

The Management of Social Studies Learning In Elementary Schools In Minahasa Regency

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Abstract

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This study aims to describe the management of Social Studies learning in elementary schools in Minahasa Regency. The focus of the study includes learning planning, learning implementation, learning evaluation of Social Studies. This study employed a qualitative approach with a descriptive research design. Data were collected through in-depth interviews, observations, and documentation. The research informants consisted of school principals and elementary school teachers. Data analysis techniques included data reduction, data display, and conclusion drawing. Data validity was ensured through source and technique triangulation. The results of the study indicate that: (1) Social Studies learning planning has been carried out through the preparation of learning instruments, but it remains largely administrative in nature; (2) The implementation of Social Studies learning is still predominantly conventional and teacher-centered; (3) The evaluation of Social Studies learning is mainly oriented toward written tests and has not fully implemented authentic assessment; (4) The supervision of Social Studies learning has been conducted through academic supervision, but it has not yet reached a comprehensive level and still tends to focus on administrative aspects; (5) The management of Social Studies learning is influenced by inhibiting factors, such as limited learning media and learning resources, as well as supporting factors, including teacher commitment and principal support. Based on the research findings, it is necessary to strengthen Social Studies learning management with a greater orientation toward improving the quality of the learning process through the development of innovative learning strategies, authentic assessment, and comprehensive academic supervision.

Keywords: Learning Management, Social Studies Learning, Elementary School

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INTRODUCTION

Education is a conscious and planned effort undertaken by humans to nurture and develop innate potentials, both physical and mental, in accordance with the values prevailing in society (Rahan et al., 2022). As a fundamental pillar in national development, the education system must be designed to meet the needs of every individual, including those with special needs. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System states that the national education system must ensure equal access to education, improve quality, and enhance the relevance and efficiency of learning management in order to address challenges in line with the demands of changes in local, national, and global life. Therefore, educational reform must be carried out in a planned, directed, and sustainable manner.

Education serves as the primary foundation for the development of national civilization, systematically striving to develop students' inherent potentials, both physically

and mentally, so that they are able to adapt to the dynamics of change at local, national, and global levels. Within the context of Indonesia's national education system, elementary schools play a crucial role as they constitute the foundational stage for the development of competencies, character, and civic awareness. Among all subjects taught, Social Studies holds a strategic position as a means of shaping intelligent, caring, and responsible citizens. Social Studies does not merely emphasize the memorization of social facts but functions as a bridge connecting individual realities with social, national, and civic life.

Schools represent one of the primary pathways for educating the nation. This pathway includes kindergarten, elementary school, junior high school, and senior high school. In the context of Indonesia's national education system, the role of elementary schools is particularly crucial, as they lay the foundation for competencies, character, and civic awareness. Among the various subjects taught, especially at the elementary level, Social Studies plays a strategic role in shaping students' character, social understanding, and civic awareness from an early age. Through Social Studies, students are introduced to various aspects of social life, ranging from family and community to national and global contexts, through an integrated approach encompassing geography, history, economics, and sociology.

To achieve effective and efficient Social Studies learning objectives, optimal learning management is required. In this context, the management of Social Studies learning at the elementary school level plays a significant role in ensuring the success of the educational process.

The importance of effective and efficient Social Studies learning management aligns with the essence of learning management as proposed by Mulyasa (2019:132), where learning management is defined as an effort to assist students in developing their potential. In the context of Social Studies, teachers must be able to manage varied instructional strategies so that content that tends to be memorization-based (such as history) or abstract (such as sociology) becomes meaningful for elementary school students. This implies that the effectiveness of Social Studies learning objectives is highly dependent on how the learning process is managed. Learning management encompasses planning, organizing, implementing, and controlling (POAC). Social Studies learning management consists of two main pillars: first, management, which includes planning, organizing, implementing, and controlling (POAC); and second, Social Studies learning, which involves the integrated (interdisciplinary) study of relationships between humans and their environment.

This perspective is consistent with the essence of learning management in elementary schools, which is not merely about classroom organization but rather a systematic process aimed at creating an optimal learning environment so that social and civic values can be effectively internalized by students.

The phenomenon observed in elementary schools in Minahasa Regency indicates that Social Studies learning has not been managed effectively. Several factors can be identified in relation to this issue. First, in the planning aspect, teachers tend to be dominated by administrative compliance, such as the preparation of teaching modules that do not yet reflect the actual needs of students or the local socio-cultural context. As a result, teaching modules often become merely "desk documents" with minimal impact on pedagogical practices in the classroom. Many elementary school Social Studies teachers still experience difficulties in developing teaching modules aligned with the Merdeka Curriculum or the 2013 Curriculum. The modules produced are often normative and fail to reflect students' socio-cultural realities, leading to mismatches in content, methods, and instructional media. According to Kurniasih and Sani (2018), effective Social Studies lesson planning must consider students' needs, school environmental characteristics, and local potentials that can be utilized as learning resources.

Second, the implementation of Social Studies learning in elementary schools in Minahasa Regency faces various challenges, including limited use of educational technology, the dominance of lecture-based methods, and the persistence of conventional teacher-centered approaches, resulting in minimal student engagement in the learning process. Ideally, as stated by Trianto (2020:44), Social Studies learning at the elementary level should be active, innovative, creative, effective, and enjoyable, enabling students to construct their own knowledge through meaningful learning experiences. However, in practice, teachers have not yet optimally implemented these approaches, due either to limited competencies or insufficient support from the school environment.

Furthermore, the implementation of Social Studies learning in Minahasa Regency is also constrained by low teacher pedagogical competence, limited infrastructure, minimal utilization of educational technology, the dominance of lecture methods, lack of active student participation, and the rarity of continuous professional development programs supporting contextual and interactive learning. In this regard, effective learning management should be capable of organizing educational resources, supporting instructional innovation, and encouraging teachers to adopt more creative and participatory approaches (Mulyasa, 2020:21).

In terms of evaluation, assessment practices are still predominantly summative and focused on cognitive written tests (memorization). Most teachers in Minahasa emphasize cognitive assessment while neglecting affective and psychomotor domains, which are equally important in Social Studies learning. Assessment practices that overly focus on memorization do not reflect the true goals of Social Studies education, namely to develop critical, caring, and responsible citizens. Therefore, learning evaluation management needs to be improved to holistically measure students' achievements in knowledge, attitudes, and skills.

The role of the school principal as an educational manager is also crucial in managing Social Studies learning in elementary schools. Principals are expected to provide guidance, academic supervision, and encouragement for innovation in learning based on local potential. In the context of Minahasa Regency, principals need to be more proactive in creating a conducive learning climate and supporting teachers' professional development through training and teacher working groups. This aligns with Suryosubroto (2018:23), who states that the success of learning management is largely determined by the leadership ability of school principals in managing learning systems, human resources, and educational facilities.

Another issue affecting the optimization of Social Studies learning management is the lack of contextual teaching materials that reflect the local conditions of Minahasa. Textbooks used in schools are often general in nature and do not represent the socio-cultural realities of Minahasa, resulting in a lack of relevance between learning materials and students' daily lives. One of the core principles of Social Studies learning is contextualization, which links learning content to students' social environments (Depdiknas, 2006). Therefore, efforts are needed to develop local teaching materials that bridge the gap between national content and local context.

In addition, the socio-economic conditions of communities in Minahasa also influence Social Studies learning management. In several rural areas, school facilities are limited and access to technology remains restricted. This hinders the implementation of modern, technology-based, or multimedia learning methods. Consequently, adaptive and innovative managerial strategies are required, such as developing simple learning media, utilizing the environment as a learning resource, and applying participatory approaches in teaching.

Social Studies learning management is not limited to administrative aspects such as planning and evaluation but must also address the substantive dimensions of learning,

including curriculum development, media selection, and instructional method adaptation. Teachers are no longer merely transmitters of knowledge but also act as managers, facilitators, innovators, and mediators in the learning process (Uno, 2011). Therefore, enhancing teachers' capacities through training, seminars, and professional forums is essential for enabling them to perform these roles effectively.

In elementary Social Studies learning, management becomes increasingly crucial because the subject requires contextual, engaging, and meaningful approaches to help students relate knowledge to their daily lives. Thus, the success of Social Studies learning at the elementary level is largely determined by how systematically and professionally teachers plan and implement instruction, supported by educational policies that prioritize quality.

Overall, the success of Social Studies learning management in elementary schools depends on the synergy among teachers, principals, students, parents, and local government. Effective management can create a holistic, student-centered learning system that is responsive to local needs. Therefore, learning management approaches must be participatory, democratic, and contextual to address the challenges and needs of Social Studies education in Minahasa Regency comprehensively.

Accordingly, a study on Social Studies learning management in elementary schools is essential. This research is expected to provide an in-depth understanding of how Social Studies learning management is implemented, particularly in terms of planning, organizing, implementation, and evaluation.

The importance of this study is further emphasized by the fact that Minahasa Regency consists of diverse elementary schools with varying characteristics. This diversity provides an opportunity to examine how Social Studies learning management is implemented across different contexts. By conducting research in several elementary schools in Minahasa Regency, a more comprehensive understanding of learning management practices can be obtained. Based on this rationale, it is necessary to conduct research on Social Studies learning management in elementary schools in Minahasa Regency to gain deeper insights into how the learning management process is carried out.

This study is both relevant and urgent, aiming to comprehensively describe the implementation of Social Studies learning management, identify inhibiting factors, and formulate adaptive and innovative strengthening strategies. The findings are expected not only to map existing problems but also to provide theoretical and practical contributions in the form of more effective Social Studies learning management models that enhance process quality and equip students with real social competencies.

Therefore, the study of Social Studies learning management in elementary schools in Minahasa Regency is highly relevant and important. This research not only seeks to identify existing problems but also to propose applicable managerial solutions to improve the quality of Social Studies learning at the elementary level. It is expected that the results will contribute to educational policy development, teacher capacity building, and the strengthening of the role of schools in shaping a generation that is intellectually, emotionally, and socially competent.

LITERATURE REVIEW

The Concept of Social Studies Learning in Elementary Schools

In general, Social Studies learning in elementary schools is an integration of various social science disciplines (history, geography, economics, and sociology) simplified for the elementary level, aiming to develop students' knowledge, skills, values, and social attitudes. According to scholars, Social Studies focuses on the study of humans and their interactions within society, as well as the formation of responsible citizens.

Muhammad Numan Somantri (2001) states that Social Studies learning in elementary schools is a simplification of social science disciplines, state ideology, and social issues, organized scientifically and pedagogically for educational purposes. In addition, Trianto (2010) argues that elementary Social Studies learning is an integration of various social science disciplines, including sociology, history, geography, economics, politics, law, and culture.

Sapriya (2012) explains that Social Studies learning in elementary schools aims to prepare students as citizens who possess knowledge, skills, attitudes, and values necessary to solve personal and social problems. Meanwhile, Cokrodikardjo (2009) defines Social Studies learning in elementary schools as an interdisciplinary approach to social sciences that is simplified to facilitate instructional purposes.

Based on the above perspectives, it can be concluded that Social Studies learning in elementary schools is an educational process that integrates various social science disciplines in a systematic and unified manner to help students understand social life, develop critical thinking skills, and foster social attitudes and competencies as responsible citizens.

The Concept of Social Studies Learning Management

In general, management is the art and science of organizing, managing, and coordinating resources (such as human resources, capital, time, and technology) to achieve organizational goals effectively (goal-oriented) and efficiently (optimal resource utilization). Management is also viewed as a process involving planning, organizing, directing, and controlling resources (human, financial, physical, and informational) to achieve organizational objectives.

Management is a field of knowledge that seeks to understand why and how people work together to produce outcomes that are beneficial for individuals, groups, and society at large. Etymologically, management refers to the art of executing and administering activities. It is also considered a science that studies the process of achieving goals within an organization through collective efforts.

George R. Terry (2020:15) defines management as a distinctive process consisting of planning, organizing, actuating, and controlling activities undertaken to determine and achieve predetermined objectives through the utilization of human and other resources. Terry popularized the POAC concept (Planning, Organizing, Actuating, Controlling), which serves as a fundamental framework in management studies.

In the context of education, particularly instruction, learning management serves as a tool to achieve educational goals. The elements of learning management represent the application of management functions within the field of education. According to Mulyasa (2019), learning management is an effort to manage the instructional process, encompassing planning, implementation, and evaluation. He emphasizes that teachers play a central role as classroom managers who must coordinate various potentials (students, facilities, and methods) to ensure that the learning process is dynamic and achieves the expected competencies.

Furthermore, Munifah (2021) defines learning management as a series of activities involving the management of a group of individuals within an educational organization to achieve predetermined educational goals effectively and efficiently. Based on these perspectives, it can be concluded that learning management is a set of activities aimed at achieving organizational goals through various processes by utilizing available resources. Thus, learning management is essential in educational institutions to ensure that objectives are achieved effectively.

The essence of learning management in elementary schools is not merely about organizing classroom activities but involves a systematic process to create an optimal learning environment in which social and civic values can be effectively internalized by

students. Social Studies learning management consists of two main pillars: first, management, which includes planning, organizing, implementing, and controlling; and second, Social Studies learning, which involves the integrated (interdisciplinary) study of human relationships and their environment. Essentially, it refers to the effective management of resources (teachers, methods, media, and environment) to achieve Social Studies competencies in cognitive, affective, and psychomotor domains.

The Concept of Planning in Social Studies Learning

In general, planning in Social Studies learning at the elementary level is the process of designing instructional activities tailored to students' age characteristics and abilities. Arikunto (2010) states that Social Studies learning planning in elementary schools is an effort to design a series of activities aimed at helping students understand social, environmental, and cultural phenomena while considering their cognitive and psychomotor development levels.

Mulyasa (2012:36) defines Social Studies learning planning in elementary schools as the process of developing an instructional framework that integrates geography, history, sociology, and economics in a simple and engaging manner suitable for students aged 7–12 years. This is further supported by Siti Nur Hasanah (2013:41), who states that Social Studies learning planning is a preparatory stage that includes setting objectives, selecting materials, methods, media, and evaluation aligned with competency standards and student characteristics, with a focus on fostering social and environmental awareness.

According to Asep Juhji (2011:31), Social Studies learning planning in elementary schools is a design that emphasizes students' direct experiences through observation, exploration, and simple discussions to build understanding of relationships between individuals, society, and nature.

The Concept of Implementing Social Studies Learning in Elementary Schools

According to Mulyasa (2015:105), the implementation of Social Studies learning in elementary schools is the process of interaction between teachers and students within a learning environment to achieve instructional objectives. At this stage, teachers implement the instructional plans that have been prepared.

Rusman (2016:134) explains that the implementation of Social Studies learning is the core activity in the educational process, involving interactions among teachers, students, and learning resources. Similarly, Uno (2017:88) states that it is a learning process designed by teachers to help students achieve predetermined competencies.

Sanjaya (2018:175) further emphasizes that the implementation of Social Studies learning represents the execution of lesson plans, which include introductory, core, and closing activities. Hamalik (2019:45) describes it as teachers' efforts to manage teaching and learning interactions to ensure that students gain meaningful learning experiences. Djamarah (2020:61) adds that it is a two-way communication process between teachers and students in instructional activities. Gagné and Briggs (2014:210) view the implementation of Social Studies learning as the stage of applying instructional strategies to facilitate students' learning processes.

The Concept of Evaluating Social Studies Learning Programs in Elementary Schools

The evaluation of Social Studies learning programs in elementary schools is a systematic process of collecting, analyzing, and interpreting information regarding students' learning outcomes and the effectiveness of instructional processes. This concept focuses not only on learning outcomes but also on the learning process and the factors influencing instructional success.

According to Suharsimi Arikunto (2023:95), the evaluation of Social Studies learning programs in elementary schools is a systematic effort to measure the extent to which students have achieved the competencies set in the subject, covering knowledge, skills, and attitudes. This process includes data collection through various instruments, data

analysis, and the use of findings to improve future instructional quality. Arikunto emphasizes that evaluation at the elementary level should not only be summative but also formative to support student development.

Mulyasa (2022:105) states that the evaluation of Social Studies learning programs is a process specifically designed to assess students' understanding of social phenomena, human-environment relationships, and their attitudes toward social issues. This evaluation must be adapted to the cognitive and emotional development of elementary school students and should employ methods that do not create pressure on learners.

According to Siti Nur Hasanah (2024:80), the evaluation of Social Studies learning is a comprehensive process of gathering information about students' progress and achievement, covering cognitive, psychomotor, and affective aspects. The primary purpose of this evaluation is to monitor student development, identify unmet learning needs, and improve instructional processes to better align with students' needs.

METHODOLOGY

This study employs a qualitative approach with a descriptive research design. Qualitative methods do not rely on statistical analysis; instead, they emphasize data collection, analysis, and interpretation. The focus of qualitative research is on understanding problems within their social context by considering reality as holistic, complex, and detailed. The data generated from qualitative research take the form of verbal descriptions or expressions from observed participants. In line with this definition, Sugiyono (2017) states that qualitative research methods emerged due to a paradigm shift in understanding reality, phenomena, or social symptoms. This qualitative approach is used to describe, understand, and analyze in depth the management of Social Studies learning in elementary schools, including planning, implementation, and evaluation processes within real-life contexts.

The research method applied is descriptive qualitative, focusing on analyzing interactions among various variables. The objective of this study is to understand how certain phenomena occur systematically over a prolonged period. A case study is a type of qualitative research conducted on specific programs, activities, events, or groups within a particular context. This approach is generally used to observe in detail the background, conditions, and interactions that take place.

Primary data refer to data obtained directly from first-hand sources, such as individuals, through interviews or questionnaires conducted by the researcher. In this study, primary data were collected through interviews with elementary school teachers, school principals, supervisors, and the Head of the Education Office, as well as through documentation. These data were obtained directly from the main sources through observations and interviews with Social Studies teachers in three locations in Minahasa Regency. The primary data were used to explore in-depth information regarding planning, implementation, evaluation, and challenges in managing Social Studies learning.

Secondary data refer to supporting data obtained indirectly by the researcher. These data are used to strengthen and complement the primary data to ensure more accurate and comprehensive research findings. The secondary data in this study include learning documents such as teaching modules, Social Studies instructional materials, assessment instruments, evaluation results, photographs of learning activities, and other relevant documents related to learning management in elementary schools.

This study was conducted in three elementary schools in Minahasa Regency. The selection of the research focus and location was based on the consideration that the issue under investigation is both *akryal* and urgent, with the potential to generate

findings that can serve as recommendations for relevant stakeholders. Additionally, the research sites were accessible and allowed for efficient data collection. The selection of research locations was also based on the criteria that the schools have implemented Social Studies learning in accordance with the applicable curriculum, have active teachers engaged in instructional activities, and are willing to provide access for in-depth observation and interviews.

The researcher acted as the primary or key instrument, supported by observation guidelines, interview protocols, and documentation sheets. Data collection aims to obtain the information required for the study. The data collection techniques used in this research include interviews, documentation, and literature review. Data analysis consists of three concurrent activities: data reduction, data display, and conclusion drawing or verification.

RESULTS

Planning of Social Studies Learning in Elementary Schools

Based on data obtained from interviews, the research findings indicate that, in general, the planning of Social Studies learning has been carried out by teachers through several stages: (a) preparation of instructional documents at the beginning of the semester, (b) development of instructional plans based on annual and semester programs, (c) alignment with the Merdeka Curriculum, (d) adherence to the Learning Objectives Flow, (e) reference to teaching modules and collaborative discussions to determine learning materials, (f) preparation conducted at the beginning of the semester, and (g) implementation adjusted to classroom conditions and student characteristics.

From these findings, it can be analyzed that teachers still tend to prepare instructional plans primarily as a means of fulfilling formal administrative requirements, rather than utilizing them as operational guidelines in the learning process. Although planning has been conducted through the preparation of teaching modules and instructional materials, it remains largely administrative and has not fully followed systematic instructional planning procedures. The emphasis is more on document completeness than on pedagogical effectiveness.

Implementation of Social Studies Learning in Elementary Schools

Based on the data, it was found that the implementation of learning has generally been carried out in accordance with theoretical expectations, particularly in terms of following the procedures outlined in the applicable curriculum.

Evaluation of Social Studies Learning Programs in Elementary Schools

Based on the findings from the research sites, the evaluation of learning programs has been conducted through several stages, including learning outcome tests, assignments, formative and summative assessments, learning reflection, discussions with fellow teachers in Teacher Working Groups, analysis of higher-order thinking skills (HOTS) and lower-order thinking skills (LOTS), assessment of attitudes and skills, and remedial activities.

DISCUSSION

Planning of Social Studies Learning in Elementary Schools

Based on the analyzed data, it was found that teachers generally prepare instructional plans mainly to fulfill formal administrative requirements rather than to serve as operational guidelines for teaching. The planning process includes preparing instructional documents at the beginning of the semester, referring to annual and semester programs, aligning with the Merdeka Curriculum, following the Learning Objectives Flow, consulting teaching modules, engaging in discussions to determine learning materials, and adjusting implementation to classroom conditions and student characteristics.

However, the findings indicate that teachers have not fully followed systematic instructional planning procedures. According to the theory proposed by Benny A. Pribadi (2009:125), instructional planning should include stages of analysis, design, development, implementation, and evaluation. Therefore, the planning stages implemented in schools can be considered not yet ideal, as effective planning should involve all these stages.

The results show that the planning process in schools mainly includes design, implementation, and evaluation, while the analysis and development stages are often omitted. This indicates that teachers are still more oriented toward administrative compliance rather than pedagogical processes. Consequently, instructional planning has not yet reached an optimal level.

Compared to previous studies, these findings are consistent with Suryadi (2021), who found that instructional planning in elementary schools has been implemented through the preparation of instructional documents, but its implementation still needs improvement, particularly in adapting to students' characteristics. This suggests that planning is not yet fully understood as a strategic process but rather as an administrative obligation. Therefore, Social Studies instructional planning needs to be developed in a more contextual manner by considering students' learning needs.

Implementation of Social Studies Learning in Elementary Schools

The implementation stage represents the execution of previously prepared instructional plans. The findings show that teachers have generally followed the applicable curriculum procedures, including opening the lesson with a prayer, providing motivation, using textbook-based materials, applying lecture methods, incorporating ice-breaking activities, utilizing question-and-answer techniques, conducting group discussions to increase student participation, and rarely using instructional media and tools.

However, in practice, teachers have not fully implemented the stages of instruction properly. According to Wina Sanjaya (2019:28), Social Studies learning implementation should consist of three stages: a) Preliminary Activities: Preparing students physically and psychologically and communicating learning objectives, b) Core Activities: Conducting learning through various methods such as discussion, question-and-answer, and group work, c) Closing Activities: Summarizing the lesson and reflecting on the learning process.

In practice, learning is still largely conventional and passive. Teachers often do not adequately prepare students physically and psychologically at the beginning of the lesson, limiting activities to prayer and motivation. Although core activities are generally conducted appropriately through lectures, ice-breaking, and question-and-answer methods, the closing stage is often neglected, with minimal student involvement in summarizing or reflecting on the lesson.

Procedurally, some stages have been implemented correctly; however, the overall process is not yet systematic or effective, as not all stages are fully applied. These findings suggest that the implementation of Social Studies learning has not fully aligned with theoretical standards.

In comparison with previous research, Prasetyo (2019) found that Social Studies learning in elementary schools tends to be teacher-centered. The findings of this study reveal similar conditions, indicating the need to develop more innovative and student-centered instructional strategies.

Evaluation of Social Studies Learning Programs in Elementary Schools

The findings indicate that evaluation practices in elementary schools still emphasize cognitive aspects. Evaluation activities have been conducted through tests, assignments, formative and summative assessments, reflection, discussions in Teacher Working Groups, HOTS and LOTS analysis, assessment of attitudes and skills, and remedial programs.

However, from the researcher's perspective, the evaluation process tends to follow general standards merely as a formality rather than as a comprehensive process aligned with theoretical principles. According to Suharsimi Arikunto (2004:18), the evaluation of Social Studies learning programs should include:

1. Input Evaluation: Assessing student characteristics, teacher readiness, and available facilities.
2. Process (Transformation) Evaluation: Assessing instructional elements such as curriculum, teaching methods, media, and classroom management.
3. Output Evaluation: Assessing students' learning outcomes after completing a learning program.
4. Feedback: Using evaluation results to improve the instructional process.

Based on these criteria, the evaluation practices observed in schools do not fully meet theoretical standards, as they are primarily limited to written tests, assignments, and observations, without comprehensive input and process evaluations. Evaluation remains dominated by written tests focusing on cognitive aspects.

Similarly, according to Nana Sudjana, evaluation should include stages of planning, implementation, data processing and analysis, and follow-up actions (remedial/enrichment). However, the findings show that follow-up actions are not optimal, and evaluation has not fully incorporated data processing and analysis. In short, evaluation has been conducted but is not yet comprehensive nor effectively utilized as a tool for improving learning processes.

Compared to previous studies, Sari (2022) found that Social Studies evaluation in elementary schools is still dominated by written tests. The findings of this study reinforce this conclusion, indicating that the development of more authentic assessment methods is still needed.

Thus, it can be concluded that the evaluation of Social Studies learning programs in elementary schools in Minahasa Regency has been implemented; however, the utilization of evaluation results still needs to be improved to produce a more significant impact on the development of learning programs

CONCLUSION

Based on the findings obtained through in-depth interviews, observations, and documentation regarding the management of Social Studies learning in elementary schools in Minahasa Regency, several conclusions can be drawn.

First, the planning of Social Studies learning has been carried out through the preparation of teaching modules and instructional materials. However, the use of instructional methods and media remains very limited. Although planning activities have been implemented, they are still constrained and have not followed systematic instructional planning stages in accordance with theoretical frameworks. As a result, planning tends to be administrative rather than strategic. In conclusion, not all teachers are able to design instructional plans that align with systematic planning stages as suggested by theory.

Second, the implementation of learning generally reflects interaction between teachers and students through discussion and question-and-answer methods. However, student involvement remains limited, and the learning process is still largely teacher-centered. In conclusion, not all teachers are able to implement learning in accordance with proper instructional stages. While the implementation of learning has taken place, it has not been conducted systematically in line with theoretical principles.

Third, the evaluation of Social Studies learning has been conducted; however, it is still predominantly focused on cognitive aspects and has not fully incorporated authentic assessment practices or optimal follow-up actions. The evaluation process has been

implemented, but its stages have not been systematically aligned with theoretical standards. In conclusion, not all teachers are able to carry out evaluation processes in accordance with systematic and theoretically grounded stages.

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