

Role Head School in Motivating Teachers Improving Teaching Creativity in History Learning in Senior High School 7 Palu

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ABSTRACT

The discussion in this paper is (1) What is the role of the principal in motivating teachers at SMA Negeri 7 Palu? (2) How is the creativity of teachers in teaching history at SMA Negeri 7 Palu? The purpose of this paper is: (1) To describe the role of the principal in motivating history teachers at SMA Negeri 7 Palu. (2) To describe the creativity of teachers in teaching history at SMA Negeri 7 Palu. This study uses a qualitative descriptive approach with data collection techniques through observation, interviews, and documentation. This research was conducted at SMA Negeri 7 Palu City, located at Tawaeli Jl. Baiyah Raya No. 29 Palu City, Central Sulawesi Province. After the data was successfully collected and analyzed qualitatively with a flow model including data reduction, data presentation and drawing conclusions. The results of the study indicate that the principal plays a role as a facilitator, motivator, and supervisor in motivating teachers. This role is realized through the provision of facilities and training, providing motivation and rewards, and implementing learning supervision. The teaching creativity of history teachers is seen from the ability to arouse student motivation and activeness, actively involve students, and use a variety of learning methods and media. Thus, the role of the principal contributes positively to increasing the teaching creativity of history teachers at SMA Negeri 7 Palu.

Keywords: *Principal, Teacher Motivation, Teaching Creativity.*

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INTRODUCTION

Quality education very determined by the learning process in educational institutions such as schools. As such, The principal and teachers are the main drivers who have a significant influence on every implementation of the student learning process while they are at school. Without the performance of teachers, Which Good And role principal in motivating teachers and managing schools makes it very difficult to improve the quality of education or achieve national education standards. In the National Education System Law Number 20 Year 2003, Chapter IX Article 35 paragraph 1, there are eight components of National Education Standards, namely content, process, graduate competencies, human resources education, means And infrastructure, management, financing, and educational assessment (PGRI et al., 2019).

Senior High School (SMA) or its equivalent is a formal educational level that leads to the next level of higher education. Therefore, the implementation of education in senior high schools must be carried out by teachers under the leadership of the

principal, because the principal is responsible for efforts to improve the quality of education, including teacher and staff discipline. The principal has a very central role, because the principal is directly related to the implementation of educational programs in the school, whether or not a program can be implemented. program education And achieved whether or not objective education very much depends on the leadership of the principal. Principals are successful when they understand the existence of the school as a complex and unique organization, and are able to carry out their role as a principal. Manager. A principal's success as a manager can impact the success of the school they lead. The realization of a quality school depends on how the principal organizes and administers it. Therefore, the principal has significant duties and responsibilities towards the institution they lead.

Motivation is factor Which significant in increase An individual's effectiveness. Their distinctive role is in fostering passion, enjoyment, and enthusiasm for learning and teaching. Students and teachers who are strongly motivated will have more energy to carry out teaching and learning activities. As a component of teaching and learning, teachers play a crucial role in determining the success of learning by designing, managing, implementing, and evaluating learning.

As for Teacher in context education have a role Which big and strategic. This is because teachers are at the forefront of educational implementation. They interact with students to transfer knowledge and technology through creativity.

Creativity Teacher very needed use motivating Spirit Study learners so that participant educate have interest For Study. Because Teacher seen as person Which know condition Study And Also problem Study faced by participant educate. Teacher Which creative always look for How so that the learning process achieves learning outcomes with the planned objectives. In addition That, Teacher Which creative will bring atmosphere Study become enthusiastic and enjoyable for students, on the other hand, if the learning process is passive, monotonous, less creative, and so on, it will affect students' motivation and achievement in class.

According to Sholikah (2017), creativity in learning is "development potential in outside limitation intelligence, find method Which "New and better solutions to educational problems." Meanwhile, teachers who possess creativity can be interpreted as a teacher's expertise and can express something new and unique in order to combine something that already exists into something more interesting. Teachers must design unique and interesting methods to attract students' motivation in learning (Malik, 2019; Malik 2020).

Creative teacher behavior certainly results in creative learning. Learning processes that are not delivered creatively by educators can... make student feel bored in follow process learning. Therefore, creative learning is needed and to create creative learning, teaching skills are needed.

Referring to the explanation above which explains how the Principal's role in motivating teachers to increase teaching creativity in learning History In SENIOR HIGH SCHOOL Country 7 Hammer. On observation beginning found the fact that the principal's role in motivating teachers in relation to teacher creativity through innovative and interesting teaching methods and learning strategies for students is still lacking.

This encouraged researchers to conduct in-depth research with the title "The

role of the principal in motivating teachers to increase teaching creativity in history learning in high school". The Land of 7 Palu".

METHOD

This study employed a **descriptive qualitative research design** aimed at understanding and describing the actual conditions and phenomena occurring in a natural setting. Qualitative descriptive research focuses on providing an in-depth and comprehensive portrayal of social realities as they occur in the field. According to Fadli (2021), qualitative research seeks to understand contextual conditions through detailed and in-depth descriptions of natural situations based on what genuinely occurs in the research setting. In line with this perspective, Luthfiyah (2020) emphasizes that in qualitative research, the research process is more crucial than the final outcomes, as meaning is constructed through continuous interaction between the researcher and the research context. Therefore, the researcher served as the primary instrument for data collection, ensuring the credibility and authenticity of the findings through direct involvement in the research process.

The research was conducted at **SMA Negeri 7 Palu**, located on Jl. Baiyah Raya No. 29, Tawaeli District, Palu City, Central Sulawesi, Indonesia. This site was selected because it was relevant to the research focus and provided adequate institutional support for the study. SMA Negeri 7 Palu is a senior high school with an A accreditation status and a student population of approximately 867 learners. The research was carried out over several stages, beginning with preliminary observations to gain a deeper understanding of the role of the school principal in motivating teachers to enhance teaching creativity in history learning.

The data used in this study consisted of **qualitative data** obtained through observations, interviews, and documentation. Data sources were categorized into primary and secondary sources. Primary data were collected directly from key informants who were considered knowledgeable and capable of providing accurate and relevant information. These informants included one school principal, two history teachers, and five eleventh-grade students. Secondary data were obtained from supporting documents such as books, academic journals, institutional records, and relevant previous research.

Data collection techniques involved **observation, interviews, and documentation**. Observations were conducted to examine teaching practices and leadership roles related to motivating teacher creativity. This technique allowed the researcher to capture real-time interactions and behaviors within the school environment. Interviews were carried out using a semi-structured approach, allowing flexibility for informants to elaborate on their experiences while ensuring that key research topics were addressed. The interviews focused on the strategies employed by the school principal to motivate teachers, the teachers' perceptions of leadership support, and students' responses to creative teaching practices. Documentation was used to support and validate the data obtained from observations and interviews, including lesson plans, school programs, and institutional reports related to teaching and learning activities.

Data analysis followed the **interactive model proposed by Miles and Huberman** , which consists of data reduction, data display, and conclusion drawing (Miles & Huberman, 2014, as cited in Rajaema et al., 2020). Data reduction involves selecting, focusing, and simplifying data relevant to the research objectives. The reduced data were then organized and presented in narrative form through interview excerpts, observation notes, and documentation records. Finally, conclusions were drawn by identifying patterns, relationships, and key themes related to the role of the school principal in motivating teachers to enhance teaching creativity in history learning. Throughout the analysis process, the researcher ensured that interpretations remained grounded in participants' actual statements and experiences.

RESULTS AND DISCUSSION

1. Role head school in motivating Teacher history in SENIOR HIGH SCHOOL The Land of 7 Palu

The role of the principal in motivating teachers to increase creativity in teaching history can be seen from three main aspects: facilitator, motivator, and supervisor, each of which has a crucial role in creating an innovative and effective learning environment.

As a facilitator , the principal is responsible for providing facilities and resources that support teachers in developing their teaching creativity. This includes providing more engaging teaching materials, educational technology, and access to training or workshops that can improve teachers' teaching skills. The principal can also organize forum or meeting between Teacher For share idea And experience in teach history, so that create community Study Which collaborative. In addition, the principal can encourage teachers to use various approaches, like learning based project or method Which more interactive, to enrich students' learning experience.

As a motivator, the principal plays a crucial role in providing moral support and encouragement to teachers. One effective way to do this is by rewarding teachers who demonstrate innovative teaching practices. history, Good through award formal and praise open in school meetings or forums. Principals must also create a school culture that supports creativity, where teachers feel safe to experiment with various method teach without Afraid will failure. Motivation Which given

by the principal will strengthen teachers' self-confidence and encourage them to continue to innovate in the history learning process to make it more interesting and relevant for students.

As a supervisor, the principal must regularly monitor and evaluate teacher performance to ensure that creativity in teaching continues to develop. Through classroom observations, the principal can provide feedback. come back Which constructive about method Teacher teach, Good in matter methods, use of learning media, and approaches to students. Open and supportive evaluations can help teachers identify their strengths and areas for improvement. Principals can also help teachers navigate challenges in history teaching by providing more practical guidance or advice. With good supervision, principals can school can ensure that creativity teach still walk effectively and continuously developing.

By maximizing their roles as facilitators, motivators, and supervisors, principals can create an environment that encourages teachers to continuously improve their creativity in teaching history. This will not only improve the quality of learning but also increase student interest and engagement in learning history.

1. Motivator

As a motivator, the principal plays a crucial role in encouraging and encouraging teachers to continue innovating in their teaching. The principal can create a positive atmosphere by recognizing the effort and creativity demonstrated by teachers in learning, whether through praise, formal recognition, or other rewards. By providing the right motivation, teachers will feel appreciated and more motivated. For Keep going develop. Head school Also can inspiring teachers to try new and more creative teaching methods by providing examples of successful implementations by fellow teachers. In addition , the principal must create a supportive culture and provide space for Teacher For experiment with ways new in teach, without fear of failure, so that teachers feel more confident in their efforts to improve the quality of teaching.

In line with explanation in on, following narrative head school father H. Anas Syakir, S.Pd., M.Pd Which revealed that:

As head school, I believe that motivation Which given My support for teachers greatly influences their creativity in teaching. One way I do this is by providing a space for teachers to share ideas and experiences in teaching, as well as providing support in the form of training or workshops. By demonstrating that I care about their professional development, I hope to inspire their continued innovation. I also consistently appreciate every creative step they take, whether through formal awards or recognition in school forums, so they feel valued and motivated to be more creative in the learning process. (Interview on Thursday, October 17, 2024, 10:30 AM) (WITA)

In line with this, the following is the response from the history teacher, Mr. Abu Joko, S.Pd., MM, who stated that:

I feel very valued by the support and recognition from my principal. Every time I try a new teaching method, he always praises me or gives me the opportunity to share my experiences with fellow teachers. This makes me feel valued. more believe self And motivated For Keep going innovate. Besides that, training Which provided by head school Also very help in developing our teaching skills, which in turn improves the quality of learning in the classroom. (Interview on Tuesday, October 8, 2024 at 10:45 WITA)

The following is another statement from history teacher Mrs. Arini, S.Pd. who stated that:

As a history teacher, I feel that the principal's support is very influential. to Spirit I in teach. When I trying to implement a learning method based

on local historical sources, the principal give appreciation And push I For He developed the idea further. He also frequently gave me the opportunity to share my experiences with other teachers in internal school forums. This kind of motivation made me feel trusted and further encouraged me to deliver more creative and meaningful learning. for student. (Interview on Wednesday, 9 October 2024 O'clock 10.00 WITA)

The conclusion from the principal's statement and the teacher's response is that the principal has a very important role in motivating teachers to increase creativity they in teach. Head school No just give award or confession on teacher's efforts, but Also create opportunities for Teacher For share idea And experience, Which enrich learning process. Support in the form of training or workshops provided by the principal helps teachers develop their skills, making them more confident in trying new methods.

Responses from teachers show that the motivation given by the principal, Good in form praise, award, and room For share experience, greatly influences their enthusiasm for innovation. This recognition strengthens their sense of appreciation and encourages teachers to continue developing their creativity in teaching. Furthermore, the training provided by the principal give addition skills practical Which can direct applied in the classroom, which ultimately improves the quality of teaching and learning. Therefore, it can be concluded that the principal plays a crucial role in creating a school culture that supports creativity and professionalism. Teacher, Which impact positive on improvement quality education in the classroom.

2. Facilitator

As a facilitator, the principal plays a very important role in create support And provide source Power Which required for teacher development. Principals are responsible for ensuring that teachers have access to relevant and up-to-date teaching materials, as well as tools and technology that can improve the quality of teaching. In addition, principals can facilitate training or workshop For increase skills teachers in various aspects, such as innovative teaching methods, classroom management, and the use of technology in learning.

Besides That, head school Also play a role in build collaboration between teachers by organizing regular meetings, group discussions, or study groups professional. In meeting the, Teacher can share idea, strategy, and their experiences, which can enrich teaching approaches in schools. Head school Also Can push existence project together or studies case Which

involving several teachers from various disciplines, so that an atmosphere is created collaborative And each other support. With give support And With the right facilities, the principal plays a role in creating a positive learning environment for teachers, which in turn will have an impact on improving the quality of learning in the classroom.

Based on matter the in confirmation direct by H. Anas Syakir, S.Pd., M.Pd as the Principal who stated that:

As head school, I play a role as facilitator with provide the resources teachers need, such as teaching materials, training, and technology. I Also push collaboration between Teacher through meeting or discussion routine so that they Can each other share idea And experience. With In this way, I hope to support teacher professional development to improve the quality of classroom learning. (Interview on Thursday, October 17, 2024, 10:30 a.m. WITA)

The principal's statement demonstrates that the principal considers his or her role as a facilitator crucial in supporting teacher professional development. By providing necessary resources, such as teaching materials, training, and technology, the principal ensures that teachers have access to the tools necessary to improve their teaching. quality teaching. Besides That, head school push collaboration between teachers through regular meetings and discussions, which allows for the sharing of ideas and experience, as well as enrich approach teaching at school. This approach shows that the principal not only provides facilities and resources, but also builds a productive collaborative culture, which focuses on on development sustainable for Teacher. Objective Finally is to improve the quality of classroom learning, so that students benefit from better and more innovative teaching.

The following is the response from History teacher Mr. Abu Joko, S.Pd., MM, who stated that:

I feel very helped with support Which given head school. Facilities such as relevant training and updated teaching materials have been very helpful in improving my teaching skills. In addition, the opportunity For discuss And share idea with colleagues Teacher others through regular meetings It has also greatly enriched my teaching experience. With this support, I feel more prepared and motivated to provide Which best for student. (Interview on Tuesday 8 October 2024 at 10:45 AM)

As for response other from Teacher History Mother Arini, S.Pd Which state that:

I truly appreciate the principal's role as a facilitator. The training provided has been invaluable in enriching my teaching methods, and the constantly updated teaching materials help me stay relevant to educational developments. Furthermore, regular meetings with fellow teachers provide a space to share challenges and solutions, which makes me feel more supported and confident in my teaching. With support like this, This, I feel the more motivated For Keep going develop (Interview on Wednesday, October 9, 2024, 10:00 a.m. WITA)

The conclusion of the analysis of the two statements shows that the role of the principal as a facilitator is very effective in supporting development.

professional Teacher. Teachers feel very helped with facilities that provided by head school, like training Which relevant And material Continuously updated teaching materials. This support not only improves teachers' teaching skills but also helps them stay relevant to educational developments. Furthermore, the opportunity to discuss and share ideas through regular meetings with fellow teachers provides a space for collaboration and mutual sharing. challenge, And find solution, Which enrich experience teach them. With this support, teachers feel more prepared, confident, And motivated For Keep going develop self And give Which This demonstrates that the principal has successfully created an environment that supports innovation and continuous development for teachers, which in turn contributes to improving the quality of classroom learning.

3. Supervisor

The principal plays a crucial role as a supervisor in monitoring and evaluating teacher performance to ensure optimal teaching quality. school responsible answer For give bait come back constructive which can help teachers improve their teaching techniques. Through classroom observations, evaluations of teaching assignments, and regular discussions, principals can identify areas for improvement and provide relevant advice. Furthermore, principals ensure that teaching standards in schools are achieved by monitoring the implementation of the curriculum and effective teaching strategies. With a strong supervisory role, principals can guide teachers to achieve educational goals and continuously develop their professional skills, thereby continuously improving the quality of learning in schools.

Based on this statement, the following is the statement of the Principal of SMA Negeri 7 Palu, Mr. H. Anas Syakir, S.Pd., M.Pd, who stated that:

As a principal, I see my role as a supervisor as crucial in ensuring the high quality of teaching at the school. I conduct regular classroom observations to see firsthand how the teaching process is taking place. learning ongoing, so that I can give bait I provide constructive feedback to teachers. I also engage with teachers to explore the challenges they face in teaching and provide support in finding solutions together. Through a sound supervisory approach, I hope to help teachers develop further. Again, ensure that they apply curriculum with appropriate, and creating quality learning experiences for students. (Interview on Thursday, October 17, 2024, 10:30 a.m. WITA)

The following is the response from history teacher Mr. Abu Joko, S.Pd., MM. who stated that:

I feel very valued by the principal's supervision. Every time the principal observes my class, he provides constructive feedback and helpful suggestions for improving my teaching. The discussions we have after the observations also give me the opportunity to talk about the challenges I face and find solutions together. Thanks to this supervision, I feel more

supported And motivated For Keep going develop, so that it can give learning Which more Good for student. (Interview on Tuesday, October 8, 2024, 09.45 WITA)

As for response other from Teacher history Mother Arini, S.Pd Which state that:
I very appreciate role head school as supervisor. Every this time he making observations, I feel given the opportunity to learn and develop. Bait come back Which given very beneficial, And I feel more confident to try new methods in teaching. The principal Also always open For discussion, so that I can I shared the challenges I was facing and worked together to find ways to overcome them. With this support, I felt more prepared and motivated to improve the quality of my teaching. (Interview on Wednesday, October 9, 2024, 10:00 a.m. WITA)

The conclusion from the principal's statement and the teacher's response shows that supervision head school own impact Which very positive towards development teaching profession and quality improvement teaching. The principal plays an active role in observing the learning process through regular classroom observations, which allows for feedback. come back Which constructive. Bait come back the give direction Which clear for Teacher in repair method teach they. Besides That, head The school also provides opportunities for teachers to discuss challenges they face and work together to find solutions, creating a collaborative and supportive work environment. Teacher responses indicate that they feel valued and supported, particularly by having a space to talk about the challenges they face, as well as opportunities to learn and develop. through suggestion Which given. With supervision Which done openly and supportively, teachers feel more confident, motivated to try new methods, and better prepared to improve the quality of their teaching, Which on Finally impact on quality learning Which more good for students.

In addition, principal supervision also creates a sense of mutual trust between the principal and teachers, allowing teachers to be more open in expressing the challenges they face in the classroom. With this communication, Which open This, Teacher feel supported in a way professional And Personal growth, which increases their motivation to innovate and improve the quality of teaching. Principals, through a supervisory approach that focuses not only on evaluation but also on development and coaching, demonstrate a commitment to the continuous growth of teachers. This contributes to a positive work environment, where teachers feel empowered to develop their skills and be more creative in their teaching. As a result, the quality of classroom learning will improve, and students will will get experience Study Which more meaningful And effective. Principal supervision No just focus under supervision, but more in guiding teachers to achieve their best potential in educating, which ultimately contributes to the overall progress of the school.

2. Teachers' Creativity in Teaching History at State Senior High School 7 Palu

The following are the results of research conducted by the author that demonstrates that teacher creativity in teaching history can be achieved through various interesting and innovative strategies. First, by arousing Motivation and attention to learning. To raise students' enthusiasm and motivation, teachers create a positive learning environment that involves students in decision-making, and linking learning to their interests is also effective in increasing motivation. Through interactive methods such as discussions, simulations, educational games, and learning media. which varies such as videos or online quizzes to make the learning process more interesting and enjoyable.

Second, to develop student learning activity, teachers can create a comfortable learning environment where students feel comfortable participating. Through interactive methods such as group discussions, debates, or simulations that involve student in a way direct in choose topic or learning methods .

Third, Engagement Direct student engagement can be achieved by giving them the opportunity to participate in discussions, collaborative projects, and learning decision-making. Using technology such as quiz interactive or forum discussion Also can increase participation

In this way, students feel more involved, responsible, and motivated in the learning process.

Fourth, return And strengthening. Giving bait come back Which effective must be clear, specific, And focus on repair, temporary strengthening positive in the form of praise or award can increase motivation student. Bait come back Which given on time helps students know their abilities, so that improve students to continue to develop.

Fifth, paying attention to differences in individual student characteristics can be done with adapt method learning in accordance style Study them, such as visual, auditory, or kinesthetic. Teachers must also recognize students' strengths and weaknesses and provide appropriate challenges, thus enabling student Study with method Which in accordance with need And their interests.

1. Awaken motivation And attention Study

Motivation and attention in learning are two key factors that determine a person's success in understanding and absorbing knowledge. To generate motivation, a person needs to have clear goals and understand the material. benefit from What Which studied. Taste want to know Which tall, Support from the surrounding environment and enjoyable learning methods can increase enthusiasm for continuing learning. Meanwhile, attention can be improved by creating a conducive learning environment, avoiding distractions, as well as apply technique Study Which effective like make summary or using interactive media. With a combination of strong motivation and focused attention, the learning process will be more enjoyable and the results will be more effective. even more optimal.

The following is a statement from a History teacher, Mr. Abu Joko, S.Pd, MM, regarding the creativity of History teachers in teaching by raising motivation and attention to learning, which states that:

Awaken motivation And attention student in learning can done with present method creative Which relevant And interactive. I I often relate the material to their daily lives, use technology like educational videos or digital quizzes, and conduct activities like simulations or group projects. To capture attention, I start lessons with an inspiring story or surprising historical fact. Furthermore, creating a comfortable classroom atmosphere and appreciating student participation helps them feel more motivated and engaged in the learning process. (Interview with Mr. Ash Joko, S.Pd, MM on Tuesday, 8 October 2024 O'clock 09.45 Wita).

Besides narrative from Father Ash Joko, S.Pd, MM, There is narrative other delivered by history teacher Mrs. Arini, S.Pd who stated that:

I believe that motivating and engaging students in history lessons requires a varied and engaging approach. I often use visual media such as interactive maps, short documentaries, or images of historical events to help students engage with them. more easy imagine And interested. Besides That, I linking the material to current issues so that they feel that history is relevant with life Now. I Also give chance Students are encouraged to express their opinions and discuss topics, so they feel valued and motivated to actively learn. This creates a more lively classroom atmosphere and increases enthusiasm for learning. (Interview with Ms. Arini, S.Pd., Wednesday, October 9, 2024, at 10:00 a.m. WITA)

Following This statement from student class XI SENIOR HIGH SCHOOL Country 7 Hammer, Athira Lestari stated that:

In my opinion, Sis, the History teacher in our class is very creative in teaching. Teacher Also often use picture And story interesting For explain incident history. I Also feel more active participate in activities learning Because Teacher often give Ice Breaking At the end of the lesson, the teacher's delivery method was also not boring, making me more motivated to learn and pay attention to his explanations. (Interview) Athira Sustainable on Friday, 11 October 2024 O'clock 10.10 WITA)

Then another opinion was put forward by a class XI student, namely Liza Nursyafitri, who stated that:

I feel like history lessons are more lively because our teacher involves students in many classroom activities. For example, we're asked to create concept maps, have group discussions, or present our learning outcomes. Activity like This make I more active And No I felt sleepy. My attention to the lesson increased because I felt like I was participating, not just listening. (Interview with Liza Nursyafitri on Friday, October 11, 2024, at 10:25 a.m. WITA)

The next statement was delivered by a grade XI student, namely Angelika, who stated that:

In my opinion, the teacher often uses different methods, such as challenge, ice breaking, And analysis picture sum ber history. Matter this makes class more life And enthusiastic in follow History lessons. I'm more motivated to prepare myself before class begins. The teacher's creativity makes the lesson fun and keeps me focused throughout. (Interview with Angelika on Wednesday, October 16, 2024, 12:15 WITA)

2. Develop activity Study.

Active learning is crucial for improving understanding and retention of the material being studied. To develop active learning, somebody need involved in a way direct in process learning, such as discussing, asking questions, trying to solve problems or case studies, and seeking additional learning resources. In addition, the use of varied learning methods, like Study in a way group, do experiment, or Using digital technology can also increase active participation. A supportive environment, whether from teachers, friends, or family, will further push somebody For more proactive in learning. With By being active in the learning process, a person not only receives information, but is also able to process and apply it in real life.

The following is a statement from a History teacher, Mr. Abu Joko, S.Pd, MM, regarding the creativity of History teachers in teaching by developing active learning, who said that:

Wrong One matter main Which I do is set objective Which clear for every session learning. When student know What Which they hope for learn, they more focus And motivated. Besides That, I try to use the method that more interactive, like group discussion, quizzes, and game educative, so that they No only listen, but also participate active in process Study. (Interview Father Ash Joko, S.Pd, MM on Tuesday, October 8, 2024 at 09.45 WITA).

Narration other Which delivered by mother Arini, S.Pd who States that:

As Teacher History, I always try create learning which encourages students to be active. I don't just rely on the lecture method, but combine it with group discussions, problem solving, And analysis document history. With method This, student can learn to observe, assess, and draw your own conclusions. (interview with Mrs. Arini, S.Pd on Wednesday, October 9, 2024 at 10:00 WITA)

The following is a statement from a class XI student at SMA Negeri 7 Palu, Athira Lestari stated that:

I feel that our learning activity has increased because the history teacher uses method Which varies. For example, There is activity debate about the

character history, Work group, until quiz fast. Every activity makes us have to think, ask questions, give opinions. Teacher creativity makes atmosphere class more life, so that I pushed For Participate. (Interview with Athira Lestari on Friday, October 11, 2024, at 10:10 a.m. WITA)

Then another opinion was put forward by a class XI student, namely Liza Nursyafitri, who stated that:

I think my history teacher was very creative because he always got us directly involved in the learning process. He didn't just listen to lectures; he often asked us to discuss, create concept maps, or analyze. picture And source history. With method like That, I so more active Because feel follow build understanding Alone, No Only receiving materials. (Interview with Liza Nursyafitri on Friday, October 11, 2024, at 10:30 a.m. WITA)

The next statement was delivered by a grade XI student, namely Angelika, who stated that:

In my opinion, the teacher often gives project assignments such as making posters. incident history or presentation short. Activity That make we are more active Because must look for information Alone And Work The same with my friends. Her creativity encouraged me to ask questions and be more enthusiastic about the lessons. (Interview with Angelika on Tuesday, October 15, 2024, at 12:15 WITA)

3. Involvement direct participant educate.

Direct student involvement in the learning process is crucial for enhancing their understanding and skills. By actively participating, such as in discussions, asking questions, conducting experiments, or participating in collaborative projects, students can more easily connect theory with practice. This involvement also helps foster a sense of responsibility and confidence in learning. Teachers play a role in creating an interactive learning environment by assigning challenging assignments, providing feedback, and encouraging students. educate For think critical And creative. The more tall involvement participant educate, the more big also opportunity they For control material in a way in depth and apply it in everyday life.

The following is a statement from the History teacher, Mr. Abu Joko, S.Pd, MM regarding the direct involvement of students, who said that:

As a teacher, I believe direct student involvement is crucial. By engaging them in discussions, working in groups, and actively participating in learning activities, students better understand the material and feel motivated. This involvement also builds self-confidence, responsibility, and critical thinking skills. I want students to learn not only by receiving material but also by actively participating in the learning process. (Interview Father Ash Joko, S.Pd, MM on Tuesday, 8 October 2024 at 09.45 WITA).

Another statement was made by the history teacher, Mrs. Arini., S.Pd., who stated that:

Direct student involvement is key to effective learning. Students must be active participants, not simply recipients of material. I often use methods such as discussions, collaborative projects, or presentations to encourage critical thinking and confidence. I also provide space for student For ask, think, And show understanding By being directly involved, they feel more responsible for their learning and are more motivated. This involvement not only enriches their knowledge but also builds their social skills and self-confidence. For face challenge in time front. (interview with Mother Arini S.Pd on Wednesday, October 9, 2024 at 10.00 WITA)

The following is a statement from a class XI student at SMA Negeri 7 Palu, Dwi Marcanda stated that:

In my opinion, the teacher always makes us directly involved in learning. We not only listened to explanations, but were also asked to analyze them source history, reading maps, And discuss in groups. Method teach like This make I more understand material because of active involvement. (Interview Bi Marcanda on Wednesday, 16 October 2024 O'clock 10.50 (WITA)

Then another opinion was put forward by a class XI student, namely Yeyen, who stated that:

I feel that History lessons are more interesting because the teacher often gives examples. activity Which demand involvement we. For example, make a presentation, do game role, or compile chronology historical events. The activities brought the class to life, and I became more confident in asking questions and expressing my opinions. (Interview with Yeyen on Wednesday, October 16, 2024, 12:20 WITA)

The next statement was delivered by a grade XI student, namely Angelika, who stated that:

History teachers often ask us to create group projects, such as posters. history or video short about incident important. With Being directly involved like that, I feel the learning process is more meaningful and not boring. I So more enthusiastic follow lesson And feel like you belong role in understand history. (Interview Angelica on Wednesday October 16, 2024 at 12:15 WITA)

4. Return And strengthening

Feedback and reinforcement are two important elements in the learning process that help students understand how far they have progressed. as well as increase motivation Study. Return (feedback) is response or response to results Study participant educate, Good from Teacher and Friend peers, who can in the form of correct, suggestion, or appreciation. Return Which constructive Helping

students identify their strengths and weaknesses allows them to correct mistakes and improve their understanding. Meanwhile, reinforcement is encouragement or reward given to reinforce positive learning behaviors, such as praise, awards, or more challenging learning opportunities. With appropriate feedback and reinforcement, students will be more motivated to continue developing, increase their self-confidence, and become more active in the learning process.

The following is a statement from the History teacher, Mr. Abu Joko, S.Pd, MM regarding feedback and reinforcement, who said that:

As a teacher, I always provide feedback that helps students understand their strengths and weaknesses. If they're correct, I explain the reasoning. If they're wrong, I guide them to find the correct answer. Furthermore, I believe reinforcement is crucial. praise, support, or appreciation small can increase their motivation and confidence. With appropriate feedback and positive reinforcement, I want to create a fun learning environment And push student For Keep going develop. (Interview with Mr. Abu Joko, S.Pd, MM on Tuesday, October 8, 2024 at 09.45 WITA).

Another statement was made by the history teacher, Mrs. Arini., S.Pd., who stated that:

I see feedback as a tool to help students learn from experience. they. I try give bait come back Which specific and constructive, not just right or wrong. Clear and guiding feedback they For think more in very important. Reinforcement also plays a huge role in this process. I believe that when students feel valued and respected, they are more motivated to continue learning and improving their skills. (Interview on Wednesday, October 9, 2024, 10:00 a.m. WITA)

The following is a statement from a class XI 2 student at SMA Negeri 7 Palu, Athira Lestari stated that:

I find that teachers consistently provide feedback every time I complete an assignment or answer a question. They don't just say I'm right or wrong, but also explain the reasoning and provide additional examples. This kind of feedback makes it easier for me to understand my mistakes and correct them. Besides That, when we answer with Good, Teacher He always provides reinforcement in the form of praise and positive comments, making me feel more confident. (Interview with Athira Lestari on Friday, October 11, 2024, at 10:10 a.m. WITA)

Then another opinion was put forward by a class XI student, namely Liza Nursyafitri, who stated that:

I feel motivated to study History because the teacher often gives reinforcement. when we active. For example, If I brave ask or When students expressed their opinions, the teacher gave appreciation and added interesting information. The feedback he provided was also very

helpful because it was delivered in a clear manner and did not intimidate students. Creativity Teacher in give feedback make atmosphere class feels more comfortable And we more brave For participate. (Interview Liza Nursyafitri on Friday, October 11, 2024 at 10:25 WITA)

The next statement was delivered by a grade XI student, namely Angelika, who stated that:

The feedback my teachers gave me was always constructive, not just correcting me but also giving me suggestions that made me want to learn better. This method That make I feel valued And more enthusiastic Following the lesson. History teachers are also creative in providing reinforcement. Sometimes they use unique methods, such as giving group points, applauding, or displaying students' work in front of the class. as example best. (Interview Angelica on Tuesday, 15 October 2024 at 12:15 WITA)

5. Notice difference characteristics individual

Paying attention to the individual characteristics of students is crucial in the learning process. Each student has a different learning style, pace of understanding material, and needs and interests. Therefore, a teacher must be able to recognize these differences and adapt their approach to ensure that each student has the opportunity to develop according to their potential. For example, some students are more visual in understand material, temporary Which other Possible more hear or practice in a way direct. With notice characteristics individual, Teacher can provide a variety of more varied learning methods, such as using visual media, audio, or activities that involve direct experience, so that all student can understand material with method Which most effective Furthermore, paying attention to these differences can also help create a sense of inclusivity in the classroom, where every student feels valued and accepted, and has the space to grow and learn in a way that suits them.

In line with this, the following is a statement from history teacher Mr. Abu Joko, S.Pd., MM, who stated that:

As a teacher, I believe that every student has unique strengths and challenges that need to be addressed. Therefore, it is important to me to recognize difference in style Study, interest, And ability Each individual. This way, I can provide a more relevant and personalized learning experience and support each student to develop in a way that best suits them. I also strive to create an inclusive atmosphere where every student feels accepted and valued, thus making them more motivated to learn and actively participate. (Interview on Tuesday, October 8, 2024, at 10:45 a.m. WITA)

Other narratives conveyed history teacher, namely Mrs. Arini., S.Pd, who stated that:

As a teacher, I believe that understanding the unique characteristics of

each student is crucial to creating an effective learning experience. Each student brings their own background, interests, and learning styles. Which different, so that the approach One size No can be applied to all. By Because That, I try to adapt teaching methods, both That through activity group, discussion, or use various media to meet the individual needs of each student. This way, it is hoped that they will feel more valued and encouraged to develop to their full potential. (Interview on Wednesday, October 9, 2024, 10:00 a.m. WITA)

Following This statement from student class XI SENIOR HIGH SCHOOL Country 7 Hammer, Liza Syafitri stated that:

The History teacher never equates students' abilities. If someone doesn't understand, he explains it differently, for example through a story or a simpler example. For those who grasp the lesson quickly, he assigns challenging additional assignments. So all students can develop in accordance ability each-(Interview with Liza Syafitri on Friday, October 11, 2024) (10.25 WITA)

Then another opinion was put forward by a class XI student, namely Dwi Marcanda, who stated that:

I'm glad my history teacher takes our learning styles into consideration. Some of my classmates prefer listening, so the teacher often uses audio media. or video. I Alone more Like practice, So he invite we make project mini like staging incident history. With That way, we can all enjoy lessons tailored to our personalities. (Interview with Dwi Marcanda on Wednesday, October 16, 2024, 10:50 a.m. WITA)

The next statement was delivered by a grade XI student, namely Yeyen, who stated that:

According to I, Teacher History very creative Because always try He understands each student's personality. When a student gets bored easily, he creates a history quiz to liven things up. But when the class gets busy, he encourages students to reflect or write personal opinions. This method helps us stay focused without feeling overwhelmed. (Interview with Yeyen on Wednesday, October 16, 2024, 12:20 WITA)

Based on all the statements from teachers and students, in my personal opinion, the creativity of history teachers is the key to making the learning process not only work but also truly alive and meaningful. I see this creativity evident in the way teachers build student motivation and attention through the use of inspirational stories, unique facts, visual media, and so on. *ice breaking* Which make atmosphere class more warm And fun. Teacher No just convey material, They also strive to connect it to students' real lives so that learning feels relevant and engaging. To me, this demonstrates that teacher creativity isn't just about method, but also about how they understand their students' psychology and

learning needs.

Besides That, according to I, creativity Teacher truly seen when they are able develop activity Study student. Teacher No I don't rely solely on lectures, but create space for students to discuss, express their opinions, debate, develop projects, analyze historical sources, and collaborate in groups. This is crucial because active participation doesn't just emerge spontaneously; it needs to be fostered through challenging and engaging activities. I see that in this way, students don't simply receive information but also process it, question it, and construct their own understanding. This is a form of learning that I believe is more meaningful than passive listening.

From the reverse side And strengthening, I think that teacher Which creatively able to provide feedback that is not just an assessment, but also an encouragement for students to develop. Detailed explanation, examples addition, praise, until appreciation simple it turns out impact big for trust students themselves. In my opinion, this shows that teacher creativity does not only emerge in delivery material, but Also in build connection positive with student. Teacher Which capable give return in a way constructive Helping students understand not only what went wrong but also how to correct it is crucial for developing a more mature and reflective learning character.

What I appreciate most is how the teachers really pay attention. difference characteristics each students. This is characteristics important from the teacher Their creativity does not force all students to learn in the same way. Instead, Teacher adapt method with style Study Which different There is Visual, auditory, kinesthetic, quick to grasp material, or those who simply need a simpler approach. Teachers who are able to personalize learning in this way demonstrate that they truly understand that each student is unique and deserves the opportunity to learn according to their needs.

Overall, in my opinion, the creativity of history teachers not only enhances the learning process but also truly shapes the quality of students' learning experiences. Creativity makes the material easier to understand, makes students more confident, and motivates them to learn. Learning no longer feels like an obligation but becomes a fun and meaningful activity. I see that when teachers are able to combine motivation, activeness, direct involvement, constructive feedback, and attention to individual differences, learning... History No only become life, but Also capable leaving a deep impression on the students.

DISCUSSION

1. The Role of the Principal in Encouraging History Teacher Creativity

The principal plays a central role in enhancing the creativity of history teachers through **supportive, inspiring, and visionary leadership**. This role is realized through the principal's function as a **motivator, facilitator, and supervisor**. As a motivator, the principal builds teacher enthusiasm and confidence through open communication, appreciation, and the creation of a positive work climate. As a facilitator, the principal provides learning support facilities, access to technology and learning media, and opportunities for professional development through training,

seminars, and collaboration between teachers. Meanwhile, as a supervisor, the principal provides guidance through classroom observation, reflective dialogue, and constructive feedback oriented towards improving the quality of learning, not merely assessment. These three roles, in an integrated manner, form a school ecosystem that is conducive for teachers to innovate and develop history learning that is more creative, meaningful, and relevant for students.

2. Teachers' Teaching Creativity in Improving the Quality of History Learning

Teacher creativity is a key factor in making history learning more engaging, active, and meaningful for students. History teachers at SMA Negeri 7 Palu demonstrate creativity through the use of various innovative approaches, such as project-based learning, interactive digital media, storytelling, simulations, group discussions, and activities that link historical material to the context of students' lives. This creativity contributes to increased **motivation and attention to learning**, **student activeness**, and **direct student involvement** in the learning process. Furthermore, providing **constructive feedback and reinforcement**, along with attention to **individual student differences**, helps create an inclusive and empowering learning environment. Creative history learning not only enhances academic understanding but also develops critical thinking skills, self-confidence, and character, making learning more lively and having a long-term impact on student development.

CONCLUSION

The principal plays a strategic role in guiding, fostering, and motivating teachers to continue developing, particularly in enhancing creativity in the history learning process. Effective history learning requires an innovative and contextual approach so that it is not only informative but also stimulates students' interest and critical understanding of past events. In this regard, the principal acts as a learning leader who can encourage teachers to develop more varied, enjoyable, and meaningful teaching strategies. One of the principal's primary roles is to create a positive and conducive work climate for teacher professional development.

In the context of history learning, creativity can be expressed in various forms, such as the use of project-based learning methods, interactive media, storytelling, simulations, role-playing, field trips, and educational games. For example, teachers can encourage students to create documentary projects about historical figures, act out important events through drama, or use digital applications that present history visually and interactively. These approaches have been proven to increase student interest, facilitate understanding of the material, and foster curiosity about history.

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