

ABSTRACT

This study was motivated by variations in students' readiness and physical condition across different class schedules, which influence the history learning outcomes of Grade XI students at SMA Negeri 8 Tasikmalaya. Preliminary observations revealed average daily test scores of 72.2% for the morning class, 68% for the midday class, and 62% for the afternoon class. The study aimed to analyze the impact of class schedules on the history learning outcomes of Grade XI students at SMA Negeri 8 Tasikmalaya during the even semester of the 2025/2026 academic year. A quantitative approach with an **ex post facto** design was employed. The population consisted of all 419 Grade XI students at SMA Negeri 8 Tasikmalaya; a sample of 205 students divided into morning, midday, and afternoon groups was selected using proportionate stratified random sampling. Data collection involved a questionnaire regarding class schedules (comprising 16 statements) and the documentation of daily test scores as measures of learning outcomes. Data analysis included the Kolmogorov-Smirnov normality test, Levene's test for homogeneity, One-Way ANOVA hypothesis testing, effect size analysis, and the Post Hoc Tukey HSD test. The results indicate that class schedules significantly affect students' history learning outcomes, evidenced by an F-value of 3.603 and a One-Way ANOVA significance value of 0.029 ($p < 0.05$), leading to the rejection of H_0 and the acceptance of H_a . The morning group achieved the highest average learning outcome score (75.84), followed by the midday group (74.24) and the afternoon group (69.39). The Post Hoc Tukey HSD test revealed a significant difference only between the morning and afternoon groups (significance value of $0.029 < 0.05$). Effect size calculation using eta-squared yielded a value of 0.034, falling into the "small" category. Therefore, the time of instruction significantly influences the history learning outcomes of Grade XI students at SMA Negeri 8 Tasikmalaya, with the morning group achieving the most optimal results compared to the afternoon and evening groups.

Keywords: Learning Hours, Learning Outcomes, History Learning, Ex Post Facto