

Strategy in Increasing Student Learning Interest in History Subjects at Senior High School of SMAN 2 Palu

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ABSTRACT

This study aims to analyze the strategies of history teachers in increasing student interest in history at SMA Negeri 2 Palu. The study used a qualitative approach with data collection techniques through observation, interviews, and documentation. The research subjects consisted of history teachers who were directly involved in the learning process. The results showed that teachers implemented various innovative and interactive learning strategies, such as the use of varied learning methods, the use of technology and learning media, group discussions, the provision of rewards, and out-of-class learning activities through visits to historical sites. These strategies were able to increase student enthusiasm, participation, and involvement in history learning. In addition, environmental factors, student character, socioeconomic conditions, and the use of technology also influenced the effectiveness of the learning strategies implemented by teachers. This study concluded that the implementation of creative, flexible, and appropriate learning strategies according to student needs can increase interest in learning history more optimally in the school environment.

Keywords: *Teacher Strategies, Learning Interest, History Learning, High School Students, Learning Methods, SMA Negeri 2 Palu.*

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INTRODUCTION

Education can be defined as a learning process aimed at developing a person's knowledge, skills, values, and attitudes so they can function effectively in society. This process takes place through various methods, both formal and informal, and involves interaction between teachers and students. Education occurs not only in schools but also at home, in the community, and in the community, all of which play a role in shaping an individual's character and abilities. Overall, education aims not only to create academically skilled and intelligent individuals but also to shape character and morals so they become good and responsible citizens. Education is a conscious effort to realize a cultural heritage from one generation to the next. Education makes this generation a role model for the

teachings of previous generations. To this day, there is no limit to the comprehensive definition of education due to its complex nature, such as its target, namely humans. This complex nature is often referred to as educational science (Abd Rahman BP et al., 2022:2).

Learning strategy is the overall general pattern of activities of educators and students in realizing effective learning events to achieve goals, effectively and efficiently formed by a combination of the sequence of activities, learning methods and media used, and the time used by educators and students in learning activities (Wahyudin Nur Nasution, 2017:5) .

Learning interest is one of the important factors influencing the success of the educational process. By choosing this research, the author is interested in exploring how teachers can play their role in motivating students to be more interested and active in learning history, which is sometimes considered difficult or less interesting by students. Teachers have a crucial role in shaping students' learning experiences. The author is interested in exploring the various strategies used by teachers at SMA Negeri 2 Palu in the context of teaching history, considering that the role of teachers is not only to convey material but also to be able to foster students' interest and curiosity. By choosing this title, the author can contribute to teacher professional development by providing information and recommendations based on research on effective teaching strategies. The results of this study can help other teachers to improve their teaching methods.

The development of teacher strategies in implementing learning at SMA Negeri 2 Palu shows significant changes in line with the demands of the times and curriculum developments. Teachers are starting to abandon monotonous conventional learning methods and shift to more varied and interactive strategies. The use of technology, discussion methods, group presentations, and project-based approaches are being implemented to increase student participation and learning interest. This reflects teachers' awareness of the importance of adapting learning strategies to the needs and characteristics of today's students. With more innovative and relevant strategies, the learning process becomes more effective and can encourage students to be active and think critically in understanding the material. The history teacher explained that the use of varied methods and learning media aims to increase student interest in learning. The teacher stated that if only using lectures, students tend to quickly get bored. Therefore, the teacher strives to create more interesting, interactive, and enjoyable learning so that students are more active and easily understand the history material.

The 2022 Independent Curriculum explains that "the role of history teachers is needed to build bridges between the past, present, and future by stimulating students' spirituality and reasoning through imaginative, creative, critical, and reflective skills based on authentic sources. From this, we are increasingly convinced that learning history is truly learning to think. Furthermore, learning history should not be limited to merely a symbol of worship of the past, where the younger generation can only be fascinated or become connoisseurs of the glorious past, without ever thinking about planning their own future. Progressively, history learning must be able to contextualize various events that occurred

in the past with various events experienced today, so that we can reflect, evaluate, compare, and make decisions, as well as serve as orientation for a better future life.

RESEARCH METHODS

Types of research

This study uses a qualitative research method. Qualitative research is subjective, where researchers interact directly with the object being studied. According to (Harahap, 2020:96) , "Qualitative research, also known as natural research, is a type of research that prioritizes processes and meanings that are not tested or measured precisely with descriptive data." This study describes events heard, felt, and made in narrative or descriptive statements. Based on this, qualitative research attempts to understand, explore, and penetrate deeply into phenomena, then interpret and conclude these phenomena according to their context.

Place and Time of Research

This research was conducted at SMA Negeri 2 Palu **from** February to March 2025. This school was chosen because it has a large number of students who actively participate in learning activities, thus allowing for effective data collection. Research data were collected through **observations, questionnaires, and interviews** with students and teachers relevant to the research topic.

Research Subjects

The research subjects are all objects, including sources or a list of informants who provide information on issues related to the research being conducted. The subjects of this research were four history teachers.

Data Collection Techniques

Data collection techniques are used to obtain the data needed in research, the techniques that will be used in this research are as follows:

Observation

Observation is a verbal or written expression of systematic observation, review, and recording of an object based on what is seen, heard, and felt (Nasution & Nurbaiti, 2021:12) . Observation is useful for obtaining important information about the person or object the researcher will observe.

Observations were conducted to assess the history teacher's strategies for increasing student learning interest in the classroom. Researchers directly observed the learning process, including the methods used by the teacher, interactions with students, and student responses to the material. The results of these observations were used to determine the effectiveness of the teacher's strategies in increasing student learning interest.

Interview

According to (Edi, 2016:12) , in structured interviews, researchers structure questions in a specific way to elicit answers that align with predetermined theories. This allows researchers to establish direct relationships with those deemed capable of providing

information relevant to their research. Using this interview technique, researchers can conduct a question-and-answer session with those who can provide data or information.

Interviews were conducted to obtain in-depth information regarding the strategies used by history teachers to increase student learning interest. with a history teacher at SMA Negeri 2 Palu , using prepared questions that allowed the teacher to answer freely. The interview aimed to explore experiences, teaching methods, student motivation, and challenges faced during the learning process. Data obtained from this interview were used to supplement observations and provide a more complete picture. about teacher strategies in increasing students' interest in learning .

Documentation

Documentation is a data collection process carried out using documentation techniques, namely conducting a library survey to collect materials, and literature studies, namely studying materials related to the research object (Ulfah et al., 2022: 155) . Documents can be in the form of writing, images, or monumental works from a person. Documents in the form of writing include diaries, life histories, stories, biographies, regulations, policies. Documents in the form of images include photographs, motion pictures, sketches, and others (Hakim, 2020: 39) .

Research Instruments

In qualitative research, the researcher acts as the instrument or tool used to collect data. Researchers directly go into the field, making observations and interacting directly with the researched object. When going into the field, researchers bring interview and observation guidelines with them, ensuring that the research remains focused and the necessary data can be filtered optimally.

Data Analysis Techniques

Data analysis can also be defined as the process of responding to data, organizing, sorting, and processing it into a systematic and meaningful structure. If data is likened to a pile of scattered information and facts, then the process of organizing data and processing it into a more organized pattern or format that is easier to understand and interpret is data analysis (Wakarmamu, 2022:58) . The data analysis techniques used in this study are:

1. Data Reduction

Data reduction is the process of selecting, simplifying, abstracting, and transforming raw data that emerges from written field notes. This process continues throughout the research, even before the data is actually collected, as seen from the research conceptual framework, study problems, and the data collection approach chosen by the researcher (Rijali, 2019:11) .

2. Data Presentation

Data presentation is an important thing in the presentation of data, a set of information is arranged, so that it gives the possibility of drawing conclusions and taking action. Forms of qualitative data presentation: (1) Narrative text: in the form of field notes; (2) matrices, graphs, networks, and charts. These forms combine information arranged in a coherent and easy-to-reach form, making it easier to see what is

happening, whether the conclusion is correct or otherwise carry out further analysis (Agusta, 2003:10) .

RESULTS

Research Results

The research data obtained by researchers at the research sites is still raw data that has not been processed or systematically organized. Therefore, researchers first present and explain the various data found in the field so that the information can be clearly understood.

A. Teacher Strategies in Increasing Student Interest in History at State Senior High School 2 Palu

To understand teachers' strategies for increasing student interest in history, it's important to understand that history lessons are often considered boring by some students because they tend to be narrative-based and require a lot of memorization. However, history plays a crucial role in shaping character and national insight. Therefore, teachers need appropriate strategies to stimulate students' interest in history. This strategy focuses not only on delivering the material but also on creating a learning environment that is enjoyable, relevant to everyday life, and meaningful for students. Through a creative and interactive approach, teachers can foster students' curiosity and engagement in the history learning process.

Results of an interview with Mariani

“To increase students' interest in learning history, various engaging learning strategies can be employed, such as: using a variety of learning methods, engaging students in active learning activities, utilizing technology and learning media, and creating a fun learning environment. These include group discussions, games, and the use of media.”

Interviews with history teacher Mariani indicate that to increase students' interest in learning history, teachers need to implement a variety of engaging and innovative learning strategies. She emphasized the importance of varying learning methods to prevent students from getting bored, as well as the need to actively engage students in the learning process. Furthermore, the use of technology and learning media is considered an effective way to make history lessons more lively and relevant to the times. Ms. Mariani also highlighted the importance of creating a fun learning environment, such as through group discussions, educational games, or the use of media that support understanding of historical material. These approaches are believed to foster students' interest in history and encourage them to be more active in the learning process.

An interview with Mariani provided an initial overview of teachers' efforts to increase student interest in history. To strengthen these findings, the researchers then conducted a second interview with Masipa :

“To increase interest in learning history at SMA Negeri 2 Palu, teachers employ various strategies, implement varied learning methods, and manage the classroom effectively. Teaching history through technology, such as mobile phones, is more engaging and effective, sometimes encouraging students to learn. Teachers then take students to historical sites, such as museums, Souraja, Vatunonju, Datokarama's tomb, and watch historical films related to the learning.”

Based on interviews with Masipa, it was revealed that efforts to increase interest in learning history at SMA Negeri 2 Palu were carried out through various engaging and contextual learning strategies. Teachers play an active role in implementing a variety of learning methods and good classroom management to create a conducive learning atmosphere. One approach used is the utilization of technology, such as the use of mobile phones in learning activities, which has been shown to increase student enthusiasm. Furthermore, learning strategies are also carried out through direct experiences, such as taking students to historical sites, such as museums, Souraja, Vatunonju, and the Datokarama tomb. These activities help students understand history more realistically and deeply. Showing historical films is also part of the learning method that can strengthen students' understanding of the material studied in class. Through this approach, history learning becomes more lively, meaningful, and is able to attract students' interest more effectively.

After conducting interviews with the two previous sources, the researcher continued the next interview with Fahrul that:

“Teachers implement a strategy of giving rewards to students who answer questions correctly as a form of motivation to encourage more active learning. Furthermore, teachers also make it a habit to arrive at class on time as an example of discipline that they hope students will emulate in their daily learning.”

Interviews with Fahrul revealed that teachers use reward strategies to encourage active student participation in history lessons. Awards are given to students who correctly answer questions, encouraging them to feel valued and motivated to study harder. Furthermore, teachers demonstrate discipline by consistently arriving on time. This exemplary behavior serves as a concrete example for students to value time and foster discipline in the learning process. Both strategies are considered effective in creating a positive learning environment and encouraging active student engagement.

B. Factors Influencing Teacher Strategies in Increasing Student Learning Interest in History Subjects at SMA Negeri 2 Palu

In efforts to increase student interest in history, the strategies implemented by teachers do not emerge spontaneously but are influenced by various factors. These factors play a crucial role in determining the approaches, methods, and media used in

the learning process. A teacher's success in designing effective learning strategies is greatly influenced by an understanding of student characteristics, the availability of facilities and infrastructure, the applicable curriculum, and the teacher's own ability to manage the classroom and materials. Therefore, it is crucial to understand the factors that influence teacher strategies so that the history learning process can proceed optimally and be engaging for students.

Results of an interview with Mariani

“To assess students' interest in history lessons in class, teachers can use various methods, including direct observation or individual interviews, surveys, and the use of interesting tasks, as well as paying attention to students' enthusiasm in learning, observing student behavior, and noting students who are less interested.”

Interviews with Mariani revealed that student interest in history was assessed through a variety of direct and indirect approaches. Teachers conducted observations during the learning process, noting students' enthusiasm for history lessons and observing their behavior in class. Furthermore, teachers used interviews and surveys to gather students' perspectives on history lessons. Engaging assignments were also used to gauge students' engagement with the material. Teachers noted students who appeared less interested as evaluation material to determine a more appropriate approach to ensure that history lessons were better received by all students.

Next, the interview was conducted with Masipa

“Factors influencing teacher strategies to increase student learning interest at SMA Negeri 2 Palu include environmental factors, peers, the school, and the students' socioeconomic conditions. Furthermore, there are other key factors with a greater influence: students' intelligence, their attention to history lessons, and their interest in learning history itself. These factors are interrelated and are important considerations for teachers in designing effective learning strategies that meet students' needs.”

Interviews with Masipa revealed several factors influencing teachers' strategies for fostering interest in history learning at SMA Negeri 2 Palu. These factors include the students' environment, peer influence, school conditions, and socioeconomic background. However, she believes that the most influential factors are students' intelligence, their attention to history lessons, and their interest in the subject. These three factors form the basis for determining the appropriate approach or strategy to ensure that history learning is well-received and fosters deeper student interest.

The statement made by Mrs. Masipa is in line with Fahrul's views:

“A factor influencing teachers' strategies for increasing student learning interest is the varying personalities of each child in the class. Not all students respond well to rewards or recognition. Some students are motivated, while others are completely unaffected. Similarly, not all students use cell phones

positively for learning. This situation requires teachers to adapt strategies to suit each student's individual needs.”

It's clear that teachers' strategies for fostering student learning interest are heavily influenced by the individual characteristics of each student in the class. Each student has a different learning style and responds differently to the methods used by teachers. For example, not all students feel motivated by rewards or recognition, as some consider them unimportant. The same holds true for the use of smartphones in learning: some students utilize them effectively, while others become distracted and lose focus. Therefore, teachers are required to better understand their students' characteristics and adapt their learning strategies to be more effective and to address all students' needs holistically.

C. History Teachers Assess Students' Interest in History Lessons in Class

Assessing students' interest in history lessons is an important first step for teachers in designing appropriate learning strategies. Through direct classroom observation, interactions during the learning process, and student assignment results and participation, teachers can assess the extent of students' interest in history material. This assessment helps teachers understand what hinders or encourages student interest, allowing them to adapt their approach to create a more engaging and effective learning environment. By understanding students' interests holistically, teachers can take concrete steps to increase their engagement in history learning.

Results of an interview with Mariani

“The factors that influence students' learning interests are diverse, including internal factors within the student and external factors from the environment. These include physical condition, interest, attention span, and intelligence. They are also influenced by parental support, home environment , economic situation, uninteresting teaching methods, teacher-student relationships, and peer relationships.”

Interviews with Mariani revealed that students' learning interests are influenced by various factors, both internal and external. Internal factors such as physical condition, interests, attention spans, and intelligence are the primary factors determining their level of interest in a subject. External factors also play a significant role, including parental support, the home environment, and the family's economic situation. Equally important, uninteresting teaching methods, the quality of teacher-student relationships, and peer relationships also influence students' enthusiasm for learning. All of these factors are interrelated and determine how students' learning interests can grow and develop.

Next, the interview was conducted with Masipa:

“Student interest in classroom lessons at SMA N 2 Palu tends to be positive, with increased enthusiasm and a remarkable enthusiasm for learning.

Furthermore, student responses to history lessons, such as discussions, improve critical thinking and argumentation skills.”

Interviews with Masipa revealed that student interest in classroom lessons at SMA Negeri 2 Palu was very positive. This was evident in their enthusiasm and high level of learning, leading to an overall improvement in the quality of learning. Furthermore, in history lessons, students demonstrated excellent responses, such as actively participating in discussions. This indicates that students are not only engaged in learning but also beginning to develop more mature critical thinking and argumentation skills. This engagement demonstrates that the methods used in class can encourage students to think more deeply and appreciate the learning material more holistically.

Results of the interview with Fahrul

“Students are still less interested in history subjects because the material is monotonous/boring, while local material from the region/local history is not yet available and time is limited, besides that, students' responses are good in active learning but time is still limited.”

Based on interviews with Fahrul, it was discovered that student interest in history is still relatively low. This is due to the material being perceived as monotonous and boring by students. Furthermore, local history material from the surrounding area has not been included in the lessons, thus discouraging students from engaging with the subject. Another contributing factor is the limited learning time available, resulting in suboptimal learning. Nevertheless, student responses to active learning methods have been quite positive, indicating that if the time and material are structured in a more engaging and varied manner, student interest is likely to increase.

D. Indicators that history teachers use to see whether students are interested in the subject of history

To determine the extent to which students are interested in history, teachers typically use a number of observable indicators throughout the learning process. These indicators include students' active participation in asking and answering questions, enthusiasm for discussions, persistence in completing assignments, and involvement in learning activities such as presentations or history projects. Teachers can also observe students' facial expressions, their attention during presentations, and the quality of their learning outcomes as demonstrated through assessments. By observing these indicators, teachers can assess students' level of interest and adjust their teaching strategies to be more effective.

Results of an interview with Mariani

“Some strategies that I usually use in learning methods such as group discussions, dividing groups in the class according to student interests because I use differentiated learning methods that are tailored to student needs, this includes the use of different learning resources for each student, presenting

material in various ways (visual, audio, kinesthetic), or providing material with different levels of difficulty, as well as the use of media, namely showing films according to the learning material.”

1. Visual learning styles : They can summarize the lesson material in the form of infographics rich in images and diagrams, then present the results of their work according to the material provided by the teacher.
2. Example of a group of students with an Audio learning style: They can create learning materials by making a PowerPoint presentation and then presenting the results of their work.
3. Examples of groups of students with a kinesthetic learning style : Interact with others while learning, such as group discussions or role-playing

With a learning style tailored to students' needs, they can more easily understand the material, engage in learning, and achieve optimal learning outcomes.

Interviews with Mariani revealed that she employs a variety of strategies and differentiated methods tailored to students' needs and interests during the learning process. Mariani divides students into groups based on their learning styles, such as visual, audio, and kinesthetic. This approach involves providing different learning resources and varying presentation methods, ranging from visual and audio media to activities involving movement. For example, students with visual learning styles are asked to create and present infographics; students with audio learning styles create and present materials using PowerPoint; while students with kinesthetic learning styles engage more actively through group discussions or role-playing. The use of media such as film screenings is also part of the learning strategy implemented to enrich students' learning experiences. This approach is expected to increase student interest and understanding more effectively.

After adapting learning styles to students' needs, the learning process becomes more effective because students can understand the material in a way that best suits them. This approach makes students more actively engaged in learning activities because the methods used are engaging and relevant to their learning style. As a result, students don't just passively receive information but also more easily remember and apply the material they learn. This ultimately helps students achieve better and more optimal learning outcomes, because the learning process is tailored to each individual's characteristics and needs.

Meanwhile, according to Masipa's opinion :

“Students' interest in history lessons can be seen through their active participation in discussions. Interested students typically ask more questions about the material. Furthermore, involvement in learning activities such as presentations or debates also demonstrates interest. Students' positive responses during history lessons demonstrate their interest. These indicators allow teachers to gauge students' level of interest in history lessons.”

The interview results show that student interest in history lessons can be measured through several indicators, one of which is active participation in class discussions. Students who demonstrate interest are more likely to ask questions related to the material being taught. Furthermore, student involvement in learning activities such as presentations or debates also indicates a strong interest. Positive responses during the history learning process also demonstrate student engagement. Using these indicators, teachers can more easily assess and understand students' level of interest in history lessons.

Results of the interview with Fahrul

“Student interest in a lesson can be seen from their persuasive attitude toward the teacher. Interested students typically actively ask questions during the learning process. These questions demonstrate their curiosity about the material. The interaction between the teacher and students demonstrates student engagement. Thus, student enthusiasm can be measured through classroom communication.”

The interview results suggest that students' interest in the lesson can be seen from the persuasive attitude they display toward the teacher. Students who are genuinely interested typically actively ask questions during the learning process. These questions reflect students' curiosity and desire to understand the material more deeply. Furthermore, the interaction between teachers and students is an important indicator of student engagement in learning. Thus, student enthusiasm can be measured through their level of communication and participation during teaching and learning activities.

Based on the data analysis, a correlation coefficient of 0.655 was obtained. This value indicates a strong relationship between variables X and Y. This means that the better the implementation of variable X, the greater the improvement in variable Y.

Furthermore, based on the results of the t-test calculation, the calculated t-value is 7.251, while the t-table value at a significance level of 5% with degrees of freedom (df) = 70 is 1.954. Because the calculated t-value is greater than the t-table ($7.251 > 1.954$), H_0 is rejected and H_a is accepted. Thus, it can be concluded that there is a significant influence between variable X and variable Y.

Furthermore, the coefficient of determination calculation yielded a value of 42.90%. This indicates that variable X contributes or influences variable Y by 42.90%, while the remaining 57.10% is influenced by other factors not examined in this study.

DISCUSSION

Teacher Strategies in Increasing Student Interest in History at State Senior High School 2 Palu

To increase students' interest in learning history, it is necessary to implement various engaging learning strategies that are tailored to their characteristics. These strategies include using a variety of learning methods, actively involving students in the learning process, and utilizing relevant technology and learning media. Teachers also need

to create a pleasant learning environment so that students feel comfortable and motivated to participate. Some examples of activities that can be carried out include group discussions, educational games, and the use of visual and audio media to support historical material. This approach aims to make history learning more lively and meaningful for students, thus increasing their interest and enthusiasm in participating in the learning process.

According to Dick and Carey in (Hasan, KSAA 2024:73) it is explained that learning strategies are all components of learning and stages of learning activities carried out by teachers in order to help students achieve learning objectives.

To increase student interest in learning, teachers implement various strategies tailored to their needs and characteristics. These strategies include the application of a variety of teaching methods to prevent monotony and boredom. Teachers do not rely on a single method, but rather combine several approaches, such as discussions, group presentations, case studies, and the use of audio-visual media. The goal of this variety of methods is to accommodate students' varying learning styles, making it easier for them to understand the material and feel engaged in the learning process. Good classroom management is also a crucial focus in implementing history learning strategies. Teachers create a conducive, interactive, and open classroom atmosphere so that students feel comfortable and free to express their opinions or ask questions. This contributes to building student confidence and increasing their engagement during the learning process.

The use of technology is also one of the strategies implemented by teachers to make history lessons more engaging and relevant to students' lives. For example, the use of mobile phones as tools for searching for historical information, accessing learning videos, and completing digital-based assignments. This use of technology has been shown to foster students' enthusiasm for learning, as they feel closer to the material through devices they use every day. Teachers also engage students in learning activities outside the classroom by taking them to various historical sites in Palu City and its surroundings. These sites include museums, Souraja, the Vatunonju site, and the tomb of the local figure Datokarama. By visiting these locations, students can see firsthand historical relics they previously only knew about through books. This provides a real-life and contextual learning experience, ultimately sparking their interest in history. Furthermore, screening historical films related to the subject matter is another strategy employed by teachers. Through this medium, students can understand historical events visually and emotionally, which strengthens their memory and understanding of the material. All the strategies implemented by history teachers at SMA Negeri 2 Palu show a real effort in creating history learning that is not only informative, but also fun and meaningful for students.

During the history learning process at SMA Negeri 2 Palu, teachers implement a strategy of giving rewards to students as a form of motivation. These awards are given to students who are able to answer questions correctly, both verbally and in writing. The forms of rewards given vary, ranging from direct praise, additional marks, to small gifts that can stimulate learning enthusiasm. This strategy has proven effective in encouraging students to be more actively involved in learning and not hesitate to express their opinions in class. In addition to giving rewards, teachers also instill the value of discipline through concrete

actions, one of which is by always arriving at class on time. This habit serves as a concrete example demonstrated by teachers so that students have a sense of responsibility towards their time and tasks as learners. Teacher discipline is expected to be a role model for students to emulate, not only in the context of punctual attendance, but also in a consistent and responsible learning attitude.

These two strategies—giving rewards and instilling discipline—complement each other in creating a positive and conducive learning environment. By motivating students emotionally and modeling good behavior, teachers are able to build a learning environment that supports increased student interest and active participation in history. This strategy also demonstrates that learning success is determined not only by the method of material delivery, but also by the social interactions and attitudes demonstrated by teachers in their daily lives.

Factors Influencing Teacher Strategies in Increasing Student Learning Interest in History Subjects at SMA Negeri 2 Palu

Teachers assess students' interest in history lessons using a variety of approaches appropriate to the classroom context. One method used is direct observation during the learning process. Teachers observe students' engagement in discussions, their active responses to questions, and their attention to explanations. Individual interviews are also conducted to explore students' opinions and feelings about history lessons in greater depth. Simple surveys in the form of questionnaires are also used to assess students' perspectives on the subject. Teachers also use engaging and creative assignments, such as creating videos, posters, or group presentations, to gauge students' level of interest. Students' enthusiasm and responses to these assignments are important indicators of their interest. Teachers also note students who show less interest as evaluation material for improving future learning strategies.

To increase interest in learning history, several factors influence the strategies implemented by teachers at SMA Negeri 2 Palu. Environmental factors are a key determinant, with students' living conditions and cultural backgrounds influencing their perspectives on history. Peers also play a role in shaping student motivation, particularly when learning is conducted in groups. School factors such as supporting facilities, learning policies, and classroom atmosphere also contribute to the success of the strategies implemented. Furthermore, students' socioeconomic conditions have a significant influence, particularly on access to learning resources and technology. However, the most dominant factors are students' intelligence, their attention to history lessons, and their intrinsic interest in the subject.

Teachers also face challenges in adapting learning strategies due to the varying characteristics of each student. Not all students respond positively to the same strategies. For example, giving rewards to students who are active or answer questions correctly is not always effective for all students. Some feel motivated, while others show no change in their learning attitudes. A similar situation occurs with the use of technology, such as mobile phones, in learning activities. Some students are able to utilize them positively to seek

information or access learning materials, while others use them for activities outside the learning context. This situation requires teachers to be more flexible and creative in adapting teaching strategies to effectively and equitably reach all student characteristics.

CONCLUSION

Teachers' strategies for increasing interest in learning history at SMA Negeri 2 Palu are implemented through diverse approaches tailored to students' characteristics and needs. Teachers not only use a variety of learning methods but also utilize technology, learning media, and out-of-class activities to create engaging and meaningful learning experiences. Providing rewards and instilling discipline are also effective strategies for building student motivation and a sense of responsibility for the learning process. Teachers strive to create a fun, interactive, and open classroom atmosphere, so that students feel comfortable and more engaged in learning. With these strategies, history lessons can be delivered in a more lively, less boring, and more relevant way to students' lives, ultimately increasing their interest and active participation in history learning.

Student interest in history learning is fostered through various approaches that reflect real-world classroom situations and conditions. Teachers use observation methods, individual interviews, surveys, and creative assignments to understand the extent to which students are interested in history lessons. These approaches help teachers evaluate the effectiveness of the learning strategies they implement. Teachers' strategies for fostering interest in learning are also influenced by various internal and external factors, such as the environment, peers, school conditions, socioeconomic background, and students' intelligence and attention to the subject matter. However, teachers also face challenges in adapting strategies to the diverse characteristics of students. Not all students respond positively to the same strategies. This requires teachers to be continuously innovative, flexible, and adaptive in selecting appropriate methods so that history learning can reach all students equally and enhance their learning interest overall.

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