






# Creative Teacher-Based History Learning at Senior High School Labschool: A Case Study Evaluation

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**Keywords:** History Education, Creative Teaching, Teacher Innovation.

**Abstract:** This research seeks to assess the implementation of creative teacher-based teaching of history in three Labschool High Schools: Senior High School (SMA) Labschool Jakarta, SMA Labschool Kebayoran, and SMA Labshool Cibubur. The evaluation examines instructional planning, instructional strategies, media usage, and assesment methods employed by innovative history teachers to support learning objectives. Using a case study approach with interviews, observations, and document analysis, this research explores the depth of history instruction among creative educators. Findings from the study reveal notable differences in the types of media used and instructional approaches applied by each teacher, as well as certain limitations related to lesson planning optimization. The insights drawn from this study have practical implications for developing advanced teacher training programs and enhancing the methods used in history instruction. Ultimately, these improvements are intended to encourage students' critical thinking and reflective engagement with history, making learning both meaningful and relevant to their personal and academic development.


## 1 INTRODUCTION


The significance of history education in shaping national and personal identity is widely acknowledged. Studies show that history not only enhances students' understanding of social and cultural contexts but also promotes empathy (Tribukait, 2024), critical thinking, and the formation of active, participatory citizenship (Steven & Pandan, 2024), understanding values and meanings for life today. The process of learning history allows students to interpret history as a life learning that is relevant to the present and the future, and this is increasingly relevant in an increasingly complex and multicultural world. In Indonesia, history education plays a pivotal role in fostering national unity and a sense of responsibility among students (Sukardi, n.d.). However, effective history instruction is challenging,


as the subject is often perceived as abstract, leading to comprehension difficulties (Hasan, 2012; Husbands et al., 2003). Teacher must creatively present content that, while temporally and contextual distant, remains relevant to students lives today.


This research endeavors to analyze the implementation of creative teacher-based teaching of history at three Labschool High Schools. In that context, it is reviewed to the extent of planning, strategies, media, and assessment methods applied by creative teachers to support the achievement of learning goals. Thus, this research can be the basis for compiling more interesting and meaningful history learning for students.


This research is expected to provide benefits for practitioners engaged in history education. By evaluating the application of creative teacher-based history learning, these results are expected to help

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develop programs for teacher education that encourage the use of effective innovative methods. In addition, this research is expected to contribute to the development of a history learning model that not only focuses on information transfer, but also on the development of critical and reflective student understanding. History learning conducted with a creative approach is believed to increase student engagement and help them build a deep understanding of history as an ongoing life lesson.

Previous research has shown a variety of approaches in the evaluation of history learning. For example, Kurniawati and Zulfiati used the responsive Stake evaluation model to assess integrated History learning in social studies (Kurniawati & Zulfiati, 2018), while Sebbowa and Ng'ambi used Salmon's five-stage model in history learning for prospective teachers (Sebbowa & Ng'ambi, 2020). In the meantime, Marta evaluated history learning at SMA N 10 Bogor using the CIPP model (Marta et al., 2020). In contrast to the previous research, this study offers novelty by evaluating the history learning of creative teachers using a case study evaluation model.

## 2 LITERATURE REVIEW

### 2.1 Creative Teacher

Creative teachers, according to Lawrence, creative teachers are teachers who behave proactively and think constructively (Lawrence, 2016). This means that creative teachers must be oriented towards self-development and sustainable learning. In line with this view, Žydzūnaite and Arce emphasize ambition, professional responsibility, and high morality by describing creative teachers as figures who have high dedication to their duties and roles in education (Žydzūnaite & Arce, 2021). Lawrence's constructive thinking became the foundation for the ambition and professionalism put forward by Žydzūnaite and Arce, which shows how a teacher's proactive nature can develop into a deep commitment to carry out his profession.

Furthermore, Burnazova expands that concept by adding elements of pedagogic skills and digital capabilities, which are relevant in this modern era of learning (Burnazova, 2024). As such, creative teachers must have a deep understanding of the content being taught and the skills to innovate in learning methods. In this regard, Burnaza perfected the thinking of Lawrence, Žydzūnaite and Arce by adding a dimension of technical competence and

21st-century skills relevant to technological developments.

Panainte enriches this concept by underlining adaptability in learning methods as the essence of a teacher's creativity (Panainte, 2022). Creative teachers must be able to adapt learning methods to the needs of students, demonstrating that creativity is not only about creating new ideas, but also about the ability to adapt approaches to support each individual's development. This thinking complements Burnaza's view that emphasizes pedagogic skills and adaptability as two components that seamlessly complements in increasing the effectiveness of learning.

Delalić, Krasiuk and Udris developed the concept by emphasizing the role of creative teachers in creating learning situations that encourage the maximum development of students' potential and the ability to create original solutions that are "out-of-the-box" (Delalić, 2019; Krasiuk & Udris, 2024). It shows that a teacher's creativity is also manifested in his ability to create a learning space and atmosphere that empowers students, not just teaching material conventionally. Thus, Delalić, Krasiuk and Udris highlight the aspects of empowerment and the creation of an environment that supports creative learning.

These various perspectives show that creative teachers are figures who have rich competencies, not only in terms of knowledge and skills, but also in adaptability, innovation, professional commitment, and the ability to create a learning environment that empowers students.

### 2.2 History Learning

In Baumgarten's view, history learning should ideally go beyond just conveying factual information (Baumgarten, 2017). History must be used as a means to inspire students to develop critical thinking skills, ask reflective questions, and explore the meaning behind the facts presented. The significance of history learning is reinforced by an approach that connects historical materials with students' daily lives, so that they can see the relevance of history in the context of contemporary reality. Through this approach, history is no longer just a record of the past, but a tool for pupils to grasp the origins of the social and cultural realities they encounter today.

Meanwhile, according to Zubaidah, Musadad, dan Sudiyanto, history learning serves as a medium to build historical awareness in students, especially related to the importance of the concept of time and

place in seeing a series of events that are connected between the past, present, and future (Zubaidah & Arif Musadad, 2022). This awareness allows students to have a broader perspective on continuity and change in History, as well as their role as part of the Historical process. By understanding time and place, students are invited to see History as an ongoing process that shapes their identities and communities.

History learning encompasses planning, implementation, and assessment (Armiyati & Leo, 2023). In the planning stage, educators must design relevant and challenging strategies that allow students to be actively and critically engaged. During the application stage, the learning method should encourage students to participate in discussions, analyze historical sources, and engage in collaborative activities. Finally, assessment is used to measure students' understanding, not only in terms of factual knowledge, but also critical thinking skills and reflection on the meaning they gain from learning history.

Thus, history learning becomes a dynamic process. Through a holistic and integrated approach, history is not only a science to be learned to meet the demands of the curriculum, but a medium to shape students' understanding of identity, society, and future challenges.

History learning brings significant benefits to learners, especially if they can capture and understand the deep meaning of what they learn. According to Zed, the concept of the meaning of history must be understood in two main senses; the significance of history and the significance within history (Zed, 2010). Added on the same line as the title preceded by a colon (:). Use 15-point type for the subtitle, aligned to the center, linespace exactly at 17-point with a bold font style and initial letters capitalized. No formulas or special characters of any form or language are allowed in the subtitle.

The significance of history is related to the understanding of history in a scientific context, namely as an object of academic study or research that is bound to a certain space and time. That means, all forms of historical research results obtained by scientific methods and in accordance with the context of space and time can be interpreted as part of The significance of history. In other words, the study provides an understanding of past events that are tied to a specific dimension of time and space, where the results reflect the interpretation of History from a specific point of view that can be scientifically accounted for.

Meanwhile, the concept of the significance within history goes further by exploring the essential purpose of History itself, that is, the transcendent goal, beyond the concrete facts of History. Here, History is no longer only understood as a series of facts that occur in a certain scope and time space. On the contrary, History is seen as an attempt to understand the essence of human life in its entire time trajectory. In that approach, History provides a broader and deeper insight into what is referred to as the essence of human life throughout its history, including values that lead to a more universal understanding of human existence and development.

### 3 METHODOLOGY

The research methodology applied to the three Labschool High Schools is focused on case studies with an evaluative approach to the practice of history learning carried out by creative teachers. The case study conducted with an evaluative approach refers to the model developed by Stufflebeam and Coryn (Stufflebeam & Coryn, 2014). The model provides a framework to evaluate the effectiveness of creative teaching practices in the classroom, both in planning, implementation, and results. Using this method, the study not only describes the teaching process, but also identifies potential improvements in learning practices, which allows for relevant recommendations for improvement.

The selected research locations are three schools with quite diverse characteristics, although all of them have affiliations with the Labschool network. SMA Labschool Jakarta and SMA Labschool Kebayoran are located in the elite area of Jakarta. Meanwhile, SMA Labschool Cibubur is located in the border area of Bekasi City and East Jakarta.

The research involved structured and open interviews with three teachers, three vice principals, and a group of students as participants, with names being disguised to maintain confidentiality. This interview technique is to get diverse perspectives from parties directly involved in the learning process. This interview method allows researchers to explore participants' responses in depth to history learning practices.

Observation is carried out by compiling detailed field notes at each phase of learning—the beginning, during, and end of learning. These notes provide a contextual overview of learning practices and classroom interactions. In addition, official

documents, including long-term plans, mid-term plans, curriculum outlines, and instructional planning documents, are collected to understand the curriculum design and teacher preparations. Audio-visual data in the form of photos and videos of learning activities are also included to enrich visual data and documentation of learning activities.

Data triangulation was performed by comparing information from different sources—teachers, vice principals, and students—and using rechecks at different times. The process refers to Creswell and Poth and Guba and Lincoln, to ensure data accuracy and reduce bias (Creswell & Poth, 2018; Guba & Lincoln, 1981). By triangulating, this study ensures that the data collected is consistent and representative of the reality experienced by all related parties. Data analysis was carried out with reference to Atkinson, which included the stages of preparing a data repository, encoding the data according to the theme, and in-depth analysis to identify patterns and key findings (Atkinson, 2002). The data was analyzed into five main thematic categories—learning planning, learning objectives, learning strategies, learning media, and learning assessment. This categorization allows researchers to systematically understand how creative teachers implement history learning with a relevant and effective approach.

## 4 FINDINGS AND DISCUSSION

### 4.1 Instructional Planning

The findings of the study indicate that not all creative history teachers make learning documents like curriculum outlines, yearly plans, term plans and instructional planning documents. The three creative teachers observed in the research utilized the syllabus provided by the Ministry of Education and Culture. Mr. Ismet possesses a relatively complete set of teaching materials. Beside the ministry's syllabus, he also has a yearly plan, a term plan, and detailed instructional plan. Mr. Zaenal, in addition to having the syllabus, also has an instructional plan. However, he lacks a yearly plan and term plan. On the other hand, Mrs. Hanni has teaching documents including yearly plans, term plans, a syllabus, and an instructional plan. Nevertheless, her instructional plan covers only one topic.

Mr. Zaenal, in preparing the teaching plan, emphasized the importance of understanding the needs and characteristics of students. He puts forward an approach oriented towards students' long-term

goals, with the consideration that each student has unique potentials and aspirations after graduation. That approach shows attention to the personal development of the student, ensuring that the learning process is not only about meeting academic standards, but also preparing the student for the next step in the world of work or further Education, based on insights gathered from direct interaction with the student.

In contrast to Mr. Zaenal's approach, Mr. Ismet is more focused on fulfilling the basic competencies set by the government. In preparing a learning plan, Mr. Ismet considers the standards that have been determined, while paying attention to the actual conditions of both students and the school as a whole. The school environment and current situation are important considerations in ensuring that the learning plan remains relevant and effective. This approach shows that it seeks to bridge the gap between national education policies and local school conditions, so that learning strategies can be implemented optimally.

Meanwhile, Mrs. Hanni, who teaches at SMA Labshool Cibubur, took an approach that focused on students' readiness for the Computer-Based Written Exam (UTBK). For her, the lesson plan must be in line with the basic competencies that are often tested in UTBK, especially for grade 12 students. In addition, the selection of learning media is also a concern, because the right media can help students understand the material to be tested. Thus, Mrs. Hanni's learning plan is oriented towards students' academic achievement in the national exam, and this emphasizes the importance of students' readiness in facing the exam. This approach demonstrates its commitment to equipping students with relevant skills and effective media to achieve optimal learning outcomes.

Mr. Zaenal's strategy is highly effective for fostering a deeper connection between students and historical content. By adapting lessons to students' needs, it promotes critical thinking and engagement, which are crucial for understanding complex historical events and their relevance. Moreover, this strategy involves recognizing their learning styles, prior knowledge, and individual abilities to create a more inclusive and engaging learning environment. By centering the teaching approach on students' unique contexts, it encourages active participation and ensures that lessons are relevant and meaningful. Meanwhile Mr. Ismet's strategy ensures that the foundational competencies required by the curriculum are met. This approach emphasizes



achieving standardized learning objectives, ensuring that students acquire the foundational knowledge and skills prescribed for their grade level. It provides clear targets and measurable outcomes, helping teachers maintain a structured and goal-oriented approach. Conversely Mrs. Hanni's strategy focuses on practice test, analytical question-solving, and targeted revisions to familiarize students with the exam format and improve their performance. This approach is highly focused on short-term outcomes and measurable academic success.

In history learning, Mr. Zaenal's strategy is the most effective in the long term. By understanding and addressing students' unique characteristics, this approach fosters engagement, critical thinking, and a deeper appreciation of historical contexts. While Mr. Ismet's and Mrs. Hanni's strategies have specific strengths, they are better suited for achieving immediate, tangible outcomes rather than cultivating lifelong learning and historical inquiry.

The findings indicate that instructional planning at Labschool High School still needs significant improvement. A key enhancement that teachers should focus on in lesson planning is effectively communicating learning objectives during classroom implementation. Furthermore, it is essential to deepen teachers' understanding of the underlying philosophy of history education. Teachers need to have a strong grasp of the four key philosophies underlying history education. According to Tanner and Tanner (Hasan, 2012), the philosophy of history education encompasses perennialism, essentialism, humanism, and reconstructionism. Perennialism emphasizes the importance of teachers designing history lessons that instill pride in the nation's historical accomplishments. An example of learning objective based on perennialism is students will explore the historical events surrounding Indonesia's Proclamation of Independence to develop a deep appreciation and pride in the nation's achievements in overcoming colonialism. Essentialism focuses on the need for teachers to enhance their students' intellectual capabilities. A sample learning objective rooted in essentialism is students will enhance their analytical skills by identifying and explaining the key events, figures, and decisions that led to Indonesia's Proclamation of Independence. Humanism highlights the role of teachers in nurturing their students' personal growth. An illustration of a learning goal derived from humanism is students will reflect on the values of unity, courage, and perseverance demonstrated during Indonesia's Proclamation of

Independence to inspire their personal growth and character development. Meanwhile, reconstructionism requires educators to prepare history lessons that equip students to navigate present and future challenges. A demonstration of learning objective inspired by reconstructionism is students will discuss the relevance of the Proclamation of Independence in addressing current national challenges and envisioning Indonesia's future in a global context.

As the core of the learning process, instructional planning is not just an administrative step, but is the foundation that determines the quality of implementation and effectiveness of learning activities. As revealed by Alanazi, instructional planning is an important guideline in directing the teaching process, helping teachers to plan structured and meaningful learning experiences for students (Alanazi, 2019). Without careful planning, the learning process is lost, and students can lose the opportunity to achieve optimal learning outcomes.

Furthermore, Jensen emphasizes that instructional planning not only serves as a technical guide, but also reflects the teaching philosophy that is to be developed (Jensen, 2001). That is, whatever philosophy or approach the teacher wants to apply in learning—whether it is a constructivist approach that focuses on forming understanding through experience or a cognitivist approach that prioritizes information processing—should be clearly reflected in the learning plan. If the history teacher at SMA Labschool has not prepared a plan that reflects a certain learning philosophy, it means that there is ambiguity in the educational approach that is to be developed. This has the potential to cause ambiguity in the goals and teaching methods used, as well as the educational messages conveyed to students.

The absence of a clear philosophy in the planning of history learning is a big problem, especially in relation to the formation of students' character. History learning has the unique potential to instill moral, social, and national values through the stories of past figures and events that are relevant to students' lives today. However, without a firm philosophy in planning, the development of students' character cannot run optimally. Students will probably consider the teaching of History as a set of facts that must be memorized, rather than as a way to understand the meaning behind the events and values that can be learned from History.

In the evaluation of the three teachers in the aspect of learning planning, only Mr. Zaenal showed

attention to the analysis of student needs (Wagner, 2018). The other two teachers have not taken into account the importance of the needs analysis. In fact, the analysis of student needs is very important because it serves as a foundation in choosing the right learning method to achieve effectiveness in delivering material. By understanding the needs of students, teachers are able to develop learning strategies that are in accordance with the theme and learning narrative designed (Drake & Nelson, 2005). Strategies that are in harmony with the learning theme and narrative not only help students understand the content more deeply, but also make it easier for them to internalize the characters or skills that are the goal of the learning process. In other words, the analysis of student needs not only guides the selection of learning methods, but also directs the achievement of overall educational goals through strategies that are contextual and relevant to students.

## 4.2 Learning Objectives

The results of the research findings on the formulation of learning objectives by three creative history teachers indicate that all of these teachers have referred to the revised Bloom taxonomy in compiling their learning objectives. However, problems arise at the implementation stage in the classroom. Of the three teachers, only Mr. Ismet explicitly communicates the learning objectives to the students. On the other hand, Mr. Zaenal and Mrs. Hanni did not convey these goals directly to their students during the learning process.

Mr. Zaenal's students seem to lack understanding of the difference between the learning objectives and the subject matter itself. For example, a student in grade X mentioned that learning history in his class encouraged him to think diachronically and synchronously—two approaches in history that involve a broad understanding of space and time. These students seem to understand more about the material aspects and methods applied in history lessons than the specific purpose of the learning. In addition, grade XI students revealed that Mr. Zaenal often starts the lesson by telling a story and goes straight into the topic discussion, such as at a meeting about the pre-literacy period, without first conveying the learning objectives to the students. The same thing was expressed by a grade XII student who stated that Mr. Zaenal tended to directly teach the material

without providing an explanation about the learning objectives at the beginning.

Here is Mr. Zaenal's student's response when asked, "Can you give an example of a history learning objective that you know?" The student replied:

"We learn to think diachronically and synchronically. So, we think about how to study history by... if it's diachronic, it's about expanding across space, and if it's synchronic, it's about broadening over time." (HY.CL.W.10.2.2).

The students of class X taught by Mrs. Hanni were unable to clearly remember the learning objectives conveyed by the teacher. When asked about the learning objectives, the student only mentioned a few topics that had been studied, such as "what is history, the function of history, and the benefits of history," but he did not seem to have a specific understanding of the deeper purpose of the learning. This student's answer shows that the information received focuses more on the basic material of history than on a more directed learning objective.

The same thing was also given by the grade XI students taught by Mrs. Hanni, who stated that the learning objectives are often not conveyed specifically. According to her, Mrs. Hanni immediately presented the material without explaining the learning objectives explicitly at the beginning of the learning activity. This indicates that students tend to only accept the material delivered without a clear understanding of the competencies or expected learning outcomes.

The same question was also asked to one of Mrs. Hanni's students. The student gave the following response:

"Usually, such objectives are not specific; we are typically just directed to the material itself. So, even without objectives, we already understand from the content. In my opinion, the objectives are not rigid." (DN.CL.W.16.2.3).

Thus, the evaluation of the three teachers revealed that Mr. Zaenal and Mrs. Hanni had not fully implemented History learning optimally. The lack of success lies in the absence of explicit delivery of learning objectives to students. In fact, various experts such as Kochhar, Hasan, Ciydem, Paulson, Evans, Chapman, and Kokkinos emphasized that the main goal of learning History is to develop the ability

to think History among students (Chapman, 2017; Ciydem, 2012; Evans, 2016; Hasan, 2012; Kochhar, 2008; Kokkinos, 2019; Paulson, 2015). Mastery of the ability to think about History is an important foundation, because through that process, students not only learn the facts of History, but are also invited to understand how to think critically about past events.

Furthermore, according to Sakki and Pirttilä-Backman, the ability to think History plays an important role in fostering historical awareness in students (Sakki & Pirttilä-Backman, 2019). Historical awareness is not just an understanding of the events that have occurred, but also how the collective experience of the past can shape national identity. Historical awareness allows the young generation of Indonesians to have a strong bond with values, struggles, and identity as a nation, which is necessary for the nation's sustainability in facing future challenges. Without this awareness, the younger generation risks losing their identity as an Indonesian nation, which can ultimately threaten the existence of nation itself.

In the context of the learning provided, the lack of effective learning shows that the teacher's approach has not produced deeper values or high relevance to the understanding of History—both in the form of The significance of history and The significance within history.

### 4.3 Learning Strategies

Every learning process carried out by teachers in the classroom has one main goal, which is to ensure that the goal of learning is achieved effectively. To achieve this, each teacher designs a teaching strategy that suits the characteristics and needs of students. The findings of this study show that in designing teaching strategies, Mr. Zaenal and Mr. Ismet prioritize interactive learning, which aims to promote active student involvement in the learning process through dynamic interaction in the classroom. In the context of history learning, interactive learning involves strategies and activities that actively engage students in the exploration of historical events, concept, and perspectives. This approach encourages students to participate in discussion, debates, role-plays, and group projects, fostering a deeper understanding of historical narratives and their

relevance. For instance, students might analyze primary sources, collaborate on timelines, or simulate historical events to experience different viewpoints.

Interactive learning in history aims to transform the classroom into a dynamic environment where students are not passive recipients of information but active participant in constructing knowledge. By asking thought-provoking questions, encouraging critical thinking, and facilitating dialogue, teachers like Mr. Zaenal and Mr. Ismet create opportunities for students to connect the past with present, develop analytical skills, and gain a nuanced understanding of history's impact on contemporary society.

On the other hand, Ms. Hanni focuses on the active teaching approach, which demands the direct involvement of students in activities that encourage them to think and act independently. This method shifts the focus from passive learning to active participation, encouraging to explore, analyze, and apply historical concepts on their own or in collaborative settings.

Through activities such as analyzing historical documents, conducting group discussions, creating presentations, or role-playing historical figures, students are empowered to take ownership of their learning. This approach not only enhances their critical thinking and decision-making abilities but also helps them develop a deeper understanding of historical events by connecting them to broader contexts and real-world implications.

However, in practice, the three teachers combine lecture and question and answer methods to deliver material to students. Mr. Zaenal, for example, uses banknotes as a learning medium to introduce concepts and stages in History research during lectures and questions and answers. By observing and analyzing banknotes, students not only listen to information, but also visualize and understand History materials through concrete objects, which directly relate them to the Historical research process. This approach allows students to experience a more in-depth and real History learning experience.

Mr. Ismet, despite using the lecture and question and answer method, adds a dimension of students' personal understanding in a unique way. Students first read the learning resources, then re-convey the material they understand in their own style and understanding. This strategy not only encourages deeper understanding, but also sharpens students' ability to interpret information and convey it in their own language, an essential skill in learning history.

Meanwhile, Mrs. Hanni combined lectures with questions and answers until all material was delivered to students. After that, to deepen understanding and make learning more interesting, he asked students to do role-playing activities as figures of the Indonesian independence movement. Through this role-playing, students not only hear historical stories but also feel and animate the experiences of the figures, which allows them to understand the complexity of Indonesia's independence struggle emotionally and intellectually.

The three teachers in this study showed that the use of diverse learning methods is able to create creative and inspiring learning experiences for students. Not only relying on lecture and question and answer methods, they also enrich the teaching process with varied and innovative approaches. Mr. Zaenal, for example, utilizes concurrent methods, several variations of the Rasyid method (1, 2, 3), projects, storytelling, and discussions, all of which aim to increase student involvement directly and critically. Mr. Ismet also uses discussion and project methods, in addition to *ex post facto* and assignment to encourage students to be more active and reflective in learning. Meanwhile, Ms. Hanni chose a discussion, demonstration, mentoring, and assignment approach that allows students to learn gradually and with more personalized guidance.

The use of creative teaching methods applied by the three teachers is in accordance with the concept of meaningful and innovative teaching as expressed (Papouli, 2019). Through this approach, they not only convey History material, but also act as inspiring role models. Creative teachers can be role models for students in developing their creativity and interest in the subject. Students directly expressed their appreciation for the teaching method, as shown by the statement of Azelia, one of Mr. Zaenal's students, who felt inspired by his teacher's teaching method. In addition, Farah, a student of Mr. Ismet, mentioned that his teacher's storytelling style aroused his interest in learning History. Similarly, Diva Najwa, a student of Mrs. Hanni, felt inspired by her teacher's way of teaching that invited dialogue, creating a comfortable and motivating teaching atmosphere. It shows that creative and inspiring approaches not only improve students' understanding, but also foster their enthusiasm in studying History.

This study illustrates reflective engagement by incorporating activities that encourage students to connect historical events with contemporary issues and their personal lives. For instance, during lessons

on Indonesia's independence movement, students engaged in role-playing activities where they acted as key historical figures. This activity allowed them to emotionally and intellectually immerse themselves in the complexity of the independence struggle. Furthermore, students were tasked with discussing how the values of unity and perseverance from historical event could be applied to address current national challenges. These activities required students to critically analyze historical events and reflect on their relevance to modern society, promoting a deeper understanding and engagement with history.

#### 4.4 Learning Media

The results of the study showed that the three history teachers used a variety of learning media with similarities and differences in their approaches. The differences in the learning media used by the three teachers are as follows: Mr. Zaenal utilizes tools like whiteboards, touchscreens during Zoom sessions, and historical films. Meanwhile, Mr. Ismet employs PowerPoint presentations, Line application, documentary films, and maps. On the other hand, Mrs. Hanni makes use of PowerPoint presentations, the Line application, and documentary films. The similarities in the learning media they used include the utilization of e-labs, Google Classroom, and WhatsApp application.

Mr. Zaenal, tends to avoid using PowerPoint both in face-to-face classes and during online learning. Instead, he often uses a whiteboard or computer screen to record important points directly, so that students can follow the flow of the material gradually and actively take notes. This approach demonstrates an interactive teaching style, which may aim to encourage students to understand the material through observation and hands-on engagement.

On the contrary, Mr. Ismet and Mrs. Hanni rely on PowerPoint in almost every learning. They use slides as the main tool to deliver the material, making learning more structured and visual. The use of PowerPoint by these two teachers serves as a systematic guide, which may make it easier for students to follow the learning flow and take notes on key points more regularly.

In addition, all of these teachers also utilize various additional media in online and face-to-face learning. Mr. Zaenal uses platforms such as e-Labs, Google Classroom, WhatsApp, blogs, and movies. This variety of media provides students with access to materials from a variety of sources and formats,



allowing them to learn flexibly and independently. On the other hand, Mr. Ismet relies on Google Classroom, Line, WhatsApp, e-Labs, and uses movies, maps, and videos as complements. With this, it offers a richer learning experience both visually and contextually. The videos used are the result of learning recordings, allowing students to re-access explanations and class discussions. Meanwhile, Mrs. Hanni uses Google Classroom, Line, WhatsApp, e-Labs, and documentaries. Mrs. Hanni's use of documentary films expands the scope of history learning, allowing students to understand historical contexts in depth through visual and factual narratives.

The assignments given by these three teachers are generally uploaded on e-Labs and Google Classroom, while WhatsApp or Line serves as an additional communication platform. The use of various media by these three teachers demonstrates their flexibility and adaptability in facing the challenges of modern learning, while providing students with an interactive learning experience and supporting the development of their technology skills.

Šliogerienė and Valūnaitė-Oleskevičienė emphasized that the use of social media in learning plays an important role in increasing teachers' creativity (Šliogerienė & Valūnaitė-oleškevičienė, 2017). However, this creativity is not just about the use of social media; It is influenced by three main factors, namely the creative personality of teachers, the support of the institution where teachers work, and the social environment that surrounds them. These three factors are interrelated and reinforce each other, providing space for teachers to innovate and creatively adapt learning to student needs.

In this context, what the three teachers did at SMA Labschool is a real reflection of the integration of these three factors. A teacher's creative personality doesn't just come out of nowhere; It is formed through life experiences, insights gained, and learning throughout their careers. This creative personality allows teachers to think outside the traditional boundaries and find new ways to teach history, making it more relevant and engaging for students. Every life experience that teachers have will add color and broaden their perspective in designing learning, allowing them to bring a unique and original approach into the classroom.

SMA Labschool as an educational institution also plays a very supportive role. The facilities provided by the school, ranging from access to digital technology, conducive classrooms, to online learning

platforms such as Google Classroom and e-Labs, give teachers the freedom to experiment and integrate various media in the teaching and learning process. These facilities and infrastructure not only help the smooth implementation of learning, but also become a forum for teachers to explore the potential of technology as a tool that increases student engagement and deepens their understanding of the material.

In addition, the social environment around teachers also has a great influence on the emergence of creativity. At SMA Labschool, the existence of a collaborative culture and interaction between teachers, students, and support from school management creates an atmosphere conducive to the development of new ideas. In this supportive environment, teachers have the opportunity to share experiences, discuss innovative approaches, and develop effective learning strategies. This creates a dynamic learning ecosystem, where teachers' creativity continues to develop along with support from the surrounding educational community.

Thus, the creativity of teachers at SMA Labschool is not the result of a single factor, but rather a collaborative result of complementary personalities, institutional support, and social environments, enabling them to provide meaningful and inspiring learning for students.

## 4.5 Learning Assessment

The assessment carried out by a teacher should be effective in measuring the achievements obtained by his students. Therefore, a teacher in making an assessment to be effective must be guided or based on the goals to be achieved. Only Mr. Zaenal used the purpose as a reference in making the assessment. Meanwhile, Mr. Ismet is based on basic competencies and for Mrs. Hanni, it is guided by the minimum completeness criteria. There are various forms of assessment carried out by the three teachers in measuring the cognitive abilities of students. Generally, it is in the form of multiple-choice questions both during daily exams, mid-semester exams and end-of-semester exams.

Mr. Zaenal's assessment approach is guided by the purpose of the learning objectives. By aligning the assessment with the intended goals, he ensures that the evaluation measures what students are expected to achieve. This method is effective because it provides a clear benchmark for both the teacher and the students, allowing the results to reflect the depth of

understanding and critical thinking skills acquired. This method strongly supports the learning objectives as it keeps the assessments aligned with the core purpose of the lesson. It encourages students to focus on achieving meaningful and holistic learning outcomes rather than memorizing disconnected facts. However, if not balanced with other forms of assessment, it might overlook broader competencies like creativity or application in varied contexts. This requires detailed planning to ensure all competencies are assessed comprehensively.

Mr. Ismet bases his assessment on basic competencies outlined in the curriculum. This method ensures that the assessments are structured and standardized, focusing on foundational knowledge and skills. By adhering to the basic competencies, Mr. Ismet ensures that students meet the minimum standards required at their grade level. This consistency helps in maintaining a uniform evaluation across different students. While this approach ensures coverage of the curriculum, it may limit students' ability to explore topics in greater depth or develop higher-order thinking skills, as it often prioritizes breadth over depth. Additionally, it may lack flexibility to adapt to students' diverse learning needs or foster higher-order thinking.

Mrs. Hanni bases her assessment on the minimum completeness criteria and focuses heavily on cognitive abilities measured through multiple-choice questions in exams. This method is highly exam-oriented and emphasizes measurable outcomes. It effectively prepares students for standardized tests, such as national exams or college entrance exams, by improving their familiarity with exam formats and enhancing time management skills during tests. While this method is practical for achieving short-term academic goals, it risks neglecting deeper learning and critical analysis. Students may prioritize test-taking strategies over developing a meaningful understanding of historical content. Additionally, it may emphasize rote learning over deep understanding and limit creativity or critical thinking.

The evaluation of the assessment applied by teachers is appropriate where teachers use various forms to assess students. Referring to Quanchi and Kochhar the three teachers have carried out diagnostic assessments, formative assessments, and summative assessments with various techniques carried out by the three teachers (Kochhar, 2008; Quanchi, 2003).

In general, teachers conduct assessments using multiple choices, especially during midterm

assessment exams and end-of-semester assessments. The questions made by teachers tend to be memorized. Memorization questions tend to reveal facts rather than the ability to use historical concepts and procedures (Pace, 2011).

Assessment in the form of descriptions applied in history learning, even though it is in the form of essays, should be one of the main formats in assessing students' understanding of History. As a discipline rooted in the ability to tell and interpret past events, History requires research that not only tests the memorization of facts, but also trains students' ability to compose narratives and analyze historical events in depth. Descriptive research is very suitable for that purpose, but in practice there are still teachers who are reluctant to use it.

One of the main obstacles is the time required to correct a description question that takes much longer than multiple choice. This is a serious challenge, especially for teachers who teach many classes and have a large number of students. At Labschool High School, for example, each class contains an average of 30-36 students. If a teacher teaches four classes, then he or she must examine at least 120 essays, which of course requires extra time and effort. On the other hand, multiple-choice assessments allow teachers to check answers more quickly, making them more time-efficient.

However, when viewed from the learning side, the description questions have a much greater positive impact. Through this assessment, students not only understand the facts of History but are also able to relate events, understand context, and develop critical thinking and analytical skills that are important in the science of History. Although it has its own challenges, the development of effective correction methods and supporting technologies can help overcome these obstacles, so that the goals of learning History can be achieved optimally.

## 5 CONCLUSION

This study reveals that history instructional planning at Labschool High School has several shortcomings, particularly in integrating learning objectives with students needs. The creative teachers observed tend to rely on the ministry-provided syllabus without making significant modifications to suit the specific contexts of their classes. Although one teacher has considered analyzing student needs, these efforts require further enhancement to make the learning process more relevant and focused on character

development and fostering a deeper understanding of history. Furthermore, while creative learning strategies employed by teachers, such as interactive lectures, discussions, and role-playing, demonstrate variety and innovation, some teachers have not consistently conveyed learning objectives explicitly, potentially limiting students' understanding of the relevance and of the meaning material.

In terms of assessment, the three teachers utilized various methods, including multiple-choice and essay exams. However, rote-based assessments still dominate, which could hinder the development of students' critical and reflective thinking in relation to historical contexts. Greater emphasis is needed on enabling students to connect historical concepts with real-life applications. Additionally, the use of diverse media, both digital and conventional, enriches the learning process, yet improvements in planning, implementation, and assessment are essential to achieve the creative and inspirational educational goals envisioned in history learning.

These findings suggest the need for teacher training programs to emphasize student-centered planning, the use of innovative teaching strategies, effective communication of learning objectives, and diverse assessment formats to promote critical thinking. Teacher education institutions are encouraged to develop workshops on needs analysis, creative teaching strategies, and essay-based assessments, including digital tools for streamlining grading processes, as well as training on integrating philosophical approaches to history education into classroom practices.

This findings of this study are specific to the Labschool network, as the selected schools share similar characteristics, including institutional support and access to diverse learning media. While the insights provide valuable lessons for study teaching, generalization to other schools should be approached with caution. Schools outside this context may require adaptation of the strategies and methods discussed, especially if they lack the resources, facilities, or institutional culture found in the Labschool environment. Future research should explore the application of these findings in broader and more varied educational contexts to determine their wider applicability.

Future research could focus on comparative studies across different school contexts, including under-resourced environment, could help determine the adaptability and scalability of the methods. Future research might also examine the role of technology in enhancing creative teaching and its influence on

student engagement and independent learning, offering strategies for modernizing history education.

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