which can attempted. From results interview with the history teacher of MTs Alkhairaat Kalukubula, the teacher carried out learning evaluation and results Study use For see How many Lots participant educate Which complete Minimum Competency (KKM) and no complete KKM. Besides opinion from Teacher, results interview with a number of participant educate Also give description about implementation evaluation results studying history at MTs Alkhairaat Kalukubula. One informant, Zahwa, said that:

"History teachers usually give assignments after they've explained the material. After we hand in our assignments, they'll provide feedback and grades so we know where we went wrong. There are also occasional daily tests, but not too often. If our scores don't meet the minimum competency criteria (KKM), we're told to revise or redo the work." (Interview, May 10, 2025)

Meanwhile, another informant named Khairil gave a slightly different response. He said:

"History teachers often give lengthy explanations and assignments, but rarely conduct activities like quizzes or presentations. So, there's more evaluation involved." past task written just. Sometimes atmosphere class So rather monotonous, but after task collected, Teacher still give input And mark so that we know our capabilities." (Interview, 10 May 2025)

Teachers can use evaluations by providing verbal or written questions. Conducting evaluations will help students be more active in their studies and completing assignments, whether homework, daily tests, midterms, or semester exams. However, for evidence on the form of evaluation teachers use, No researchers find. But based on interview with Teacher And One of the students, namely Farhan, the teacher always gives remedial, additional assignments to students who have not completed the KKM.

From description in on can concluded that implementation evaluation results learn by Teacher history MTs Al Khairaat Kalukubula has walk Enough Good And Structured. Teachers use various forms of evaluation, such as assignments, tests, and KKM-based assessments, to assess students' learning success. Evaluation not only serves to measure academic ability but also as a means of reflection for Teacher in repair strategy learning.

Effort Teacher in giving remedial to student Which Not yet reach Minimum Competency (KKM) show there is attention to improving the quality of student learning and a commitment to achieving learning objectives optimally.

Student Development by History Teachers at MTs Alkhairaat Kalukubula

Developing students' potential is one indicator of competence. pedagogy Teacher that should owned by every Teacher, in matter This is a teacher history That Alone. As for Which must developed by Teacher is the abilities of the students, both academic and non-academic. Based on results interview on 08 May 2025 with Teacher History in matter This Mrs. Fitriani, S.Pd say that :

"For develop potential participant educate in Study Teacher must "Always provide encouragement, motivation, and support to their students. In the academic field, teachers always strive to improve their students' abilities."

Teachers try to make their students active in discussing and answering questions given, providing understanding to students who do not understand the lessons presented, such as connecting learning with... life daily so that student more easy understand it. In At the same time, the researcher also conducted interviews with 6 (six) Mts students Alkhairaat kalukubula on May 8, 2025, named Rara, Khairil, Rehan, Syafira, Zahwa, and Nurul who are each in grades VII A and VIII B about how their responses or their responses related to the subject of history and the teacher who oversees the subject. Interview results researchers with student on Name Rara Nur Ramadhani class VIII B namely:

"Eye lesson history The same just with eye lesson other Where "We are required to be present during class hours, complete daily assignments, and memorize the names of national figures, among other things. The only difference is the teacher's teaching style and the methods used, perhaps to make it easier for us to understand and avoid boredom in the subject." (Interview, May 8, 2025)

Rara's view is in line with the opinion of Khairil from class VIII B who stated that:

"History teachers have a pretty good and easy-to-understand way of explaining things, especially when discussing major historical events. I like how they connect historical events to current life, as it makes the lessons feel relevant. However, teachers sometimes rarely present in class And not enough use media learning, so the learning atmosphere can sometimes feel monotonous. Learning activities are often filled with lengthy explanations and assignments, without any variation in other methods. Although so, Teacher still give evaluation And input after "Assignments are collected so students know their abilities. I hope teachers will be more present in class and use engaging media to motivate students to learn history." (interview, May 8, 2025)

More carry on Again Based on Results Interview researchers with student on Name Rehan Axianta class VII A said that:

"History lessons are sometimes easy to understand, but sometimes they can be difficult. I'm interested in paying attention to the learning." Because like material about history for prophet. Teacher history often use media picture in process teach

as well as apply the method discussion group, so that make student more active in learning. After learning activities are completed, teachers often provide feedback to students as a form of evaluation. I found the classroom atmosphere quite comfortable, although it could feel hot at times. I wish history teachers would be more often present in process learning so that activity Study can run more optimally." (interview 08 May 2025)

In the interview conducted, Mrs. Fitriani, S.Pd as a history teacher expressed her views regarding efforts to develop students:

"There is not much I can do as a history teacher," he said. Also a number of factor Which become inhibitor Because facility Which somewhat inadequate. The ability of teachers to develop students to actualize various potential which are owned participant educate It is sufficient even though we often experience several obstacles in terms of both academic and non-academic potential, this is caused by the lack of facilities available at the school." (interview 08 May 2025)

Teachers must possess the qualifications and competencies to act as learning agents, namely as facilitators, motivators, drivers, and inspiration for students' learning (Titik Muji Rahayu 2022: 201). In this study, teachers have fulfilled the theoretical requirements mentioned above, although they have not been fully implemented. Based on the results of interviews and observations, it can be seen that teachers' pedagogical knowledge and skills represent a situation where a teacher possesses the competencies required to carry out educational tasks. And teaching Which has educated And trained with good, and own experience Which rich in his field. Competence Teacher is something skills a Teacher in teach and educate (UU No 14 2005). With the competencies that teachers have, it is hoped that teachers will be able to demonstrate knowledge Which obtained as well as own attitude knowledge and skills Which can implemented in carry out task as a teacher according to his field in achieving a learning objective (Smeets et al., 2023).

Eye lesson history according to Supriya (2012) in Sundang et al., (2020:94-104) is a subject that examines, studies the origins and developments as well as the role of society in the past, in line with the above, that education and provision for students, of course, must also go through study and assessment so that it is not only limited to The effort to make students memorize, but also emphasizes the importance of students' skills in solving problems ranging from the scope of themselves to complex problems when they return to society later. Teacher Pedagogical Competence is seen from several competencies that must be possessed, including pedagogical competence. is ability Which regarding with understanding participant education and learning processing that is educational and dialogical.

The pedagogical competence of a History teacher can be seen from the teacher's ability to understand the characteristics of students, so that students can comfortably participate in the learning process in class. A teacher's patience and compassion in educating his students in class make class will easy for controlled as well as Students will also understand what is being taught. Teachers are able to know how characteristics student,

so that Teacher know How must behave on participants during the learning process in class. By knowing what students want while learning in class, teachers will be able to easily manage students during their learning. This can be seen when a teacher's professionalism is demonstrated by fulfilling their qualifications, competencies, and certification (Lonto, 2019). As a teaching staff with a good personality, teachers can set a good example for students. By conducting self-performance evaluations, teachers use student achievement scores as a benchmark for success. in teach. Teacher Also often time request student for provided suggestions on how the teacher taught. The teacher stated that the ability to develop students' potential was sometimes hampered by a lack of supporting resources such as visual media, teaching aids, or technological devices. This led the teacher to rely more on lecture methods and assignments. However, the teacher still strived to create a learning atmosphere. Which meaningful with utilise source Power Which available. Matter This also reinforced by the response from Syafira class VII A, who emphasized the need for learning media to help understand historical material. He said that:

"The history lesson material is easy to understand, but sometimes he still has difficulty understanding some parts because the teacher's explanations are not in-depth enough. During the lesson, there are no media used to help students understand the material. Despite this, the history teacher still pays attention to students who are having difficulty learning and tries to help them understand the material better." (interview, May 8, 2025)

In tune with Syafira, Zahwa, class VII A as an informant expressed his opinion in history learning that:

"History lessons are easy to understand, and he's interested in participating because he enjoys discussing past events. During the learning process, the teacher only uses textbooks as the primary source. And seldom do presentation or activity similar Which directly involving students. However, teachers often provide feedback and comments on student assignments as a form of learning evaluation. I hope that more use will be made in history lessons. media visual like picture And appearance interesting so that Students can more easily understand the material and feel more enthusiastic about participating in lessons. (interview, May 8, 2025)

In contrast to some previous responses, Nurul, a student from class VII A, offered a more critical perspective. She stated that:

"History lessons are actually interesting because they provide insight into past events and the struggles of national figures. History teachers sometimes explain things clearly and give students the opportunity to ask questions if they don't understand. However, she said teachers often don't show up or arrive late, so lessons don't always go according to schedule. During learning activities, teachers often use lectures and assignments, while the use of learning media such as images or videos is still rare. Nurul feels that learning would be more engaging if teachers could use visual media and engage students more actively, for example through discussions or educational games." (interview, May 8, 2025)

In a follow-up interview, Mrs. Fitriani, S.Pd as a history teacher at MTs Al-Khairaat Kalukubula explained that one of the obstacles he faces in the learning process is the limited number of history teachers. He revealed that currently, he is the only one teaching all the subjects. history in school the, Which consists of from 12 class with level This situation causes the distribution of teaching time to be less than proportional and impacts class attendance, which is not always optimal.

"Moment This I the only one Teacher history in school This, So of course sometimes difficult For share time in a way optimal. Sometimes I must adjust the schedule or replace O'clock in other day. Matter here it is Which make I "I feel I haven't been able to teach optimally in every class." (Interview, May 8, 2025)

These responses indicate that structural factors and limited human resources are among the causes of the suboptimal implementation of history instruction. However, teachers continue to strive to carry out their responsibilities professionally by providing alternative learning methods to ensure ongoing learning. Based on the various responses above, history teachers at MTs Al Khairaat Kalukubula have strived to develop students' potential by give motivation, encouragement, as well as guidance during process learning. Some students also assessed that history teachers had easy-to-understand explanations and tried to maintain a positive classroom atmosphere. However, several obstacles remained that hindered the optimal development of student potential, particularly in the use of learning media, varied teaching methods, and consistent teacher attendance.

The actions of social studies teachers must be able to set a good example for students and be a good and authoritative role model. Which Good Also will influential on view participant educate to history subject teachers, because this will be emulated by students and become a guideline. The results of the study prove that the pedagogical competence of MTs History Teachers Alkhairaat Kalukubula is reviewed from the aspect of communicating effectively, empathetically, And polite with participant educate done every day Work with Providing greetings and reprimands that are educational and improve student behavior, although improvements are still needed in aspects of attendance, variety of learning methods, and the use of more interesting and interactive teaching media. Efforts to develop student potential will be more effective if supported by additional power teacher history, improvement facility Study, as well as training for teachers in implementing innovative learning strategies.

DISCUSSION

Pedagogical Skills of History Teachers at MTs Alkhairaat Kalukubula

Research findings indicate that the pedagogical skills of history teachers at MTs Alkhairaat Kalukubula have been applied quite effectively to support the history learning process. The application of learning methods by history teachers has been able to increase student interest and enthusiasm, especially in dealing with the abstract nature of historical material that requires supporting media to facilitate understanding.

History teachers demonstrated the ability to build positive interactions, both between teachers and students and between students. Despite limited learning media,

teachers continued to strive to create a conducive learning environment through a communicative and contextual approach. This finding aligns with previous research that confirms that teachers' pedagogical competence plays a crucial role in creating an active classroom climate and encouraging student engagement in learning.

However, limited learning facilities and minimal technological support are obstacles that affect the variety of learning methods. This situation encourages teachers to rely more on discussion and lecture methods. Nevertheless, teachers' efforts to adapt methods to existing conditions demonstrate professional commitment and pedagogical responsibility in carrying out their roles as educators (Lonto, 2019).

Teachers' Understanding of Students

Understanding students is a crucial aspect of the pedagogical competence of history teachers at MTs Alkhairaat Kalukubula. The research findings indicate that teachers have made efforts to recognize student characteristics through direct interaction, intensive communication, and observation of students' social backgrounds and behavior, both inside and outside the classroom.

This approach allows teachers to adapt learning methods and strategies to better meet students' needs. Interviews with students revealed a shift in attitudes toward history learning, from passive to more engaged and engaged. This shift was influenced by a variety of more dialogic learning methods, group discussions, and the connection of historical material to everyday life.

However, the findings also indicate that understanding student characteristics alone does not guarantee full student engagement. Some students remain less active in group learning, indicating the need for more adaptive and innovative learning strategies. This emphasizes that understanding student characteristics requires the development of methods that accommodate differences in learning styles and levels of student participation (Badar, 2025).

Planning and Implementation of History Learning

History lesson planning at MTs Alkhairaat Kalukubula has been systematically developed through learning tools such as teaching modules, syllabi, annual programs, and semester programs. Teachers demonstrate an awareness of the importance of planning as the basis for implementing directed, curriculum-aligned learning.

However, in practice, learning does not always go according to plan. Limited resources, particularly internet access and digital learning media, pose a major challenge to implementing more innovative learning. Teachers are required to be flexible and creative in addressing these conditions to ensure the teaching and learning process remains effective.

These findings demonstrate that lesson planning is inseparable from teachers' adaptability in the field. History teachers at MTs Alkhairaat Kalukubula are able to utilize available resources while still prioritizing active interaction through discussions and

questions and answers. This emphasizes the teacher's role as a facilitator, not only delivering material but also responsively managing classroom dynamics (Caluza, 2020).

Evaluation of Student Learning Outcomes

Evaluation of student learning outcomes is conducted in a structured manner through various forms of assessment, such as assignments, daily tests, midterm exams, and final exams, all while referring to the Minimum Completion Criteria (KKM). The implementation of remedial programs for students who have not yet achieved the KKM demonstrates teachers' concern for the overall success of student learning.

In addition to assessing learning outcomes, evaluations are also used as a means of reflection for teachers to assess the effectiveness of their teaching methods. However, research shows that evaluations still tend to focus on final results and have not yet fully shifted towards authentic assessments that comprehensively assess the learning process. This condition indicates the need to develop a more diverse and contextual evaluation system, so that assessments not only measure academic achievement, but also student engagement, critical thinking skills, and learning processes.

Student Development by History Teachers

Student development at MTs Alkhairaat Kalukubula has been achieved through teachers' efforts to instill character values, learning motivation, and national spirit through history lessons. Teachers serve not only as instructors but also as mentors and moral role models for students.

Interview results indicate that students benefit from a learning approach that connects historical material to real-life situations. This approach helps students understand the material more deeply and increases the relevance of learning. However, limited learning media and varied methods still hinder the optimal development of students' potential.

Despite these limitations, teachers continue to demonstrate professional commitment by maximizing available resources and maintaining empathetic communication with students. These findings indicate that student development has progressed quite well, but additional support is still needed in the form of improved facilities, additional teaching staff, and training in implementing innovative, technology-based learning strategies (Bentri et al., 2022).

CONCLUSION

Based on the research results, it can be concluded that the pedagogical competence of history teachers at MTs Al-Khairaat Kalukubula has demonstrated quite good performance, despite still facing various limitations, particularly related to the number of teaching staff, the availability of facilities, and learning media. In general, teacher pedagogical competence plays a crucial role in supporting students' academic abilities and learning motivation.

The history teacher demonstrated a good understanding of student characteristics through direct interaction, observation, and assessment of attitudes in the classroom, thus

creating a conducive learning environment. In terms of lesson planning and implementation, the teacher systematically developed learning materials. However, limited resources and a high teaching load meant that the learning process was still dominated by lectures and discussions, despite creative efforts to maintain student engagement.

Evaluation of learning outcomes is carried out routinely through various forms of assessment based on the Minimum Completion Criteria (KKM), accompanied by remedial programs for students who have not yet achieved completion. Furthermore, teachers play an active role in developing students' academic and non-academic potential through motivation, guidance, and character building by linking historical material to everyday life contexts. These findings demonstrate teachers' professional commitment to optimally managing history learning, even under limited conditions.

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