

The Role of History Teachers in the Student Assessment Process Senior High School at *SMA Negeri 1 Bolano Lambunu*

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ABSTRACT

The problems in this paper are (1) What is the educational background of History Teachers at SMA Negeri 1 Bolano Lambunu? (2) How is the Student Assessment Process at SMA Negeri 1 Bolano Lambunu? (3) What is the role of History Teachers' knowledge at SMA Negeri 1 Bolano Lambunu? The objectives of this paper are: (1) To describe the educational background of History Teachers, (2) To describe the student assessment process (3) To explain the role of History Teachers' knowledge on assessment at SMA Negeri 1 Bolano Lambunu. This study uses a qualitative descriptive method with data collection techniques through observation, interviews, and documentation. The research informants were two History Teachers at SMA Negeri 1 Bolano Lambunu and one Student at SMA Negeri 1 Bolano Lambunu. Data analysis was carried out through the stages of data reduction, data presentation, and drawing conclusions. The results of the study show that: (1) History teachers at SMA Negeri 1 Bolano Lambunu have a Bachelor's degree in History Education that is appropriate to their field of expertise and have participated in various training to improve their competence; (2) The assessment process is carried out comprehensively, covering cognitive, affective, and psychomotor aspects by using a combination of formative and summative assessment methods, as well as various instruments such as written tests, assignments, presentations; (3) History teacher knowledge plays an important role as a foundation in designing valid assessment instruments, providing meaningful feedback, and integrating character education in the assessment process.

Keywords: *Role, History Teacher, Student Assessment.*

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INTRODUCTION

According to Law No. 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, the nation, and the state. (Chandra, 2023)

Education is a process of influencing students to be able to adapt as well as possible to their surrounding environment, and thus will bring about changes in themselves that enable them to function well in society (Hamalik, 2017).

According to Adesemowo (2022), education as an integral process in human development involves more than just being in a classroom or formal institution such as a school. Although schools are the primary venue where education is delivered, this concept encompasses the entire learning process throughout a person's life. In a broader scope, education is not only about the transfer of knowledge, but also involves skills training and character development. The definition of education also includes the act or process of educating, where discipline is applied to an individual's mind or character. In the National Education System Law No. 20 of 2003, it is explained that learning is a process of interaction between students and educators (teachers) and learning resources in a learning environment. Learning is a complex system because the elements within it are vital and influence each other (Syarifah 2020). Learning is also said to be an interactive process involving various factors that all lead to goals. (Rasyid et al., 2024)

Learning is a system comprised of various components that are comprehensively interconnected. These components include objectives, materials, methods, and evaluation. Teachers and educators must consider these four components when selecting and determining approaches and learning strategies to be used or applied to students during learning activities (Abdullah, 2017: 46-47). (Djalal, 2017)

The learning process for subject teachers is a series of activities carried out by educators in delivering material to students according to their field of expertise or subject matter. This process includes planning, implementation, and evaluation of learning with the aim of improving students' understanding, skills, and attitudes towards the material being taught. In the learning process, teachers act as facilitators, motivators, and evaluators who help students achieve the competencies set out in the curriculum. The learning process involves interactions between teachers and students, both individually and in groups, to create an active, creative, and enjoyable learning environment. With the right approach, teachers can help students understand concepts in depth and apply them in everyday life. (Widyanto & Wahyuni, 2020)

Based on this, teachers play a very important role in both student development and learning. The role and responsibility of teachers will be said to be advanced if their students can learn effectively, so that they get satisfactory grades. Learning carried out by students is said to be effective if students master the learning well. The realization of this is highly expected by the role of teachers so that not only effective students are realized but also the planning and implementation of learning activities can be successful. The success of learning can be known from the results of student assessments carried out by teachers. Assessment is seen more appropriately as a form of evaluation that involves the results obtained by someone. In the assessment process, teacher involvement plays a very important role in the assessment process, this aims to obtain information about the level of student achievement in learning.

Assessment is an integral part of the learning process. Through assessment, teachers can determine the extent to which students understand the material, develop critical thinking skills, and foster attitudes that are in accordance with the values taught. Assessment is a process to determine whether the process and results of an activity

program are in accordance with the objectives or criteria that have been set. This means that assessment is one of the important aspects that must be present in formal education that aims to determine the development, progress and learning outcomes of students during the educational program. Assessment in a learning must be heterogeneous (not one type of assessment), this is because one type of assessment cannot assess competencies (knowledge, skills, and attitudes). The completeness of the scope to be achieved, and student learning outcomes are based on the level of student achievement. (Mutmainnah et al., 2024)

In the Indonesian education curriculum, student assessment is an integral part of the learning process. Assessments are conducted to measure the extent to which students have achieved competencies and to provide feedback to both students and teachers. This is where the teacher's role becomes crucial. Teachers are required to be able to develop, implement, and evaluate assessments that align with learning objectives.

SMA Negeri 1 Bolano Lambunu, as a secondary education institution in Parigi Moutong Regency, Central Sulawesi, certainly faces its own challenges in implementing the learning and assessment process, especially in history subjects. The diversity of student backgrounds, limited resources, and the dynamics of educational policies are factors that can influence the quality of assessments carried out by teachers. The role of history teachers also includes motivators who encourage students' interest in learning to be more active and responsible in participating in history lessons. Teachers must be able to create an interesting and effective learning atmosphere so that they can learn optimally. In addition, history teachers play a role as facilitators and guides in the learning process, including in the assessment process which is an important part of measuring student progress and the success of history learning. Thus, this study aims to examine the role of history teachers in the student assessment process at SMA Negeri 1 Bolano Lambunu, considering that appropriate and effective assessments greatly determine the quality of learning and the formation of student character through history subjects.

Based on the above background, the researcher reports the results of the study entitled "The Role of History Teachers in the Student Assessment Process at SMA Negeri 1 Bolano Lambunu." Considering the importance of assessment in the learning process because it greatly supports the success of education itself.

METHOD

This study uses a qualitative approach with a descriptive research type. The qualitative approach was chosen because it allows researchers to understand the phenomenon in depth through a natural data collection process, where the researcher acts as a key instrument, data collection is carried out through triangulation, analysis is inductive, and the results of the study emphasize meaning rather than generalization (Sugiyono, 2015). The descriptive approach is used to provide a complete picture of *the Role of History Teachers in the Student Assessment Process at SMA Negeri 1 Bolano Lambunu*, so that researchers can describe, explain, and interpret the data objectively according to the focus of the study. The choice of this method allows researchers to capture real

phenomena related to the assessment practices carried out by history teachers and how the process is understood by both teachers and students.

The research was conducted at SMA Negeri 1 Bolano Lambunu located on Jalan Ki Hajar Dewantara, Anutapura Village, Bolano Lambunu District, Parigi Moutong Regency, Central Sulawesi, with postal code 94379. Data collection took place from May 31 to June 5, 2025. The data used in this study were qualitative data obtained through interviews and observations to describe in detail the role of history teachers in the student assessment process. Data sources consisted of primary and secondary data. Primary data were obtained directly through observation and interviews with informants, namely two history teachers and one student who were considered capable of providing relevant information. The secondary data came from reference books, related theses, and other supporting documents from the library.

Data collection techniques included observation, interviews, and documentation. Observations were conducted by directly observing the history teachers' activities during the student assessment process, using all senses to record important phenomena relevant to the research focus. Observations enabled researchers to obtain a realistic picture of the assessment practices taking place in the school. Interviews were conducted freely, asking questions of two history teachers and one student to gather information regarding the assessment process, the informants' perceptions, and the factors influencing the process. Documentation techniques were used to obtain data in the form of documents and images related to the assessment activities, which served to complement and validate the data from the observations and interviews.

Data analysis was conducted in three stages: data reduction, data presentation, and conclusion drawing. Data reduction involved selecting, grouping, and discarding irrelevant data, as well as integrating observation and interview results based on the research focus. The reduced data was then presented in a systematic narrative to facilitate understanding of the patterns and relationships between findings. The final stage was conclusion drawing, which was carried out continuously throughout the research process. Conclusions were tentative in the initial stages and could change if not supported by strong evidence during subsequent data collection stages. Ultimately, final conclusions were formulated to address the research problem formulation established at the outset.

RESULTS AND DISCUSSION

RESEARCH RESULT

1. Educational Background of History Teachers at SMA Negeri 1 Bolano-Lambunu

History teachers at SMA Negeri 1 Bolano Lambunu have educational backgrounds appropriate to their areas of expertise. The majority of history teachers hold a Bachelor's degree in History Education from state or private universities in Central Sulawesi. This supports their pedagogical and professional competence in teaching. Furthermore, some teachers have participated in various training programs, such as the Independent Curriculum and Teacher Competency Improvement, which enrich their skills in the learning process. With these backgrounds, history teachers at SMA Negeri 1

Bolano Lambunu have a strong academic foundation to develop the quality of history teaching in the classroom.

The results of the interview with the History Teacher, Mr. Nur, stated that the educational background of the History Teacher at SMA Negeri 1 Bolano Lambunu is: "Your first educational background was at SDN 2 Kotanagaya then continued at SMP N 2 Moutong continued at SMA N 2 Moutong and after that got a Bachelor's degree at Tadulako University, Department of P. IPS, History Education Study Program." (interview with Mr. Nur on June 2, 2025 at 09:00 WITA)

This question is also similar to the previous question, regarding the educational background of informant Mrs. Sela: "Mother's educational background is elementary school at SD Inp 2 Margapura then continued junior high school at SMP N 1 Bolano Lambunu after that continued at SMA N 1 Bolano Lambunu and mother took a bachelor's degree at Gorontalo State University, Department of History Education, History Education Study Program." (interview with Mrs. Sela on June 3, 2025 at 10:30 WITA)

According to the regulations in force in Indonesia, teachers are required to have a minimum academic qualification of Diploma Four (D-IV) or Bachelor's Degree (S-1) obtained from a study program relevant to the field or type of subject they teach. For history teachers in high schools, the required educational qualifications include a Bachelor's Degree in History Education from the Faculty of Teacher Training and Education (FKIP), a Bachelor's Degree in History from the Faculty of Cultural Sciences or Literature with an additional certificate of teacher professional education, or a Diploma IV in History Education as an applied undergraduate program in history education.

Followed by a question about how long he has been teaching at SMA Negeri 1 Bolano Lambunu from Mr. Nur: "I started teaching at this school on June 1, 2009, so I have been teaching history here for approximately 16 years."

The same question was asked by Mrs. Sela: "You taught at this high school in 2020."

From the results of the observations that the researcher conducted, the researcher met with the informant on behalf of the teacher Mr. Nur in the vice principal's room while with the informant Mrs. Sela in front of the office, when conducting the interview the informant was initially hesitant in giving answers regarding their educational background but because the researcher gave an explanation to the informant, the informant gave detailed answers regarding their educational background.

The results of this study indicate that history teachers at SMA Negeri 1 Bolano Lambunu have indeed carried out studies from elementary school level to tertiary level in their fields of expertise. The length of service also reflects a high level of professional stability. Teachers with more than ten years of experience generally have good adaptability to curriculum changes and educational dynamics. Mr. Nur has completed studies at Tadulako University for approximately eight years as shown on his diploma, while Mrs. Sela is a graduate of the University of Gorontalo with a study period of four

years as shown on her diploma. This is also proven by the diploma documents of both History Teachers found in Appendix 9 page 92.

2. Student Assessment Process at SMA Negeri 1 Bolano Lambunu

The student assessment process at SMA Negeri 1 Bolano Lambunu is a fundamental aspect of the education system, determining the quality of learning and the achievement of educational goals. Student assessment serves not only as a tool for measuring academic achievement but also as a comprehensive evaluation instrument for understanding students' cognitive, affective, and psychomotor development.

1. Assessment Aspects

Based on the results of the interview with Pak Nur, he stated:

In history, the teacher assesses three main aspects: cognitive, which includes understanding historical concepts, analyzing events, and chronological abilities. The affective aspect includes appreciating historical values and national character. The psychomotor aspect is assessed through presentation skills, discussions, and the creation of historical works such as papers or posters about local historical figures. Interview with Mr. Nur on June 2, 2025 at 09:00 WITA)

Furthermore, in an interview with Mrs. Sela regarding the student assessment process at SMA Negeri 1 Bolano Lambunu, she stated:

in interpreting historical sources. I also assess students' ability to connect past events to current conditions, their nationalistic attitudes, and their communication skills in conveying historical ideas effectively and coherently, both orally and in writing. interview with Mrs. Sela on June 3, 2025 at 10:30 WITA)

Regarding Rafi's response to whether the teacher's assessment was objective and fair, Adit said, "The assessment was objective in giving marks. They used clear criteria. For example, for presentations, there was an assessment, delivery, and slides." Based on interviews with history teachers and students at SMA Negeri 1 Bolano Lambunu, the assessment aspects were quite good in assigning grades. Mr. Nur used three aspects: cognitive, affective, and psychomotor, while Ms. Sela assigned grades based on factual knowledge of historical events, critical thinking skills in analyzing the causes and effects of events, and skills in interpreting historical sources.

2. Assessment Method

From the results of the interview with Mr. Nur, it was stated that:

He uses authentic assessment with a combination of objective written tests and essays to measure conceptual understanding. Practical assessments include group presentations, group discussions, and local history research

projects. He also implements portfolio assessments to track student progress, classroom participation observations, and assessments to enable students to deeply evaluate their own learning. (Interview with Mr. Nur on June 2, 2025, 9:00 a.m. WITA)

Furthermore, the results of the interview with Mrs. Sela regarding the research method, she stated:

Her assessment methods include daily tests in the form of descriptions or essays, independent assignments in the form of historical document analysis, performance assessments through historical event simulations, and project assessments such as creating concept maps. She uses clear assessment titles, peer assessments in group work, and pop quizzes to check students' understanding of previously studied material. (interview) with Mrs. Sela on June 3, 2025 at 10:30 WITA)

This was also expressed by a student named Rafi regarding the assessment method used by the teacher:

The most common is a daily test after each chapter, usually in the form of multiple-choice or essays. Almost every week there are quizzes or assignments to be submitted, some individual and some group. (Interview with students on June 3, 2025, at 11:00 a.m. WITA)

The assessment instruments used by history teachers at SMA Negeri 1 Bolano Lambunu vary and can comprehensively measure various aspects of student competency. Knowledge assessment is conducted through written tests in the form of multiple-choice, descriptive, or a combination of both. Skills assessment can be conducted through practical tests, projects, or portfolios that demonstrate students' ability to apply knowledge in real-life situations. Attitude assessment can be conducted through behavioral observations, self-assessments, and peer assessments.

3. Assessment System

Next, what Mr. Nur stated about the assessment system was:

The assessment system uses a scale of 0-100 with a Minimum Competency (KKM) of 75 for history subjects. The final grade consists of 30% daily assessment, 35% midterm exam, and 35% final semester exam. Attitude assessment uses a scale of A, B, C, D while skills are assessed with the predicate very good, good, sufficient, and less. Remedial is given for students who have not reached the Minimum Competency (KKM). (Interview with Mr. Nur on June 2, 2025 at 09:00 WITA)

The next statement made by Mrs. Sela about the assessment system is:

The school implements an independent curriculum assessment system with a scale of 1-4 and a conversion to 0-100. The assessment weighting is 35% from daily assignments and practicals, 35% from midterm exams, and 30% from final exams. Spiritual and social attitudes are assessed separately, with grades ranging from very good to poor. Enrichment programs are provided for students who have achieved their targets, while remedial programs are provided for those who have not yet completed their studies. (interview) with Mrs. Sela on June 3, 2025 at 10:30 WITA)

A student named Rafi provided a response regarding feedback after the assessment:

It depends on the teacher. Some teachers immediately discuss the questions after the test and point out our mistakes, which is very helpful. But others simply give a grade without explaining, so we don't know what went wrong. Written assignments are usually returned with scribbles or brief comments; teachers rarely provide detailed, personal feedback. (Interview with student, June 3, 2025, 11:00 a.m. WITA)

Next, a student named Rafi expressed his opinion about the assessment system implemented by the history teacher:

I think the assessment system is quite good because it's not just written exams, but also assignments, presentations, and practicals. This gives us more opportunities to demonstrate our abilities. However, sometimes it feels like there's too much assignment, especially when multiple subjects have large assignments at the same time. Overall, the assessment system is good because it doesn't rely on a single exam. (Interview with students, June 3, 2025, 11:00 a.m. WITA)

The challenges faced by teachers, including history teachers, are as expressed by Pak Nur:

The main challenge for teachers in assessing is assessing students' critical thinking skills because history is not just memorizing facts. Difficulty creating questions that measure analysis and synthesis, limited time for in-depth assessment, and differences in students' literacy skills. Furthermore, limited access to history learning resources and a lack of enthusiasm for history among some students hinder objective assessment. (Interview with Mr. Nur on June 2, 2025, at 9:00 a.m. WITA)

Furthermore, Mrs. Sela's statement regarding the challenges faced by teachers, including history teachers, said that

Challenges faced by mothers include subjectivity in grading history essays, long correction times for analytical assignments, and difficulty accurately

measuring students' conceptual understanding. Differences in students' background knowledge, a lack of adequate local history references, and technological constraints for digital assessments also pose obstacles. Students' low motivation for learning history affects the quality of the assessment results. (interview) with Mrs. Sela on June 3, 2025 at 10:30 WITA)

Based on initial observations, the assessment process includes various forms and techniques, ranging from written assessments, oral assessments, to project-based assessments. Written assessment remains the most dominant method used, with teachers administering midterm and final exams with various question formats, ranging from multiple choice, short essays, to essays. However, researchers observed that the assessment weighting still tends to be heavy on lower-level cognitive aspects such as remembering and understanding, while higher-level thinking aspects such as analyzing, evaluating, and creating have not been optimally developed in the assessment instruments. In implementing daily assessments, history teachers use various strategies such as short quizzes at the beginning or end of lessons, oral questions during class discussions, and individual and group assignments. (Observation: June 2, 2025) Photo documentation of the assessment process can be seen in Appendix 10.

Based on research conducted by researchers on history teachers at SMA Negeri 1 Bolano Lambunu, the student assessment process is conducted comprehensively according to curriculum guidelines. Assessments not only emphasize cognitive aspects (knowledge) but also include affective (attitude) and psychomotor (skills).

- a) Cognitive aspects are measured through written tests, daily tests, mid-term exams, and final semester exams.*
- b) The affective aspect is observed through student activity, discipline, and cooperation in the learning process.*
- c) Psychomotor aspects are assessed based on students' skills in project development, presentations, and historical document analysis. Furthermore, teachers use a combination of traditional assessment methods (written tests) and authentic assessments (portfolios, local history analysis assignments). This makes the assessment results more objective and reflects the students' overall abilities.*

This is also evidenced by the assessment process document taken from the history teacher. The photo can be found in Appendix 10, page 94.

3. The Role of History Teacher Knowledge in Assessment at SMA Negeri 1 Bolano Lambunu

The role of history teachers' knowledge in the assessment process is a fundamental aspect that determines the quality of learning and the achievement of history education goals. History teachers' knowledge encompasses a broad range of dimensions, from mastery of historical material and teaching methodology to an understanding of an appropriate and comprehensive assessment system. At SMA Negeri 1 Bolano Lambunu, this role becomes even more crucial given the challenges of

implementing assessments that measure not only cognitive aspects but also affective and psychomotor aspects of students.

Based on the results of the interview with Mr. Nur regarding the role of history teacher knowledge in the assessment process, he stated that:

He provides meaningful assessments after each assessment, pointing out errors and how to correct them. He uses formative assessments to identify student learning difficulties and then provides guidance to individual students or small groups. He also creates remedial questions tailored to each student's needs and uses the assessment results as a basis for revising learning strategies to make them more effective and meaningful. (Interview with Mr. Nur on June 2, 2025, at 9:00 a.m. WITA)

Meanwhile, Mrs. Sela stated that:

The teacher's role is to use the assessment results as a tool to understand students' weaknesses and then design appropriate learning strategies. Provide specific written comments on each assignment, reflect with students on their learning process, and create assessments that motivate students to continue learning. (interview) with Mrs. Sela on June 3, 2025 at 10:30 WITA)

As for how teachers differentiate between students who excel and those who experience learning difficulties, as expressed by the History teacher, Mr. Nur:

For excellent students, Mr. Nur provides enrichment questions with a higher level of analysis, in-depth research assignments, and critical thinking challenges such as historical debates. For students who struggle, Mr. Nur provides remedial questions with a gradual level of difficulty, provides additional time, uses visual media, and conducts oral assessments if necessary. An individual approach is crucial to ensure each student develops according to their abilities. (Interview with Mr. Nur on June 2, 2025, at 09:00 WITA)

Furthermore, Mrs. Sela's statement about how to differentiate between students who excel and those who experience learning difficulties is:

She implements differentiated assessment by providing a variety of assessment formats to suit students' learning styles. High-performing students receive complex project assignments and primary source analysis, while struggling students receive support through story maps and step-by-step assessments. She also uses adaptable technology and provides extra support, such as peer mentoring, to assist students who need additional assistance with their learning. (interview) with Mrs. Sela on June 3, 2025 at 10:30 WITA)

And there is an expression made by the history teacher, Mr. Nur, regarding the hope for improving the assessment system to be more effective in assessing students' abilities:

Your hope is for a unified digital platform for assessment that facilitates real-world tracking of student progress. This requires the development of a history question bank that is more contextual to local conditions, teacher training in designing valid assessment titles, and a reduction in administrative burdens so teachers can focus more on quality assessments. The assessment system must be more flexible and better accommodate the diversity of student abilities and learning styles. (Interview with Mr. Nur on June 2, 2025, at 9:00 a.m. WITA)

Continuing with Mrs. Sela's remarks regarding her hopes for improving the assessment system to be more effective in assessing students' abilities, she stated:

She hopes for clear, standardized criteria for history assessments that still allow for teacher creativity, the availability of easy-to-use assessment applications, and adequate technology support in schools. She also hopes for increased collaboration among teachers to share assessment information and develop assessment instruments that measure current student abilities. (interview) with Mrs. Sela on June 3, 2025 at 10:30 WITA)

Initial observations found that teachers' knowledge of their students' characteristics influenced how they tailored assessments. Teachers who understand that their students have different learning styles, varying ability levels, and diverse socio-economic backgrounds will strive to develop more inclusive assessments and provide fair opportunities for all students to demonstrate their understanding. This is evident in the efforts of some teachers to provide choices in assignments, provide sufficient time for students to prepare, or use various assessment formats to accommodate student diversity. (Observation: June 2, 2025) Photo documentation of teachers providing opportunities for students to demonstrate their understanding is in Appendix 11.

The research results show that history teachers' knowledge plays a crucial role in determining the quality of assessments. Teachers with a strong grasp of history can develop assessment instruments that are relevant, proportionate, and appropriate to students' developmental levels. This in-depth knowledge also enables teachers to differentiate between assessments designed to measure factual understanding and assessments designed to measure critical analysis. Photo documentation of teachers explaining material they have mastered to students can be found in Appendix 11, page 96.

Furthermore, history teachers who understand curriculum development are able to implement more varied assessment models aligned with the principles of Independent Learning. Thus, teacher knowledge directly contributes to the objectivity, fairness, and meaningfulness of student assessment results.

DISCUSSION

1. Background of History Teacher Education and Implications for Learning

The results of the study indicate that History teachers at SMA Negeri 1 Bolano Lambunu have academic qualifications that align with their field of work. Mr. Nur is a graduate of Social Studies Education, History Education Study Program from Tadulako University with more than 16 years of teaching experience, while Mrs. Sela is a graduate of History Education from Gorontalo State University with approximately five years of teaching experience. The suitability of this formal educational background reflects the fulfillment of professional standards as stipulated in Law Number 14 of 2005 concerning Teachers and Lecturers and Regulation of the Minister of National Education Number 16 of 2007 which requires teachers to have a minimum academic qualification of S-1/D-IV in a relevant field of expertise.

The findings of this study reinforce Bahri's (2019) view that a teacher's formal educational background is a crucial factor in determining the quality of learning services. The education teachers pursue, from elementary school to university, provides a strong foundation for understanding historical context, learning methodology, student developmental psychology, and appropriate learning evaluation techniques (Husna & Supriyadi, 2023).

The teaching experience of both teachers demonstrates a combination of deep professional practice and a perspective on innovation. Mr. Nur's extensive experience reflects pedagogical maturity, adaptability to the curriculum, and sensitivity to student characteristics. Meanwhile, Ms. Sela brings an innovative perspective and a spirit of innovation to history teaching. Pedagogically, this combination creates a positive dynamic in history learning, as explained by Danim (2021) who argues that teaching experience and ongoing professional development are crucial factors in strengthening teacher competence. (in Ramadhani et al., 2024)

Furthermore, history teachers at this school have participated in Independent Curriculum training and competency improvement training that is in line with the principles of *lifelong learning*. (Husna & Supriyadi, 2023). Teachers' readiness to update their competencies has direct implications for the quality of history learning, particularly in guiding students to develop historical thinking skills, as emphasized by Kuntowijoyo (2013). Therefore, an appropriate educational background, teaching experience, and a commitment to self-development are strong assets for history teachers in realizing critical and meaningful history learning.

2. Implementation of Student Assessment in History Learning

The assessment process conducted by history teachers at SMA Negeri 1 Bolano Lambunu demonstrates efforts to implement a comprehensive assessment system in accordance with curriculum requirements. Teachers apply cognitive, affective, and psychomotor assessments in a balanced manner.

In the cognitive aspect, teachers assess students' ability to understand historical concepts, analyze events, and interpret historical sources. This assessment aligns with

the revised Bloom's taxonomy by Anderson and Krathwohl (2024), which emphasizes the importance of assessment at the levels of analysis, evaluation, and creation. In the affective aspect, teachers assess students' nationalistic attitudes, appreciation for historical values, and empathy for past events, as described by Sudjana (2012). Psychomotor assessment targets presentation skills, compiling historical works, and the ability to read historical documents, referring to the Ministry of Education and Culture (2016) guidelines. (Magdalena et al., 2024)

The assessment methods used include formative, summative, and authentic assessment. Formative assessment is conducted through quizzes, daily assignments, classroom observations, and oral questioning to provide ongoing feedback (Yamirudeng & Osman, 2019). However, the quality of feedback varies among teachers, indicating the need to strengthen *feedback practices*. Summative assessment is implemented through daily tests, mid-term exams, and final exams to measure students' final achievement (Barokah, 2019). Meanwhile, authentic assessment includes local history projects, portfolios, presentations, and self-assessment, which align with the principles of the Independent Curriculum (Widoyoko, 2020).

The assessment system uses a 0–100 scale with a Minimum Competency Standard (KKM) of 75, and an adaptation of the Independent Curriculum scale (1–4) indicates a transitional period for the curriculum. Remedial and enrichment programs demonstrate attention to the diversity of student abilities. Student evaluations of the assessment system reflect positive perceptions, although the workload can sometimes feel heavy.

However, teachers face several significant challenges, including the subjectivity of essay assessments, limited time for in-depth feedback, differences in student literacy skills, limited resources for local history learning, low student motivation, and technological limitations. To address these challenges, teachers are undertaking a number of initiatives, including developing assessment rubrics, inter-teacher collaboration, utilizing simple technology, providing additional guidance, and employing a variety of learning methods, such as historical event simulations and debates.

Overall, the implementation of assessments at SMA Negeri 1 Bolano Lambunu has led to comprehensive assessment practices oriented toward character development and students' critical thinking skills. This finding aligns with Nurgiyantoro's (2022) perspective, which emphasizes the importance of assessment as a strategic instrument in improving the quality of learning. (Najwa Ammara Jauza & Meyniar Albina, 2025)

3. The Role of History Teacher Knowledge in Improving Assessment Quality

History teachers' knowledge plays a fundamental role in ensuring that the assessment process is effective, accurate, and supports learning objectives. Research shows that teachers have an adequate understanding of historical material and pedagogical strategies, which are the core of *Pedagogical Content Knowledge* (PCK) as proposed by Shulman (2020). This knowledge enables teachers to develop assessment instruments that measure not only memorization but also analytical, evaluative, and

creative skills. This is evident in teachers' ability to design essay questions that require students to examine the cause-and-effect relationships of historical events and relate them to contemporary phenomena.

Furthermore, teachers are able to provide constructive feedback as a crucial element in formative assessment. Mr. Nur and Mrs. Sela's practice of providing written comments and lesson revisions reflects the characteristics of effective feedback according to Black and Wiliam (2021): specificity, task-orientedness, guidance for improvement, and timely delivery. Hattie (2023) emphasized that effective feedback helps reduce the gap between student achievement and learning objectives, a practice evident in this study.

Teacher knowledge also supports the implementation of differentiated assessment. Teachers provide enrichment for high-ability students and gradual remediation for students who need additional support, in accordance with the principles of *differentiated instruction* (Tomlinson, 2022). This differentiation allows for more inclusive and equitable assessment, as explained by Suryadi (2020).

Furthermore, teachers assess not only cognitive aspects but also students' character. Affective assessments that emphasize historical values and nationalism align with Zuchdi's (2023) idea of history's role in shaping national character. Teachers' character assessments also reflect the three components of character formation according to Lickona (2019): *moral knowing*, *moral feeling*, and *moral action*.

Teacher knowledge also plays a role in overcoming assessment challenges, including the subjectivity of essay grading, student literacy gaps, and low learning motivation. Sudjana (2019) emphasized that teachers' understanding of assessment principles enables them to identify and address these obstacles with appropriate strategies.

Finally, teachers use assessment results as a basis for reflection to improve learning. This practice aligns with Harris and Clarke's (2021) view that assessments serve as a teaching evaluation tool in addition to measuring student learning outcomes.

CONCLUSION

Based on the results of research and discussion regarding the role of history teachers in the student assessment process at SMA Negeri 1 Bolano Lambunu, several important things can be concluded.

Regarding the educational background of history teachers at SMA Negeri 1 Bolano Lambunu, this school is located on Jalan Ki Hajar Dewantara, Bolano Lambunu District, Parigi Moutong Regency, Central Sulawesi. As a public high school, SMA Negeri 1 Bolano Lambunu has teacher qualification standards in accordance with applicable regulations, where history teachers who teach have educational backgrounds relevant to the field of history and have met the requirements as professional educators.

The student assessment process at SMA Negeri 1 Bolano Lambunu follows the assessment system established in the national curriculum. Teachers play a role in designing (developing learning materials), packaging learning, and assessing the internalization of

character education in history learning. This assessment process includes cognitive, affective, and psychomotor assessments of students, conducted continuously and comprehensively to measure student competency achievement in history.

The role of history teachers' knowledge in assessment at SMA Negeri 1 Bolano Lambunu is strategic and fundamental. Teachers are professional educators who educate, teach, guide, train, assess, and evaluate students. History teachers' in-depth knowledge of historical material, learning methodologies, and assessment techniques enables them to design assessment instruments that are appropriate, objective, and aligned with student characteristics and learning objectives.

History teachers at SMA Negeri 1 Bolano Lambunu not only act as assessors but also as learning facilitators, helping students develop an understanding of history and national character values. History learning can be used as a means of shaping the character of the Indonesian nation. Through their knowledge, history teachers can integrate aspects of character education into the assessment process, so that the assessment not only measures cognitive aspects but also student character development.

Thus, the role of History Teachers in the assessment process of students at SMA Negeri 1 Bolano Lambunu is very vital in supporting the achievement of national education goals, especially in forming students who are not only intellectually intelligent but also have good character in accordance with the historical and cultural values of the Indonesian nation.

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