

# Evaluating Integrated Social Studies Learning Programs in Indonesian Middle Schools: An Application of the Stufflebeam Model

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## ABSTRACT

Many studies have been conducted to evaluate the nonintegrated approach. Each model claimed to have certain advantages, but the current research used a combined social science learning model called Stufflebeam's CIPP (context, input, process, and product) model, which included input, process, and product components due its comprehensiveness in assessment and students' interest-based. The assessment model is appropriate for Integrated Social Studies learning programs in public middle schools because it could fulfil pedagogical aspects for students in schools. The research group included respondents from eight public middle schools, as well as school administrators, 16 instructors, and 350 pupils. Documentation, questionnaires, and tests are examples of data gathering methods. Content validity is tested using expert opinion, construct validity is tested using a limited test and evaluated using Product Moment correlation, and reliability is tested using Cronbach Alpha. The SPSS software is used to perform data analysis methods such as descriptive statistics 20. The development of a combined social study learning program evaluation model for public middle schools yielded outstanding assessment criteria. The quality of integrated social studies learning inputs includes teachers' competence, students' motivation, and infrastructure, which are all very good categories; the quality of integrated social studies learning processes, which include initial activities, core activities, and closing activities, which are all excellent categories; and product quality (results) integrated social studies learning includes: attitude competencies, knowledge, and skills.

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## 1. INTRODUCTION

In accordance with the National Council for Social Studies (NCSS) public middle school (SMPN) Learning Objectives for Social Sciences, the primary aim of social sciences education is to equip students with the ability to make informed and rational decisions as citizens in diverse, democratic societies within an interconnected world (Ellis, 1998). Similarly, Zamroni (2001) emphasizes that the objective of teaching social sciences is to enhance students' critical thinking skills, as well as their knowledge and commitment to societal development. Siska (2016) also supports this perspective, highlighting that the purpose of social sciences is to cultivate social knowledge, dispositions, and skills. The ability to think critically is defined in the context of Indonesian social science education as the capacity to examine intricate social processes, assess evidence, and draw conclusions that are supported by evidence. It requires students to think critically, evaluate arguments, and solve problems, all of which are necessary for them to become well-rounded citizens who can participate in democratic processes (Mbato, 2019). Therefore, the overarching goal of social sciences education is to develop thoughtful, informed individuals who can actively contribute to the betterment of society.

Students need critical thinking to become knowledgeable, active citizens who can improve their society. Indicators of societal progress include rising levels of economic literacy, cultural awareness, social cohesiveness, and civic involvement. These results are critical for establishing a culture that values variety, respects differences, and fosters social harmony, all of which are required components of social science education in Indonesia (Witarsa & Muhammad, 2023).

In its early stages, social studies education in Indonesia confronts a number of fundamental issues, one of which is internal conflict. According to Cholisin (2006), the most basic internal issue in social studies learning is the idea and meaningfulness of social studies education that has yet to be realized. Because each of the social sciences that will be taken as part of social science subjects cannot yet be determined as a priority social science, the concept of social studies as a school subject has not yet been realized as a whole in a single unit. It is still widely applied independently in social studies learning schools.

Indonesian social science education has struggled with a lack of integration and specialisation among teachers due to both past and present issues, such as outdated and unsuitable physical spaces, restricted access to teacher-provided resources, and insufficient proficiency with information technology. Teachers nowadays are overly specialised in their academic areas and lack the broad perspective and experience needed to successfully integrate concepts from other fields, a holdover from the colonial era that persists in today's schools. A disconnect between the needs of society and the educational system ultimately affects learning outcomes and the development of the nation. This lack of integration and specialisation also contributes to a shallow and irrelevant curriculum, which prevents students from developing critical thinking and problem-solving skills (Semma et al., 2024; Irrubai, 2020; & Sukmayadi & Yahya, 2020).

Core competencies and fundamental competencies of social studies topics are attained in accordance with their particular areas of expertise, with no integration. This obstructs the accomplishment of the IPS goals, which are defined as the foundation of reality and social phenomena that represent an interdisciplinary approach from aspects and disciplines of social science (sociology, history, geography, politics, law, and culture).

The findings of an initial study at six middle schools in one Indonesian province revealed that the educational background of social studies teachers was almost entirely derived from historical education, economic education, and other sciences that did not always belong to one social science group. This is in violation of the teaching proficiency requirements established by the Ministry of Education and Culture Regulation No.65 of 2013. This situation also creates obstacles in the implementation of integrated social studies learning, particularly in terms of integrating resources in an integrated way. However, the teacher's educational experience has a significant impact on the standard of learning itself (Kutnick, et al: 2017).

The vast majority of instructors have backgrounds in history, economics, and other non-social science fields, making integrated social studies learning challenging. This situation is especially problematic when it comes to integrating resources in an integrated manner, which is essential for

comprehensive learning. The study also found that instructors' educational experience affects learning standards, suggesting that even with inadequate backgrounds, teachers can still improve education.

Thus, conditional cash transfers and teacher incentives, which aim to improve secondary education, affect social studies education goals and their implementation. The impact of these policies on academic attendance and performance, teacher quality, and school-level programs to improve student learning outcomes and participation is assessed using randomized controlled trials and meta-analysis (Glewwe, et al., 2021).

Observations in the field revealed that schools do not yet have complete integrated social infrastructure program facilities, schools do not yet have special laboratories for social studies programs, there is no special media and tools that support social studies learning, so integrated social studies learning is verbal. This will also have an effect on pupil learning enthusiasm and drive. After speaking with several students, they stated that integrated social studies learning was challenging to comprehend and that they preferred imaginary classes.

The 2013 curriculum outlines the objectives of social studies learning in accordance with the Competency Standards of Graduates and Content Standards; the development of Process Standards includes planning the learning process, implementing the learning process, evaluating learning outcomes, and monitoring the learning process. An assessment is required for the social studies learning goals to be successful.

According to Weiss (1972), the purpose of evaluation is to evaluate the effect or influence of a program by comparing previously established aims or objectives. The comparison findings will be used to inform program decisions in order to enhance the program in the future. Likewise, as mentioned by Fitzpatrick et al. (2011) says that "the purpose of evaluation is to render judgments about the value of whatever is evaluated". The evaluation's goal is to make an assessment of whatever worth is being assessed. Program evaluation aids decision making, enhances the program, the company, and society as a whole, and contributes to the knowledge foundation.

According to Singh (2004), CIPP is the systematic collection of information about the activities, characteristics, and outcomes of programs for use by specific people in order to reduce uncertainties, impact effectiveness, and make decisions about what those programs are doing and affecting. The CIPP model is a form of assessment that can be used to assess social studies learning initiatives. The CIPP model seeks to evaluate and minimize failures, improve efficacy, and make choices about the program to be enacted and its associated consequences. By combining all four dimensions, this study provides a more effective evaluation of educational programs, fills gaps in the literature, and provides a more thorough knowledge of the elements that influence student achievement in social science education.

Kaufman and Thomas established the CIPP evaluation paradigm in 1980, dividing it into four phases. The first phase, Context Evaluation, involves establishing requirements and planning the program. This includes understanding the environment, unmet requirements, population, study sample, and program goals. Additionally, it involves explaining the program's background, calculating program needs and goals, setting program objectives, and reviewing the program's responsiveness to recognized needs.

The second phase, Input Evaluation, focuses on determining the resources truly required to meet the program's objectives. This includes assessing available resources and determining how they might be used to attain objectives. Input evaluation is also useful in creating program implementation methods and procedures. The third phase, Process Evaluation, involves identifying and prioritizing a program's strengths and problems during implementation. This phase documents real program implementation, highlighting what works well and what needs improvement.

The final stage, Product Evaluation, occurs once the program is implemented. It focuses on obtaining information for program selection, such as assessing general and specific effects, quantifying expected impacts, finding unintended consequences, evaluating program goodness, and determining program efficacy. Stufflebeam developed the CIPP model, evaluating all components, starting with the context or needs met by the curriculum, input involved in the learning process (students, teachers, design, media, and learning facilities), and the learning process undertaken by the teacher. The primary aim of the

current research is to examine the effectiveness of the CIPP learning model toward social science learning in one Indonesian city, addressing the research question: How effective is the CIPP learning model for social science learning in Indonesia?

## 2. METHODS

This study employs an evaluative research technique, utilizing one of Stufflebeam and Zhang's CIPP assessment methods in 1993. Stufflebeam proposed the idea of assessing the CIPP (Context, Input, Process, and Product) model as a consequence of his attempts to evaluate the ESEA. (the Elementary and Secondary Education Act). Stufflebeam proposes the idea, believing that the most essential goal of evaluation is to better rather than to prove. The CIPP approach is founded on the belief that the most essential goal of evaluation is to better rather than to establish.

Evaluation of the CIPP model can be implemented in various areas, such as education, management, businesses, and so on, in various stages of both initiatives, programs and organizations. Stufflebeam classifies the education system in four dimensions, namely context, input, process, and output, so the evaluation model is known as the CIPP model, which represents for the four dimensions.

The data for this research came from principals, social studies instructors, and public middle school pupils in the Aceh province. Given the immense geographical location of the Aceh Region, the schools to be subjected to are decided by separating the region's zones. The location was chosen strategically to portray the geographical and demographic variations in Aceh, a province recognized for its complicated history and cultural variety. This research attempts to provide a thorough overview of Aceh's educational landscape, including the challenges as well as possibilities faced by various people and areas. Table 1 shows the participants of the assessment study of the combined social studies learning program:

**Table 1.** Research Subject Evaluation of Integrated Social Studies Learning Programs

No	Region	District	School	Subject		
				Headmaster	Teacher	Students
1	Aceh Besar	Aceh Besar	SMPN 1 Peukan Bada	1	2	50
2	Utara	Aceh Utara	SMPN 1 Lhoksukon	1	2	50
3	Timur	Langsa	SMPN 1 Langsa	1	2	50
4	Barat	Aceh Barat	SMPN 1 Meulaboh	1	2	50
5	Selatan	Abdya	SMPN 1 Susoh	1	2	50
6	Tengah	Aceh Tengah	SMPN 1 Takengon	1	2	50
7	Tenggara	Gayo Luwes	SMPN 1 Blangkejeren	1	2	50
<b>Total Score</b>		<b>10</b>		<b>7</b>	<b>14</b>	<b>350</b>

In this study, data was gathered through unstructured interviews, questionnaires, and recording. Validation is carried out by expert specialists who master at (1) evaluation experts, (2) study methodology experts, (3) social studies education experts, and (4) social studies topic instructors. The experts were chosen on the basis of their backgrounds in the specific fields and their professional qualifications. This validation is carried out by circulating the original copy of the questionnaire on a Likert scale with the response options very suitable, suitable, quite suitable, less suitable, and not suitable. In addition to these response options, experts are requested to provide proposals, recommendations, and views on the proposal sheet. ideas and opinions.

Quantitative analysis is used to assess the truth, dependability, and applicability of the data gathering device model. The validity and dependability of input component tools, processes, and products (student motivation, learning processes in class, and student learning outcomes) were examined quantitatively. The parameters used in validity testing were product moment correlation, while reliability testing and Cronbach's alpha with validity were seen from the coefficient  $r > 0.3$  and the reliability of the Alpha Cronbach coefficient  $> 0.7$ .

While the assessment factors include input components (teacher competency, pupil motivation, infrastructure) and process components and products acquired through a questionnaire and then converted into a qualitative form. The term "conversion of quantitative data into qualitative data" alludes to Mardapi. (2008: 123). A quantitative score is acquired throughout the calculation process, and then it is converted into a qualitative category This conversion is essential as it allows for a conversion of numerical data into significant and practical findings that can be utilized to make informed educational decisions (Rahmawati & Astuti, 2020). The accompanying chart shows the conversion.

**Table 2.** Conversion Of Quantitative Data Into Qualitative Data

No.	Formula	Score Average	Qualified
1	$X \geq 1,5 S_{bi}$	$X \geq 3.25$	Very good
2	$M_i + 1,5 S_{bi} > X \geq M_i$	$3.25 > X \geq 2.50$	Good
3	$M_i > X \geq M_i - 1,5 S_{bi}$	$2.50 > X \geq 1.75$	Medium
4	$X < M_i - 1,5 S_{bi}$	$X < 1.75$	Not good

Meanwhile, to determine the knowledge competency criteria using a scale of 1 -100 then converted based on the percentage of the overall value of students. The knowledge competency criteria are as follows:

**Table 3.** Knowledge Competency Assessment Criteria. (Djemari Mardapi, 2013 : 123)

No.	Score Average	Score Criteria	Criteria
1	$85 < X \leq 100$	5	Very good
2	$75 < X \leq 85$	4	Good
3	$65 < X \leq 75$	3	Enough
4	$55 < X \leq 65$	2	Medium
5	$X < 65$	1	Not good

### 3. FINDINGS AND DISCUSSION

#### 3.1 Development of an Evaluation Model of an Integrated Social Studies Learning Program for Middle School (SMP)

**Table 4.** The Results of the Validation By Experts and Social Studies Teachers on the Evaluation Model of the Integrated IPS Learning Program

No	Evaluation Aspect	V1	V2	V3	V4	V5	V6	V7	V8	$\alpha$
1	<b>Hint</b>									
	Clarity of Instrument Instructions	5	5	4	4	4	5	5	4	4.5
2	<b>Clarity of Indicator Coverage</b>									
	Input component indicator	4	5	4	4	4	4	4	5	4.25

	Input component process	4	5	4	4	3	3	3	3	3.62
	Input component product	4	4	4	4	5	4	4	4	4.12
3	<b>Clarity of Research Instruments</b>									
	Instrument Questionnaire Guide	4	5	4	4	4	5	4	4	4.25
	Instrument Guide test questions	4	4	4	4	4	4	4	4	4
4	<b>Language and Writing</b>									
	Clarity of intent and sentence / statement	5	4	4	4	4	4	5	4	4.25
	The use of words and terms is easy to understand	5	4	5	4	4	5	5	4	4.5
	Accuracy of spelling and punctuation	5	4	4	5	5	5	5	5	4.75
	Font shape and size	5	5	5	4	4	5	4	5	4.62
	<b>Average</b>									4.28

Table 4 presents the findings of the product evaluation component, as conducted by experts and social studies teachers. The evaluation input component received an average score of 4.28, indicating that all evaluated components are classified as very good. Additionally, feedback from social studies teachers, who served as validators, included recommendations on scoring techniques for competency knowledge. Specifically, the overall knowledge competency score is initially out of 100 and then converted to a 1-5 scale. The comprehensive results of the evaluation model are detailed in Table 5 below.

**Table 5.** Evaluation of the Overall Evaluation Model

No	Evaluation Aspect	Score Average
1	Evaluation Model Guide	4.69
2	IPS Learning Component Input Instrument	4.01
3	Instrument Components of the IPS Learning Process	3.93
4	Instrument Components for IPS Learning Products	4.28
		4.22

From the overall evaluation model evaluation results, it can be seen that the average value of the Evaluation Model Guide of 4.69 is in the very good category. in the good category and the IPS Learning Program Product Component of 4.28 are in the good st category too. Overall guidelines and evaluation models of integrated social studies learning programs obtained an average score of 4.22 with conclusions can be used without improvement.

**Table 6.** Results of a Field Trial Questionnaire Evaluation Model of the Integrated Social Studies Learning Program With Student Respondents

No	Evaluation aspect	Alpha Cronbach>0.7	remark	Number of item instrument	Item r < 0.3 fall	Number of item is valid
<b>Input component</b>						
1	Motivation to learn	0.907	reliable	30	4,9,11,16,22, 25,28,29	22
	Utilization of Infrastructure Facilities	0.909	reliable	30	6, 7,17, 18,21	25
<b>Process component</b>						
2	Learning Process in class	0.870	reliable	30	9, 16, 28 and 29	26
<b>Result component</b>						
3	Attitude Competencies	0.909	reliable	30	6, 7, 15, 17, 18,	25
	Knowledge Competence	0,802	reliable	40	2, 4,8, and 22,	36
	Skill Competence	0.947	reliable	30	3, 10, 17 and 27	25
		0.925				

The findings of field trials with a limited size achieved an average score of all 0.925 components, as shown in the chart above; this number shows that the input, process, and output components are valid and reliable. However, changes are still being made based on validator and field testing feedback. Evaluation model components, evaluation methods, learning input instruments, learning process instruments, learning output instruments, and evaluation guides have all been revised in this offering. The end output of the assessment model of combined social studies learning initiatives at the junior secondary school level is the updated findings.

Field studies are also performed on questionnaire instruments using student data to evaluate the instrument's validity and dependability. These instruments are: 1) student incentive instruments, 2) learning infrastructure use instruments, 3) learning implementation instruments, 4) attitude competency instruments, 5) knowledge competency instruments, and 6) skills competency instruments. The score can be calculated using SPSS software after a study. Table 5 shows the factors used in evaluating the validity of the product moment correlation while testing the reliability and Cronbach Alpha with validity seen from the coefficient  $r > 0.3$  and reliability. The general evaluation methodology is being evaluated.

### 3.2 Evaluation Results of Integrated Social Studies Learning Program IPS Learning in State High Schools in Aceh Province

#### 3.2.1 Quality of Social Studies Integrated Learning Input IPS Learning in State High Schools in Aceh Province

**Table 7.** Average Inputs of IPS Learning Programs

No	School	Average Score			Total Score
		Teachers competence	Students motivation	Infrastructure	
1	SMPN 1 Peukan Bada	3.41	3.43	3.42	3.42
2	SMPN 1 Lhoksukon	3.37	3.44	3.43	3.41
3	SMPN 1 Langsa	3.42	3.42	3.41	3.42
4	SMPN 1 Meulaboh	3.44	3.43	3.42	3.43
5	SMPN 1 Susoh	3.43	3.44	3.43	3.43
6	SMPN 1 Tapaktuan	3.43	3.44	3.42	3.43
7	SMPN 1 Takengon	3.44	3.43	3.43	3.44
8	SMPN 1 Blangkejeren	3.45	3.43	3.43	3.44
<b>Average</b>		3.42	3.44	3.42	3.43

Based on Table 7, it can be seen that the total average input of learning programs for each school that became the study sample is 3.42 for Peukan Bada 1 Public Middle School, an average score of 3.41 for Lhoksukon 1 Public Middle School, an average score of 3.42 for SMPN 1 Langsa, an average score of 3.43 for SMPN 1 Meulaboh, an average score of 3.43 for SMPN 1 Susoh, an average score of 3.43 for SMPN 1 Tapaktuan, an average score of 3.44 for SMPN 1 Takengon, and an average score of 3.44 for SMPN 1 Blangkejeren.

**Table 8.** Total Mean of IPS Learning Inputs

No	Component	Average Score
1	Teacher competency	3.42
2	Motivation to learn	3.44
3	Infrastructure	3.42
<b>Average Score</b>		3.43

According to Table 8, the average sum of social studies learning input was 3.43, with a 3.42 average score for the instructor competency component and outstanding evaluation criteria. Student learning motivation components received an average score of 3.44 and included an outstanding evaluation criteria. Facilities and infrastructure components received an average score of 3.42 and included very excellent evaluation standards.

Schumm and Bogner (2017) discovered in their study that strong student motivation influences students' cognitive skills in comprehending learning material. Their findings reveal that internal student motivation has a substantial impact on students' ability to conceptualize course content. These findings are consistent with the larger literature on motivation in second language acquisition, which emphasises the importance of motivation in promoting learning (Fata et al., 2023; Anjomshoa & Sadighi, 2015).

Based on what Simamora (2021) has described as an internal process that gives energy, direction, and persistence in behavior, the findings of this study are consistent with the idea of motivation as a driving factor for students. One of the key elements affecting the process of teaching and learning a

second language or any other course both inside and outside of the classroom is motivation (Muslem et al, 2022).

The facilities and infrastructure sub-indicators are in the very good category because the facilities and infrastructure available in the Aceh Province of public middle School as a research sample have supported the realization of effective and efficient learning activities, according to Mulyasa (2013), who stated that the use of facilities and infrastructure maximally allows students to explore various concepts in accordance with the subjects being studied. The available facilities and infrastructure are also in accordance with Minister Regulation No. 32 of 2013, one of which states that every educational unit must have furniture, educational equipment, educational media, books and other learning resources, consumables, and other equipment required to support an orderly and continuous learning process. Furthermore, Han and Ryu (2015) found that the physical environment of the classroom or learning infrastructure has a substantial impact on student learning and instructor success in their study.

This study emphasizes the relevance of facilities and services that promote effective learning activities, which is consistent with the findings of Mulyasa (2013) and Han and Ryu (2015). These studies demonstrate that the physical classroom environment, often known as learning infrastructure, can have a major impact on student learning and instructor efficiency.

This emphasis on infrastructure is also evident in socio-educational second language acquisition models, which emphasize the importance of social and educational elements in affecting motivation and learning results.

### 3.2.2 Quality of the Integrated Social Science Learning Process Social Sciences Learning in the State High School of Aceh Province

**Table 9.** Average IPS Learning Process

No	School	Score Average		Score Total
		RPP	PBM	
1	SMPN 1 Peukan Bada	3.42	3.42	3.42
2	SMPN 1 Lhoksukon	3.44	3.45	3.45
3	SMPN 1 Langsa	3.41	3.42	3.42
4	SMPN 1 Meulaboh	3.41	3.42	3.42
5	SMPN 1 Susoh	3.44	3.44	3.44
6	SMPN 1 Tapaktuan	3.43	3.43	3.43
7	SMPN 1 Takengon	3.41	3.42	3.42
8	SMPN 1 Blangkejeren	3.43	3.43	3.43
<b>Average Score</b>		<b>3.42</b>	<b>3.43</b>	<b>3.43</b>

Based on Table 9, SMPN also known as Public middle school, it can be seen that the total average of the learning process for each school that became the study sample is 3.42 for Peukan Bada 1 Public Middle School, an average score of 3.45 for SMPN 1 Lhoksukon, the average score average of 3.42 for SMPN 1 Langsa, an average score of 3.42 for SMPN 1 Meulaboh, an average score of 3.44 for SMPN 1 Susoh, an average score of 3.43 for SMPN 1 Tapaktuan, an average score of 3.42 for SMPN 1 Takengon, and an average score of 3.43 for SMPN 1 Blangkejeren.

**Table 10.** Total Average IPS Learning Process

No	Component	Average Score
1	RPP	3.42
2	PBM	3.43
<b>Score Total</b>		3.43

Based on Table 10, the overall average of the Social Studies learning process was 3.43, with an average score for the evaluation component of the RPP of 3.58 and very excellent standards. The PBM assessment component received an average score of 4.13 and contains very excellent criteria.

The results of the evaluation of the quality of the integrated social studies learning process program in the state public middle school in Aceh Province showed very good assessment criteria, but the sub-indicators of the social studies learning process were in various criteria including the RPP sub-indicator in the good category. It is because the developed lesson plans of the syllabus is in accordance with Permendikbud No.22 of 2016 which is to direct the learning activities of students in an effort to achieve Basic Competence (KD) with the availability of components of the learning implementation plan (RPP). The implementation plan such as one of them, namely, school identity namely the name of the education unit, identity subjects or themes / sub-themes, classes/semesters, subject matter, time allocation is determined in accordance with the requirements for achieving basic competency and learning load by considering the number of hours of study available in the syllabus and basic competency that must be achieved, and have considered the principles in the preparation of lesson plans, one of them yai Individual student differences include initial abilities, intellectual level, talents, potential, interests, learning motivation, social abilities, emotions, learning styles, special needs, learning speed, cultural background, norms, values, and/or environment of students, and PBM sub-indicators are in the very good category. Due to the implementation of learning, which is the implementation of the Learning Implementation Plan (RPP) in Aceh Province Junior High, is very good. Furthermore, these criteria are consistent with the viewpoint of Mardapi (2000), who stated that one of the goals of program assessment or learning application is to generate information that can be used as a foundation for decision making, policy formulation, and following program preparation.

Studies about an integrated social studies learning evaluation model in Aceh, Indonesia, have important practical effects for the future of teaching social studies. Suraya et al. (2020) revealed that this model is beneficial for evaluating lesson plans (RPP) and social studies learning programs since it is practical, comprehensive, and accurate in describing the learning process in its entirety.

There are a number of aspects in which this model might enhance materials, teacher training, and curriculum development. In Aceh, the model's emphasis on integrating social sciences with local wisdom and Islamic values could help create a curriculum that is more relevant to the cultural and religious context, improving learning and student engagement. By highlighting the significance of designing, executing, and monitoring learning activities that are in line with the curriculum and student needs, the model can direct teacher training programs to improve the learning process. Furthermore, the model's evaluation of the learning process might contribute to resource allocation decisions by pinpointing regions that necessitate supplementary assistance or resources. Likewise, these findings can also guide policymakers and school administrators in incorporating local wisdom and Islamic values into the social studies curriculum and in involving local communities in curriculum and program development to increase community support and involvement in education (Rudiardi et al., 2022).

According to Permendikbud (or also referred as the law of ministry of education and culture) No. 20 of 2006 concerning the standards of competence of primary and secondary ed, the results of the evaluation of the quality of integrated social studies learning program products in the state public middle school in Aceh Province showed very good assessment criteria, but the sub-indicators of the

social studies learning product products were in varying criteria, including the competency sub-indicator of attitudes being in the very good category. Furthermore, Stiggins says in Widoyoko (2013) that students with a positive attitude and motivation have more chances to accomplish greater learning achievement than students with a negative attitude. The assessment is in accordance with the ability of students to understand the concepts / materials integrated social studies through the learning process in the classroom, which includes the process of interaction between students, students with educators, and learning resources in a learning environment. According to Permendikbud No. 21 of 2016, learning activities can improve students' skills by demonstrating the skills of reasoning, processing, and serving creatively, productively, critically, independently, collaboratively, and communicatively.

**Table 11.** Average IPS Learning Program Products

No	School	Average score			Total
		Competency of Attitude	Competency of Knowledge	Competency of the Skill	
1	SMPN 1 Peukan Bada	3.58	4	3.17	3.58
2	SMPN 1 Lhoksukon	3.59	4	3.19	3.59
3	SMPN 1 Langsa	3.58	5	3.18	3.92
4	SMPN 1 Meulaboh	3.59	4	3.17	3.59
5	SMPN 1 Susoh	3.59	4	3.14	3.58
6	SMPN 1 Tapaktuan	3.59	5	3.15	3.91
7	SMPN 1 Takengon	3.56	4	3.20	3.59
8	SMPN 1 Blangkejeren	3.57	3	3.16	3.24
<b>Average Score</b>		3.58	4.13	3.17	3.63

Based on Table 11, it can be seen that the total average of Social Studies learning program products for each school that became the study sample was 3.58 for Peukan Bada 1 Public Middle School, an average score of 3.59 for SMPN 1 Lhoksukon, an average score of 3.92 for SMPN 1 Langsa, an average score of 3.59 for SMPN 1 Meulaboh, an average score of 3.58 for SMPN 1 Susoh, an average score of 3, 91 for SMPN 1 Tapaktuan, an average score of 3.59 for SMPN 1 Takengon, and an average score of 3.24 for SMPN 1 Blangkejeren.

**Table 12.** Total Average Learning Program Products

No	Component	Average score
1	Competency attitude	3.58
2	Competency knowledge	4.13
3	Competency the skill	3.17
<b>Score Total</b>		3.63

Based on Table 12, a total average of social studies learning program products is obtained at 3.63 with an average score for the attitude competency component of 3.58 and includes very good assessment criteria. The knowledge competency component obtained an average score of 4.13 and includes very good assessment criteria. The skills competency component obtained an average score of 3.17 and included excellent evaluation criteria.

### 3.2.3 Quality of Integrated Social Sciences Learning Program in Aceh Province

**Table 13.** Average Learning Programs in the Province of Aceh

No	Component	Average Score	Qualified
1	Input	3.43	Very good
2	Process	3.43	Very good
3	Product	3.63	Very good

Based on Table 13, it is obtained that the average integrated social studies learning program in Aceh Province as a whole with an average score of 3.43 for the quality of input of social studies learning programs by showing excellent qualifications, an average score of 3.43 for the quality of the social studies learning process by showing excellent qualifications. An average score of 3.63 for the quality of the IPS learning program products by showing excellent qualifications.

The CIPP model appears to be suitable for reflecting the intricacies of Aceh Province's integrated social studies learning program. Since Aceh's cultural and historical context shapes the learning environment, the model's focus on context, including cultural and socio-economic factor is highly necessary. The CIPP model has benefits in figuring out on how effective a program is because it looks at the quality of inputs like teachers' qualifications and materials accessibility. (Rama et al., 2023).

However, the CIPP model can be adjusted many ways to improve educational evaluation. It can specify how context affects inputs, processes, and outputs. This method can additionally analyze learning outcomes using more specific student learning indicators and complicated program effect (Sopha & Nanni, 2019).

## 4. CONCLUSION

The findings of the creation of a combined social studies learning program evaluation model indicate that the validation score is performing well. In Aceh Province, integrated social studies learning programs have achieved an overall average score of 3.43 for the quality of input, signifying very good qualifications, and a 3.43 average score for the quality of the learning process, indicating excellent qualifications. Additionally, the output quality of the social science learning program received an overall grade of 3.63, reflecting very high standards. The evidence suggests that a comprehensive social science assessment may have been implemented in schools. However, a limitation of this research is that it was conducted in a single school in a remote region. For a more robust adoption of the integrated social studies learning program assessment model, it is advisable to evaluate both remote and non-remote schools.

Furthermore, the study's findings contribute significantly to the broader field of educational research and evaluation by presenting a comprehensive evaluation methodology for integrated social studies learning programs. Educators and policymakers can use this model to assess social studies education in various contexts, identify issues, and guide improvements in curriculum and funding decisions. The CIPP model provides a structured framework for evaluating educational programs by assessing the context, inputs, processes, and outcomes of learning, making it adaptable to different educational settings.

In conclusion, the CIPP evaluation model demonstrates its effectiveness in assessing the quality of social studies learning programs. By employing this model, schools can ensure that their social studies curriculum meets high standards, thereby enhancing the educational experiences and outcomes for students. This study underscores the importance of comprehensive evaluation in education and provides a valuable tool for continuous improvement in teaching and learning.

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