

**Competence of History Teachers in Managing IT-Based Interactive Learning
at Zaria Nigeria**J. J. Salihu¹**Abstract**

The aim of this research is to determine teachers' abilities in using IT-based interactive learning media in high school history learning in Zaria, analyze the obstacles teachers encounter in utilizing IT-based interactive learning media in history learning in Zaria, and determine the positive and negative impacts of using interactive learning media. IT-based history learning. The research subjects were history teachers and 22 students. This type of research is descriptive research with a qualitative approach. The results of this research illustrate that the ability of history teachers to use IT-based interactive learning media is quite good using the Management System for Teaching and Learning (MSTL). Teachers are skilled in utilizing information technology facilities and developing material into IT-based media products that are interesting and easy to apply in history learning. One of the positive impacts of using IT-based interactive learning media is that it makes it easier for teachers to deliver very dense history learning material. Meanwhile, one of the negative impacts is that it causes teachers to become dependent on information technology-based learning media.

Keywords: *Competency, History Teacher, IT-Based Interactive Learning*

Introduction

The development of the world of education in the 21st century is experiencing very rapid progress. This progress was followed by technological developments which have opened up wide possibilities that can be utilized because technology has rapidly become part of society's culture. This can be seen from the presence of technology which is starting to enter the realm of education in order to prepare more competent human resources. Therefore, it must start from the basics, namely the teaching and learning process (Asikhia, 2010; Calabar, 2014).

The Minister of National Education Regulation concerning Academic Qualification Standards and Teacher Competencies also explains that teachers must utilize information and communication technology for learning purposes. And teachers can also utilize information and communication technology to communicate and develop themselves. Teachers are required to be able to utilize currently available technology-based media to make learning easier, especially in history learning (Okobia, 2011). The teaching process in schools, especially in history subjects, is experiencing saturation. The classic problem of learning in

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schools is that there is a very strong image among students that history subjects are rote subjects, less interesting and boring. This causes students to tend to be passive and less active in learning. Teachers need learning media because media is one of the supports for optimal teaching and learning activities. Media plays an important role in the learning process to help students make it easier to understand the material taught by the teacher (Ifegbesan et al., 2017). Therefore, teachers need to determine the right media in the learning process. Advances in Science and Technology in the current era can also be used as learning media. This can support the learning process and make it easier for teachers to convey and provide material to students. Apart from that, it can provide new experiences for students who are too bored with conventional learning models such as the lecture method. IT (Information Technology) based learning media can also increase learning motivation and attract students' attention (Dania, 2015; Abubakar, 2013). The use of IT-based learning media also helps teachers in creating effective and efficient learning. The use of technology in education such as computers or smartphones in the teaching and learning process by teachers in the classroom has many advantages compared to conventional methods which take up a lot of teacher time. Students also feel bored because the learning carried out is less interesting and monotonous.

According to Ekpo et al. (2009) introduced special teacher professional knowledge known as Pedagogical Content Knowledge (PCK). According to Olayinka (2020), PCK consists of two aspects, content and knowledge which includes concepts, theories, ideas, thought formulations, methods of proof and evidence. Furthermore, PCK is related to the teaching process which includes class management, assignments, learning plans, and student affairs. Teachers not only need to understand the content and knowledge but they also need to understand the uniqueness and characteristics of that knowledge. The knowledge in question is how to properly interpret content, problems and issues that have been formed according to students' interests and abilities as they are presented during the teaching and learning process.

In the current situation, information and communication technology is improving very quickly. The movement to the digital era not only has an effect on the social system but also the education system. Dania (2012) states that technology is an important component of teaching. The use of technology in the classroom is in line with indicators of pedagogical competence and professional competence. The technology used in the classroom has also been developed in the teacher's PCK, known as Technological Pedagogical Content Knowledge (TPACK). This is believed to be more comprehensive for teacher activities in explaining in class.

One of the most appropriate ways to provide support for the use of technology in learning is to use a framework of thinking in integrating complex issues from content knowledge, pedagogy,

technology, and various forms of elements that support learning in the classroom (Edinyang et al., 2020). The TPACK model shows that technology-integrated content knowledge and pedagogical skills are important conditions in creating effective and innovative classroom teaching using technology (Atubi, 2020; Azor et al., 2020).

Previous studies have differences with this research. The difference is that most of the research only focused on learning media in the form of power points and did not discuss other IT-based interactive media. And these studies also do not explain the impacts, both negative and positive, from the use of IT-based interactive learning media. Therefore, it is important to know that technology-based learning media is currently developing rapidly and there are many types and varieties. Teachers need to develop their abilities to use or create learning media by utilizing technology so that there is more variety in history learning (Dosunmu, 2020). Apart from that, the use of technology in learning will definitely have an impact on its users, both teachers and students. So it is necessary to know what positive and negative impacts are caused by the use of technology in learning. So teachers can think of ways to minimize the negative effects that arise.

The aim of this research is to determine teachers' abilities in using IT-based interactive learning media in high school history learning in Zaria, analyze the obstacles teachers encounter in utilizing IT-based interactive learning media in history learning in Zaria, and determine the positive and negative impacts of using interactive learning media. IT-based in history learning. This research was conducted at a secondary school in Zaria Nigeria. Researchers chose these three schools as research objects because there is an interesting phenomenon, namely that teachers in these high schools often use IT (Information Technology) based learning media in the learning process. And these schools have certain characteristics that are in accordance with the problems studied. Apart from that, considering that the distance between the residence and the research location is quite close and makes available time and funds more effective, it makes it easier to search for data and extensive data opportunities. This study was the opening in the study of the Competence of History Teachers in Managing IT-Based Interactive Learning as a reference in the next study to strengthen history learning in schools in the Zaria area.

Method

The assessment of teachers' abilities in using IT-based interactive learning media in history learning in Zaria uses qualitative research methods with a descriptive approach. Qualitative research is research that does not use numbers. Qualitative research is research where the researcher is placed as the key instrument, data collection techniques are carried out in a

combined manner and data analysis is inductive (Byrd, 2020). Qualitative research produces and processes descriptive data, such as interview transcripts and observations. The rationale for using this method is because this research wants to know about existing phenomena and under natural conditions, not under controlled or experimental conditions. In addition, because researchers need to go directly into the field with the research object, descriptive qualitative research is more appropriate to use.

In accordance with the problem that is the focus of this research, namely a descriptive description of teachers' abilities in using IT-based learning media (Information Technology) in history learning in three schools. So the researcher used a qualitative approach by describing the data that the researcher obtained as a result of the research. By using this method, researchers obtain data that is complete and precisely and clearly described so that the results of this research are truly in accordance with existing field conditions.

Based on the formulation of the problem raised, this research describes in detail and in depth how teachers are able to use interactive learning media based on IT (Information Technology) in history learning. In addition, researchers analyzed the obstacles teachers encountered in using IT-based interactive learning media in history learning in Zaria. Thus, this research uses an analysis of the history learning process including the media used, the teacher's ability to choose history learning media, the history teacher's ability to prepare history learning media, and the teacher's ability to use/operate history learning media.

The informants in this research were history teachers and several students at three high schools. In this research, the documentation study carried out by the researcher was to collect data through recording or written data to obtain data regarding the use of IT-based interactive learning media by high school history teachers. These documents include learning plans, regulations in the curriculum used, letters related to teacher professional development, and documentation about learning. The technique used in this research is the source triangulation technique.

In checking data validity, researchers apply data source triangulation, namely collecting data from various sources or different participants. This helps ensure that the data obtained does not come from just one source or point of view, which could influence the interpretation of the findings. After I collect data from various sources or methods, the next step is to carry out qualitative data analysis. This involves several steps, such as: Data Transcription, Data Code, Thematic Analysis, Developing Narrative, Checking and Triangulating, and Interpreting Findings, I provide an interpretation of the findings and relate them back to the relevant research question or theoretical framework.

Results and Discussion

Teacher Competency in Using of Management System for Teaching and Learning (MSTL) in Zaria

The teacher's ability to utilize learning media really supports success in learning. Teachers must be able to create and operate media so that its function can be achieved and the content of the material can be conveyed and understood by students well. Media is a tool that helps teachers to convey material in learning. By using media, teachers will be more skilled in delivering learning material. Current advances in technology also influence the development of the media used by teachers. In the past, media use was limited to objects in the surrounding environment (Agbele & Oyelede, 2020). Meanwhile, nowadays, the types of learning media vary greatly. Starting with the existence of advanced technologies connected to the internet, as well as various other learning media that are more concrete so that they are easily understood and accepted by students.

During the COVID-19 pandemic, information and communication technology is very necessary for online learning or distance learning. Schools require teachers to use technology-based learning media (Adepoju & Nwulu, 2020). Most schools even facilitate teachers to take part in training in the use and creation of IT-based learning media. This aims to improve teachers' abilities in using IT-based learning media.

The results of the research in this discussion are teachers' abilities in using basic interactive learning media in history learning in Zaria. In this case the researchers took sources from three schools. On average, history teachers already use IT-based learning media, namely the Management System for Teaching and Learning (MSTL). Most of the teachers who use IT-based learning media are young teachers. Because basically the current generation of teachers or young teachers are already familiar with IT. There were three schools studied in the research on teachers' abilities in using IT-based interactive learning media in history learning, discussed as follows.

Based on the results of three observations and research, researchers found that the majority of teachers in the three schools had implemented the use of IT-based learning media in history learning. Two of these schools even have school websites. Like one school that has a school e-learning application and another school that uses the Management System for Teaching and Learning (MSTL).

Before the pandemic, history teachers at the three schools also used IT-based learning media. Media that are often used include Power Point, Video, Google Form, Quizizz, Film, and so on. Today's technological advances make it easier for teachers to deliver learning material,

especially history learning material. As is known, history learning material is very dense. Teachers often feel they lack time to present historical material. There are only five hours of study time for social classes in one week, namely two hours of Indonesian History and three hours of Specialization History. Meanwhile, in the science class, only two hours a week are the subject of Indonesian History.

Creative, professional and fun teachers are highly expected by students. History learning is often underestimated, especially in science classes. Because basically history learning is only an additional subject in science classes. So teachers must be able to attract their interest in learning history. Teachers must be able to develop learning media and evaluate effective learning. This is very important to create a conducive and enjoyable learning atmosphere. Because the teaching and learning process is an interaction carried out between teachers and students in a lesson in order to achieve learning objectives. In today's digital era, computer-based learning media really helps history teachers in delivering learning material.

According to Radwan and Pellegrini (2010), the use of media in learning must be appropriate and adapted to the material, inappropriate use of media will also influence and hinder the student learning process, therefore teachers must be smart in determining learning media for students during learning. Teachers must know how to prepare learning programs using computer media to use IT (Information Technology) based learning media. Teachers must also have a foundation in using computers as a learning medium. Ibidunni et al. (2020) stated that teachers need to experience practical training in a sustainable and systematic manner. As a facilitator, teachers should provide learning resources that are useful and support the achievement of goals and the teaching and learning process.

Secondary schools routinely hold training on the use of IT-based learning media in their respective schools. This training is usually called Classroom Management Competency Strengthening Training Based on the Management System for Teaching and Learning (MSTL). Speakers in Training on Strengthening Class Management Competencies Based on the Management System for Teaching and Learning (MSTL) are usually from internal or external schools. The internal trainer is an ICT teacher from the school. Meanwhile, external trainers usually invite university lecturers or people who are experts in the IT field. As technology develops very rapidly, teachers can easily find various sources of learning materials on the internet.

The IT-based media commonly used by teachers is Power Point. This media is often used because it is attractive, easy to make and use, and relatively cheap. In history learning, there are several materials that require audio-visual media. So teachers also often use historical

videos or films in learning. videos and films can complement students' basic experiences when they read, discuss, etc. Apart from that, films and videos can also depict a process accurately which can be watched repeatedly if necessary.

Meanwhile, history teachers use media called student autonomy in learning. This is a small unit of study arranged sequentially from easy to difficult. This is a learning medium used in history learning. Based on the results of an interview with one of the history teachers, this activity would ideally produce a print out which would then be distributed to students. However, to make paperless a reality, it was finally changed to soft file. Autonomous activities will be distributed the day before class so that students can understand them first. When learning to use this system in history learning, students will be guided in their learning. The teacher also provides learning tools for students to achieve knowledge and skill competencies in learning.

The development of various learning media is in line with increasingly rapid progress. Current technological dynamics are reaching extraordinary acceleration. A form of information technology development that can be used as a learning medium is e-learning. The use of e-learning is more intense during the COVID-19 pandemic. The government issued a policy to change offline learning to online learning or Distance Learning (Ibidunni et al., 2020). The e-learning used is the Management System for Teaching and Learning (MSTL). MSTL is a software system that virtualizes the teaching and learning process. The features in MSTL relate to the management of the teaching and learning process such as class management, material or content creation, discussion forums, assessment forums, and online exam systems, all of which are connected to the internet.

Apart from the Management System for Teaching and Learning (MSTL), teachers can also take advantage of various non-paid learning applications that are available on Google such as Google Forms, Google Classroom, Google Meet, and so on. This application is very practical and easy to use. Its use is not only via laptop or computer, but can be used via smartphone (Oyediran et al., 2020). From the research results, the majority of teachers have used this learning media. Teachers should try to develop teacher professional competence to keep up with the times. Technological advances in this day and age require almost everyone to be connected to the internet. It cannot be denied that the internet has provided many benefits. Apart from saving time, with the internet it is easier for teachers to find references in developing learning media.

The establishment of the New Curriculum has changed the role of teachers in learning. Teachers no longer play the role of being the only source of learning (learning resources), but

teachers play more of a role as managers of learning (manager of instruction). In this kind of position, teachers and students can learn from each other. Thus, if now there are teachers who think they are the smartest, have the most control over something, their opinions are the most correct and students are considered to know nothing, that is wrong. It could be that students now know something better than teachers, because students can look for sources of information and knowledge from various media (Akpomi, 2020).

In the current millennial era, students are able to create Power Points, Videos, Blogs, and so on. Like the results of research where there are students who are able to make videos like the videos in one of the online learning tutoring. Meanwhile, the teacher has not been able to make the video. As one history teacher said, this causes a feeling of insecurity. As educators, teachers must be more able to match students' IT abilities. Educators must also be vigilant in order to be able to stem the negative effects of developments in science and technology. Don't be a teacher who is technologically illiterate. Considering that nowadays students are more familiar with the world of technology and communication. Most young teachers do not experience difficulties in using technology-based learning media. However, difficulties are experienced by older teachers who are not very familiar with technology.

Potential and Obstacles in the Management System for Teaching and Learning (MSTL)

The rapid development of today's technology has a huge impact on educational aspects. Technological developments really help teachers in managing learning. The application of information and communication technology is a means of optimizing student learning by constructing knowledge, information and values that students can utilize in everyday life. When the teacher is explaining the material, students will pay attention, then note down important things, not to mention the addition of media such as digital screens and a variety of methods such as question and answer or discussion. This shows the activities of students who listen, write and see, as well as interactions with teachers or other students. This activity will help students more easily grasp the material provided by the teacher (Widayati & Witasari, 2023).

The learning process using technology-based media can provide added value, especially to arouse students' enthusiasm for learning. Not only are teachers required to be able to apply technology-based media in learning, but students must also be able to master technology-based learning media. This is very useful for his future life. In its application, IT (Information Technology) based learning media is useful for encouraging students to be more active and creative. IT-based learning media also helps students understand history learning material. The

use of media in teaching and learning activities has a big influence on the sensory organs. Regarding understanding the content of the lesson logically, it can be stated that using media will ensure more understanding and long-lasting memory compared to students who learn by watching as well as listening and watching.

In conventional learning, the presentation of historical material is carried out by means of lectures, questions and answers, or discussions. The density of history learning material often makes teachers complain about being tired and lacking time to explain history learning material. The existence of technology-based learning media makes it easier for teachers to deliver learning material. The use of technology-based learning media is not limited by space and time. Students can study history learning material anytime and anywhere. Students can share information with each other and can access learning materials at any time and repeatedly, with these conditions students can further strengthen their mastery of the learning materials. And with e-learning the knowledge development process does not only occur in the classroom, but with the help of computer and network equipment, students can be actively involved in the teaching and learning process.

Apart from that, technology-based learning media can also make learning more interesting, varied and not boring. IT-based learning media can not only display material visually. However, information technology-based learning media can also display learning material in audio-visual form. So that the objects in the learning material can look more real. Students no longer just imagine the shapes of objects in historical material.

Initially, media was only known as an aid in teaching and learning activities, namely providing visual experiences to children in order to encourage learning motivation, clarify and simplify complex and abstract concepts to become simpler, concrete, and easier to understand. Learning media using computers can display various simulations, visualizations, concepts and multimedia that can be accessed by users (students) according to their wishes so that abstract visualizations can be displayed concretely and understood in depth.

Current advances in science and technology have encouraged the creation of various applications and platforms that can be used in history learning. Distance learning during this pandemic really requires online learning applications. Various non-paid learning applications can easily be found on Google, such as Google Classroom, Google Meet, Google Forms, and various other online applications.

Learning history using information technology-based learning media provides new experiences and increases students' knowledge. With technology-based learning media, students can learn how to use Information and Communication Technology (ICT) devices. As well as

emphasizing the use of ICT tools in learning history. IT-based learning trains students to increase their knowledge related to history learning material and helps students to develop critical thinking skills.

In general, it can be concluded that IT-based learning media can be used and utilized to increase the efficiency and effectiveness of history learning. IT-based learning media can improve the quality of students' understanding in the learning process, which in turn is expected to improve student achievement. There is added value when history teachers use IT-based learning media, even in simple form, namely power points. The added value is that the use of technology-based learning media can increase students' interest in learning in history lessons because learning is more interesting. From the teacher's side, they also feel challenged to be able to present history learning material in more attractive packaging by utilizing technology. Apart from that, it also encourages teachers to recognize and use modern technology so that learning becomes lively and dynamic.

In the implementation of learning, sometimes unexpected problems arise. So it will become an obstacle to the smooth implementation of the learning. Therefore, a teacher must think about when planning a learning system design, the possibility of problems arising. With the hope of at least being able to assess and find a way out to solve the problem. Common obstacles that occur in using technology-based learning media are related to problems with facilities and infrastructure. In implementing this technology-based learning media, facilities and infrastructure are one of the most influential factors. Without adequate facilities and infrastructure, obstacles will arise in learning. Facilities and infrastructure are not only related to teachers, but also related to students. So it can be said, both teachers and students must have the necessary facilities and infrastructure.

Based on the research results, each school has sufficient facilities needed to use IT-based learning media. Meanwhile, the problem was when there were damaged projectors in several classes. Apart from that, when all students and teachers access WiFi, internet network access becomes slow. In several schools where the research was conducted, it was also explained that there were students who did not have adequate smartphones. This is an obstacle in implementing information technology-based learning media.

Another obstacle faced by teachers is the lack of teacher understanding of technology-based learning media. In today's learning, it is very important for teachers to master and utilize information and communication technology in learning. In addition, mastering and utilizing technology in learning is a requirement for teacher competence as regulated in the Minister of National Education Regulation, which states that teachers must have professional, pedagogical,

personality and social competence. In professional competence, it is explained that at least a teacher must, among other things, master and utilize ICT in learning.

The research results show that there are still some teachers whose knowledge regarding technology is still limited. The IT-based learning media used is still limited to power points and videos from YouTube. There are even some teachers who cannot make videos for their own learning media. Even though in modern times there are lots of video tutorials for creating IT-based learning media on the internet. Teachers can learn and increase their knowledge through video tutorials on the internet. So teachers can learn independently to improve their abilities in the field of technology. Nowadays, there are lots of online learning media on the internet.

Learning during the COVID-19 pandemic has also become an obstacle for teachers in utilizing technology-based learning media. Currently the government is issuing a policy to change offline learning to online learning. This is done to overcome the spread of the COVID-19 virus in the school environment. Schools also need to implement new policies in learning. This is a period of exploration for schools to find the right models, media and methods to use in online learning. These policy changes are of course an obstacle for teachers. Before implementing it in their learning, teachers need to learn and practice using this new learning media. When a media is deemed less effective in use, the school decides to adopt another policy that is deemed suitable. The new policy requires teachers to learn and practice using this media again. This is of course a difficulty for teachers who find it difficult to follow policy changes.

Information and communication technology is one of the driving forces in creating high quality education. ICT can improve the quality of teaching, learning and management in schools and thereby help raise standards. Currently, along with its development and progress, ICT is able to provide new solutions and services for educational activities. ICT can offer new tools to increase knowledge. The use of ICT in education has increased student interest. Even though ICT tools are increasingly popular, many teachers still have challenges integrating information and communication technology tools in learning.

Teachers face many challenges in implementing information and communication technology in learning. Using and creating IT-based learning media requires relatively little more time. When teachers use technology-based learning media, they need to prepare a backup plan. This needs to be done to anticipate technical problems such as equipment damage or power failure. Even though advances in information and communication technology are very helpful, it does not rule out the possibility that there are negative aspects to them. There are lots of articles on the internet that lack valid information. In fact, there is a lot of hoax news and myths related to

historical material. In connection with this, students are also not able to differentiate between truly valid historical material and material mixed with myth.

From the research results, it can be said that there are still teachers who lack confidence in using information technology-based learning media in history learning. Based on the results of information from one of the history teachers who was the informant in this research, it was stated that history teachers must have the ability to tell stories. Because history learning material is closely related to stories. Apart from that, there are also history teachers who explain that information technology-based learning media is difficult to use for building students' character. Thus, the existence of the obstacles above results in teachers preferring to use conventional learning rather than technology-based learning. Some history teachers are more comfortable when using conventional learning media.

Behind the many positive impacts of using IT-based learning media on history learning is very profitable. The use of IT-based learning media also has quite a negative impact. Data obtained from research results show that one of the negative impacts of using IT-based learning media arises from the use of electronic devices such as gadgets in history learning. Technological advances have encouraged the creation of sophisticated and interesting features in the Management System for Teaching and Learning (MSTL). On today's smartphones, there are lots of online games that are very popular with children. Apart from that, there are also social media starting from Facebook, WhatsApp, Instagram, Twitter, and so on. These applications are what make children addicted to gadgets. When teachers allow students to access gadgets in learning, it will be a golden opportunity to just open social media or games.

Dependence on the use of technology-based learning media not only impacts students but also impacts teachers. Teachers who are used to finding it easy to use technology-based learning media become dependent. The research results show that teachers who are accustomed to using technology-based learning media find it difficult when teaching without using technology-based learning media. So when IT-based learning media experiences problems and cannot be used, learning will become stagnant.

One of the learning media that is often used in history learning is film. Learning history through films is more exciting than just reading it through books. The character of films as audio-visual media makes learning more interesting. Historical themed films can directly read an interpretation of history along with the social facts contained therein. However, behind the positive impact of using films in teaching history there is a negative side.

From the results of interviews with informants, in historical films there are scenes that are inappropriate for students to show. Scenes in historical films include love scenes, violent

scenes, and several other scenes that are less educational. Therefore, teachers need to provide understanding to students regarding inappropriate scenes in the film.

Interviews with history teachers show that students have different abilities in using IT-based learning media. Many students do not understand how to operate IT-based learning media. This becomes an obstacle to the course of history learning. Because the teacher needs to explain first how to operate it so that all students understand and follow the learning process using IT-based media. So when using IT-based learning media, teachers need more time to explain the tutorial.

The next negative impact is that there are various sites on the internet that lack or even invalid information. This is of course not suitable to be used as a source for learning. From the research results, history teachers explain that the subjective nature of history lessons makes it difficult for students to distinguish between valid and less valid information. Students tend to capture any information they encounter when searching on the internet without checking the truth first. When students access the internet there are often advertisements containing negative elements such as pornography in the articles or blogs they access. This negative impact is certainly difficult for teachers to overcome. Because teachers cannot limit students' access to the internet. When opening the internet, students are free to surf and search for whatever they want to know. When teachers ask students questions, they are more likely to look for answers on the internet. With just one click, any information that students want to know can automatically appear. This convenience is what causes the negative impact of low student literacy. Students become lazy about reading books, especially history books which contain a lot of material. Students also become lazy to look for other reference sources.

The interview results also show that the use of information technology-based learning media has an effect on the erosion of character values. Teachers often find students fighting over power outlets to charge low-battery smartphones. This is often done when learning takes place and there is a teacher in the class. Students become more concerned with gadgets than with politeness towards teachers. The use of gadgets is not only used as a means of communication and information, but also encourages the formation of social behavior that is completely different from existing norms.

The use of IT-based learning media is more complicated compared to conventional media. IT-based learning media needs to be designed to be more interesting. Apart from that, preparation when you want to operate it also takes a little longer. When using IT-based learning media, teachers also need to prepare media or backup plans to anticipate when there are obstacles so they cannot use technology-based learning media.

When using technology-based learning media, most students do not take notes on the important material being studied. Because they assume that they can store and access this material anytime and anywhere. From the results of interviews with history teachers and students, this causes students to forget the material they study more quickly. Students also complain that their eyes tire more quickly when they stare at a smartphone, laptop or projector screen for too long.

Technology-based learning media requires relatively higher costs compared to conventional media. Accessing videos, articles and various online learning applications on the internet requires wifi or internet quota. From the results of observations, there is already access to a hotspot area that can be used by all school residents. Meanwhile, when online learning is carried out at home, each student must of course use their personal internet quota. The government also provides quota subsidies for teachers and students to support the education process. However, there are still many students who have not yet received the subsidy quota. Learning with technology-based media certainly brings many conveniences. However, behind this convenience there are also negative impacts that accompany it. However, teachers still have to keep up with developments in information and communication technology by using it to deliver learning material. Teachers need to think about ways to minimize the negative impacts that might arise. Teachers must increase their creativity in managing learning. Moreover, history lessons seem boring and less interesting. IT-based learning media can be a solution to create more interesting and varied learning.

Conclusion

Based on the results of research regarding teachers' abilities in using IT-based interactive learning media in history learning, the conclusion can be drawn: The majority of teachers already use IT-based learning media. IT-based learning media is used more often when learning online during this pandemic. IT-based learning media which is commonly used in Management System for Teaching and Learning (MSTL) learning. History teachers use IT-based learning media in the form of power points, videos, films, school e-learning applications, and so on. The use of IT-based interactive learning media in history learning is useful for making learning more interesting. The school also tries to provide complete technological facilities to support learning. History teachers are expected to be able to maximize the use of the facilities provided by the school in learning. Apart from that, schools also hold training on the use of IT-based learning media which is usually called Training to Strengthen Class Management Competencies Based on the Management System for Teaching and Learning (MSTL). This is

done with the aim of developing teachers' professional competence in managing learning. Nowadays, many schools have launched the use of information and communication technology in their learning. Especially during a pandemic like now where the entire learning process is carried out online. Interactive learning media is really needed in online learning.

Meanwhile, the obstacles experienced by history teachers in using IT-based interactive learning media include facilities and infrastructure. In schools, various facilities are available to support the use of IT-based learning media. However, the available facilities and infrastructure are sometimes damaged so they cannot be used. Apart from that, the number of facilities and infrastructure available is not commensurate with the number of students at the school. Infrastructure is not only related to teachers and schools, but also related to students. When using IT-based interactive learning media you often need a smartphone. Nowadays, it is certain that almost all students already have smartphones. However, there are still students who do not have adequate tools. There are even students who don't have smartphones at all so they have difficulty participating in IT-based learning. The next obstacle experienced was the teacher's lack of understanding of IT-based interactive learning media. IT-based interactive learning media tends to be more complicated in its creation or use. On the other hand, there are still history teachers who do not trust IT-based learning media. Teachers assume that in learning history, teachers must have the ability to tell stories or tell stories. Because historical material is closely related to the story. Another history teacher also said that IT-based interactive learning media is difficult to use for developing students' character.

This research is limited to a study regarding the competence of History Teachers in managing IT-Based interactive learning in Zaria, the research findings focus on the ability of teachers in managing IT-based interactive learning, a study of teaching materials and curricula that are compatible with these learning patterns is needed, to achieve quality optimal learning and teacher performance.

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