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EVALUATION OF COMPETENCY-BASED HISTORY LEARNING AT SMA NEGERI 2 MEDAN

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Abstract

This study evaluates the application of competency-based history learning at SMA Negeri 2 Medan to assess its effectiveness, challenges, and impact on students. The research method used is a mixed approach that includes quantitative data from competency tests and questionnaires as well as qualitative data from interviews and observations. The test results showed variations in the achievement of students' competencies, with the highest achievement in understanding historical concepts and the lowest in analytical ability. The questionnaire revealed that most students and teachers consider competency-based methods to increase student engagement, despite obstacles such as difficulty connecting materials to daily life and technological limitations. Observations in the classroom highlight the effectiveness of methods such as group discussions and projects, but also point to the need for improved teacher training and technological facilities. The study concludes that while competency-based history learning has the potential to improve students' learning experience, existing challenges need to be addressed through additional training for teachers, technological improvements, and the preparation of more structured materials. Parent involvement and community support were also identified as important factors in the success of this learning.

Key words: *Evaluation; History Learning; Competence*

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INTRODUCTION

Education is one of the main pillars in building quality human resources. In Indonesia, education has a strategic role in producing a young generation that is intelligent, critical, and highly competitive (Sanga and Wangdra 2023). One of the subjects that has an important role in the formation of character and understanding of the nation's identity is history. This subject not only presents past facts, but also instills noble values and local wisdom that can be a guide in community life. In the context of education in high school, especially at SMA Negeri 2 Medan, history learning has its own challenges, especially in terms of how to convey material so that it can be well received by students and achieve the expected competencies.

Competency-based learning is an approach that focuses on developing students' abilities in a holistic manner (Fakhri 2023). In competency-based history learning, students are expected not only to memorize historical facts, but also to be able to relate past events to current conditions and apply the values contained in history into daily life. This approach requires a comprehensive evaluation to ensure that the learning objectives are well achieved.

SMA Negeri 2 Medan as one of the leading schools in the city of Medan has a great responsibility in implementing effective and meaningful history learning. With diverse student backgrounds, both in terms of academic ability and cultural background, adaptive and innovative learning strategies are needed. Competency-based learning evaluation is an important tool to measure the extent to which students have achieved the expected competencies as well as to identify obstacles that may arise during the learning process.

In recent years, SMA Negeri 2 Medan has made various efforts to improve the quality of history learning, including by implementing learning methods that are more interactive and relevant to the times. However, challenges in the learning process remain, especially in terms of how to ensure that all students can follow and understand the material presented. Evaluation of history learning in high school is crucial to find out whether the approach used so far has been effective or needs to be improved.

Learning evaluation not only aims to assess student learning outcomes, but also to assess the effectiveness of teaching methods used by teachers (Magdalena et al. 2023). In the context of history learning at SMA Negeri 2 Medan, this evaluation will look at various aspects, ranging from the preparation of learning implementation plans (RPP), the implementation of learning in the classroom, to the assessment of student learning outcomes. Each of these aspects will be analyzed to find out whether it is in accordance with the principles of competency-based learning.

One of the main challenges in learning history is how to get students interested and motivated to learn. History is often considered a boring subject because it contains only important facts and dates (Setiawan 2023). Therefore, teachers need to find ways to convey historical material in a way that is interesting and relevant to students' lives. The evaluation of history learning at SMA Negeri 2 Medan will also see the extent to which the learning innovations applied can increase students' interest and motivation in learning.

In addition, learning evaluation will also consider student participation in the learning process. Competency-based learning emphasizes the importance of active student involvement in the teaching and learning process (Novianti 2024). Students are not only learning objects, but also subjects who actively participate in each stage of learning. Therefore, this evaluation will look at how students participate in history learning at SMA Negeri 2 Medan, both in the form of discussions, presentations, and learning projects.

The use of technology in learning is also one of the focuses in this evaluation. In the digital era, technology has an important role in supporting the learning process. The use of digital media, such as videos, simulations, and learning apps, can help clarify abstract and complex historical material (Setiawan et al. 2023). This evaluation will analyze the extent to which technology has been used in history learning at SMA Negeri 2 Medan and how it has impacted student understanding.

In this evaluation, it will also be seen how the teacher's ability to manage the classroom and deliver historical material. Teacher competence greatly determines the success of learning, especially in subjects that require an in-depth understanding such as history. Therefore, the evaluation will include an analysis of the pedagogic competence and professionalism of history teachers at SMA Negeri 2 Medan.

No less important, this evaluation will

also assess the effectiveness of the assessments used in history learning. Assessment is an integral part of competency-based learning, where the results of the assessment are used to find out the extent to which students have achieved the expected competencies. In this context, the evaluation will look at the various forms of assessment used by teachers, both formative and summative assessments, and how they can provide an accurate picture of the achievement of student competencies.

Furthermore, this evaluation will also discuss the obstacles faced in the implementation of history learning at SMA Negeri 2 Medan. Each school certainly has its own challenges in implementing competency-based learning, especially in history subjects that have unique characteristics. Identifying these obstacles is important to be able to formulate the right solution to improve the quality of learning in the future.

Learning evaluation will also involve the participation of parents and the surrounding environment. Competency-based learning emphasizes the importance of cooperation between schools, parents, and the community in supporting the educational process. Therefore, this evaluation will look at the extent of parental involvement in supporting history learning at SMA Negeri 2 Medan, as well as how the surrounding environment contributes to enriching the student learning experience.

With this evaluation, it is hoped that a comprehensive picture of the implementation of competency-based history learning at SMA Negeri 2 Medan can be obtained. The results of this evaluation will be the basis for the improvement and development of learning strategies in the future. The ultimate goal of this evaluation is to ensure that SMA Negeri 2 Medan students not only understand history as just information about the past, but also as a source of inspiration and life guidance in facing future challenges.

In the midst of changes in the curriculum and educational dynamics that continue to develop, SMA Negeri 2 Medan must be able to adapt and continue to improve the quality of its learning. This evaluation is the first step in the process, where the results will provide guidance for schools in developing more effective and relevant learning programs. Thus, it is hoped that graduates of SMA Negeri 2 Medan can become a generation that is not only academically intelligent, but also has a strong character and is able to contribute positively to society and the nation.

In closing, the evaluation of competency-based history learning at SMA Negeri 2 Medan is an effort to create more meaningful and effective learning. By understanding the advantages and disadvantages, schools can continue to innovate and develop learning methods that suit the needs of students and the demands of the times. This evaluation is not just a routine, but an important step in creating quality and relevant history education for the nation's next generation.

METHODOLOGY

This research method aims to evaluate competency-based history learning at SMA Negeri 2 Medan. This research will be conducted with a mixed approach, which combines quantitative and qualitative methods (Hendrayadi, Kustati, and Sepriyanti 2023). By using this approach, the research will obtain more comprehensive data on the effectiveness and challenges in the implementation of history learning in the school.

1. Type of Research

The type of research used is evaluative research with a mixed approach (Prasetia 2022). This study will combine quantitative data from test results and questionnaires with qualitative data from interviews and observations. This method was chosen to get a comprehensive picture of the implementation of competency-based history learning and to identify areas that need improvement.

2. Location and Subject of Research

This research will be carried out at SMA Negeri 2 Medan. The research subjects consist of:

- Students: Grades XI and XII who take history subjects.
- Teacher: History teacher who teaches at SMA Negeri 2 Medan.
- Principals and Administrative Staff: To gain views on policy and support for history learning.

3. Data Collection Techniques

Quantitative Data

- Student Competency Test: This test will be used to measure the achievement of students' competencies in history subjects. The test will include factual knowledge, conceptual understanding, and historical analysis skills.
- Questionnaire: The questionnaire will be distributed to students and teachers to collect data on their perception of competency-based history learning. This questionnaire will include questions about learning motivation, the effectiveness of learning methods, and assessment.

Qualitative Data

- Interviews: Semi-structured interviews will be conducted with history teachers, principals, and several students to explore their views on competency-based history learning, the challenges faced, and proposed solutions.
- Observation: Direct observation of the learning process in the classroom will be carried out to assess the application of competency-based history learning methods. These observations will include teaching techniques, interaction between teachers and students, and the use of learning media.

4. Data Analysis Techniques
- Quantitative Data Analysis: Data from tests and questionnaires will be analyzed using descriptive and inferential statistics to assess student achievement of competencies and learning effectiveness.
- Qualitative Data Analysis: Data from interviews and observations will be analyzed with thematic analysis techniques to identify the main themes related to the implementation of competency-based history learning.

5. Validity and Reliability
To ensure the validity and reliability of the data:
- Competency Test: The test will be tested to ensure that the questions used are valid in measuring the competency in question.
- Questionnaire: The questionnaire will be piloted to ensure the questions are relevant and can measure the desired variables.
- Interviews and Observations: Triangulation techniques will be used by comparing the results of interviews, observations, and quantitative data to improve the accuracy of the findings.

RESULT AND DISCUSSION
1. Quantitative Data Results
Student Competency Test

The results of the student competency test showed that there was variation in competency achievement among students. The average competency test score is 72, with a score range between 55 and 85. Statistical analysis shows that about 60% of students achieve above-average grades, while 40% of students are below average. The highest category of competencies achieved was understanding historical concepts (average 75), while historical analysis ability obtained a lower average score (average 68).

Questionnaire
- The questionnaire distributed to 100 students and 10 teachers provided insight into the perception of competency-based history learning:

Student:
- 70% of students feel that current history learning methods help them understand the concept of history better.
- 55% of students consider history subject matter to be difficult to relate to daily life.
- 60% of students feel more motivated to learn history when using digital learning media.

Teacher:
- 80% of teachers feel that competency-based learning increases student engagement in history lessons.
- 70% of teachers revealed that the biggest challenge is to compose relevant and engaging material for all levels of students' abilities.
- 50% of teachers said that the limitations of technology in schools are an obstacle in the implementation of more innovative learning methods.

2. Qualitative Data Results
Interview
Interviews with history teachers, principals, and students provide a more in-depth view of the implementation of competency-based history learning:
History Teacher:

- Teachers stated that they have implemented various learning methods, such as group discussions and the use of digital media. However, they face difficulties in adapting the material to different levels of students' abilities.
- Some teachers also revealed that they need additional training to use learning technology effectively.

Principal:
- The principal acknowledged that despite progress in the implementation of competency-based learning, there is still a need to improve facilities and resources to support the learning process.
- Support from the school for the professional development of teachers is considered important to ensure the successful implementation of new learning methods.

Student:
- Students feel that the learning methods that involve projects and group discussions help them understand the history material better.
- However, some students also feel that the subject matter is sometimes too much and difficult to understand, especially without clear guidelines.

Observation

Observations in the classroom showed several important findings:

Teaching Methods:
- Many teachers use group discussion methods and project presentations to improve student understanding. While this method is effective, there is variation in its implementation, with some teachers more skilled at facilitating discussions and presentations than others.
- The use of technology, such as videos and historical simulations, appears to be helpful in explaining complex concepts, but is often limited by access and technological facilities in schools.

Teacher-Student Interaction:
- Interaction between teachers and students appears to be active, with many students participating in discussions and asking questions. However, there are also times when some students are less engaged, especially in a class with a large number of students.

Learning Media:
- Digital media and interactive learning materials are well received by students, but there is a need to ensure that all students have equal access to those resources.

3. **Student Performance and Competency Achievement**

The results of the student competency test show that there is a significant difference in competency achievement between students. The average competency test score was 72, with variations reflecting differences in students' understanding and analytical skills. This is in line with previous findings that suggest that student competencies often vary depending on a variety of factors, including learning methods and the support received (Nurdyansyah and Fahyuni 2016).

Competency-based learning emphasizes in-depth understanding and application of knowledge, not just memorization (Hasibuan 2014). Although students at SMA Negeri 2 Medan show varying achievements, most of them have achieved basic competencies in understanding historical concepts. However, their analytical skills show lower values, which indicates the need for more attention in the development of historical analytical abilities.

4. **Perception of Learning Methods**

Data from the questionnaire showed that most students and teachers felt that competency-based learning had a positive impact on student engagement. This is in accordance with the theory of constructivism put forward by (Piaget 1976) and (Cole and SCRIBNER 1978), which emphasizes the importance of active involvement of students in the learning process to better understand the material.

However, there are several obstacles identified, such as students' difficulties in connecting materials with daily life and limitations in technological facilities. Previous research has shown that the application of technology in history education can improve student engagement and understanding (Tohir et al. 2024). Therefore, increasing access and use of technology in schools can be a solution to improve the learning experience of students.

5. Implementation and Quality of Teaching

The observation results show that the learning methods applied in the classroom, such as group discussions and projects, are beneficial in increasing student engagement. This supports the findings from the study by (Hattie 2009) which shows that teaching techniques that actively involve students, such as discussions and projects, can improve learning outcomes.

However, constraints related to technological limitations and variations in method implementation suggest that there is a need for improved teacher training. Research by (Darling-Hammond 2000) underlining that teacher training and professional development are essential for improving teaching effectiveness and, in turn, student learning outcomes.

6. Challenges in History Learning

One of the main challenges identified was the difference in students' abilities and the difficulty in putting together relevant and interesting material. This reflects the findings from the study by (Wahyuningsari et al. 2022) which shows that differences in students' abilities require differentiated teaching approaches to meet the individual needs of students.

Additionally, the difficult subject matter without clear guidance indicates the need for more structured teaching strategies and additional support for students. Research by (Rosenshine 2012) emphasizing the importance of clear and structured teaching strategies to assist students in understanding complex material.

7. Parent and Environmental Involvement

The study also noted that parental involvement and support from the surrounding environment are very important in supporting competency-based learning. This is in accordance with the findings of the (Epstein 2001), which suggests that parent and community involvement can improve student academic achievement and educational program success.

CONCLUSION

The evaluation of competency-based history learning at SMA Negeri 2 Medan revealed various important findings that illustrate the strengths and challenges in the implementation of this learning method. From the results of research involving quantitative and qualitative data, it can be concluded that the competency-based approach has a positive impact on improving student understanding and engagement, although there are several obstacles that need to be overcome.

First, the achievement of student competencies shows significant variation, with most students achieving basic competencies in understanding historical concepts. However, their analytical abilities indicate the need for further attention. This reflects the challenge of ensuring that all students not only understand historical facts but are also able to relate them to a broader context and apply them in everyday life.

Second, the perception of students and teachers regarding competency-based learning methods is generally positive. Students feel more engaged and motivated when the methods used are group discussions and projects, while teachers feel that this method increases student engagement. However, major challenges such as difficulties in connecting materials to daily life and technological limitations point to the need for improvements in the implementation of these methods. This is in line with findings from previous studies that emphasize the importance of technology support and professional development for teachers.

Third, the observation results show that the use of learning methods such as discussions and projects is effective in increasing student engagement. However, limitations in technological facilities and variations in method implementation suggest that there is an urgent need to improve training for teachers and improve existing facilities. These findings are in line with research that highlights the importance of structured teaching strategies and professional training to improve the quality of learning.

Fourth, the challenges in history learning identified include differences in students' abilities and difficulties in compiling relevant materials. More structured teaching strategies and additional support for students are needed to address these issues. Research shows that differences in student abilities require a differentiated approach in teaching to ensure that all students can achieve the

expected competencies.

Finally, parental involvement and community support are also important factors in supporting the success of competency-based learning. Active involvement from all stakeholders—schools, parents, and the community—can enrich students' learning experiences and improve their academic achievement.

By overcoming existing obstacles and implementing the recommendations that have been identified, SMA Negeri 2 Medan can be more effective in implementing competency-based history learning. These measures are expected to not only improve the quality of history learning but also prepare students with relevant knowledge and skills to face future challenges and understand the important role of history in their lives.

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