

HISTORY TEACHERS' STRATEGIES FOR IMPROVING ACADEMIC ACHIEVEMENT AT KASIMBAR STATE SMA NEGERI 1 KASIMBAR

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ABSTRACT

This study aims to analyze the strategies employed by history teachers to improve students' learning achievement at SMA Negeri 1 Kasimbar. The research employed a qualitative approach with a descriptive research design. Data were collected through interviews, observations, and documentation involving history teachers and students SMA Negeri 1 Kasimbar as research subjects. Data analysis was conducted using an interactive analysis model consisting of data reduction, data display, and conclusion drawing. The findings reveal that history teachers implemented systematic lesson planning, utilized various teaching methods, employed diverse learning media, and created a conducive learning environment. The teachers applied lecture, question-and-answer, and discussion methods supported by textbooks, internet resources, pictures, videos, and digital media. These strategies contributed to improving students' learning achievement, as indicated by better understanding of historical materials, increased learning motivation and interest, and greater participation in discussions and presentations. Therefore, history teachers' strategies play a significant role in creating effective learning processes and enhancing students' learning achievement at SMA Negeri 1 Kasimbar.

ABSTRAK

Penelitian ini bertujuan untuk menganalisis strategi yang diterapkan oleh guru sejarah dalam meningkatkan prestasi belajar siswa di SMA Negeri 1 Kasimbar. Penelitian ini menggunakan pendekatan kualitatif dengan desain penelitian deskriptif. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi yang melibatkan guru sejarah serta siswa SMA Negeri 1 Kasimbar sebagai subjek penelitian. Analisis data dilakukan menggunakan model analisis interaktif yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru sejarah menerapkan perencanaan pembelajaran yang sistematis, menggunakan berbagai metode pembelajaran, memanfaatkan beragam media pembelajaran, serta menciptakan lingkungan belajar yang kondusif. Guru menerapkan metode

ceramah, tanya jawab, dan diskusi yang didukung oleh buku teks, sumber belajar dari internet, gambar, video, serta media digital. Strategi tersebut berkontribusi dalam meningkatkan prestasi belajar siswa, yang ditunjukkan dengan meningkatnya pemahaman terhadap materi sejarah, meningkat

INTRODUCTION

Preliminary observations conducted at SMA Negeri 1 Kasimbar revealed that history teachers have implemented various instructional strategies, including group discussions, interactive lectures, the use of images and videos, and simple project-based assignments (Observation conducted on December 3, 2025, at SMA Negeri 1 Kasimbar). These strategies have succeeded in attracting the attention of some students, as indicated by increased classroom participation during activities involving visual media or collaborative group work. However, the researcher also found that several students remained passive, lacked confidence in asking questions, and had not demonstrated consistent improvement in academic achievement. These findings indicate that although teachers have made efforts to diversify instructional methods, student learning outcomes have not yet reached their full potential. This preliminary evidence highlights the need for a more in-depth investigation into the strategies employed by history teachers to improve students' academic achievement.

History learning at SMA Negeri 1 Kasimbar demonstrates an interesting dynamic in shaping students' learning experiences. History teachers frequently begin lessons by introducing stories of national heroes or local historical figures closely connected to students' everyday lives. Initially, many students perceived history merely as a collection of names and dates, resulting in limited enthusiasm for learning. However, through contextualized and interactive storytelling, students gradually became more actively engaged by asking questions, participating in discussions, and relating historical events to contemporary social realities. This phenomenon suggests that history education can become a meaningful and engaging learning experience when teachers employ instructional strategies that align with students' characteristics and learning needs.

Nevertheless, history teachers continue to face various challenges in improving students' academic achievement. Several instructional efforts, such as group discussions, the integration of visual media, and outdoor learning activities, have been implemented to enhance student engagement. Despite these initiatives, the outcomes have not shown consistent improvement across all students. Some learners continue to experience difficulties in comprehending the subject matter and maintaining learning motivation. This situation indicates that successful instruction depends not only on the selection of appropriate teaching methods but also on teachers' ability to understand students' characteristics, environmental conditions, and diverse learning needs.

This reality demonstrates that history instruction is a complex and meaningful educational process. In practice, teachers rely not only on technical teaching methods but also on intuition, professional experience, and the ability to adapt to local cultural contexts and student characteristics. Certain instructional strategies may effectively engage students in one situation but fail to produce similar outcomes in another. Such circumstances illustrate that teachers' experiences possess subjective dimensions that cannot be fully explained through quantitative data alone. Therefore, qualitative research is essential for exploring teachers' lived experiences, reflections, and interpretations regarding the instructional strategies they employ in history education.

The importance of teachers' instructional strategies in history education is consistent with the constructivist theories proposed by Vygotsky and Jean Piaget. Both scholars argue that knowledge is constructed through active interaction between individuals and their social environment (Widayanthi et al., 2024, p. 2). Within the context of history education, teachers serve not only as transmitters of information but also as facilitators who assist students in constructing understanding and meaning from historical events. The use of local historical narratives, reflective discussions, and experiential learning activities represents practical applications of constructivist principles. Consequently, students' academic achievement is viewed as the outcome of active interaction, meaningful learning experiences, and continuous reflection throughout the learning process.

Previous studies have consistently demonstrated that teachers' instructional strategies significantly influence students' learning outcomes. Earlier research reported that project-based learning effectively improved learning achievement in Islamic Cultural History by actively engaging students in the processes of exploration, interpretation, and knowledge synthesis. Similarly, Rubaik et al. (2023) found that the active learning strategy *Everyone Is A Teacher Here* enhanced both students' academic performance and learning motivation. Furthermore, Tetin et al. (2021) reported that the inferencing strategy improved learning mastery by promoting more active, creative, effective, and enjoyable classroom learning. Nevertheless, most previous studies have focused on Islamic Cultural History instruction in religious-based educational institutions. Consequently, research investigating instructional strategies employed by history teachers in public secondary schools, particularly in regions such as Kasimbar, remains relatively limited.

Fundamentally, history education is not solely oriented toward academic achievement but also plays an essential role in developing students' historical consciousness. Historical consciousness enables students to understand the past, interpret present circumstances, and formulate future perspectives based on historical understanding. Within this process, teachers assume a crucial role as facilitators who connect students' learning experiences with the values embedded in historical events. Therefore, instructional strategies should be adapted to students' contexts, needs, and prior experiences to ensure that history learning becomes more meaningful

and educationally valuable.

Based on the foregoing discussion, this study aims to examine the instructional strategies employed by history teachers to improve students' academic achievement at SMA Negeri 1 Kasimbar. A qualitative research approach is adopted because it enables the researcher to explore teachers' subjective meanings, lived experiences, and perspectives regarding the instructional strategies they implement. Through in-depth interviews and classroom observations, this study seeks to uncover how instructional strategies are developed, how teachers interpret the challenges and successes they encounter, and how their professional experiences contribute to the improvement of history education. Accordingly, this study, entitled **"History Teachers' Instructional Strategies for Improving Students' Academic Achievement at SMA Negeri 1 Kasimbar,"** is expected to contribute both theoretically and practically to the enhancement of history education in Indonesia.

METHOD

This study employed a qualitative research approach. According to Bogdan and Taylor, as cited by Moleong, qualitative methodology is a research procedure that produces descriptive data in the form of written or spoken words and observed behaviors (Moleong, 2002, p. 112). This type of research aims to provide a systematic, factual, and accurate description of the phenomenon under investigation (Subandi, 2011).

The study was conducted at SMA Negeri 1 Kasimbar, located at Jl. Trans Sulawesi No. 1, Kasimbar Village, Kasimbar District, Parigi Moutong Regency, Central Sulawesi Province, Indonesia. The research site was selected based on the diversity of students' characteristics, preliminary observations indicating that some students exhibited low motivation toward history learning, and the implementation of various instructional strategies by history teachers that were relevant to the focus of this study.

The data sources consisted of both primary and secondary data. Primary data were obtained through direct classroom observations and in-depth interviews with history teachers and students at SMA Negeri 1 Kasimbar (Juhadi et al., 2021). Secondary data were collected from school documents, institutional archives, and history textbooks used during the teaching and learning process (Juhadi et al., 2021). The research participants included history teachers and students representing different levels of academic achievement, enabling the researcher to explore how teachers' instructional strategies contributed to improving students' learning achievement (Rukhmana et al., 2023).

Data were collected using interviews, observations, and documentation techniques (Juhadi et al., 2021). Interviews were conducted to obtain comprehensive and in-depth information from the participants regarding their experiences and perspectives. Observations were carried out to examine classroom activities, students' behaviors, and the overall learning environment through both participant observation and unstructured observation.

Documentation was used to gather supporting written evidence, including personal records, official school documents, and other relevant materials related to the research objectives.

Data analysis followed the interactive analysis model consisting of data reduction, data display, and conclusion drawing or verification (Subandi, 2011). Data reduction involved selecting, simplifying, organizing, and categorizing the collected information to focus on issues relevant to the research objectives. The reduced data were subsequently presented in a systematic manner to facilitate comprehensive interpretation. Finally, conclusions were drawn continuously throughout the research process and were verified to ensure the credibility, validity, and trustworthiness of the findings, resulting in conclusions that accurately reflected the phenomenon under investigation.

RESULT AND DISCUSSION

History Teachers' Instructional Strategies at SMA Negeri 1 Kasimbar

The findings revealed that history teachers at High School No.1 implemented instructional strategies through systematic planning involving the selection of appropriate teaching methods, learning media, and classroom management techniques tailored to students' learning needs. These strategies were designed to create meaningful learning experiences in which students not only received historical information but also developed a deeper understanding of historical concepts and events. The findings demonstrate that teachers deliberately promoted active and communicative learning environments, allowing students to participate more actively throughout the learning process. This finding is consistent with the perspective of Djamarah and Zain, as cited by Ayuningsih et al. (2025), who argue that instructional strategies represent a general pattern of interaction between teachers and students to achieve learning objectives.

Before classroom instruction began, teachers prepared learning activities by analyzing the curriculum, conducting diagnostic assessments, and selecting instructional models appropriate to students' characteristics and learning readiness. This preparation demonstrates that history instruction was implemented through a structured planning process rather than spontaneous classroom practices. Teachers also adapted instructional materials to students' needs, ensuring that learning activities remained relevant and meaningful. These findings support Hamalik's view, as cited by Mudasir (2024), that instructional strategies constitute an integrated system linking learning objectives, content, teaching methods, instructional media, and assessment.

The implementation of instructional strategies in the classroom also revealed considerable variation in teaching methods. In addition to conventional lectures, teachers frequently employed question-and-answer sessions and collaborative group discussions to increase student engagement. These approaches encouraged students to express their opinions, ask questions, and develop critical thinking skills while examining historical topics. The findings suggest that teachers intentionally avoided monotonous instruction by emphasizing student-

centered learning, consistent with the educational principles described by Sanjaya (2006), as cited by Ayuningsih, Adrianto, and Kueniawan (2025).

Based on classroom observations, several essential aspects of teachers' instructional strategies were identified. The observations indicated that teaching methods, learning media, classroom interaction, and the overall learning atmosphere played important roles in promoting students' active participation. These findings suggest that teachers focused not only on delivering instructional content but also on fostering interaction and collaborative learning throughout the classroom.

Table 1. History teachers' instructional strategies at SMA negeri 1 kasimbar

No.	Observation Aspect	Observation Findings
1	Teaching methods	Lectures, question-and-answer sessions, and group discussions
2	Learning media	Textbooks, internet resources, images, and videos
3	Student engagement	Students actively participated in discussions and answered teachers' questions
4	Teacher-student interaction	Teachers encouraged students to ask questions and express their opinions
5	Learning atmosphere	Conducive, interactive, and communicative classroom environment

The observation findings demonstrate that the instructional strategies employed by history teachers successfully accommodated students' diverse learning needs. Students were not merely passive recipients of information but became active participants throughout the learning process. This interactive environment promoted two-way communication between teachers and students, supporting Hamalik's argument, as cited by Mudasir (2024), that successful learning depends on the integration of multiple instructional components.

In addition to employing diverse teaching methods, history teachers utilized various instructional media, including textbooks, internet resources, images, videos, and other digital materials. These resources enabled students to visualize historical events more effectively, making abstract concepts easier to understand. Most students reported that visual media and online learning resources significantly improved their understanding of historical events. This finding aligns with Hamalik's perspective, as

cited by Mudasir (2024), that instructional media are an essential component of effective educational systems.

The integration of digital technology into history instruction also demonstrates teachers' adaptation to contemporary educational developments. The use of smartphones and digital learning resources enabled students to access additional historical information independently, thereby expanding their understanding beyond classroom materials. These findings indicate that teachers no longer relied exclusively on conventional learning resources but actively integrated technology to improve instructional quality. This result supports the findings of Ayuningsih, Adrianto, and Kueniawan (2025), who concluded that integrating multiple learning resources enhances the effectiveness of twenty-first-century education.

History teachers also sought to establish a supportive classroom environment through emotional engagement, positive reinforcement, and effective communication with students. A positive learning atmosphere encouraged students to participate confidently in classroom discussions and ask questions without hesitation. Most students reported being more motivated when history lessons were presented in engaging ways rather than focusing solely on note-taking and memorization. These findings indicate that a positive classroom climate contributes substantially to students' motivation and participation, as emphasized by Hasan, cited in Mudasir (2024).

Furthermore, history instruction extended beyond the memorization of historical facts by connecting historical content with students' everyday experiences. Teachers frequently presented historical events through storytelling and contextual examples relevant to contemporary society, enabling students to understand the significance of historical events more effectively. This contextual approach encouraged critical thinking and helped students perceive history as a meaningful part of their own lives. These findings are consistent with Hasan (2012), as cited by Mudasir (2024), who emphasized that history education should foster historical consciousness, values, and character development.

Overall, the findings demonstrate that history teachers at High School No.1 implemented instructional strategies through systematic lesson planning, the application of diverse teaching methods, the effective utilization of various instructional media, and the creation of a supportive classroom environment. These strategies reflect teachers' commitment to developing active, contextual, and meaningful learning experiences for students. The findings support the theoretical perspectives of Djamarah and Zain, Hamalik, Sanjaya, and Hasan, all of whom emphasize the importance of

integrating teaching methods, learning media, and classroom interaction to achieve the objectives of history education. Therefore, the instructional strategies implemented by history teachers at High School No.1 can be considered effective in supporting high-quality history learning.

Students' Learning Achievement in History at SMA Negeri 1 Kasimbar

The findings indicate that students' learning achievement in history at High School No.1 varies across individuals. While some students demonstrated satisfactory academic performance, others continued to experience difficulties in developing a comprehensive understanding of historical concepts. These differences were influenced by several factors, including learning motivation, interest in history as a subject, and students' level of participation during classroom instruction. This finding is consistent with Sudjana's perspective, as cited by Hidayah et al. (2025), which defines learning achievement as the outcomes attained by students after the learning process, encompassing cognitive, affective, and psychomotor domains.

Interviews with history teachers revealed that students' academic abilities differed considerably. Some students were able to understand learning materials quickly and actively participated throughout classroom activities, whereas others required additional guidance to achieve the expected learning objectives. Consequently, teachers adjusted their instructional strategies to ensure that all students were provided with equal learning opportunities. These findings support Hamalik's view, as cited by Hidayah et al. (2025), that learning achievement is influenced by both internal and external factors that interact with one another.

The cognitive domain emerged as one of the primary indicators used to evaluate students' learning achievement. The findings showed that most students were able to understand historical content through classroom discussions, presentations, and individual assignments. Their ability to explain historical events chronologically and restate previously learned concepts demonstrated continuous improvement in cognitive understanding. These findings suggest that history education extends beyond memorizing historical facts by promoting conceptual understanding, consistent with Sudjana's explanation in Hidayah et al. (2025).

In addition to cognitive development, the study identified positive changes in students' affective development. Students demonstrated greater classroom participation and stronger interest in history compared with their previous learning experiences. Many students became more confident in expressing opinions, asking questions, and

taking responsibility for completing assigned tasks. These findings indicate that learning achievement should not be evaluated solely through academic scores but should also include positive changes in students' attitudes and behaviors throughout the learning process, as emphasized by Sudjana in Hidayah et al. (2025).

Improvement was also evident in the psychomotor domain through students' ability to present discussion results and explain historical topics in front of the class. Students demonstrated increasing competence in organizing information and communicating their understanding effectively to their classmates. Such activities provided meaningful learning experiences because students actively participated in constructing and sharing knowledge. These findings reinforce Sudjana's concept of learning achievement, as cited by Hidayah et al. (2025), which integrates cognitive, affective, and psychomotor development.

Based on classroom observations and documentation, the researcher obtained a comprehensive picture of students' learning achievement in history at SMA Negeri 1 Kasimbar. The findings indicate that students' development was reflected not only in academic performance but also in improvements in attitudes and practical skills demonstrated throughout classroom activities. History teachers considered these behavioral changes to be important indicators of successful learning outcomes.

Table 2. Indicators of students' learning achievement in history

No.	Learning Achievement Indicator	Research Findings
1	Cognitive ability	Students understood historical content and were able to explain it accurately
2	Affective ability	Students became more active, disciplined, and responsible
3	Psychomotor ability	Students were able to present the results of group discussions effectively
4	Learning motivation	Students' motivation improved throughout the learning process
5	Student participation	Students asked questions

		and participated in discussions more frequently
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The findings presented in the table demonstrate that students' learning achievement should not be measured solely through examination scores but also through improvements in attitudes, participation, and practical skills developed during classroom instruction. History teachers regarded increased student engagement as one of the most important indicators of successful learning. Students' willingness to ask questions and participate in discussions reflected their growing interest in historical topics. These findings support Hamalik's perspective, as cited by Hidayah et al. (2025), that learning achievement is influenced by both students' internal conditions and the learning environment created by teachers.

The study also revealed that learning motivation was one of the most influential factors affecting students' academic achievement. Students with stronger interest and motivation consistently demonstrated better learning outcomes than those with lower enthusiasm for history. This motivation increased when teachers created engaging learning experiences and encouraged students to participate actively throughout classroom activities. These findings are consistent with Hamalik's argument, as cited by Hidayah et al. (2025), that internal factors, particularly motivation and learning interest, play a significant role in determining students' academic achievement.

Besides motivation, a supportive classroom environment was identified as another important factor contributing to students' learning achievement. History teachers attempted to create a positive learning atmosphere through effective communication and by encouraging students to express their ideas freely. This supportive environment increased students' confidence in participating during history lessons and strengthened their engagement throughout the learning process. These findings reinforce Hamalik's theory, as cited by Hidayah et al. (2025), that external factors, including instructional strategies and classroom climate, significantly influence students' academic success.

Overall, the findings demonstrate that students' learning achievement in history at SMA Negeri 1 Kasimbar was reflected in the development of cognitive, affective, and psychomotor competencies throughout the instructional process. These improvements were influenced by students' learning motivation, active classroom participation, and the supportive learning environment established by teachers. The findings support Sudjana's theoretical perspective, as cited by Hidayah et al. (2025), which conceptualizes

learning achievement as the comprehensive outcome of learning reflected in cognitive, affective, and psychomotor development. Therefore, students' achievement in history should be understood not only through academic performance but also through the positive development of attitudes, participation, and practical skills acquired during the learning process.

Reasons Why History Teachers' Strategies Improve Students' Learning Achievement at SMA Negeri 1 Kasimbar

Based on the findings of this study conducted at SMA Negeri 1 Kasimbar, the improvement in students' learning achievement was closely associated with the instructional strategies implemented by history teachers. The strategies adopted were not limited to delivering historical content but were designed to create meaningful learning experiences that encouraged students to become active participants in the learning process. Teachers combined various instructional methods to facilitate students' understanding of historical concepts and to maintain their engagement throughout classroom activities. These findings indicate that effective instructional strategies play a significant role in enhancing students' academic achievement.

Classroom observations and interviews revealed that history teachers employed a variety of instructional approaches, including lectures, group discussions, question-and-answer sessions, and the use of diverse learning media. These strategies provided students with opportunities to participate actively during lessons rather than remaining passive recipients of information. Students were encouraged to ask questions, exchange ideas with classmates, and search for additional historical information related to the topics being studied. Such active participation contributed positively to students' understanding of the subject matter and ultimately improved their learning achievement.

These findings are consistent with the theory proposed by Djamarah and Zain (2002), as cited by Hidayah et al. (2025), which states that improved learning achievement can be attained when teachers are able to select and implement instructional strategies that correspond to learning objectives and students' characteristics. Appropriate instructional strategies encourage students to become actively involved in the learning process, thereby producing more effective learning outcomes. Teachers who adapt their instructional methods to students' needs are more capable of creating meaningful and effective classroom learning experiences.

In addition to increasing students' participation, the instructional strategies implemented by history teachers also enhanced students' learning motivation. Most students demonstrated greater enthusiasm when teachers employed varied teaching methods and related historical content to real-life situations. Learning activities became more enjoyable and less monotonous, allowing students to remain attentive throughout the lesson. These findings suggest that students' motivation increased as a result of well-designed instructional strategies that made history learning more relevant and engaging.

History teachers also attempted to transform historical topics that students often perceived as difficult or uninteresting into more attractive learning experiences through contextual approaches. Teachers explained historical events in the form of stories connected with students' daily lives, enabling learners to understand the significance of historical concepts more easily. Furthermore, discussion-based learning encouraged students to express their opinions, exchange perspectives, and collaborate with their peers. These strategies created a more dynamic and enjoyable classroom atmosphere that supported meaningful learning.

To strengthen the findings, classroom observations were conducted to identify factors contributing to the improvement of students' learning achievement during history lessons. The observations revealed that learning motivation, student participation, the use of instructional media, and positive teacher-student interaction were the primary factors supporting successful learning outcomes. These findings indicate that improvements in students' achievement were not accidental but resulted from systematically planned instructional practices.

Table 3. Factors supporting the improvement of students' learning achievement

No.	Observation Aspect	Research Findings
1	Students' learning motivation	Students showed enthusiasm throughout classroom activities
2	Student participation	Students actively asked questions and participated in discussions
3	Use of instructional media	Students paid close attention to the learning media used by the teacher
4	Teacher-student	Positive communication

	interaction	was established between teachers and students
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The data presented in the table indicate that students displayed high levels of enthusiasm during history lessons. Most students actively participated in classroom discussions, asked questions, and responded positively to the instructional media utilized by the teacher. Positive communication between teachers and students also contributed to the creation of a conducive learning environment, allowing classroom instruction to proceed more effectively. These findings demonstrate that a supportive learning environment plays an important role in improving students' academic achievement.

The findings also support the perspective of Arends (2012), as cited by Ayuningsih et al. (2025), who argues that professional teachers should master a variety of instructional models to accommodate students' diverse learning needs. Learning models that actively involve students provide greater opportunities for them to develop a deeper understanding of learning materials. Active participation enables students to construct knowledge independently, resulting in improved comprehension and higher academic achievement. Therefore, teachers' ability to manage instructional strategies effectively becomes an essential factor in enhancing students' learning outcomes.

Furthermore, the use of instructional media such as textbooks, internet resources, pictures, videos, and digital learning materials helped students understand historical concepts that were often abstract or difficult to visualize. Classroom discussions and question-and-answer sessions also enabled students to deepen their understanding of historical topics through collaborative learning and direct interaction with teachers. These instructional activities shifted history learning from simple memorization toward conceptual understanding and critical thinking. The findings indicate that the appropriate integration of instructional methods and learning media significantly improves the quality of the learning process.

Hasan (2012), as cited by Aguilar-Moya and Diamanti (2025), emphasizes that meaningful history education promotes deeper historical understanding and contributes to improved learning achievement. The findings of this study demonstrate that history teachers at High School No.1 successfully connected historical content with students' real-life experiences, making learning more relevant and meaningful. This instructional approach strengthened students' learning motivation, encouraged active participation, and enhanced their understanding of historical concepts. Overall, the

findings suggest that history teachers' instructional strategies play a crucial role in improving students' learning achievement because they create learning experiences that are effective, engaging, and meaningful for students.

CONCLUSION

Based on the research findings and discussion, it can be concluded that the strategies employed by history teachers to improve student academic achievement at Kasimbar State SMA Negeri 1 Kasimbar involve systematic lesson planning, the use of varied teaching methods, the utilization of instructional media, and the creation of a conducive learning environment. Teachers employ lectures, question-and-answer sessions, and discussions supported by textbooks, internet resources, images, videos, and digital media. These strategies make history lessons more engaging and meaningful. The implementation of these strategies has contributed to improvements in student academic achievement, evident in the cognitive domain through increased understanding of historical material; in the affective domain through the development of interest, motivation, and positive attitudes toward history learning; and in the psychomotor domain through increased student engagement in discussions, presentations, and information-seeking activities. Thus, the strategies employed by history teachers play a crucial role in improving student academic achievement because they foster active, effective, and meaningful learning, thereby ensuring that the learning objectives for history at Kasimbar State High School 1 are optimally achieved.

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