



PRINCIPAL MANAGEMENT IN OPTIMIZING THE TEACHING OF SOCIAL STUDIES TEACHERS AT SD ISLAMIYYAH 2 TERNATE CITY

Rusni Mangoda^{1a*}, Mohtar Kamisi^{2b}, Irwan Djumat^{3c}

¹ Graduate Student of Social Science Education Khairun University

^{2,3} Lecturer of Khairun University

^a rusnimangoda@gmail.com,

^b mohtarkamisi@gmail.com,

^c irwandjumat@gmail.com

(*) Corresponding Author

rusnimangoda@gmail.com

ARTICLE HISTORY

Received : 20-10-2025

Revised : 07-11-2025

Accepted : 30-11-2025

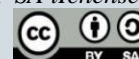
KEYWORDS

Principal Management,
Learning,
Social Studies Teacher,
Elementary School
Islamiyyah 2 Ternate
City

ABSTRACT

This study aims to describe the management of school principals in optimizing the learning of social studies teachers at SD Islamiyyah 2 Ternate City. The focus of this research includes planning, implementation, and evaluation carried out by school principals in improving the quality of social studies learning. The research method used was qualitative descriptive with data collection techniques through interviews, observations, and documentation. The results of the study show that school principals play an active role in developing teacher competency improvement programs, providing learning support facilities, and conducting periodic supervision and evaluation. The managerial strategies implemented include increasing teacher professionalism through training and coaching, strengthening collaboration between teachers, and using innovative learning media. With effective management, the quality of the social studies learning process and outcomes at SD Islamiyyah 2 Ternate City has significantly improved.

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INTRODUCTION

Principal management is a crucial aspect in the world of education, especially in the context of learning in elementary schools. The principal plays the role of a leader who not only manages the administration, but also directs and develops the quality of learning. In the context of learning Social Sciences (IPS) teachers in elementary schools, the role of school principals is becoming increasingly important, considering the complex and diverse social studies material. According to data from the Ministry of Education and Culture (2020), more than 60% of elementary school students in Indonesia feel less interested in social studies lessons, which shows the need for effective management strategies from school principals to improve the quality of learning. In carrying out management, school principals need to apply good leadership principles, such as effective communication, proper decision-making, and the development of teacher professionalism. A study conducted by Sari (2021) shows that school principals who actively communicate with teachers can increase teachers' motivation and performance in teaching. Therefore, school principals must create an environment that supports collaboration between social studies teachers and other schools.

In addition, school principals must also pay attention to the curriculum applied. The social studies curriculum in elementary schools must be adjusted to the needs of students and the times. With a relevant curriculum, it is hoped that students can more easily understand the material being taught. According to research conducted by Prasetyo (2022), the application of a project-based curriculum in social studies learning can



increase students' interest and understanding of the material. This shows that school principals need to play an active role in curriculum development in their schools. School principals must also be able to identify training needs for social studies teachers. Proper training will improve teachers' competence in teaching and facilitate more effective learning. Data from the Human Resources Development Agency (2021) shows that teachers who attend training regularly have better performance compared to those who do not. Therefore, school principals need to provide adequate access to training for social studies teachers in schools.

Finally, evaluation and feedback are an important part of principal management. By conducting periodic evaluations of the learning process, school principals can find out the strengths and weaknesses in teaching social studies teachers. It also provides an opportunity for teachers to receive constructive feedback, so they can continue to improve the quality of learning. According to research by Hidayat (2023), schools that implement a good evaluation system show a significant increase in student learning outcomes.

RESEARCH METHODS

This research focuses on how the principal's management optimizes the learning of social studies teachers at SD Al Irsyad Al-Islamiyah, Ternate City. This qualitative research emphasizes more on the description or description of existing phenomena, both scientific and human engineering ones. This study examines the forms of activities, characteristics, changes, relationships, similarities and differences with other phenomena.

Qualitative research is conducted directly in the field to obtain accurate data. The subject of this research is SD Al Irsyad Al-Islamiyah, Ternate City. The flow in this study starts from raising the problem, namely the ineffective management of school principals so that there are many problems that affect the quality of education. Then the researcher determined the title, namely the principal's management in optimizing the learning of social studies teachers at SD Al Irsyad Al-Islamiyah, Ternate City.

The data source was obtained from the principal of SD Al Irsyad Al-Islamiyah in Ternate City, and teachers. Principals and teachers are a source of data where the principal and teachers of SD Al Irsyad Al-Islamiyah Ternate City have the same opportunity to be the source of data in this study. This study uses a combination of structured interviews and unstructured interviews where to find out the management of the principal in optimizing the learning of social studies teachers at SD Al Irsyad Al-Islamiyah Ternate City and find out what are the obstacles faced by the principal in improving the quality of education at SD Al Irsyad Al-Islamiyah Ternate City. As well as strengthening the results of the observation of the managerial implementation of the school principal in improving the quality of education at SD Al Irsyad Al-Islamiyah Ternate City.

This study uses observation research techniques to obtain data on how to implement managerial school at SD Al Irsyad Al-Islamiyah, Ternate City. Ordinary observation requires the researcher not to participate in the emotions of the perpetrators who are the target of his research. This study observes the managerial implementation of school principals at SD Al Irsyad Al-Islamiyah, Ternate City.

In this study, the documentation used was in the form of written documentation in the principal's managerial planning book and drawings of implementation in the principal's managerial program and interview and observation activities. This research uses analytical techniques from Miles and Huberman described in (Sugiyono, 2017), which consists of 1) Data Collection; 2) Data Reduction; 3) Data Presentation; and 4) Conclusion Drawing

DISCUSSION

School Principals' Strategies in Improving the Learning Quality of Social Studies Teachers

Education is the main factor in forming high-quality and highly competitive human resources. In an effort to achieve national education goals, the role of school principals greatly determines the success of the implementation of the learning process in schools. The principal not only functions as an educational administrator, but also as an instructional leader who plays an important role in improving the quality of teacher learning in every subject, including Social Sciences (IPS).

Social studies learning has a strategic role in shaping students' knowledge, attitudes, and social skills. Through social studies learning, students are expected to be able to understand the social phenomena around them, have sensitivity to community problems, and develop national values and social responsibility. However, in reality, the quality of social studies learning in various schools still faces a number of challenges. Some teachers still use conventional methods that do not actively involve students, and are not optimal in utilizing learning media and technology.

In such situations, school principals have a great responsibility to design and implement effective strategies in improving the competence and professionalism of social studies teachers. These strategies can



include the implementation of academic supervision, motivation, provision of training and workshops, continuous coaching, and the creation of a school environment conducive to learning development. School principals are also expected to be able to foster a collaborative work culture between teachers so that innovation is created in the teaching and learning process.

In addition, the support of school principals in terms of facilities and infrastructure, learning policies, and periodic evaluations have a great influence on improving the quality of social studies learning. Principals who implement effective managerial and leadership strategies will be able to move teachers to continuously improve their pedagogical, professional, social, and personality skills.

Thus, it is important to conduct a study on the principal's strategy in improving the learning quality of social studies teachers. This research is expected to provide a real picture of the steps taken by school principals in supporting teachers to be able to carry out creative, innovative, and meaningful social studies learning for students.

School principals need to formulate the right strategy in improving the quality of learning for social studies teachers. One strategy that can be implemented is the development of an ongoing training program. This training can cover various aspects, from innovative teaching methods to the use of technology in learning. A study by Wati (2022) showed that teachers who participated in technology-based training were able to increase student involvement in the teaching and learning process by up to 40%. Therefore, the principal must be committed to providing relevant and quality training. In addition to training, school principals can also encourage collaboration between teachers. Collaborative learning allows social studies teachers to share experiences and effective teaching strategies. For example, through workshops or discussion forums, teachers can exchange ideas and methods that have been proven to be successful. Data from the National Education Survey (2021) shows that schools that implement collaboration between teachers have higher levels of student satisfaction, which has a positive impact on learning outcomes.

School principals must also pay attention to the use of available learning resources. Good resources, such as books, teaching aids, and other learning media, are essential in supporting the social studies learning process. According to research by Rahmawati (2023), the use of varied learning media can increase students' understanding of social studies materials by up to 30%. Therefore, the principal needs to ensure that all learning resources are available and easily accessible to teachers. The use of technology in learning is also the main focus in the principal's strategy. With the development of information technology, school principals must encourage social studies teachers to utilize technology in the learning process. For example, the use of online learning applications or e-learning platforms can increase student interaction with subject matter. Data from the Education Research Institute (2022) shows that the use of technology in social studies learning can significantly improve student learning outcomes.

Finally, school principals need to evaluate the implementation of the strategies that have been implemented. By conducting periodic evaluations, school principals can find out the effectiveness of the strategies that have been implemented and make improvements if necessary. This evaluation also provides an opportunity for teachers to provide input and suggestions related to the learning process. According to research by Setiawan (2023), schools that routinely conduct evaluations show a significant improvement in the quality of learning.

The Role of Principals in Creating a Supportive Learning Environment

Schools are formal educational institutions that function as the main forum in forming quality human resources. The success of the educational process in schools is greatly influenced by various factors, one of which is the leadership of the principal. School principals have a strategic role in creating a conducive learning environment, both physically and psychologically, so that the teaching and learning process can take place optimally.

In the context of modern education, the principal not only functions as an administrator, but also as an instructional leader who is responsible for directing, guiding, and developing all the potential of school residents. School principals are expected to be able to create a safe, comfortable, inclusive learning environment, and support the overall development of students. A supportive learning environment will foster student motivation, increase teacher participation, and strengthen a positive school culture.

However, in practice, there are still many schools that face challenges in realizing an ideal learning environment. Some of the obstacles that often arise include limited facilities and infrastructure, lack of coordination between teachers, weak supervision of school principals, and low participation of school residents in maintaining the learning environment. This condition shows that the role of school principals is very decisive in building a productive learning system and climate.



An effective principal will be able to carry out managerial, supervision, and leadership functions in a balanced manner. He must be able to mobilize teachers to innovate, encourage collaboration between school residents, and create policies that support active and creative learning. In addition, school principals must also pay attention to non-academic aspects such as discipline, cleanliness, safety, and psychological well-being of students and teachers.

Therefore, it is important to conduct research on the role of school principals in creating a supportive learning environment. This research is expected to provide an overview of the strategies, policies, and approaches used by school principals in creating a positive learning climate, as well as provide recommendations for improving the quality of education in schools.

A supportive learning environment is very important in improving the learning quality of social studies teachers. School principals have a key role in creating this environment. One way to create a conducive environment is to build good relationships between principals, teachers, and students. A harmonious relationship will create a positive atmosphere and support the teaching and learning process. Data from the Institute for Education Research (2021) shows that schools with good relationships between all parties have higher levels of student satisfaction. Principals also need to create a positive school culture. A good school culture will encourage teachers and students to actively participate in learning activities. For example, by holding extracurricular activities related to social studies, students can better understand the material being taught. Research by Yulianti (2022) shows that students who are involved in extracurricular activities have higher motivation to learn. In addition, the principal must ensure that the school's facilities support the learning process. Good facilities, such as comfortable classrooms, a well-equipped library, and adequate internet access, will improve the quality of learning. According to a survey conducted by the Ministry of Education and Culture (2020), schools with adequate facilities show better student learning outcomes compared to schools that lack facilities.

School principals also need to provide emotional support to social studies teachers. This support can be in the form of recognition of teachers' achievements, providing opportunities for improvement, and providing time to discuss the challenges faced in learning. Data from the Journal of Education (2023) shows that teachers who feel supported by school principals tend to have higher motivation in teaching. Finally, the principal must create open communication between all parties in the school. With good communication, information about learning can be conveyed clearly, and all parties can provide input to each other. Research by Sari (2021) shows that schools that implement effective communication have higher levels of student involvement in the learning process.

Evaluation and Feedback in Social Studies Learning

The results of this study illustrate how the implementation of evaluation and feedback by teachers in Social Science (IPS) learning in elementary and secondary schools. Data was obtained through classroom observations, interviews with teachers and students, and analysis of learning outcome documents.

Evaluation and feedback are an integral part of an effective learning process. The principal has the responsibility to ensure that the evaluation is carried out systematically and objectively. This evaluation not only includes an assessment of student learning outcomes, but also an assessment of the teaching methods used by social studies teachers. According to research by Hidayat (2023), periodic evaluations can provide a clear picture of student development and teaching effectiveness. Constructive feedback is also very important in the learning process. School principals should encourage social studies teachers to provide feedback to students regarding their performance. This feedback can help students understand their strengths and weaknesses, as well as provide direction for improvement. Data from the Journal of Education (2022) shows that students who receive good feedback tend to show improvements in learning outcomes. In addition, school principals also need to provide feedback to social studies teachers regarding their performance. This feedback can be in the form of classroom observations, discussions about teaching methods, or student evaluation results. By providing constructive feedback, the principal can help teachers to continue to improve the quality of learning. Research by Prasetyo (2022) shows that teachers who receive feedback from school principals have better performance in teaching.

The principal must also involve students in the evaluation process. By involving students, the principal can gain a different perspective on the learning process. For example, through surveys or group discussions, students can provide feedback on teaching methods that they find effective. Data from the Institute for Educational Research (2022) shows that schools that involve students in evaluations have higher levels of satisfaction.

Finally, the principal needs to ensure that the results of the evaluation are used for improvement and development. The results of the evaluation should be carefully analyzed to determine the necessary corrective

steps. According to research by Setiawan (2023), schools that use evaluation results for the development of learning programs show a significant improvement in the quality of education.

CONCLUSION

The management of school principals has a very important role in optimizing the learning of social studies teachers in elementary schools. Through the development of ongoing training programs, the creation of a supportive learning environment, and effective evaluation and feedback, principals can significantly improve the quality of learning. The recommendation for the principal is to continue to innovate in management strategies and ensure that all parties are involved in the learning process. Thus, it is hoped that social studies learning in elementary schools can be more interesting and effective, and be able to increase students' understanding of the material taught. This is in line with the goal of national education to create an intelligent and characterful generation.

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