
**PROFESSIONAL DEVELOPMENT MANAGEMENT FOR TEACHERS,
ESPECIALLY HISTORY TEACHERS****Nedia Lestari Sihombing^{1*}, Miftahuddin²**

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Abstract

Education is a process of transmitting knowledge and skills while simultaneously fostering human character and personal development. It plays a crucial role in cultivating critical thinking skills among learners. In this context, teachers particularly history teachers serve as key agents in shaping future generations through the transmission of nationalism, the values of national struggle, and collective historical memory. Therefore, the professional development of teachers is essential to ensure engaging and effective learning experiences that achieve educational objectives. In teacher professional development, managerial leadership plays an important role in organizing and supporting teachers, especially those teaching history. In Minahasa Regency, the limited availability of qualified history teachers has resulted in history subjects often being taught by teachers from non-history academic backgrounds. This condition highlights the importance of managerial intervention in addressing challenges in the field. The purpose of this study is to analyze the management of professional development for history teachers in Minahasa Regency. This research employed a descriptive qualitative method through interviews with history teachers, including the core administrators of the History Teachers' Subject Forum (MGMP Sejarah) in Minahasa Regency. The findings reveal that the role of management is highly fundamental in supporting teacher professional development through systematic data collection, regular supervision, and the active involvement of school principals in fostering collaboration among history teachers in Minahasa. Such collaboration contributes to making history learning more appealing to students while also encouraging critical thinking regarding historical events that embody the values of patriotism, nationalism, and national identity.

Keyword : critical thinking , education, teacher professional development, history teachers, management, Minahasa Regency

INTRODUCTION

History refers to events that occurred in the past and carries significant educational, inspirational, instructional, and recreational value. Its educational value lies in providing meaningful lessons, wisdom, and moral principles derived from past events that can guide present and future human behavior (Sholeh & Efendi, 2023). Its inspirational value encourages individuals to learn from exemplary actions and struggles of previous generations. Its recreational value offers intellectual enjoyment and engagement for readers and learners, while its instructional value contributes to the transmission of knowledge and practical skills. For these reasons, history is an essential subject for younger generations and should be effectively delivered through formal education by qualified history teachers (Rafiq et al., 2024; Timpal, 2025).

History teachers play a strategic role as educators who transmit the values of patriotism, love for the homeland, historical awareness, and civic responsibility (Mulyani, 2019). They are also expected to foster critical thinking, historical literacy, and global citizenship competencies among students. The classical phrase *historia magistra vitae est* history is the teacher of life highlights the importance of learning from the past to avoid repeating previous mistakes and to strengthen national identity and character (Ikbal, 2018). In the Indonesian context, this principle is reflected in the words of Sukarno, who famously stated, "Jas Merah" (Jangan Sekali-kali Meninggalkan Sejarah / Never abandon history). Such ideas reaffirm the central role of teachers as key actors in shaping future generations through education.

Education is fundamentally a process of transmitting knowledge and skills while simultaneously developing human character and personal qualities (Salamony et al., 2023). It also refers to the mental condition, competence, and quality of educated individuals, as well as the academic field that studies educational phenomena. In essence, education functions as a process of socialization by introducing children to cultural values, social norms, and the competencies required to become productive members of society. Within this framework, teachers occupy a central position, particularly history teachers, who are responsible for transferring historical knowledge and national values to learners (Hardi et al., 2023; Hikmah, 2023). To produce a highly competent future generation, the Indonesian government has introduced policies aimed at strengthening teacher quality through pedagogical, professional, social, and personal competencies. One of these initiatives is the Teacher Professional Education Program (Pendidikan Profesi Guru / PPG), implemented to improve instructional quality and educational relevance across all levels of schooling. However, policy initiatives alone are insufficient without effective management systems that support continuous professional development, particularly for history teachers at the senior secondary level. Strong management of teacher professional development is necessary to generate innovation in history instruction and to ensure that students understand the historical struggles of the nation, democratic values, and the importance of humanity and independence.

This issue becomes particularly relevant in Minahasa Regency, one of the regencies in North Sulawesi, where the availability of qualified history teachers remains limited. Preliminary observations indicate that many senior high schools and vocational schools assign history subjects to teachers from unrelated academic backgrounds due to the shortage of graduates in history education. In addition, many graduates of history education programs working in the region originate from outside Minahasa or even from other provinces, and many return to their hometowns after completing their service or studies. As a result, schools in Minahasa continue to experience a shortage of professional history teachers. This condition potentially affects the quality of history learning, student engagement, and the broader development of nationalism and civic awareness among students. Although teacher professional development has been widely discussed in previous studies, most research has focused on teachers in general and has rarely addressed subject-specific challenges in geographically diverse regions. Studies that specifically examine the management of professional development for history teachers in regional contexts such as Minahasa remain limited. Furthermore, little attention has been given to how teacher shortages, cross-disciplinary teaching assignments, and local managerial practices interact to influence the quality of history education.

The novelty of this study lies in three main aspects. First, it focuses specifically on history teachers rather than teachers in general, thereby addressing the unique pedagogical and ideological role of history education. Second, it investigates the issue within the regional context of Minahasa, an area experiencing a shortage of professionally trained history teachers. Third, it analyzes teacher professional development from a managerial perspective by examining how educational stakeholders can design supervision, collaboration, and capacity-building strategies to improve instructional quality. Therefore, this study offers both theoretical and practical contributions to the discourse on teacher professional development, subject-specific education policy, and the strengthening of history education in developing regions. Based on these considerations, this study aims to analyze the management of professional development for history teachers in Minahasa Regency and to explore strategic efforts that can enhance the quality of history learning at the senior secondary level.

LITERATURE REVIEW \

The present study is closely related to previous research on teacher professional development management. One relevant study is that of Khairi (2025), which examined the management of teacher professional development. A major strength of this study lies in its detailed explanation of managerial processes and implementation steps. However, its scope was limited to junior secondary education, specifically at SMP Negeri 1 Tanjung in North Lombok Regency. As such, the findings primarily reflect the context of general teacher development at the lower secondary level. In contrast, the present study focuses specifically on the professional development management of history teachers working at senior high schools and vocational high schools in Minahasa Regency. This narrower and subject-specific focus enables a deeper understanding of the unique challenges faced in history education. Another relevant contribution is the study conducted by Novia (2016), which also discussed the management of teacher professionalism development. One of the strengths of this study is its extensive use of management theories, providing a valuable conceptual foundation for subsequent research. Nevertheless, the study addressed teachers in general at the senior high school level and did not specifically investigate subject-based professional development. Consequently, it offered limited insight into the distinct pedagogical and disciplinary needs of history

teachers. The current study differs from these earlier works in several important ways. First, it specifically examines history as a school subject, which has distinctive responsibilities in fostering historical consciousness, national identity, patriotism, and critical citizenship. Second, it includes an evaluative perspective on teachers who teach history despite not having an academic background in history education. This issue is particularly relevant in regions experiencing shortages of qualified history teachers. Third, the study draws on direct empirical data obtained from key members of the History Teachers' Subject Forum (*Musyawah Guru Mata Pelajaran / MGMP*) in Minahasa, including teachers from SMK Negeri 3 Tondano, SMK Negeri 2 Tondano, and SMA Negeri 1 Tondano, as well as other history teachers across the region. These direct perspectives provide rich contextual insights into the realities of professional development management in local schools.

This study is expected to contribute both practically and theoretically. Practically, it provides findings that may serve as a basis for evaluation and reflection for government authorities, school leaders, principals, and history teachers regarding strategies for strengthening teacher professionalism in Minahasa. The results may also support efforts to make history learning more attractive, innovative, and relevant for students, thereby improving the quality of instruction and student learning outcomes. Theoretically, this study extends the literature on teacher professional development by offering a subject-specific and regionally grounded perspective that has received limited attention in previous studies. In a broader sense, the study also highlights the importance of stronger collaboration between government institutions and school leadership in addressing teacher needs, particularly for history teachers who play a vital role in transmitting national values, patriotism, and the historical struggles of Indonesia. Through concrete and sustained efforts, such initiatives may contribute to the development of a high-quality and dignified education system, as well as support the realization of Indonesia's Golden Generation vision for 2045.

Research Method

This study employed a qualitative research approach. A descriptive qualitative approach is defined as a research method aimed at obtaining descriptive data in the form of written or spoken words, as well as observable human behavior (Nasution, 2023). Qualitative research is not merely intended to describe the surface aspects of a reality or phenomenon, as is often emphasized in quantitative approaches, but also seeks to understand meanings, contexts, and underlying social dynamics (Mulyadi et al., 2019). The study was conducted in Minahasa Regency and involved history teachers from senior high schools and vocational high schools, including members of the History Teachers' Subject Forum (*Musyawah Guru Mata Pelajaran / MGMP Sejarah*). Data were collected primarily through semi-structured interviews with participants who were directly involved in history teaching and teacher professional development activities in the region. The interview questions were developed based on the objectives of the study and were validated by Miftahuddin, a senior academic from Yogyakarta State University, to ensure their relevance, clarity, and academic rigor. The collected data were analyzed using descriptive qualitative techniques, including data reduction, data categorization, thematic interpretation, and conclusion drawing. This process enabled the researcher to identify patterns, challenges, and strategic efforts related to the management of professional development for history teachers in Minahasa Regency.

RESULTS AND DISCUSSION

Management is not merely concerned with planning and administration. According to Follett and Danim, management refers to the process of organizing and directing people in order to achieve organizational goals. Similarly, Terry defines management as the ability to direct efforts and utilize human and other resources to achieve desired outcomes. These perspectives suggest that effective management requires not only coordination, but also leadership, resource allocation, and strategic decision-making. An equally important managerial dimension is organizing. Organizational theory explains that the purpose of organizing is to establish an efficient structure, clearly distribute tasks and responsibilities, and regulate authority as well as relationships among units within an organization (Terry & Rue, 2019). In the context of teacher professional development, this means that management systems should prioritize effectiveness rather than merely increasing the number of individuals involved in organizational structures. Functional management therefore includes planning, organizing, directing, and supervising. Teacher professional development, meanwhile, is a continuous process aimed at improving pedagogical, personal, social, and professional competencies in order to enhance teaching quality and student learning outcomes. Effective management of teacher professional development is essential for generating meaningful improvements in educational quality and for preparing future generations with strong competencies and character.

A professional teacher can be understood as one who possesses the capacity to perform the responsibilities of the teaching profession effectively. According to Reborn (1991), the characteristics of professional teachers include: (1) understanding and commitment to professional duties; (2) the ability to collaborate effectively with students, colleagues, parents, and the wider community; (3) continuous career vision and professional growth; (4) prioritizing service in professional responsibilities; and (5) guiding student behavior while upholding professional ethics. In a similar vein, Welker (1992) argues that teacher professionalism is achieved when teachers demonstrate expertise in their field and continuously engage in self-development. These views indicate that teacher professionalism is closely linked to the moral and intellectual progress of society. Glatthorn (1991) categorizes teacher professional development into three forms: (1) intensive development, (2) cooperative development, and (3) self-directed development. Likewise, Farihin (2022) emphasizes that teacher professional development is a systematic and sustainable effort to improve teachers' professional capacity. Previous studies have also shown that teacher quality remains one of the most influential factors affecting educational outcomes (Sanda et al., 2022). Therefore, the development of history teachers at the senior secondary level requires sound managerial practices that are responsive to local educational needs.

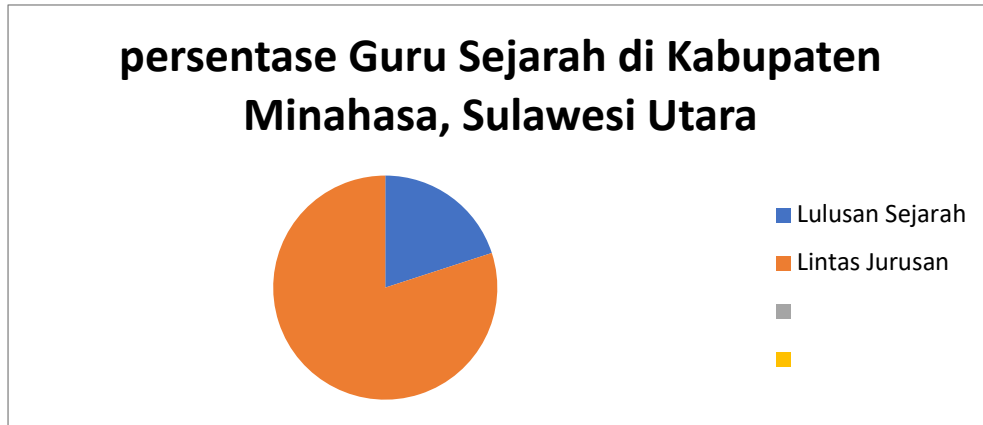
Professional Development Management of History Teachers in Minahasa

Findings from this study reveal that the shortage of qualified history teachers remains a significant challenge in Minahasa Regency. Based on interviews with members of the History Teachers' Subject Forum (*MGMP Sejarah*), many schools rely on teachers from unrelated academic backgrounds to teach history subjects. This cross-disciplinary teaching assignment is largely caused by the limited number of graduates from history education programs available in the region. Participants emphasized that this condition has implications for the quality of history learning. In many schools, history classes are still perceived as monotonous and less relevant by students, which affects both student interest and learning outcomes. Some students consider history less important than other subjects, particularly when instruction relies on conventional methods and lacks strong disciplinary expertise. These findings confirm that teacher qualifications and instructional approaches are central to improving students' engagement with history education. According to one participant, identified as Geby, stronger managerial intervention from the Ministry of Primary and Secondary Education is needed. Such intervention should include more accurate teacher mapping, systematic planning, recruitment strategies, and regular supervision regarding the availability and distribution of history teachers. Participants argued that history teachers are key actors in transmitting historical consciousness and providing students with inspirational and educational narratives about the nation's struggle for independence and the meaning of freedom.

Another participant, Hesky, a history teacher from SMA Negeri 1 Tondano and an active member of local MGMP networks as well as national professional associations, highlighted the significant role of MGMP in teacher professional development. According to the interview, MGMP develops annual programs that include training, mentoring, seminars, workshops, and collaborative forums. These programs are designed through participatory planning processes involving teachers, MGMP administrators, and academics, including university lecturers. The planning process is guided by several priorities: the use of interactive learning media, the adoption of innovative teaching methods, and alignment with current curriculum developments. Regular meetings are typically held at the beginning of each academic year, while professional development activities are implemented in rotation across schools. This collaborative model demonstrates how local professional communities can function as effective platforms for continuous teacher learning.

However, several challenges remain. Respondents identified time constraints, limited physical meeting spaces, and the geographical conditions of North Sulawesi as barriers to regular face-to-face activities. Distance and transportation issues often affect the continuity of meetings and training programs among teachers from different areas. These findings suggest that hybrid or digital professional development models may be necessary to complement conventional in-person activities. Despite these obstacles, participants reported positive outcomes from MGMP-based professional development. Teachers experienced improvements in instructional competence, professional confidence, and pedagogical innovation. Evaluation is generally conducted during the final annual meeting, where achievements and future needs are discussed. In addition, performance reports are required to be signed by school principals, indicating that school leadership also plays an important supervisory role in monitoring teacher professional growth. The findings of this study demonstrate that professional development management for history teachers should be understood as a shared responsibility among government institutions, school leaders, and teacher professional communities. In regions such as Minahasa, where shortages of qualified teachers are evident, managerial strategies must go beyond administrative routines and focus on teacher

recruitment, competency development, collaboration, and long-term retention. Furthermore, the case of Minahasa illustrates that subject-specific professional development is particularly important for history teachers because the discipline carries broader responsibilities related to national identity, patriotism, critical thinking, and citizenship education. Without adequately trained teachers, these broader educational goals may be difficult to achieve. Therefore, strengthening MGMP networks, expanding access to training, integrating digital learning communities, and improving coordination between government and schools are essential strategies for enhancing the quality of history education in underserved regions.



Strategic Management Models for the Professional Development of History Teachers

The findings indicate that the Ministry of Primary and Secondary Education (Kementerian Pendidikan Dasar dan Menengah / Kemendikdasmen) plays a central managerial role in the professional development of teachers, particularly history teachers. This role begins with systematic planning through comprehensive teacher mapping, including both teachers with formal qualifications in history education and those teaching history from non-history academic backgrounds. Accurate teacher data are essential for identifying competency gaps, staffing shortages, and professional development needs. The Directorate of Teachers may collaborate with provincial education offices and senior secondary schools to continuously update teacher databases by examining academic qualifications, teaching assignments, and regional distribution. Once planning and data collection have been completed, the next stage is supervision and monitoring. Supervision refers to managerial activities aimed at ensuring that planned objectives are achieved effectively (Winardi). Therefore, stakeholders involved in monitoring teacher data have a crucial responsibility to ensure that professional development programs are accurately targeted and responsive to actual needs in schools.

Intensive Development Management

One strategic approach to teacher professional development is the intensive development model, as proposed by Glatthorn. In this model, the Directorate of Teachers collaborates with the History Teachers' Subject Forum (MGMP Sejarah) to follow up on the needs identified during the planning stage. Intensive development emphasizes structured and continuous support through direct observation, mentoring, and competency enhancement. School principals and school supervisors may be assigned to conduct regular classroom observations and provide constructive feedback to history teachers in order to improve teaching effectiveness. In addition, coaching programs, seminars, and targeted training sessions can be organized to strengthen teachers' pedagogical competence and mastery of basic instructional skills. Such programs should address effective teaching strategies aligned with twenty-first century learning demands, including student-centered approaches, critical thinking instruction, and the integration of digital technology. Technology-based training is particularly important in responding to contemporary educational challenges. Training and development are closely interconnected concepts aimed at improving knowledge, skills, and professional capacity. As noted by Safwan (2019) (Hardi et al., 2023; Jihad, 2013; Nasution, 2023), teacher training is a process of equipping educators with competencies that contribute directly to improved professional performance. In the case of history education, such training may include the use of interactive historical media, digital archives, inquiry-based learning, and project-based instruction.

Cooperative Development Management

The second approach is cooperative development, which is based on collaboration among teachers as a professional learning strategy. In this model, teachers learn from one another through shared experiences, peer observation, and collective problem-solving. Schools therefore need to cooperate across the regional network to facilitate collaboration among history teachers and improve the quality of history learning. School principals play an important role by supporting the establishment of professional teams or learning communities among history teachers. Their support may include providing time allocation, meeting spaces, administrative recognition, and access to resources so that teachers can observe each other's classes and exchange best practices. Through group discussions, teachers may present classroom challenges, reflect on instructional problems, and jointly identify practical solutions for implementation in their respective schools.

This collaborative model enables professional learning to emerge from authentic classroom realities rather than from abstract theory alone. It also strengthens collegiality and professional solidarity among teachers working in different schools. School leaders are therefore expected to actively support competency improvement programs, while the Ministry functions as the broader manager responsible for policy direction, facilitation, and monitoring of teacher professional growth. Interview findings from Jouna, a history teacher at SMK Negeri 3 Tondano and a core administrator of MGMP History in Minahasa, revealed one example of cooperative management at the national level through the program LaSeNa (National Historical Visit). This initiative provides opportunities for regional teacher representatives to collaborate at the national level, participate in competency development activities, and broaden their professional perspectives through visits to historically significant sites.

This statement was reinforced by another participant, Hesky, who explained that representatives from schools in Minahasa, including SMA Negeri 1 Tondano, had participated in training programs in Central Java. Participants were also able to bring regional concerns and previously identified challenges to national forums for discussion and evaluation. Such initiatives demonstrate how cooperative development can connect local educational issues with broader national professional networks.

Self-Directed Development Management

In addition to intensive and cooperative approaches, Glatthorn also emphasizes self-directed development as an important dimension of teacher professionalism. This approach encourages teachers to take responsibility for their own professional growth by designing personal development plans based on individual needs, interests, and classroom challenges. At the school level, principals act as supervisors who create enabling conditions by giving history teachers the autonomy to plan and pursue their own professional learning. This may include independent study, participation in online courses, reflective practice, action research, academic writing, or the development of innovative teaching materials.

At the policy level, the Directorate of Teachers remains essential as a facilitator and quality assurance body that provides access to programs designed to expand teachers' knowledge and competencies. Such support is particularly important in regions like Minahasa Regency, where the number of formally trained history teachers remains limited. In this context, teachers from non-history academic backgrounds who are assigned to teach history need greater opportunities for self-evaluation, upskilling, and professional certification. Furthermore, respondents emphasized that financial barriers should not prevent teachers from improving their professional competence. Government support through scholarships, subsidized training, accessible online learning platforms, and locally funded professional programs is therefore essential. Reducing the financial burden of professional development would enable more teachers to participate actively in continuous learning and ultimately improve the quality of history instruction in the classroom.



Administrative Development Management, Evaluation, and Policy Implications

The final dimension proposed by Glatthorn is administrative development. Administrative development emphasizes the organizational systems, procedures, and documentation that support professional practice and institutional effectiveness. According to The Liang Gie (1993), administration refers to a series of organizing activities carried out by a group of people to achieve specific goals through policymaking, planning, decision-making, directing, and guiding. Similarly, Thoha (1991) defines administration as a form of cooperative effort undertaken to accomplish predetermined objectives. These perspectives indicate that administration is an essential mechanism through which organizations coordinate activities and achieve their intended outcomes. Within the educational context, administrative functions are directly related to the achievement of institutional goals, including the production of competent graduates through effective teaching and meaningful learning outcomes. Supporting activities include preparing instructional plans, organizing learning resources, managing schedules, and ensuring the availability of educational facilities. For teachers, administrative competence is reflected in the preparation of lesson plans, assessment instruments, learning materials, and classroom documentation. In history education, well-prepared instructional administration helps ensure that classroom learning is systematic, engaging, and aligned with curriculum objectives.

The role of the school principal as a manager is therefore highly significant. Principals are responsible not only for school governance but also for supervising instructional quality. Direct supervision of teachers, including the review of teaching administration and classroom implementation, is necessary to ensure that professional standards are maintained. Through constructive supervision, principals can identify areas for improvement and provide support for teachers' continued development. Teacher professional development management should not be understood as a one-time intervention, but rather as a continuous process throughout a teacher's professional career. Moreover, systems of supervision and development must remain adaptive to rapid technological and social change. As argued by Tony Bates (2015), the digital era requires education systems to adjust learning approaches to the needs of learners who are already accustomed to digital environments. Consequently, professional development management must evolve from conventional models toward technology-enhanced approaches capable of addressing twenty-first century challenges.

This transformation includes the use of online training platforms, virtual professional communities, digital teaching resources, and data-driven monitoring systems. For history teachers, digital transformation may also involve the use of multimedia archives, interactive timelines, historical simulations, and collaborative online inquiry projects that increase student engagement and critical thinking. However, professional development programs should not be implemented without systematic evaluation. Teachers interviewed in this study emphasized the importance of evaluating every activity and policy related to professional development. Policy evaluation refers to the process of measuring and assessing the performance of public policies in order to determine whether their objectives have been achieved. In this context, evaluation of teacher professional development policies should align with digital transformation and focus on measurable improvements in teacher competence and instructional quality. Saefullah (2021) explains that evaluation, as a management function, is the activity of examining and understanding whether organizational implementation processes have achieved results consistent with established plans and programs. Evaluation may be conducted at the beginning, during implementation, or at the end of a program to assess program design, implementation quality, and outcomes. Such cyclical evaluation is particularly

important for ensuring the relevance and sustainability of teacher development initiatives. The importance of teacher professionalism is also recognized in the Indonesian legal framework. Law of the Republic of Indonesia Number 14 of 2005 on Teachers and Lecturers defines teachers as professional educators whose primary duties include educating, teaching, guiding, directing, training, assessing, and evaluating learners. This legal definition reinforces the multidimensional role of teachers in shaping educational quality and national development. In this regard, the role of history teachers is especially fundamental. Beyond delivering subject knowledge, history teachers transmit values of patriotism, national identity, and civic awareness through narratives of past struggles and collective memory. When professional development management is implemented consistently, history learning can become intellectually stimulating and capable of fostering students' critical thinking skills in analyzing past events and their relevance to contemporary society. This vision resonates with the well-known message of Sukarno: *JAS MERAH (Jangan Sekali-kali Meninggalkan Sejarah / Never abandon history)*.

The findings also reveal that professional communities such as LaSeNa provide not only academic support but also social solidarity. Participants noted that the network has offered assistance to history teachers affected by disasters, including those impacted by events in November 2025. Such actions demonstrate that professional organizations can strengthen collegial empathy, mutual support, and collective resilience among educators. Nevertheless, several structural issues require urgent government attention. A substantial proportion of teachers assigned to history subjects in Minahasa come from non-history academic backgrounds and often do not receive intensive, cooperative, or self-directed development specifically related to history education. As a result, history learning may remain less engaging for students because teachers have limited access to subject-specific professional communities and training opportunities.

Interview data and field observations suggest that approximately 70% of teachers currently teaching history in the region come from cross-disciplinary backgrounds, while only around 30% are graduates of history education programs and hold professional teaching certification. Furthermore, some teachers within the latter group are approaching retirement. This trend indicates a future risk of even greater shortages of qualified history teachers if no strategic intervention is undertaken. These findings imply that central and regional governments should adopt more proactive policies for areas experiencing teacher shortages. Such policies may include targeted recruitment, scholarship schemes for prospective history teachers, incentives for placement in underserved regions, accelerated certification pathways, and expanded digital professional development opportunities. Without concrete action, teacher shortages may continue to affect instructional quality, student learning outcomes, and learners' motivation to study history.

CONCLUSION

Teacher professional development is a systematic and continuous effort to enhance teachers' competencies in order to improve the quality of learning. Educational progress cannot be separated from the role of teachers as the main actors in the teaching and learning process. However, teachers cannot work effectively in isolation without support, direction, supervision, and policy commitment from educational institutions and government authorities. In this regard, support from school principals is particularly important, as school leadership plays a key role in encouraging and facilitating the continuous improvement of teacher competence. The findings of this study demonstrate that digital transformation has created new opportunities for history teachers to collaborate, share professional experiences, and participate in broader learning communities. When such collaboration is supported by schools and government institutions, history teachers are better positioned to implement effective, innovative, and student-centered instruction. Therefore, improving the quality of history learning and ensuring equitable access to professional development opportunities for history teachers are fundamental priorities. At the same time, effective management of teacher professional development requires careful planning and continuous supervision. These processes inevitably encounter challenges, particularly unequal access to technology, disparities in training opportunities across regions, and the shortage of qualified history teachers in certain areas. Nevertheless, such challenges should not hinder the implementation of sustainable professional development programs.

This study also shows that well-managed professional development generates positive feedback from participants. Teachers reported increased instructional competence, stronger professional confidence, and greater motivation to improve classroom practices. As a result, history learning can become more engaging, relevant, and less monotonous for students. Rather than being perceived as outdated or uninteresting, history can be transformed into a dynamic subject that develops critical thinking, historical awareness, nationalism, and civic responsibility. Ultimately, the professional growth of history teachers depends on the synergy between schools, government support, professional communities, and teachers' own commitment to lifelong learning. With sustained

collaboration among these stakeholders, history teachers can continue to develop as educators and intellectual role models who contribute significantly to the advancement of education and the future of the nation.

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