

THE EVALUATION OF SOCIAL STUDIES ON SMPN2 BANDA ACEH USING CIPP MODEL

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Abstract - This study aims to evaluate the quality of social studies learning at SMP N. 2 Banda Aceh by using CIPP model (*contexts, input, process, product*). Evaluation context consists of necessity, background of social studies program, evaluation input consists of qualification and teachers competence, students attitude toward social studies, facilities and infrastructures of the school, evaluation process consist of planning quality, teaching-learning process and evaluating in social studies, and product evaluation consist of the output of social studies learning which is the students score in social studies. This study is evaluation research with qualitative and quantitative approach (*mix methode*). The sample of this study is 5 teachers of social studies and 80 third grade students. The sample was chosen by using random sampling, and the data was collected by documenting, interviewing and giving questionnaire. This research uses descriptive statistics as technique of data analysis by comparing the criteria that have been settled. The result of this study shows that : 2) On the context aspect involves understanding background toward social studies is according to the standar. 2) On the input aspect involves teacher qualification does not reach the standard qualification, social studies teacher competence is very good, the student attitude toward social studies subject is good enough, and school facilities is very good. 3) On the process aspect involves planning, teaching-learning process, and learning evaluation is very good. 4) On product aspect involves students score which are on affective aspect is good enough while cognitive and psychomotor aspects are excellent.

Keywords : *evaluation by using cipp model, social studies*

1. INTRODUCTION

In Indonesia, education development of social studies faces many fundamental problems which one of them is internal problem, explain that the main problems in social studies learning are problem in conception and unreachable the meaning of social studies learning. The process of teaching-learning of social studies in school is done verbally and conventionally. Of course it hampers the aims of learning social studies which is defined as basis of reality and social phenomenon that actualize a approach of aspect and branch of social studies (sociology, history, geography, politics, law and culture).

In evaluation component, the social studies program was evaluated only on scoring aspect while on the quality of social studies program got less attention. One purpose of evaluation program is, getting information that can be used as basic of making a decision, designing policy, and designing the next programs [7]. Evaluation in education aspect which is based on the target consists of macro and micro evaluation. The target of macro evaluation is to improve education field. Micro evaluation is used in class. So, the target of this evaluation is in learning aspect in class. Therefore, the evaluation not only focuses on the students scoring but also on input and the process of program points. In this concept, optimization of evaluation system has two meanings, they are evaluation system which gives optimal information and benefits of the evaluation according to [3]. The main benefit of evaluation is to improve the quality of the program. Hence, by this evaluation it is expected that the quality of the next programs will be better which certainly improve the quality of education.

2. LITERATURE REVIEW

2.1 Concept of Social Studies

Social studies is the integrated study of the science and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, economics, geography, history, law, philosophy, political science, psychology, religion and sociology, as well as appropriate content from the humanities. Mathematics

and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for public good as citizen of a culturally diverse, democratic society in an interdependent world, should be reference as [3]. Social studies as a synthetic discipline is an integrated educational discipline, the result of a synergistic merger or modify two or more disciplines are equivalent (i.e. social sciences, science education, and humanities) for the social studies purposes at all levels of education (elementary to higher education). Social studies as a synthetic discipline is the identity, nature, characteristic, and culture of faculty and postgraduate. social studies as a scientific discipline is independent and have an integrity, although its contents come from other disciplines, this is according to [5]

2.2 Evaluation of CIPP Models

In this research, the evaluation model that will be used is **CIPP evaluation model**. The concepts of this evaluation are context, input, process and product (CIPP) model is designed by *Stufflebeam* who categorizes education system into 4 dimensions, which are context, input, process and product. Because of that this model is called CIPP reference based on [6]. This evaluation model has advantages such as comprehensive or capturing complete information because of the evaluation object of this evaluation not only on result aspect, but also on context, input, process, and product. The complete information that is gotten by using CIPP model will give good information which is used as basic information in making a decision, policy and design the next programs.

Evaluation context is done to find out : a) what kind of necessity that is not fulfill of program activities yet; b) which purpose of development that relevant with the fulfillment of the necessity; c) which aim that is easiest to reach.

Evaluation input helps in making decision, deciding the resources, what alternative that should be taken, what plan and strategy to reach the aim and how the work procedure to reach it. Evaluation input component involves : a) human resource; b) facilities and ancillary equipment; c) budget; and d) all procedure and the rule that necessary.

Evaluation process is used to detect or predict the procedure program or implementation program in implementation process, give information for making program decision and it is as procedure archive that have done. Evaluation process involves scoring data collection which has determined and applied in program processing. Basically, evaluation process is used to determine the extent a plan that has applied and what component should be improved. Evaluation process includes identification procedure problem in processing and activity.

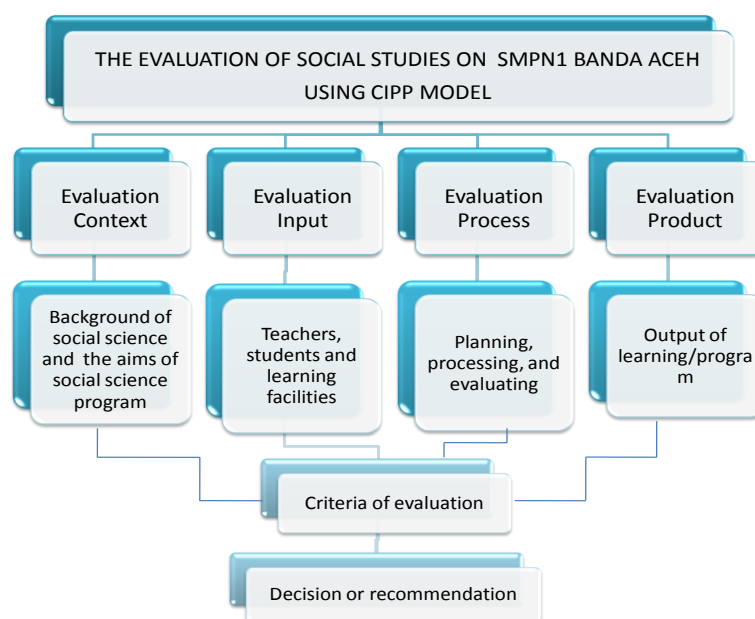
According to [8]), the aims of evaluation process are : (2) *do detect or predict in procedural design or its implementation during implementation stage, (2) to provide information for programmed decisions, and (3) to maintain a record of the procedure as it occurs*. Basically, evaluation process is used to determine the extent a plan that has applied and what component should be improved.

Evaluation product is an assessment conducted to measure the success in achieving the aims that have been determined, thesis can be references [2] evaluation product is used to help in making decision, both in the result that have been reached and something that should do after conducting the program.

3. METHOD

This research is conducted at SMP N 2 Banda Aceh which is located in Prof. A.Majid Ibrahim I street, Punge Jurong, Meuraxa. This study conducted in the first semester of academic year 2026. This research is evaluation research by using CIPP model (*contexts, input, process, product*), and use qualitative and quantitative approach (*mix methode*) references from [1]. The subject and the sample of this study are : 5 social studies teachers and 80 students. This research used *proportional random sampling*.

Research Design



This study collected the data by using questionnaire, documentation, and interview. This research analyzed the data by using descriptive statistics which compares the criteria that have been settled.

4. RESULTS AND DISCUSSION

IPS learning program evaluation method using CIPP method that rested on 4 evaluations, namely: context (context), the input (input), process (process), and the result (product). Based on the evaluation of the implementation of research programs in the social studies lesson SMP Negeri 2 Banda Aceh, obtained the following results:

4.1 Evaluation of Context

Results of interviews with Social studies teachers that learning social studies in junior high school in an integrated manner, ie incorporation of the material of history, geography and economics into a theme, by combining some of the course content will be saving, because of the overlap of material can be reduced or even eliminated, students were able to see meaningful relationships because the content / learning materials to act more as a means or a tool, not the ultimate goal of learning to be whole so that the students will gain an understanding of the processes and materials that are not fragmented. This is in accordance with Permendikbud No. 22 of 2026 on Primary and Secondary education standards set forth in the Graduate Competency Standards and Content Standards, in point 5 of the partial learning towards integrated learning . But teachers also experienced obstacles in presenting the material in an integrated manner, considering the background rear teacher education there is no educational background in social studies and to anticipate these constraints, improve the competence of teachers themselves to attend trainings deepening of the material, talk to each other and sharing information in a container MGMPs, as well as exchanging information among colleagues.

4.2 Evaluation of Input

Based on the results of the evaluation of inputs which include the qualifications and competence of teachers, students' attitudes toward social studies and facilities are describe follows:

a. Teacher Qualifications and Competencie

Data Qualifications and Competencies Teacher at SMPN 2 Banda Aceh can be seen in the following table:

Table .2 Teacher Evaluation of Academic Qualifications.

No	Respondent	Educational level	Educational background
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2.	Teacher 2	S2	Economics Education
2.	Teacher 2	S2	Economics Education
3.	Teacher 3	S2	History Education
4.	Teacher 4	S2	History Education

From the table above shows that no one social studies teacher educational background in social studies, academic qualifications social studies teacher at SMP Negeri 2 Banda Aceh has been in accordance with the standards of qualification and competence of teachers Permendiknas no 26 of 2007, and to the subjects of teaching not in accordance with the standards, however, despite these teachers are not educational background in social studies, but these teachers continue to improve themselves by following competency trainings deepening of the material IPS, follow MGMPs and discussions with colleagues.

b. Competency of Teacher

Competency evaluation of teachers include: pedagogik competence, professional competence, personal competence and social competence. Analysis of the four Social studies teachers can be the following :

In the paedagogik Competent Social studies teachers acquire namely: 2 teacher with a score of 82, scores for both teachers are: 84, the score for a third teacher; 75 and the score for the four teachers: 85. So Competence paedagogik for the fourth social studies teacher obtained average scores are: 82.5. With the very good category.

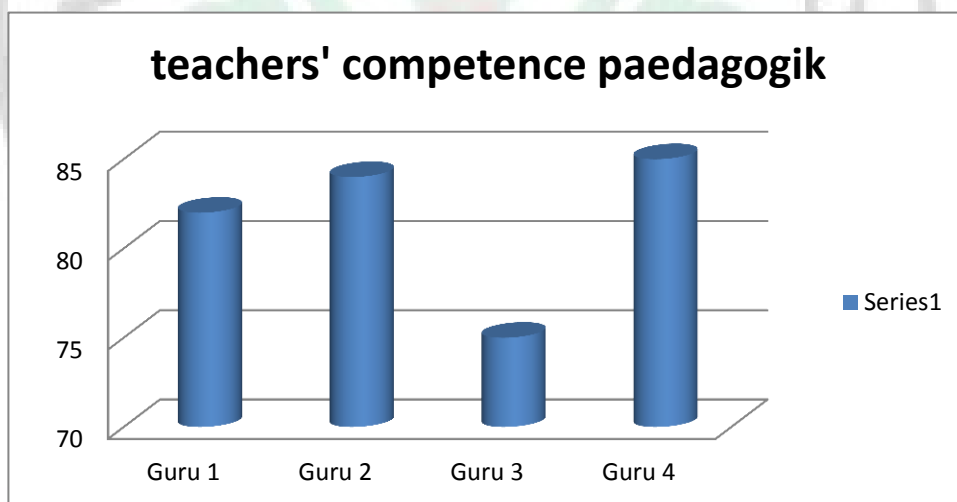


Figure 2. Results of the evaluation of IPS teachers' competence paedagogik

On Competence Profesional Social studies teachers acquire namely: teacher of unity with a score of 52, scores for both teachers are: 52, the score for a third teacher; 48 and the score for the four teachers: 52. So the professional competence of the fourth IPS teachers obtained an average score ie: 52.00, with excellent category

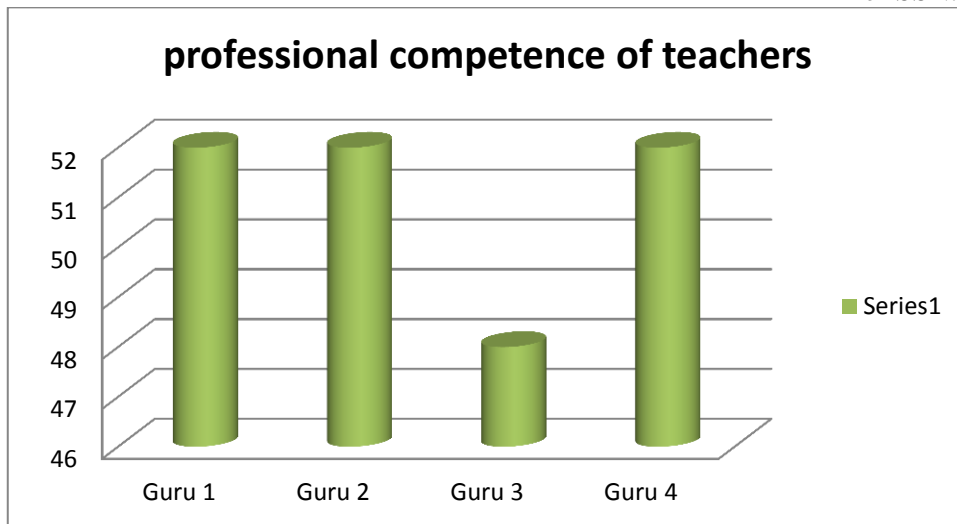


Figure 2. The results of the evaluation of professional competence of teachers IPS

On Social competence Social studies teachers acquire namely: 2 teacher with a score of 40, scores for both teachers are: 45, the score for a third teacher; 38 and the score for the four teachers: 43. So Competence paedagogik for the fourth social studies teacher obtained average scores are: 42.5. And social competence, social studies teacher category very good

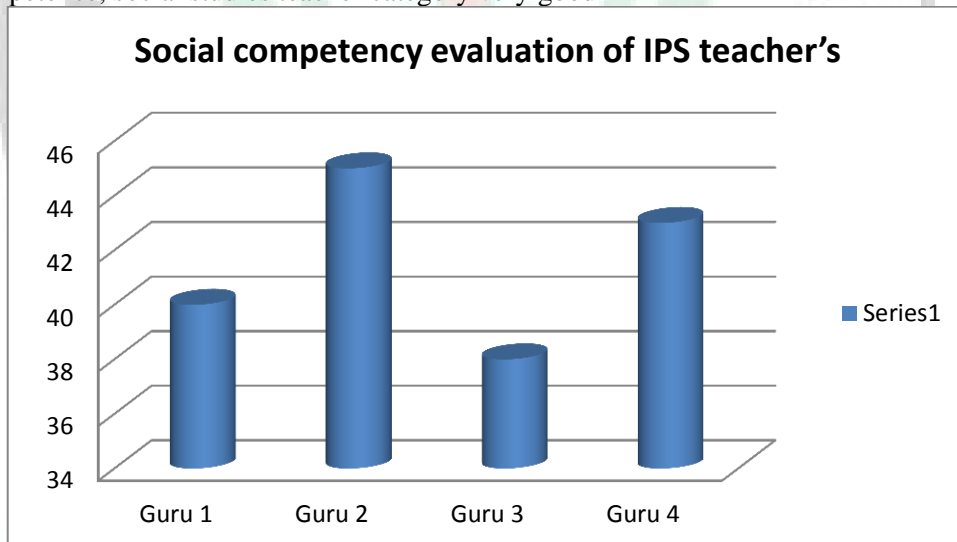


Figure 3. Results of Social competency evaluation of IPS teacher's

On the personality competence Social studies teachers acquire namely: 2 teacher with a score of 46, scores for both teachers are: 55, the score for a third teacher; 46 and the score for the four teachers: 47. So the personality competence for the four teachers IPS obtained average scores are: 48.5. And competence of the teacher's personality very good categorized .

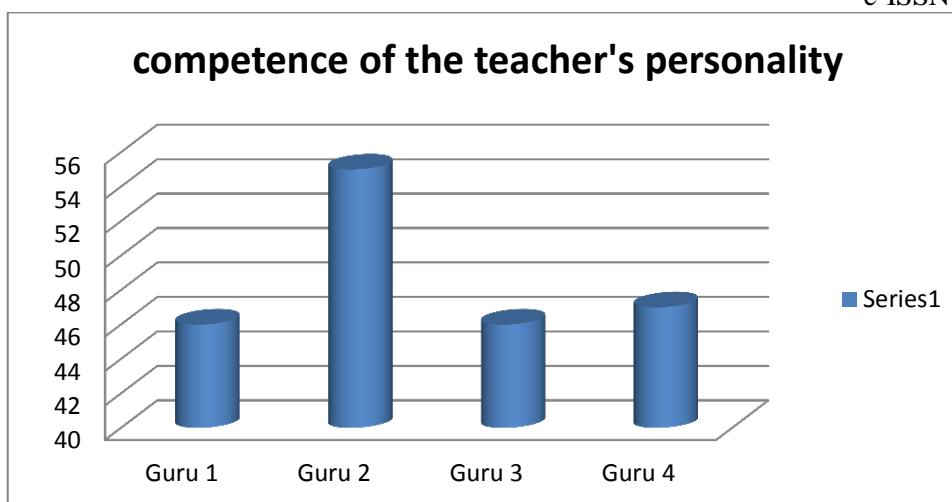


Figure 4. The results of the evaluation of competence of the teacher's personality

c. The attitude of students towards subjects IPS

The results of the evaluation of students' attitudes toward social studies, shows that the minimum score of 70, the maximum score of 106, and the average score :86,42.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
SIKAP	79	70	106	86,42	6,725
Valid N (listwise)	79				

The results of the evaluation of students' attitudes also showed that 72.25% of students categorized good attitude, 26.25% of students categorized attitude is very good and 22.5% of students categorized enough attitude.

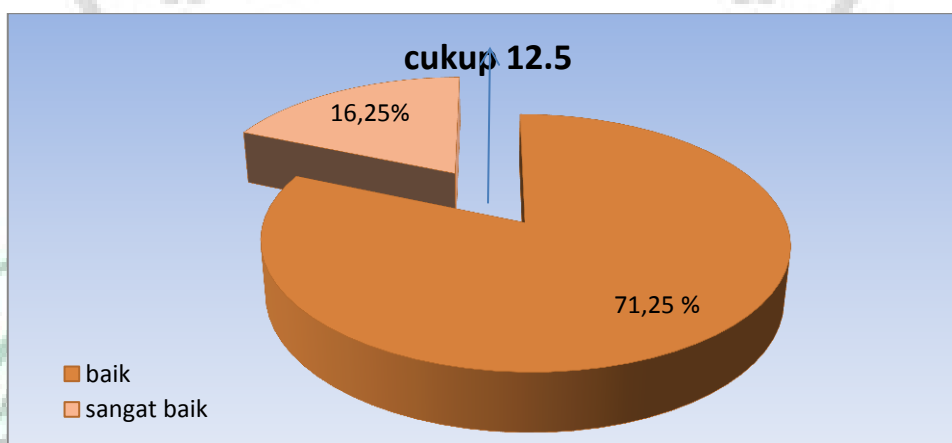


Figure 5. The results of the evaluation of students' attitudes

a. Infrastructures in SMP Negeri 2 Banda Aceh

Evaluation of infrastructure adapted from the standard instrument of infrastructure in accordance with National Education Minister Regulation No. 24 of 2007. The results of the evaluation of infrastructure facilities in SMP Negeri 2 Banda Aceh shows that the condition of facilities and infrastructures in good complete condition, the evaluation results can be seen in the following table :

Table .2 Condition of Infrastructures

No	COMPONENT	QUALITY	
A. Furnishings		*2	*2
2	Chair students	C	G

2	Student desk	C	G
3	Seats teacher	C	G
4	Deskteacher	C	G
5	Cabinet	C	G
6	Shelf	C	G
7	Hours walls	C	G
8	whiteBoard	C	G
9	Wastafle	C	G
20	electric sockets	C	G
22	Trash	C	G
B. Education Tools			
2	Chalkboard	C	G
2	Markers	C	G
3	Erasers	C	G
4	Books	C	G
C. Media Learning			
2	LCD/ Screen LCD	C	G
2	Audio Equipment	C	G
3	PC/Laptop	C	G
4	Wifi/ internet/hotspot	C	G
D. Laboratory			
2	Multimedia equipment	C	G
2	simulation tools	C	G

*2 : completeness (complete – not complete)

*2 : condition (good – not good)

4.3 Evaluation of Process

a. The review and assessment of RPP (lesson plan)

RPP components that can be studied and assessed include: formulation of learning objectives, selection of teaching materials, the organization of learning materials, source / media learning, learning scenarios clarity, detail of learning scenarios, with learning scenarios engineering suitability, completeness learning instruments. The results of the review and assessment RPP can be tabulated as follows:

Table 3. Results of the review and assessment RPP (lesson plan)

NO	INDICATORS	RESPONDENT			
		Teacher-1	Teacher-2	Teacher-3	Teacher-4
1	Formulation of learning objectives	4	4	4	4
2	Selection of learning materials	4	4	4	4
3	Organizational learning materials	4	4	4	4
4	Source / learning media	4	4	4	4
5	Clarity learning scenarios	4	4	4	4
6	Detail of learning scenarios	4	4	4	4
7	Suitability techniques with learning scenarios	4	4	3	4
8	Completeness learning instruments	4	4	3	4

From the results of the review and assessment shows that the RPP social studies teacher at SMPN 2 Banda Aceh has been able to design a lesson plan with both categories

b. The results of the study lesson

Observation of the implementation study conducted by the teacher IPS IPS include: moldy-aspect of the teacher opened a lesson, core activities, assessment and reflection and learning aspects of the supporting factors. Results observation implementation of learning IPS as follows:

Table 4. Results of observation learning implementation IPS

No.	RATING OF COMPONENT	RESPONDENTS			
		Teacher-1	Teacher-2	Teacher-3	Teacher-4
1	Opening lesson				
	• Apersepsi	4	4	4	3
	• Aims	4	3	4	3
	• Motivation	4	4	4	4
	• Connection	3	4	4	4
2	Implementation of core activities				
	• Use of the method	4	4	5	5
	• Accuracy material	5	4	4	4
	• Mastery of competence	5	5	4	4
3	Evaluation and reflection	4	4	4	4
4	Factors supporting				
	• The use of language	4	4	4	4
	• Timing	4	5	4	4
	• Confident	4	4	4	5
	• appearance	4	4	4	4
Average		4,08	4,08	4,08	4

In general the implementation of learning social studies conducted by teachers that are in both categories with an average score of 4.08. The interview will also explain that teachers IPS is a professional teacher or has passed the certification. Although teachers are not educational background in social studies, but these teachers continue to improve the competence of themselves by following the training deepening of the material IPS, follow MGMPs and discussions with colleagues.

4.4 Evaluation of Product

Evaluation of the product that is the result of learning of social studies learning program, the results obtained in this research study of 80 students in the form of: the value of affective, cognitive and psychomotor aspects. In the cognitive component of the average value of students ie: 92.20 categorized very well, affective component with an average value of 88 categorized very well, 50 and psychomotor categorized excellent value. Following will be a recapitulation of student learning outcomes.

Table 5. Results of the evaluation of learning outcomes IPS

NO	COMPONENT	AVERAGE	CATEGORY
1	Cognitive	92,20	Excellent
2	Affective	88,50	Excellent
3	Psychomotor	VB	Very Good

The achievement of learning outcomes with very good category, in accordance with Government Regulation No. 29 Year 2005 on National Education Standards which states that the competency standards is a graduate qualification capabilities that include attitudes, knowledge, and skills. The function and purpose of the national education set forth in Law No. 20 Year 2003 on National Education System Article 3, which reads: "The national education serves to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, is aimed at developing students' potentials to become a man faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible "

5. CONCLUSION

Based on the results of research and discussion, conclusion can be formulated as follows : aspects of the context that the implementation of learning social studies carried out in an integrated manner, which is in line with Permendikbud No. 22 of 2026 on education standards for Primary and Secondary contained in Graduates Competency Standards and Content Standards, at point 5 mentions: the learning process of learning a partial towards an integrated learning.

Input covering aspects of teacher qualifications are not in accordance with the standards, social studies teacher competence of pedagogical competence, professional competence, social competence and personality competence of social studies teacher is very good. The results of the evaluation of students' attitudes toward social studies categorized good attitude. Meanwhile. The results of the evaluation of infrastructure facilities in SMP Negeri 2 Banda Aceh shows that the condition of facilities in a state of complete infrastructures excellent category.

Aspects of the process includes planning, implementation of learning of learning, general implementation of the IPS study conducted by teachers that are in both categories with an average score of 4.08. Evaluation of the product that is the result of learning of social studies learning program, In the cognitive component of the average value of students ie: 92.20 categorized very well, affective component with an average value of 88 categorized very well, 50 and very good value psychomotor category

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