HISTORIA: Jurnal Program Studi Pendidikan Sejarah Volume 13 (2) 2025
ISSN 2337-4713 (E-ISSN 2442-8728)

The Influence of the Pedagogical Competence of History Teachers on Student Activities and Learning Outcomes in Class X History Subjects

Muaini[1*], Rosada[2], Salman[3]
[1,2,3]History Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Mataram Indonesia
*correspondence email : muaini.awir@gmail.com

Received 10 October 2024; Received in revised form 30 March 2025; Accepted 2 April 2025

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh kompetensi pedagogik guru sejarah terhadap aktivitas dan hasil belajar pada mata pelajaran sejarah kelas X di MAN 3 Kota Mataram. Penelitian ini menggunakan penelitian kuantitatif dengan pendekatan deskiptif kuantitatif. Populasi dan Sampel yang digunakan sebanyak 30 siswa. Pengambilan data menggunakan instrumen Pre Test dan Post Test berupa angket (kuesioner) kompetensi pedagogik guru sejarah dan aktvitas belajar siswa menggunakan angket serta hasil belajar siswa menggunakan nilai ujian penilaian akhir semester siswa. Hasil penelitian yang didapatkan bahwa, dengan pengambilan keputusan nilai, apabila nilai signifikan > 0,05, maka artinya variabel X tidak pengaruh terhadap variabel Y1 dan Y2, dan apabila nilai signifikansi < 0,05, maka artinya ada pengaruh variabel X terhadap variabel Y1 dan Y2. Dari hasil uji regresi linear sederhana yang sudah dilakukan, maka nilai signifikansi diperoleh variabel X terhadap Y1 sebesar (0,001) dan variabel X terhadap Y2 sebesar (0,003), yang artinya lebih kecil dari 0,05. Sehingga dapat disimpulkan bahwa dilihat dari dasar pengambilan keputusan uji T yaitu, jika nilai signifikansi < 0,05, maka Ha diterima, yang berarti terdapat pengaruh variabel X terhadap variabel Y1 dan Y2. Dengan kata lain ada pengaruh pengaruh kompetensi pedagogik guru sejarah terhadap aktivitas dan hasil belajar pada mata pelajaran sejarah kelas X.

Kata kunci: pedagogik, aktivitas belajar, pelajaran sejarah.

Abstract

This study aims to determine the effect of pedagogical competence of history teachers on activities and learning outcomes in class X history subjects at MAN 3 Mataram City. This study uses quantitative research with a quantitative descriptive approach. The population and samples used were 30 students. Data collection using Pre Test and Post Test instruments in the form of a questionnaire (questionnaire) of pedagogical competence of history teachers and student learning activities using questionnaires and student learning outcomes using student end-of-semester assessment test scores. The results of the research obtained that, by making a value decision, if the significant value> 0.05, it means that variable X has no effect on variables Y1 and Y2, and if the significance value <0.05, it means that there is an influence of variable X on variables Y1 and Y2. From the results of the simple linear regression test that has been carried out, the significance value obtained for variable X on Y1 is (0.001) and variable X on Y2 is (0.003), which means it is smaller than 0.05. So it can be concluded that seen from the basis of the T test decision making, namely, if the significance value <0.05, then Ha is accepted, which means that there is an influence of variable X on variables Y1 and Y2. In other words, there is an effect of the influence of the pedagogical competence of history teachers on activities and learning outcomes in class X history subjects.

***Keywords**: pedagogical, learning activity, history lesson.*

INTRODUCTION

Learning in schools is one of the determining factors for the success of education in Indonesia. If the learning process goes well, it will usually produce good learning outcomes. In addition, if

learning is not smooth and monotonous, students are usually unable to achieve maximum results. Therefore, teachers today are expected to have the ability to create learning that is active, effective, and also makes students happy to participate in the learning process (Fuadi 2020). In addition, the application and integration of technology into the teaching and learning environment provides more opportunities for teachers and students to improve the quality of teaching and learning in the classroom (Lawrence & Tar 2018).

Teachers play an important role in the development of education, especially the formal role in schools. Teachers also determine student success, especially in the teaching and learning process. Teachers must be able to lead learning effectively and efficiently, including the application of teaching methods, the use of teaching methods, the selection of teaching aids and the use of teaching aids that can arouse students' enthusiasm for learning history (Ni'mah 2020). Teachers also need to explore the role of technology in creating an appropriate environment for implementing teaching practices supported by inclusive learning experiences that support increased interaction among learners and assist in the achievement of learning objectives. (Zhu & Baylen 2005). Teachers are the most influential factor in creating quality educational processes and outcomes.

Every teacher is required to have competence. Competence is the ability needed to do or carry out work based on knowledge, skills and attitudes towards work. Teacher competence is an ability that must be possessed and developed by teachers in carrying out their professional duties in order to create higher quality education (Hafsah M. Nur dan Nurul Fatonah 2023). Law No. 14 of 2005 concerning Teachers and Lecturers Article 10 paragraph (1), Teacher competence includes Pedagogic Competence, Personality Competence, Social Competence, and Professional Competence. Teacher pedagogic competence is related to classroom management, of course teachers who manage the classroom well will improve the quality of learning activities. Teacher pedagogic competence is the teacher's ability to oversee learning which consists of several components, namely: understanding of students, planning learning, creating related educational programs, creating learning innovations, and assessing learning outcomes (Rustan & Irfandi 2022).

Learning process activities, students are required to be active in learning. Good student activity will be able to encourage students to get good results in the classroom, because student activity in the classroom is very important and can determine student learning outcomes themselves. Someone who is

active in participating in learning, will capture more lessons delivered by the teacher and be able to develop the knowledge he gets (Aminah 2018). Learning outcomes include all forms of achievement, understanding, skills, and attitudes obtained by students after participating in a learning process. Students try to develop their potential through learning in certain paths, levels, and types of education to become good human beings in accordance with the objectives of National education (National Education System Law, 2003). History is a subject that studies how to build awareness to understand historical facts, in the past regarding important events of community, political, social and economic life, so that students can increase their ability to actualize their potential in loving their homeland and can find solutions to problems that exist in society with rational and critical thinking for the progress of the Indonesian nation and state so that they can take part in the international world (Maman Achdiyat & Siti Warhamni 2018).

The importance of history education in the life of the nation and state departs from the fact that a great nation is a nation that truly appreciates history. The problem in learning history is that it is considered a boring and uninteresting subject because it has to remember past events which include kingdoms and years as well as historical figures and the media used, only through books as learning materials (Tanjung & Syarifah 2019). Law Number 20 of 2003 concerning the National Education System Chapter II Article 3, states that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings of faith and devotion to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Rustimah, Amaliyah, & Sukardi 2023).

The results of preliminary observations on April 29, 2024 with the history subject study teacher at MA Negeri 3 Mataram City, the teacher is quite good at implementing an educational learning process, including the teacher implementing a complete learning plan. The learning methods used are the lecture method, and group discussions. The learning sources and methods used are less varied so that the learning process carried out by the teacher makes students less enthusiastic and not bored in the history learning process. Researchers saw that there were still some students who were less enthusiastic in participating in learning so that the material received was not optimal, and there were still students who were afraid to express their opinions to ask questions. The discipline of students is good, they can look neat,

students can do the assignments given by the teacher by discussing with peers well, but there are still some students who are not disciplined in doing the assignments given by the teacher and there are some students who do not listen to the description being explained by the teacher. So that it has an impact on learning activities that are less than optimal. The learning outcomes of student history learning in class X are still relatively poor, in some students, the learning outcomes achieved. The Minimum Criteria Completeness Standard (KKM) is 70 while some students are unable to reach the KKM standard. It is not only the teacher's learning model that does not vary, but the teacher's pedagogical competence in teaching, in this case the teacher's competence in implementing the Learning Implementation Plan (RPP) or Teaching Module that has not been maximally implemented. The Effect of Pedagogical Competence of History Teachers on Student Activities and Learning Outcomes in Class X History Subjects at MA Negeri 3 Mataram needs to be researched. So that it can be known what the pedagogical competence of the history teacher is and how much it affects the activities and learning outcomes of students in history subjects. As we know, teachers who have good pedagogical competence will create learning conditions that are effective, fun and will be better able to manage the class. Through improving pedagogical competence, history teachers have a significant influence on students' learning motivation. Teacher performance, which includes pedagogical competence, has a positive effect on students' learning outcomes in history learning.

METHODS

This study uses quantitative methods with a correlational approach to explore the relationship between variables, without emphasizing the cause-and-effect relationship. The researcher aims to measure the effect of pedagogical competence of history teachers on the activities and learning outcomes of grade X students at MA Negeri 3 Mataram. The data obtained were analyzed quantitatively, and the instruments used included observation, questionnaires, and documentation. Observations were made to observe teacher and student engagement, while questionnaires were used to collect data from students, with a Likert scale as the measurement tool. The data collected was then processed using SPSS software for further analysis, including validity, reliability, normality, homogeneity, linearity, and hypothesis testing.

The research location was MA Negeri 3 Mataram, with the research conducted from May to June 2024. The population of this study was all class X students totaling 30 students, and all of

them also became the research sample. Data analysis was conducted to determine the reliability and validity of research instruments, and to test the hypothesis using regression analysis. Hypothesis testing was conducted to evaluate the effect of teachers' pedagogical competence on students' learning activities and learning outcomes, where conclusions were drawn based on the results of these tests using the SPSS 25 tool to ensure the accuracy of the research results. Data analysis was conducted to determine the reliability and validity of research instruments, and to test the hypothesis using regression analysis (Asiva Noor Rachmayani 2015). Hypothesis testing was conducted to evaluate the effect of teachers' pedagogical competence on students' learning activities and learning outcomes, and conclusions were drawn based on the test results using SPSS 25 to ensure the accuracy of the research findings (IBM 2020).

RESULTS AND DISCUSSION

Teacher pedagogic competence includes a deep understanding of teaching methods, classroom management, and effective interaction with students. This pedagogic competence refers to the teacher's ability to manage the teaching and learning process in the classroom as well as lesson planning to lesson implementation to evaluation and development of students to develop their potential (Wati, 2019). According to the Ministry of National Education, a) the knowledge and understanding that a teacher must have for the teaching profession includes: learners, b) teaching and learning theory, c) curriculum and learning planning, d) culture and society around the school, e) philosophy and theory of education, f) assessment, g) basic techniques for developing the learning process, h) technology and its utilization in education, i) research, j) ethics, morality and professional code of ethics (Ismail, 2010).

Pedagogic competence of history subject teachers is the ability of a teacher in education to have the skills to understand the characteristics of students, and the design and implementation of learning, improvement or development of students, and evaluate the learning outcomes of students to actualize the potential they have. This study will examine the pedagogical ability of history teachers to improve teaching professionals to support the learning process to be more effective and efficient, especially by history subject teachers in managing learning as an effort to improve student quality. The indicators are about being able to understand history lessons by students, as well as having historical awareness as a guide to daily life through historical exemplars.

The researcher carried out several stages to describe the research results.

The first stage was to determine the formulation of the problem and research objectives. Furthermore, researchers tested the validity and reliability of the questionnaire used as a research instrument. After that, the questionnaire was distributed to the predetermined sample. The collected data were then analyzed using the data prerequisite test with the help of the SPSS 25 program. After the data met the requirements, the researchers conducted hypothesis testing, and finally drew conclusions based on the data that had been analyzed.

1. **Descriptive Statistics of Teacher Pedagogical Competence Variable (X)**

Based on the data collected for Teacher Pedagogical Competence (X) from a sample of 30 students, we can summarize the descriptive statistics as follows:

Table 1. Statistical Data on Teacher Pedagogical Competence

Statistic	Value
Mean	83.07
95% Confidence Interval for Mean	
- Lower Bound	67.91
- Upper Bound	72.69
5% Trimmed Mean	83.11
Median	82.50
Variance	33.995
Standard Deviation (Std. Dev.)	5.831
Minimum	71
Maximum	94
Range	23
Interquartile Range (IQR)	9
Skewness	0.122
Kurtosis	-0.364

Source: Research Documentation

Interpretation of Statistical Values:

- Mean (83.07): This is the average score of the teacher pedagogical competence variable (X). The average score is relatively high, indicating that teachers generally possess strong pedagogical competence based on this sample.
- 95% Confidence Interval for Mean: The mean value of 83.07 falls between 67.91 and 72.69 with 95% certainty, meaning that the true average of teacher pedagogical competence in the larger population is likely within this range.
- 5% Trimmed Mean (83.11): This mean is calculated after removing the lowest and highest 5% of the data points, providing a more robust estimate that is less influenced by extreme values. The result is close to the original mean, suggesting that there are not significant outliers.
- Median (82.50): The middle score when all values are arranged in ascending order. It indicates that 50% of the students scored below 82.50 and 50% scored above, reinforcing the idea that the majority of the scores are near the higher end of the scale.
- Variance (33.995) and Standard Deviation (5.831): These values measure the spread or dispersion

of the data. A higher variance and standard deviation indicate greater variability in teacher pedagogical competence scores among the sample. In this case, while the mean is high, there is still noticeable variation in the scores.

- Minimum (71) and Maximum (94): These values represent the lowest and highest scores, respectively, showing that the teacher pedagogical competence in the sample ranged from a score of 71 to 94.
- Range (23): The range is the difference between the maximum and minimum scores, showing that the scores vary by 23 points across the sample.
- Interquartile Range (IQR) (9): The IQR measures the spread of the middle 50% of scores. A relatively narrow IQR suggests that the majority of scores are clustered around the median.
- Skewness (0.122): This value indicates the symmetry of the data distribution. A skewness of 0.122 suggests a slightly positive skew, meaning that there are a few higher scores pulling the distribution slightly to the right.
- Kurtosis (-0.364): A negative kurtosis value indicates that the data distribution is flatter than a normal distribution, implying fewer extreme outliers or heavy tails.

2. Descriptive Statistics of Student Learning Activity Variable (Y1)

Based on the data collected for Student Learning Activity (Y1) from a sample of 30 students, the following descriptive statistics can be provided:

Table 2. Statistical Data on Student Learning Activities

Statistic	Value
Mean	67.97
95% Confidence Interval for Mean	
- Lower Bound	65.35
- Upper Bound	70.58
5% Trimmed Mean	67.94
Median	69.00
Variance	48.999
Standard Deviation (Std. Dev.)	7.000
Minimum	55
Maximum	81
Range	26
Interquartile Range (IQR)	12
Skewness	0.039
Kurtosis	-0.985

Source: Research Documentation

Interpretation of Statistical Values:

- Mean (67.97): The average score for Student Learning Activity (Y1) is 67.97, indicating a moderate level of activity among the students. This suggests that the students, on average, are engaged in learning activities at a satisfactory level, but there may still be room for improvement.

- 95% Confidence Interval for Mean: The 95% confidence interval ranges from 65.35 to 70.58, meaning that the true population mean of student learning activity is expected to fall within this range with 95% confidence.
- 5% Trimmed Mean (67.94): This trimmed mean, calculated after removing the lowest and highest 5% of values, is slightly lower than the overall mean (67.97), indicating that the data has relatively few extreme outliers.
- Median (69.00): The median value, which represents the middle value in the data set, is 69.00. This means that 50% of the students scored below 69, and 50% scored above this value, suggesting a fairly balanced distribution of scores around the middle.
- Variance (48.999) and Standard Deviation (7.000): The variance and standard deviation values indicate the spread of the scores. With a standard deviation of 7.000, it suggests that most students' activity levels vary within this range around the mean, showing moderate variability in learning activity levels.
- Minimum (55) and Maximum (81): The lowest score recorded for student learning activity is 55, while the highest score is 81. This indicates that the data points range from a relatively low to a relatively high level of student engagement.
- Range (26): The range, calculated by subtracting the minimum from the maximum, is 26. This indicates that there is a significant difference between the lowest and highest scores in terms of student learning activity.
- Interquartile Range (IQR) (12): The IQR, which represents the middle 50% of scores, is 12. This suggests that the central portion of the data is fairly concentrated, but there is still some spread.
- Skewness (0.039): The skewness value of 0.039 indicates that the data distribution is almost symmetrical, with a slight positive skew. This means that the distribution of student learning activity scores is very close to normal.
- Kurtosis (-0.985): The negative kurtosis value suggests that the data is somewhat flatter than a normal distribution, indicating that there are fewer extreme values (outliers) compared to a normal distribution.

3. Descriptive Statistics of Student Learning Outcomes Variable (Y2)

Based on the data collected for Student Learning Outcomes (Y2) from a sample of 30 students, the following descriptive statistics can be provided:

Table 3. Statistical Data of Student Learning Outcomes

Statistic	Value
Mean	69.10
95% Confidence Interval for Mean	
- Lower Bound	68.31
- Upper Bound	72.35
5% Trimmed Mean	68.87
Median	69.00
Variance	30.921
Standard Deviation (Std. Dev.)	5.561
Minimum	62
Maximum	81
Range	19
Interquartile Range (IQR)	9
Skewness	0.501
Kurtosis	-0.894

Source: Research Documentation

Interpretation of Statistical Values:

- Mean (69.10): The average score for Student Learning Outcomes (Y2) is 69.10, which indicates that students, on average, are achieving a moderate level of success in their learning outcomes.
- 95% Confidence Interval for Mean: The 95% confidence interval for the mean falls between 68.31 and 72.35, which means that the true population mean for student learning outcomes is likely to lie within this range with 95% confidence.
- 5% Trimmed Mean (68.87): The trimmed mean, calculated by removing the lowest and highest 5% of values, is slightly lower than the original mean, which suggests that there are a few extreme values that are influencing the mean.
- Median (69.00): The median value is 69.00, meaning that 50% of the students have scores below 69, and 50% have scores above this value. This indicates that the scores are relatively evenly distributed around the middle.
- Variance (30.921) and Standard Deviation (5.561): These values indicate the spread of the scores. With a standard deviation of 5.561, there is moderate variability in the student learning outcomes. Most students' scores are within 5.561 points above or below the mean.
- Minimum (62) and Maximum (81): The minimum and maximum scores indicate the range of student learning outcomes. The lowest score is 62, while the highest score is 81, showing a variation in learning outcomes among students.
- Range (19): The range, calculated by subtracting the minimum from the maximum, is 19. This suggests that there is a notable difference between the highest and lowest scores, though the range is not excessively large.

- Interquartile Range (IQR) (9): The IQR, which represents the middle 50% of the data, is 9, showing that the majority of the students' scores are within this range.
- Skewness (0.501): The positive skewness value of 0.501 indicates that the data distribution is slightly skewed to the right, meaning that there are a few students with higher scores that are pulling the distribution towards the higher end.
- Kurtosis (-0.894): The negative kurtosis value suggests that the data distribution is flatter than a normal distribution, meaning that there are fewer extreme outliers in the dataset compared to a normal distribution.

4. Prerequisite Testing

Before conducting further data analysis, it is essential to verify that the data meets the necessary assumptions. This section outlines the results of four important tests: Normality Test, Homogeneity Test, Linearity Test, and Hypothesis Testing.

a) Normality Test

The normality test is used to determine whether the independent and dependent variables follow a normal distribution. In this study, the Kolmogorov-Smirnov and Shapiro-Wilk tests were conducted using SPSS 25.

Test Conditions: If the significance value is greater than 0.05, the data is normally distributed; if the significance value is less than 0.05, the data is not normally distributed.

Table 4. Normality Test Statistics

Variable	Kolmogorov-Smirnov (Sig.)	Shapiro-Wilk (Sig.)
Pedagogical Competence (X)	0.161	0.471
Student Learning Activity (Y1)	0.200*	0.475
Student Learning Outcomes (Y2)	0.063	0.123

Interpretation: The significance values are greater than 0.05 (0.471, 0.475, and 0.123), indicating that the data is normally distributed.

b) Homogeneity Test

The homogeneity test is conducted to check whether the variances of two groups are equal. In this research, SPSS 25 was used to test whether the variances are homogeneous. The decision criteria are:

1) If the significance value (2-tailed) ≥ 0.05, the data has equal variances (homogeneous).
2) If the significance value (2-tailed) < 0.05, the data has unequal variances (inhomogeneous).

Table 5. Homogeneity Test Statistics

Variable	Sum of Squares	df	Mean Square	F	Sig.
Student Learning Activity (Y1)	Between Groups	830.217	17	48.836	0.992
	Within Groups	590.750	12	49.229	
Student Learning Outcomes (Y2)	Between Groups	492.117	17	28.948	0.859
	Within Groups	404.583	12	33.715	

Interpretation: The significance values (0.518 and 0.623) are greater than 0.05, indicating that the data is homogeneous (equal variances).

c) Linearity Test

The linearity test examines whether there is a linear relationship between the independent and dependent variables. The decision criteria are: if the significance value for the deviation from linearity is > 0.05, the relationship is linear.

Table 6. Linearity Test Results

Variable Pair	Sig. (Linearity)	Sig. (Deviation from Linearity)
Student Learning Activity (Y1) * Pedagogical Competence (X)	0.008	0.940
Student Learning Outcomes (Y2) * Pedagogical Competence (X)	0.018	0.932

Interpretation: The significance values for deviation from linearity (0.940 and 0.932) are greater than 0.05, indicating that the relationship between the independent and dependent variables is linear.

d) Hypothesis Testing

Hypothesis testing is conducted to evaluate the effect of the independent variable on the dependent variables.

First Hypothesis Test (X → Y1)

The first hypothesis examines the effect of Pedagogical Competence (X) on Student Learning Activity (Y1).

Table 7. Simple Linear Regression Test (X → Y1)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	488.635	1	488.635	14.675	0.001
Residual	932.332	28	33.298		
Total	1420.967	29			

Interpretation: The significance value (0.001) is less than 0.05, meaning there is a significant effect of Pedagogical Competence (X) on Student Learning Activity (Y1).

Table 8. Coefficients (X → Y1)

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
Constant	9.486		0.620	0.540
X (Pedagogical Competence)	0.704	0.586	3.831	0.001

Interpretation: The regression equation is Y = 9.486 + 0.704X. This means that for each increase of one unit in Pedagogical Competence, Student Learning Activity increases by 0.704 units. The effect is significant.

Table 9. Coefficient of Determination (X → Y1)

Model	R	R Square	Adjusted R Square	Std. Error of Estimate
Model 1	0.586	0.344	0.320	5.770

Interpretation: The R Square value is 0.344 (34.4%), indicating that Pedagogical Competence explains 34.4% of the variation in Student Learning Activity.

Second Hypothesis Test (X → Y2)

The second hypothesis examines the effect of Pedagogical Competence (X) on Student Learning Outcomes (Y2).

Table 10. Simple Linear Regression Test (X → Y2)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	250.348	1	250.348	10.845	0.003
Residual	646.352	28	23.084		
Total	896.700	29			

Interpretation: The significance value (0.003) is less than 0.05, indicating that there is a significant effect of Pedagogical Competence (X) on Student Learning Outcomes (Y2).

Table 11. Coefficients (X → Y2)

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
Constant	27.241		2.138	0.041
X (Pedagogical Competence)	0.504	0.528	3.293	0.003

Interpretation: The regression equation is Y = 27.241 + 0.504X. This means that for each increase of one unit in Pedagogical Competence, Student Learning Outcomes increase by 0.504 units. The effect is significant.

Table 12. Coefficient of Determination (X → Y2)

Model	R	R Square	Adjusted R Square	Std. Error of Estimate
Model 1	0.528	0.279	0.253	4.805

Interpretation: The R Square value is 0.279 (27.9%), meaning Pedagogical Competence explains 27.9% of the variation in Student Learning Outcomes.

CONCLUSION

Based on the findings of the research, it can be concluded that improving student learning activities and outcomes is closely related to enhancing the pedagogical competence of teachers. The higher the level of mastery of a teacher's pedagogical competence, the greater the impact on student learning activities and outcomes.

1. First Hypothesis Test (X on Y1): The first hypothesis test investigates the effect of the pedagogical competence of history teachers (X) on student learning activities (Y1) in class X history subjects. The results of the simple linear regression test show a significance value of 0.001, which is smaller than 0.05. This indicates that the pedagogical competence of history teachers has a significant positive impact on student learning activities. Therefore, the null hypothesis is rejected, and it can be concluded that there is an influence of variable X (pedagogical competence) on variable Y1 (student learning activities).
2. Second Hypothesis Test (X on Y2): The second hypothesis test investigates the effect of the pedagogical competence of history teachers (X) on student learning outcomes (Y2) in class X history subjects. The results of the simple linear regression test show a significance value of 0.003, which is also smaller than 0.05. This indicates that the pedagogical competence of history teachers has a significant positive impact on student learning outcomes. Thus, the null hypothesis is rejected, and it can be concluded that there is an influence of variable X (pedagogical competence) on variable Y2 (student learning outcomes).

In summary, the research indicates that the pedagogical competence of history teachers plays a crucial role in improving both student learning activities and outcomes. Enhancing teachers' pedagogical skills will contribute to more effective learning environments, leading to better student performance.

REFERENCES

Aminah, Sitti. 2018. “Hubungan Aktivitas Belajar Siswa Dengan Hasil Belajar Mata Pelajaran Pendidikan Agama Islam Siswa Kelas XI SMA Negeri 1 Batanghari Tahun Pelajaran 2016/2017.” *Skripsi* 1–110.

Asiva Noor Rachmayani. 2015. *Educatioal Research Planning, Conducting and Evaluating Quantitative and*

Qualitative Research.

Fuadi, Hilal Nur. 2020. "Free Inquiry Methods : Upaya Meningkatkan Kreativitas dan Minat Belajar Siswa pada Mata Pelajaran Sejarah Indonesia di SMA Negeri 1 Gondang , Bojonegoro." *Jurnal Pendidikan Madrasah* 5(1):35–41.

Hafsah M. Nur, dan Nurul Fatonah. 2023. "Paradigma Kompetensi Guru." *Jurnal PGSD UNIGA* 2(1):12–16.

IBM. 2020. "IBM SPSS Statistics 25 core system user's guide: IBM Corporation Somers, New York."

Lawrence, Japhet E., dan Usman A. Tar. 2018. "Factors that influence teachers' adoption and integration of ICT in teaching/learning process." *Educational Media International* 55(1):79–105. doi: 10.1080/09523987.2018.1439712.

Maman Achdiyat, dan Siti Warhamni. 2018. "Sikap Cara Belajar Dan Prestasi Belajar." *Jurnal Ilmiah Kependidikan* 5(1):49–58.

Ni'mah, Apri U. 2020. "Kreativitas Guru dalam Proses Pembelajaran Sejarah di SMA Negeri 2 Blora Tahun Pelajaran 2019/2020." *Skripsi*.

Rustan, Nurul Azmy, dan Irfandi Irfandi. 2022. "Pengaruh Kompetensi Pedagogik Guru Terhadap Peningkatan Hasil Belajar Murid SDN 141 Cennae." *Jurnal PGSD Universitas Lamappapoleonro* 1(1):1–8. doi: 10.57093/jpgsdunipol.v1i1.6.

Rustimah, Siti, Nurrohmatul Amaliyah, dan Edy Sukardi. 2023. "Hubungan Kreativitas Guru dan Lingkungan Belajar dengan Minat Belajar IPS di SDN Pinangsia Tamansari." *AR-RIAYAH: Jurnal Pendidikan Dasar* 7(2):111. doi: 10.29240/jpd.v7i2.8483.

Tanjung, Samsidar, dan Syarifah. 2019. "Upaya meningkatkan minat belajar sejarah dengan pemanfaatan sumber sejarah sebagai media belajar 1,2." *Prosiding Seminar Nasional Teknologi Pendidikan Peran Teknologi Pendidikan Dalam Mengembangkan Dan Meningkatkan Keprofesionalan Pendidik Di Era Revolusi Industri 4.0* 14.

Zhu, Erping, dan Danilo M. Baylen. 2005. "From learning community to community learning: Pedagogy, technology and interactivity." *Educational Media International* 42(3):251–68. doi: 10.1080/09523980500161395.