

Professional Competence of Teachers in History Learning at Senior High School of YPST Porame

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ABSTRACT

The purpose of this study is to describe the professional competence of history teachers at YPST Porame High School, describe history learning at YPST Porame High School and analyze the important role of teacher professional competence for history learning at YPST Porame High School. Data were collected through observation, interviews, and documentation. Furthermore, the subjects in this study were 4 students of grade X, 4 students of grade XI and 2 history teachers. The data analysis process began with data reduction, data presentation, and drawing conclusions. The results of the study indicate that the professional competence of history teachers at YPST Porame High School has been implemented well, history learning has also been carried out effectively although still limited in terms of facilities but has been running well. From the results of the study it can also be seen that the professional competence of history teachers at YPST Porame High School plays an important role in the success of history learning in the classroom.

Keywords: Professional Competence, History Teacher, History Learning.

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INTRODUCTION

Education is the process of imparting knowledge through formal institutions, namely schools. Schools serve as a platform for students to learn, acquire knowledge, and develop their various abilities and skills. Currently, education plays a crucial role in achieving development and the formation of educated individuals. Through the educational process, the transmission of knowledge to students also plays a role in fostering character, so that they can become the nation's next generation with high levels of knowledge, both through school and university levels. In education, several important elements must be met, one of which is the teacher. The essence of educational activities carried out with teacher professionalism can have a positive influence on students' daily lives. Students can also obtain learning outcomes, then master them, and apply them in their daily learning activities. (Aini and Syamwil 2020) .

Teachers as educators, instructors, and mentors must understand their competencies in teaching, while also paying attention to students' abilities in absorbing the material provided. This is important because each student has different abilities, which are influenced by various factors, one of which is the learning atmosphere. Teachers have a very vital role in education, especially in the learning process. According to (Munirah 2020) , teachers influence changes in students' attitudes and behavior. A good personality from a teacher will provide a positive example, so that the teacher becomes a figure worthy of imitation, all his words are acceptable, and every action can be an example for students.

Teacher competence is widely considered a reflection of the professionalism of the educator (teacher) (Karmila and Eliza 2022) . A qualified educator or teacher not only understands the content but is also able to design teaching programs, conduct learning evaluations, and explain the principles of continuous education in the classroom (Nuriyah et al. 2025) .

The professional performance of competent teachers is very much needed in carrying out their duties and responsibilities as agents of change in student education, both at school and in the community. According to (Yulanda 2020) , teacher professional competence is a set of mastery of personal, scientific, social and spiritual technological abilities that include mastery of material, understanding of students, educational learning and personal and professional development to realize their performance appropriately and effectively. Meanwhile, according to (Ulfa et al. 2024) , professional competence is the ability of teachers to master learning materials with broad and in-depth expertise that enables them to guide students in understanding the material being taught.

History learning is a science that refers to past events in relation to current events (Sakban 2019) . History learning itself considers the origins of the development and role of past societies in the education, skills, attitudes, character, and personality of students. History learning itself can be used to shape student attitudes, such as social attitudes, mutual respect, and appreciation of every difference that arises in the student's environment. History is a subject that instills knowledge, attitudes, and values regarding the process of change and development of Indonesian and world society from the past to the present (Muhtarom, Kurniasih, and Andi 2020) . In addition, history learning can also shape social attitudes towards oneself such as mutual respect, respecting differences with one another.

The aim of teaching history is to enable students to develop the competence to think chronologically and have knowledge about the past that can be used to understand and explain the process of development and change in society as well as socio-cultural diversity in order to discover and foster national identity in the midst of the life of the world community (Joko Sayono 2013) .

YPST Porame High School is a high school located in Sigi Regency. As an educational institution, this school has a vision and mission to produce a young generation with broad insights, both academically and socially. History instruction at this school is a crucial part of achieving this goal. However, the extent to which the professional competence of history

teachers at YPST Porame High School influences the classroom learning process requires further investigation.

Based on initial observations, several findings reflect aspects of the history teachers' professional competence. Teachers demonstrated a good mastery of historical material. This was evident in their systematic and coherent explanations, complemented by additional information beyond the textbook. In terms of understanding scientific developments, teachers appeared to follow curriculum developments and integrate Indonesian history material with relevant global issues. Several previous studies have also discussed teacher professional competence, but limited studies have integrated the important role of teacher professional competence in history learning.

Based on the results of this observation, the researcher is interested in digging deeper into the professional competence of teachers and the history learning process at SMA YPST Porame in order to provide useful recommendations for improving the quality of history learning at the school.

METHOD

The entire series of research was conducted based on qualitative research methods with a descriptive approach. Basically, descriptive research is research that attempts to describe and interpret something, for example, situations and conditions with existing relationships, developing opinions, consequences or effects that occur and so on. Based on this, this research was conducted with a qualitative approach to obtain natural or comprehensive data that is in accordance with the background and the data obtained is not the result of engineering or manipulation because there are no other controlling variables. From this research, it is hoped that it can provide an objective picture of Teacher Professional Competence in the History Learning Process at SMA YPST Porame.

This research was conducted at YPST Porame High School, Kinovaro District, Sigi Regency. The research began with an initial observation on November 26, 2024. Observations were conducted to obtain a realistic picture of an event or incident to answer the research questions. The objects of this study were the professional competence of history teachers at YPST Porame High School, history learning at YPST Porame High School, and the important role of professional competence of history teachers in history learning at YPST Porame High School. This object was chosen to determine the extent to which professional competence of teachers contributes to the quality of history learning in schools. The subjects used in this study were 10 people, namely 2 history teachers, 4 grade 10 students, and 4 grade 11 students.

The instruments used in this study were observation, interviews, and documentation. Observations were used to obtain an overview of the professional competence of history teachers at SMA YPST Porame, history learning at SMA YPST Porame, and the important role of teacher professional competence in history learning. Interviews were used to uncover facts based on observations to obtain valid research results, while documentation was used as supporting documentation to strengthen the results of the observations and interviews.

FINDING AND DISCUSSION

RESEARCH RESULT

1. Professional Competence of History Teachers at YPST Porame High School

Observations and interviews revealed that both teachers possess a strong grasp of history. Mr. Nasaruddin thoroughly understands the scope of Indonesian and modern history, utilizes academic sources such as journals and reference books, and accurately answers students' questions outside the textbook context. Ms. Hilda, despite her shorter experience, actively enriches her knowledge through e-books, historical articles, and other scholarly sources, ensuring that her teaching is not based on rote memorization but rather on conceptual understanding.

Furthermore, in-depth expertise is evident in teachers' ability to analyze historical events chronologically and thematically, distinguish between historical facts and interpretations, and relate events to social, political, and economic contexts. This helps students understand the cause-and-effect relationships of historical events while developing critical thinking about past events.

Both teachers also demonstrated their ability to guide students in understanding the material. Mr. Nasaruddin encouraged students to interpret historical data, maps, and primary documents, enabling them to view history like a researcher. Ms. Hilda, using simpler language, guided students through complex historical concepts through a more contextual approach.

In delivering the material, Mr. Nasaruddin maintained scientific accuracy and integrity by avoiding oversimplification, while Ms. Hilda emphasized the importance of objectivity and the use of accessible language. Both also attempted to relate the material to students' daily lives, such as the values of unity, mutual cooperation, and discipline, so that learning was not merely memorization-oriented but also had real-world relevance.

The written test given to both teachers yielded a perfect score of 100 (an A grade), indicating excellent mastery of the material. Documentation of teaching and learning activities also demonstrated active teacher-student interaction, the use of simple learning media, and a conducive and interactive classroom atmosphere.

Overall, this study concludes that history teachers at SMA YPST Porame have demonstrated good professional competence, characterized by:

1. Broad and in-depth mastery of material based on scientific sources;
2. Skills in analyzing historical events critically and contextually;
3. The ability to guide students to think analytically and understand the meaning of history;
4. Delivering material that is accurate, objective, and relevant to real life;
5. Written test results that prove a high level of mastery of the material.

Thus, even though there are differences in teaching experience between Mr. Nasaruddin and Mrs. Hilda, both have fulfilled the criteria for the ideal professional competency of a history teacher at YPST Porame High School.

2. History Learning at YPST Porame High School

Observations show that despite limited school facilities, such as the lack of projectors or digital media, history learning remains effective thanks to the competence and creativity of the teachers. History teachers, Mr. Nasaruddin and Mrs. Hilda, utilize

whiteboards, textbooks, timelines, simple charts, and storytelling to deliver material in a coherent, clear, and engaging manner. These strategies facilitate students' understanding of the sequence of historical events and enhance their learning.

Interviews with teachers revealed that limited facilities did not hinder the learning process, as they were able to present the material using a simple yet meaningful approach. Teachers also connected past events to the context of contemporary life, for example, emphasizing the values of unity, mutual cooperation, and discipline, and providing concrete examples from everyday life and current issues. This contextual approach enabled students to see the relevance of history to modern life, so that learning went beyond memorizing facts to developing critical awareness and positive values.

Interviews with students reinforced these findings. Most students stated that the teacher's teaching style, which combined storytelling, simple language, emphasis on key points, and opportunities for discussion, made the history material easier to understand and more engaging. Students also felt that connecting the material to real-life situations motivated them to learn history and understand its significance in the present.

Written test results showed that the majority of students earned high A grades, indicating a good understanding of the material being taught. Analysis of the history teachers' lesson plans also showed that the lesson plans were aligned with classroom implementation, encompassing objectives, materials, methods, and assessments that aligned with expected competencies.

Overall, this study concludes that mastery of material, teaching skills, teacher creativity, and the ability to relate history to the realities of life play an important role in creating effective, interesting, and meaningful history learning at SMA YPST Porame, even with limited facilities.

3. The Important Role of Teachers' Professional Competence in History Learning at YPST Porame High School

Observations show that history teachers at YPST Porame High School, Mr. Nasaruddin and Mrs. Hilda, demonstrate professionalism through systematic lesson planning. Although technological resources such as projectors or LCDs are not yet available, teachers take the initiative to use simple media such as whiteboards, historical maps, supplementary reading materials, as well as interactive lectures, group discussions, and Q&A methods. These strategies help students understand the material not only as memorizing facts, but also as a means of instilling values, critical thinking, and an awareness of the meaning of history in real life.

Interviews with Mr. Nasaruddin and Ms. Hilda revealed that both teachers tailor their learning strategies to the core competencies to be achieved and the school's facilities. Mr. Nasaruddin emphasized the use of discussion methods, Q&A sessions, and group presentations to increase student participation and to link the material to current social issues to maintain relevance. Ms. Hilda emphasized deepening the material from

various scientific sources , such as e-books and journal articles, to ensure a more coherent, in-depth, and easily understood presentation.

Both teachers also emphasized that teacher professionalism influences student motivation, interest, and understanding . Creative and adaptive teachers can make history lessons more engaging, preventing students from getting bored and making it easier to grasp the meaning of history.

Despite limited technology resources, teachers strive to connect historical material to modern social realities. Mr. Nasaruddin uses printed reading materials, historical maps, and examples of current events, while Ms. Hilda asks students to retell social issues from the media and relate them to the historical material. This approach maintains the relevance of the learning while also fostering students' critical thinking skills.

Analysis of the lesson plans for grades 10 and 11 shows that the learning plans are structured according to the **4C principles (Critical Thinking, Collaboration, Communication, and Creativity)** . Students are involved in literacy activities, discussions, presentations, reflections, and assessments based on attitudes, knowledge, and skills. The lesson plans demonstrate continuity between planning and classroom learning implementation, supporting the development of students' academic competencies and character.

The research findings confirm that the professional competence of history teachers at YPST Porame High School is reflected in their mastery of the material, their learning planning, their creative teaching strategies, their ability to adapt to limited resources, and their ability to relate the material to the students' social context . Teacher professionalism has been shown to influence students' motivation, engagement, and understanding of history, while ensuring that the learning process is effective, engaging, and meaningful despite limited resources.

DISCUSSION

1. Professional Competence of History Teachers at YPST Porame High School

The results of the study on the professional competence of history teachers at SMA YPST Porame show that both history teachers, Mr. Nasaruddin and Mrs. Hilda, have fulfilled the indicators of professionalism in history teaching. Based on the results of observations, interviews, and document analysis , this professional competence is evident in several main aspects, namely mastery of the material, broad and in-depth expertise, the ability to guide students, conceptual understanding, and professionalism in delivering the material.

In terms of material mastery , Mr. Nasaruddin demonstrated a comprehensive understanding of high school history, able to answer questions outside the textbook and relate the material to relevant socio-political contexts. Meanwhile, Ms. Hilda, despite her contractual status, demonstrated a strong commitment by enriching her knowledge through articles, journals, and history e-books. These efforts demonstrate that both experienced and relatively new teachers contribute to improving the quality of learning.

The broad and in-depth expertise is evident in teachers' ability to analyze historical events chronologically and thematically, connect events to social, political, and economic

dynamics, and help students understand the cause-and-effect relationships between historical events. Interviews with school principals reinforce this finding, where history teachers were deemed capable of encouraging students to think critically and view events from multiple perspectives.

ability to guide students is reflected in the strategies they employ, such as primary document analysis, class discussions, and an emphasis on the meaning behind historical events. Mr. Nasaruddin uses an analytical approach, while Ms. Hilda emphasizes conceptual explanations with simpler language. These differences in strategies enrich the learning process and help students understand the material more deeply.

Furthermore, professionalism in delivering material is evident in teachers' efforts to maintain accuracy, objectivity, and relevance to students' real-life situations. This is supported by lesson plan documents and teacher biographies, which demonstrate a alignment between planning, implementation, and academic background with classroom learning practices.

Overall, the results of this study are in line with the theory (Ulfa et al. 2024) which states that professional competence includes in-depth mastery of material, guidance skills, and expertise in delivering material so that students gain a critical, analytical, and contextual understanding of history.

2. History Learning at YPST Porame High School

Research on history learning at YPST Porame High School shows that limited resources, such as the lack of projectors and digital media, do not hinder the learning process. History teachers are still able to implement effective learning through the use of whiteboards, textbooks, timelines, simple charts, and storytelling methods. The coherent delivery of material, emphasis on key events, and the use of simple language make it easier for students to understand the flow of historical events. These observational findings are reinforced by interviews, which indicate that students find the learning interesting, not boring, and provide opportunities for questions and discussion.

History teachers, both Mr. Nasaruddin and Ms. Hilda, emphasize connecting past historical events to the context of present-day life, such as the spirit of unity, cooperation, and discipline. This strategy encourages students to view history not simply as memorizing facts, but as a lesson with practical relevance to their lives. This approach also resonates with students, who report feeling more motivated and understanding the material better when teachers connect historical values to everyday realities.

These findings are supported by lesson plans and photographic documentation of learning, which demonstrate that learning planning is carried out systematically, encompassing objectives, methods, and evaluations aligned with classroom practice. High student written test scores also confirm that communicative, narrative, and interactive learning strategies can enhance understanding and foster critical thinking among students regarding historical events.

Overall, the results of this study are in line with the theory (Sakban 2019) states that history learning refers to past events in relation to present-day life. With a communicative, contextual, and values-based approach, history learning at YPST Porame High School has proven effective in increasing students' understanding, motivation to learn, and awareness of the meaning of history in their lives.

3. The Important Role of Teachers' Professional Competence in History Learning at YPST Porame High School

Research at YPST Porame High School shows that teacher professional competence plays a crucial role in the success of history learning, particularly in designing effective learning strategies despite limited supporting resources. Based on observations, history teachers are able to develop systematic learning plans, adapt strategies to student characteristics, and use a variety of methods such as interactive lectures, discussions, Q&A sessions, and group presentations to keep students active and engaged in the learning process.

Interviews with Mr. Nasaruddin and Ms. Hilda reinforced these findings. Both emphasized the importance of a deep understanding of the material, linking historical events to current issues, and using reading materials and maps as alternative media amidst technological limitations. This demonstrates that teacher professionalism is reflected not only in mastery of the material but also in the ability to adapt to school conditions and changing times to ensure learning remains relevant and meaningful.

Analysis of the lesson plans further confirms this finding, stating that the lesson plans include objectives, methods, learning steps, and additional learning resources to support the teaching and learning process. Thus, history instruction at YPST Porame High School remains effective, focused, and contextual, despite limited technological resources.

Overall, the results of this study are in line with the theory (Munawir 2023) which emphasizes that teacher professionalism plays an important role in designing learning that is effective, relevant, and adaptable to current developments.

CONCLUSION

The professional competence of history teachers at SMA YPST Porame has been implemented well. This can be seen based on the results of observations, interviews and documentation showing that teacher competence in terms of material mastery, broad and in-depth expertise, the ability to guide students, and professionalism in delivering learning materials. Mr. Nasaruddin with his experience and academic background is able to explain historical events analytically and contextually, while Mrs. Hilda, although still an honorary employee, demonstrates a commitment to developing competence through various reading sources. Both strive to adapt learning strategies to student needs and the school's limited facilities, so that learning remains relevant, meaningful, and encourages students to think critically. These findings are supported by lesson plans, biodata, and other supporting documents, and are in line with theory (Ulfa et al. 2024). which states that professional competence is the ability of teachers to master learning materials with broad and in-depth expertise that enables them to guide students in understanding the material being taught.

History learning at YPST Porame High School is effective despite limited technological facilities. History teachers are able to overcome this by utilizing traditional media such as blackboards, maps, and reading materials, as well as implementing interactive lectures, discussions, questions and answers, and storytelling methods to help students understand the course of events more easily. Observations and interviews show that students are enthusiastic, actively ask questions, and feel that learning is more meaningful because it is connected to everyday life values. This is reinforced by lesson plans

that demonstrate systematic planning, documentation of learning activities, and student test scores that reflect increased understanding. Thus, history learning does not only focus on memorization but is also relevant to the context of students' lives, in line with the theory (Sakban 2019) which states that history learning is a science that refers to past events in relation to current events.

The professional competence of history teachers at YPST Porame High School plays a crucial role in the success of learning. This is evident when teachers encounter facility constraints, but are able to devise effective learning strategies using interactive lectures, discussions, Q&A sessions, and the use of simple media. Interviews indicate that Mr. Nasaruddin and Mrs. Hilda not only master the material but also creatively relate it to current issues, making learning more relevant. This is reinforced by the systematically prepared lesson plans tailored to student needs and school conditions. This finding aligns with the theory (Munawir 2023) that educational success is highly dependent on teacher professionalism, indicating the extent to which teachers are able to devise effective and adaptable learning strategies.

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