

# THE QUALITY OF HISTORY TEACHER WHICH IS EVALUATED FROM THE PROFESSIONAL CAPABILITY (A CASE STUDY AT SENIOR HIGH SCHOOL IN SURAKARTA CITY)

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## ABSTRACT

This research is aimed to investigate (1) the professional capability of history teacher; (2) the influence of education for the professional capability of the history teacher; (3) to know the creativity of the history teacher both in the state Senior High School and the Private Senior High School in Surakarta city. This research is conducted in 2014/2015 academic year both in the state Senior High School and the Private Senior High School in Surakarta.

The research used descriptive qualitative method with a single case study form. The data of this research were collected through direct in-depth interviewing, observation, and documentation. To expand the research data validity, this research used triangulation data, information review, and came to the research location. This research used interactive analysis model.

The result of this research indicates that the professional capability of the history teacher needs to be increased because the teaching learning process of the history teacher both in the state Senior High School and the private Senior High School have not been managed professionally. There are a lot of teachers who teach conventionally, they dominate the activity of teaching learning process and teaching materials (Teacher centered learning). The professional teachers should understand the concept of history teaching, increase their capability, should have the spirit of service and responsible for becoming a teacher.

From the research result, it can be concluded that the history teachers should try to be a professional teacher, should give opportunity to their students to be creative and active in a classroom when teaching learning process is begun (student centered learning). Then, the research result is hoped to become a valuable input and consideration for all who have the relationship with education especially for increasing the quality of history teacher in Senior High School in Surakarta.

**Keywords:** Professional Capability, History Teacher, A Case Study.

## INTRODUCTION:

In every nation, history is very useful to unite and awakens the history awareness and national awareness for the youth generations and all citizens of the nation. The history awareness and national awareness are needed as obligation of every youth generation to keep up the unity, the nation integrity, and the national identity together in facing various challenges and life temptation to build national development.

History contains the past experiences of human which are full of lesson about the life which can be made as supporting facilities to reach the purpose of human. Therefore, Cicero (in Ankersmith, 1987:374-375) told that *historia magistra vitae*, it means that history is life teacher. History teaches about experiences of humanity to challenge the present life and the future life. As the importance of history's role for human life, then education of history need to be given to the students earlier. In Indonesia, the subject matter of history has been put into school curriculum and officially taught to the students since 1948 (in Hamid Hasan, 1993:126). The roles and position of history education in schools become more and more important and must be improved the effectiveness of its teaching learning process. Sartono Kartodirjo (2009:16-25) assess that history will be able to raise national awareness and national identity which can become strong base for national development and even history study has fundamental function in the development of nation and the formation of useful Indonesian society. History study as a system represents one unity of some elements they are curriculum, teacher, students, learning strategy, learning method, learning media, reference books, and evaluation. Teacher represents a vital importance element in teaching learning process. History teacher must be able to give historical values to the students and he or she is claimed to have wide history knowledge to form student national identity. Therefore teacher must have professional capability to plan and to conduct teaching learning process and evaluates well (Imron, 1995:168-169).

To make the teaching learning process runs well, then teacher must have ability as: 1) informant, 2) organizer, 3) motivator, 4) director, 5) initiator, 6) transmittor, 7) fasilitator, 8) mediator, and 9) evaluator (in Sardiman, 1988: 53). While according to Nana Sudjana (1996:7), a teacher stands as a leader in teaching learning process that plans the lesson, organizes the material, conducts the teaching learning process, and controls the students' activity in a classroom. Because of the importance of role and position of a teacher, then teacher is claimed that he or she must have the quality and competence in its area. Therefore, teacher must fulfill professional qualification are 1) capable personal, that is having experience, skill and good personalities so that he or she can manage the teaching learning process effectively, 2) innovator, that is having commitment to change and reform, 3) developer that is having good vision and wide perspective of education and knowledge.

Some of research which has been conducted in some areas indicated that teaching learning process of history in some Senior High Schools were still conventionally that is by dictate and discussion. It causes the boredom for students. The researches were done by Joko Sayono in SMU PATI and Suryanto Budi Waluyo in SMU MADIUN. The researches have indicated that there were less professional history teachers and they still applied conventional ways in teaching learning process of history. But, the researches do not study specifically about the role of teacher in developing school activity whereas the final responsibility in conducting of education in school is teacher. Then, it needs a comprehensive research which can express exhaustively how history teacher quality especially history teacher in Surakarta. The research internal issues are: 1) Have history teachers mastered teaching material well? 2) How teacher manages class and teaching learning process? 3) How teacher manages learning media and learning sources? 4) How teacher manages learning evaluation? 5) How teacher uses the result of learning for researching the students' progress in teaching learning process? 6) Do teachers have good skill in teaching? 7) Do teachers have knowledge to concept about humanity and knowledge of culture? 8) Do teachers follow and perform re-conditional of knowledge to the improvement of profession quality? And 9) Does the background of education affect the professional capability of history teacher?

**RESEARCH METHOD:**

The research type is a case study with a single case study. It means that this study points to the problems which have single characteristic. The single characteristic is quality of history teacher that is concerned on professional capability. The research strategy is embedded case study because the problems and the focuses have been formulated in the last research proposal before the researchers came to the location of the research.

This research is conducted in SMU Negeri 4 Surakarta, SMU Negeri 5 Surakarta, SMU Negeri 6 Surakarta, SMU Batik Surakarta, SMU Muhammadiyah 3 Surakarta and SMU Warga Surakarta.

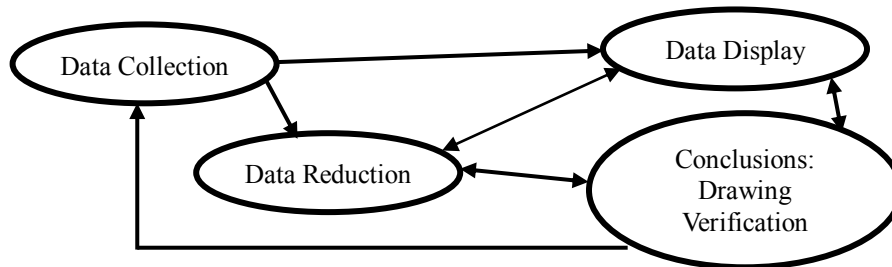
The data sources are obtained from many sources and they can be grouped into four groups of data sources. They are 1) informants: teachers, subject matter, headmaster, students, librarians, and others; 2) events or activities: teaching learning process and students' activity; 3) Location: school's condition and its environment; 4) Documentation and archives: lesson plans of history, teacher's agenda, the list of students' score for history, curriculum, students' score when they entered into Senior High School and students' score when they graduated from Senior High School. Besides those data sources, this research also tries to use another data source, it is teaching learning media.

In data collecting, the researchers use: 1) interview; 2) observation; 3) documentation and archives; 4) recording; and 5) questionnaire.

The technique of sampling in this research is selective and it uses considerations. The considerations are based on the theoretical concepts, the researchers' eagerness to know, and empirical characteristics. So, in the technique of sampling, the important thing does not represent its population but it tends to represent its information or usually it is called internal sampling. The technique of sampling uses purposive sampling and criterion based selection because this technique tries to choose an informant that knows more about the information and the problems.

Data validity is used to guarantee the research result. There are some ways to develop validity of research data. The ways are: 1) Triangulation, in this research, they are data triangulation and method triangulation; 2) Review informant; 3) Arrange 'data base'; and the presence of the researchers in the location.

Data analysis in this research is qualitative research. There are four main components in qualitative research, they are collecting data; reduction data, display data, and conclusion or verification. The step of interactive data analysis is:



**Picture 2: Technique of Data Analysis (Miles And Huberman, 1984:10)**

**RESEARCH RESULT:**

Result of the research indicates that the material mastery of history teacher in the state Senior High School in Surakarta is good enough. It is caused by the education background of the history teacher is from history department and their good skills in teaching history. The teacher also gives opportunity for the students to ask him or her about history material. Even, many teachers teach the students without bringing book or do not see the contents of the book and they just bring lesson plan. In private Senior High School, the material mastery of history teacher is relative lower than state Senior High School. Besides not all of the history teachers have education background from history department, the learning model tends to closed, even it can be found that a teacher who teaches the students all day long always brings the book which is used by her.

Another aspect which can be seen from teacher's skill aspect in material mastery is in lesson plan.

Because lesson plan for Senior High School in Surakarta is almost same then the research finding can be used for all Senior High School both state Senior High School and private Senior High School. In lesson material analysis, the explanation of materials for the students is less developed by the teacher. The teachers do not have good skill in understanding the history materials to teach the students especially the teachers who do not have history education background. They cannot develop the material and just depend on the book from school.

Most of the teacher use discourse method in teaching learning process and there is no exact time allotment to teach the students in a classroom. So, the teacher is not tied with the time when he or she should finish or begin the lesson. The teachers have a guidance to the target of learning material which must be finished in one semester.

Most of the teachers begin the teaching learning process by using apperception. They refresh the last material to the students. Some of the teachers do not use apperception but they begin the lesson from the actual problem which is emerged in society. Then, there are also two teachers who begin the lesson by giving oral pre-test to the students. After apperception, teacher continues to the next material and also gives questions to the students. The teachers of state Senior High School are more discipline in observing their students than the teachers of private Senior High School. Class conditions show that class management has been done by the teacher. Physical condition and teacher's character also determines the successful of class management. The researchers found that the technique of class management has been done by the history teachers well. The teachers can handle the class and their attention spread to all of the students in a class. The problems in class management both in state Senior High School and private Senior High School are same. There are some students who want to be the center of attention from their friends, and there are also some students who want to show their ability up. Some obstacles in teaching learning history which can be found by the researchers are some students dare to give comments to their teacher's explanation in not accurate time (or giving some jokes when teacher explains material) and also the students dare to debate the teacher with tone to test. Every time the researchers observed them, the researchers found that there are some students who do not pay attention to the teacher's explanation and slouch. The teacher has tried to solve the problems in class management. But most of the students tend to ignore their teacher.

The benefit of learning sources uses some books from Indonesian government. These books are all about history of Indonesia. Besides the books from government, the teachers also use other sources from other books, and internet sources.

History teacher are less to pay attention to the evaluation theory. The level of evaluation just comes to recalling but the evaluation theory is not implemented yet. The teacher just considers about the difficulty level of the items which will be done by the students. The evaluation is not prepared well except summative test. Students' final achievement represents the collaborative of daily score, co-curricular score and summative score, and it cannot guarantee the students' skill in history. Some of schools (state Senior High School and private Senior High School) ask the teachers to give the lowest score in level 7, especially for the students of the third grades. The students' final score in every semester is obtained from the collaboration of sub-summative score, co-curricular score, and summative. The proportion which is used is  $(2p+q+2r)/5$ , p is sub-summative score, q is co-curricular score, and r is summative score.

History teacher's capabilities in interpreting the educational research principal and its results are still less. Some teachers do not have experiences in conducting a research. But now, there are many students who have continued their study in master level as an effort to improve the education quality.

## **CONCLUSION:**

It can be concluded that the professional capability of the history teacher in Senior High School in Surakarta is still low. There are some tendencies that the history teachers from state Senior High School are better than the history teachers in private Senior High School in mastering materials. The teachers who have history education background are more capable in teaching learning history. An effort to improve material mastery is not done yet. The ability of arranging teaching learning strategy at Senior High School in Surakarta is good enough.

Teachers' ability in class management is good enough because they are supported by school's culture. Students have disciplines and obey to all teachers. There is no difference between teachers' state Senior High School and teachers' private Senior High School in class management. Teachers have tightly bearing with the ability of class management.

Teachers' ability in using media and learning sources are not developed yet. The media that is used is map while learning sources are only books from government. Some teachers try to use other media and other learning source although it is still limited.

Teacher's ability in evaluating is still limited in cognitive area only while evaluation for affective and psychomotor are not developed yet. The procedure to evaluate is oral, written and assignment periodically through sub-summative test and summative test.

Teacher is an important factor in teaching learning history. Teacher's duty is as 1) informant of history; 2) organizer; 3) motivator; 4) director; 5) initiator; 6) transmmitor; 7) fasilitator; 8) mediator; and 9) evaluator.

By the role of history teachers actively, the forms and the content of lesson plans can be more increasingly with quality. The teacher can choose an appropriate media, method, strategy, learning material and evaluation system in teaching learning history process.

To make teachers become more professional, they should: 1) capable; 2) innovative; 3) more sensitive to the change and development of education especially education in history.

#### **ACKNOWLEDGEMENT:**

This paper is conceptualized based on the result of collaborative research by the authors from Bantara Nusantara Veteran University, Sukoharjo, Central Java, Indonesia and Slamet Riyadi University, Surakarta, Central Java, Indonesia.

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