

Analysis Of Educational Domain Objectives In Social Studies (IPS) For Student Competency Development: A Cognitive, Affective, And Psychomotor Approach

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Abstract. *Social Studies Education (IPS) plays a strategic role in developing students' competencies across the cognitive, affective, and psychomotor domains. However, current instructional practices in IPS tend to emphasize cognitive knowledge acquisition, while the affective and psychomotor domains receive less optimal attention. Project-Based Learning (PjBL) is considered an effective instructional approach as it enables the holistic integration of these three learning domains. This study employed a descriptive qualitative approach using a literature review method. The literature search was conducted through Google Scholar, Garuda Ristekbrin, DOAJ, and SINTA using keywords such as "Social Studies learning," "Project-Based Learning," and the cognitive, affective, and psychomotor domains. Literature selection was based on relevance, source credibility, and publication recency, prioritizing articles published within the last five years (2020–2025). From an initial pool of 50 articles, 10 were purposively selected for in-depth analysis. Data were analyzed using content analysis techniques, including coding, data reduction, and thematic interpretation. Data validity was ensured through source triangulation and peer discussion. The findings indicate that Project-Based Learning not only enhances students' conceptual understanding in the cognitive domain but also fosters positive attitudes in the affective domain and develops practical skills in the psychomotor domain simultaneously. Nevertheless, major challenges remain in teachers' readiness and the development of holistic assessment instruments. Therefore, this study recommends strengthening teachers' professional capacity, developing integrated assessment tools, and providing policy support to optimize comprehensive and meaningful Social Studies learning.*

Keywords: *Social Studies, Project-Based Learning, Student Competency.*

INTRODUCTION

Social Studies (IPS) is a highly strategic subject within the basic and secondary education curriculum. As an integrative subject, Social Studies not only teaches knowledge related to social, economic, cultural, and environmental aspects but also plays a crucial role in holistically shaping students' competencies, including intellectual abilities, social attitudes, and life skills. In the context of 21st-century education, the role of Social Studies becomes increasingly vital, considering the ever-evolving world with its growing social complexities and the demand for 21st-century competencies such as critical thinking, creativity, collaboration, and communication (Trilling & Fadel, 2009; Saavedra & Opfer, 2012).

The 21st-century education curriculum emphasizes that learning must develop three main domains cognitive, affective, and psychomotor in a balanced manner. These three domains are interrelated and mutually supportive in forming well-rounded student competencies (M. Sya'adah et al., 2025b). The cognitive domain relates to the mastery of knowledge and thinking skills such as analysis, synthesis, and evaluation (Andrinai et al., 2024). The affective domain concerns attitudes, values, and motivation that underlie students' behavior in social life. Meanwhile, the psychomotor domain includes practical skills and physical actions needed in both

daily life and academic contexts. Therefore, the simultaneous development of these three domains is essential to prepare students who are not only intellectually intelligent but also possess strong character and practical skills. However, various empirical studies conducted over the past five years have shown that the implementation of Social Studies learning in schools across Indonesia and other countries still heavily emphasizes the cognitive aspect alone (Darajat & Nashar, 2023).

The affective and psychomotor aspects are often neglected or receive insufficient attention in both the learning process and the evaluation system (Y. Rahmawati, Junaenah, et al., 2024). This condition not only leads to an imbalance in student competency development but also results in students' low ability to apply social knowledge in real-life contexts.

This imbalance is caused by several key factors. First, learning is still largely teacher-centered, where students tend to listen and memorize rather than actively explore the material. Second, there is a lack of understanding among teachers in designing and implementing learning activities that address all three domains integratively. Teachers often struggle to develop instructional methods that combine the development of attitudes, skills, and knowledge in a balanced manner (Sufia et al., 2022). Third, there is a limitation in assessment tools that can systematically measure changes in attitudes and skills, leading teachers to rely on written tests that primarily focus on the cognitive domain (Y. Rahmawati, Prasetyo, et al., 2024).

Amidst these challenges, Project-Based Learning (PjBL) has emerged as a promising solution to address the issues in Social Studies (IPS) education. PjBL is a learning approach that places students at the center of the learning process, where they actively engage in investigation, collaboration, and problem-solving through real-life projects relevant to their daily lives (Nurhayati et al., 2023). Through PjBL, students not only learn theoretical knowledge but also apply their social understanding in the form of tangible products, presentations, or measurable social actions. This enables the development of the three educational domains cognitive, affective, and psychomotor in an integrated manner.

Several recent studies support the effectiveness of PjBL in Social Studies education. Maulidia and Istiqomah (2023) found that the implementation of project-based instructional design significantly enhances students' conceptual understanding. Additionally, PjBL fosters a strong sense of responsibility and teamwork, which are part of the affective domain. Similar results were observed by (Devi, 2024), who developed Project-Based Student Worksheets (LKPD) and showed that this method promotes student independence and character development. Further confirmation comes from the study by (Zurhaida, 2025), which highlights PjBL's role in enhancing social skills such as cooperation, communication, and empathy towards the social environment.

Beyond the cognitive and affective domains, PjBL also contributes to the development of the psychomotor domain. During project implementation, students engage in various physical activities such as field data collection, creative product creation, and visual presentations. This aligns with the findings of Ilmi et al. (2025), who emphasized the importance of designing appropriate psychomotor assessment instruments to measure students' skills in executing real-world project tasks. In other words, PjBL facilitates the development of practical skills that are often overlooked in conventional Social Studies instruction.

However, the implementation of PjBL in the context of Social Studies also faces several challenges. (R. Rahmawati et al., 2024) noted that many teachers still lack a full understanding of how to systematically and objectively assess affective and psychomotor domains. Existing evaluations tend to be normative and superficial, failing to reflect genuine changes in student attitudes and skills. Moreover, teachers often struggle with limited time and resources to design and implement complex projects. Another key issue is the need to enhance teacher capacity in designing instructional activities that balance the development of all three domains (Suprihatien, 2024).

In line with this, (R. Sya'adah et al., 2025b) emphasized that the success of education especially in Social Studies depends heavily on teachers' ability to effectively integrate the cognitive, affective, and psychomotor domains. Instruction that focuses solely on knowledge results in students who are less prepared to face real-life challenges that require adequate social attitudes and practical skills. Therefore, a comprehensive examination is needed to understand how these three domains can be implemented in Social Studies education, particularly through the PjBL approach, which is considered to hold great potential in shaping students' holistic competencies.

This literature review aims to analyze and synthesize recent research findings related to the integration of cognitive, affective, and psychomotor domains in Social Studies instruction using the Project-Based Learning approach. It also seeks to identify best practices and challenges in implementing this model. Through a systematic literature study, this paper provides a comprehensive overview of the development of Social Studies education over the past five years and offers conceptual and practical recommendations for improving

instructional quality in the future. With the increasing complexity of 21st-century educational demands, developing student competencies that include not only knowledge mastery but also positive attitudes and life skills is crucial. Therefore, this study is expected to serve as a valuable reference for educators, practitioners, policymakers, and educational researchers in designing and implementing more effective, meaningful, and sustainable Social Studies learning.

METHOD

The process of literature searching in this study was conducted using various relevant keywords, including “Social Studies learning,” “Project-Based Learning,” “cognitive domain,” “affective domain,” and “psychomotor domain,” as well as combined keywords such as “Project-Based Learning in Social Studies learning” and “development of cognitive, affective, and psychomotor domains.” The search was carried out through academic search engines and online databases, including Google Scholar, Garuda Ristekbrin, DOAJ, and SINTA. The retrieved literature was then selected and organized based on its relevance to the research focus, namely the integration of cognitive, affective, and psychomotor domains in Social Studies (IPS) learning through the implementation of Project-Based Learning (Utami & Wardani, 2024).

The criteria for literature selection in this study comprised three main aspects: relevance, credibility, and year of publication. In terms of relevance, only scholarly articles that explicitly discussed Social Studies learning, the implementation of the Project-Based Learning model, and the development of cognitive, affective, and psychomotor domains were selected. Source credibility was determined based on the reputation of the journal, the quality of writing, and recognition within the academic community (Burhan et al., 2025).

Meanwhile, the year of publication was considered to ensure the currency of data and research findings, with priority given to articles published within the last five years (2020–2025). From an initial search that yielded 50 relevant articles, a purposive selection process was conducted, resulting in 20 articles that met the established criteria for in-depth analysis, while the remaining articles were excluded due to their inconsistency with the research focus (Syarfa et al., 2024)

After the selected literature was collected, the next stage involved data analysis using content analysis techniques. The analysis procedures included initial coding to identify key themes related to the cognitive, affective, and psychomotor domains; data reduction to eliminate irrelevant information; and data categorization and interpretation to identify patterns, similarities, and differences among the analyzed articles. This process enabled the researchers to examine trends in the implementation of holistic and integrative Social Studies learning through Project-Based Learning (Landani & Lingga, 2025) .

To ensure data validity and reliability, several validation strategies were applied. These included source triangulation by comparing findings from articles published in various reputable journals, consistency checks through cross-examination of analytical results from studies addressing similar themes, and peer debriefing through discussions among researchers to review the coding and data interpretation processes. These steps were undertaken to minimize researcher subjectivity and enhance the credibility and trustworthiness of the findings (Nurlatifah et al., 2025).

Through this systematic and structured literature review method, the study is expected to produce a comprehensive overview of the implementation of cognitive, affective, and psychomotor domains in Social Studies learning (Hardaniant & Rahman, 2025). Furthermore, the findings are anticipated to serve as a basis for formulating recommendations for the development of more holistic and integrative learning approaches through the implementation of Project-Based Learning, as well as to contribute to the advancement of research and practice in Social Studies education in the future (Sumarni et al., 2025).

RESULTS AND DISCUSSION

Result

Based on the analysis of 10 selected scientific articles retrieved from Google Scholar, Garuda Ristekbrin, DOAJ, and SINTA databases, this literature review provides a comprehensive overview of the implementation of Social Studies (IPS) learning, particularly concerning the integration of cognitive, affective, and psychomotor domains. The content analysis process conducted through coding, data reduction, and categorization revealed consistent patterns and recurring themes across the reviewed studies. The findings indicate that Social Studies learning in schools is still predominantly focused on the cognitive domain. Most of the reviewed articles emphasize students’ mastery of concepts and factual knowledge, such as remembering,

understanding, and analyzing Social Studies content, while affective and psychomotor development receives comparatively less attention (R. Sya'adah et al., 2025a; Utami & Wardani, 2024).. This dominance of the cognitive domain is reflected in instructional and assessment practices that largely rely on written tests and knowledge-based assignments (Rahmawati et al., 2024).

Furthermore, the review reveals that the affective and psychomotor domains tend to be neglected in Social Studies learning. The affective domain which includes students' attitudes, values, and emotions is essential for character development, while the psychomotor domain plays a crucial role in developing practical skills relevant to real-life situations and the world of work (M. Sya'adah et al., 2025). This imbalance is largely attributed to the persistence of teacher-centered instructional practices and teachers' limited competencies in designing learning activities and assessment instruments that integrate all three domains effectively (Sufia et al., 2022). In this context, the literature consistently identifies Project-Based Learning (PjBL) as a strategic and effective instructional model to address these challenges. PjBL positions students at the center of the learning process by engaging them in project-based activities that require collaboration, problem-solving, and the application of Social Studies concepts in authentic contexts (Nurhayati et al., 2023). Through this approach, learning extends beyond theoretical understanding to include meaningful experiences that foster attitudes and practical skills.

Several studies reviewed confirm the effectiveness of PjBL in Social Studies instruction. Maulidia and Istiqomah (2023) found that project-based Social Studies learning significantly improves students' conceptual understanding while simultaneously enhancing responsibility and collaboration skills. Similarly, Devi (2024) reported that the use of PjBL-based student worksheets (LKPD) contributes to character strengthening and learner autonomy. These findings suggest that PjBL supports learning that integrates cognitive, affective, and psychomotor domains simultaneously.

From a cognitive perspective, Zulfikar (2024) reported a significant improvement in students' critical and analytical thinking skills following the implementation of project-based Social Studies learning. Students became active participants in identifying problems, collecting data, and formulating logical solutions, aligning with the demands of higher-order thinking skills emphasized in 21st-century curricula. In terms of the affective domain, multiple studies indicate that participation in collaborative projects increases students' learning motivation and fosters positive attitudes toward Social Studies, including responsibility, tolerance, and empathy (Sufia et al., 2022; Zurhaida, 2025).

The literature also highlights that the psychomotor domain, which has often been overlooked, can be effectively developed through PjBL when supported by appropriate assessment instruments. Ilmi et al. (2025) emphasize that well-designed psychomotor assessment tools enable teachers to objectively evaluate students' practical skills, such as creating maps, conducting simulations, or producing creative artifacts related to Social Studies content.

Table 1. Comparison of Previous Studies on the Integration of Cognitive, Affective, and Psychomotor Domains in Social Studies Learning

No	Author(s)	Year	Title	Discussion Findings
1	Utami & Wardani	2024	Dominance of the Cognitive Domain in Social Studies Learning	Social Studies instruction remains focused on the cognitive domain, particularly conceptual and factual knowledge mastery, while affective and psychomotor domains are not optimally integrated.
2	R. Sya'adah et al.	2025	Analysis of Learning Domains in Social Studies	The findings indicate an imbalance in the development of learning domains, with Social Studies assessment still dominated by cognitive-based written tests.
3	Rahmawati et al.	2024	Evaluation of Assessment Systems in Social Studies Learning	Assessment practices in Social Studies are largely oriented toward cognitive outcomes, while affective and psychomotor assessment instruments are not systematically developed.
4	Sufia et al.	2022	Teachers' Constraints in Integrating Learning Domains	Teachers face limitations in designing instructional strategies and assessment tools that integrate cognitive, affective, and psychomotor domains.
5	Nurhayati et al.	2023	Project-Based Learning as a Model for Social Studies Instruction	Project-Based Learning effectively integrates all three learning domains through project activities that promote active engagement, collaboration, and application of Social Studies concepts.
6	Maulidia & Istiqomah	2023	Implementation of Project-Based Learning in Social Studies Learning	Project-based learning improves students' conceptual understanding while fostering responsibility and collaboration skills.
7	Devi	2024	Development of PjBL-Based Student Worksheets in Social Studies Learning	PjBL-based worksheets contribute to character development, learner autonomy, and the enhancement of students' skills.
8	Zulfikar	2024	The Effect of Project-Based Learning on Students' Critical Thinking in Social Studies	The implementation of PjBL significantly enhances students' critical and analytical thinking skills through problem-solving-based projects.
9	Zurhaida	2025	Learning Motivation and Attitudes in Collaborative Social Studies Learning	Collaborative project-based learning increases students' learning motivation and promotes positive social attitudes such as tolerance and empathy.
10	Ilmi et al.	2025	Psychomotor Domain Assessment in Project-Based Learning	Project-based psychomotor assessment enables objective and continuous evaluation of students' practical skills.

Table 1 shows that most studies confirm the continued dominance of the cognitive domain in Social Studies learning. However, the implementation of Project-Based Learning has been consistently reported to integrate the cognitive, affective, and psychomotor domains in a more balanced manner, thereby supporting the realization of holistic and meaningful Social Studies learning.

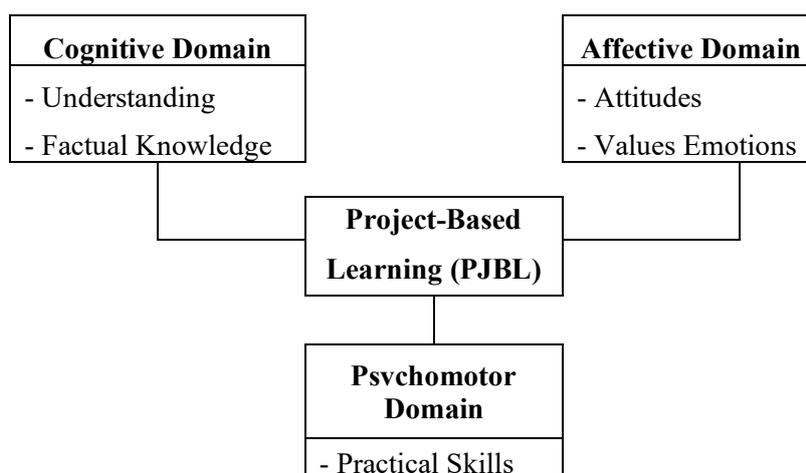


Figure 1. Learning in IPS

Figure 1 illustrates a synthesis of the literature review findings concerning the condition of Social Studies (IPS) learning in schools, the factors contributing to the imbalance in the development of learning domains, and the role of Project-Based Learning (PjBL) in holistically integrating the cognitive, affective, and psychomotor domains.

Despite its strong potential, the review also identifies several challenges in implementing PjBL. These include limited teacher readiness, inadequate learning facilities, and time constraints within instructional schedules (Rahmawati et al., 2024; Sufia et al., 2023). Consequently, many studies recommend strengthening teacher professional development, improving access to learning resources, and providing sustained policy support to ensure effective implementation.

Overall, the findings of this literature review confirm that integrating cognitive, affective, and psychomotor domains in Social Studies learning through Project-Based Learning represents a relevant and effective approach to achieving holistic and meaningful education. With synergy among teacher competency development, assessment innovation, and institutional support, PjBL has strong potential to enhance the quality of Social Studies instruction and better prepare students to meet future challenges (Nurhasanah et al., 2024; Nurhayati et al., 2023).

Discussion

The findings of this literature review indicate that although Social Studies (IPS) learning is conceptually directed toward the holistic development of students' competencies encompassing cognitive, affective, and psychomotor domains, its implementation in classroom practice has not yet fully reflected such integration. One key issue requiring deeper interpretation is the fact that teachers are generally aware of the advantages of Project-Based Learning (PjBL) as an active and integrative instructional model, yet they continue to experience difficulties in assessing affective and psychomotor domains effectively (M. Sya'adah et al., 2025).

Teachers' difficulties in conducting affective assessment, despite recognizing the effectiveness of PjBL, can be understood from several perspectives (S. Rahmawati, 2020; Sufia et al., 2022). Pedagogically, affective assessment requires a paradigm shift from outcome-oriented evaluation, which is objective and quantitatively measurable, to process-oriented assessment that is qualitative and contextual in nature. In practice, many teachers remain accustomed to written tests that are easier to design, administer, and score, particularly in the context of administrative demands and limited instructional time (Sufia et al., 2022). Consequently, the assessment of attitudes and values is often perceived as a supplementary component rather than an integral part of the learning process (S. Rahmawati, 2020; Utami & Wardani, 2024).

When viewed through the lens of Vygotsky's social constructivist theory, learning should be understood as a social process that occurs through interaction, collaboration, and dialogue between learners and their social environment. Within the framework of the Zone of Proximal Development (ZPD), the development of students' attitudes, values, and social skills is strongly influenced by collaborative activities and meaningful learning experiences both of which are core characteristics of Project-Based Learning.

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However, teachers' limited capacity to design systematic observation tools and reflective assessment instruments often prevents the full potential of PjBL in fostering affective development from being adequately documented and measured. In this sense, the challenge lies not in the learning model itself, but in teachers' ability to translate social learning processes into authentic forms of assessment.

These findings must also be interpreted in relation to national curriculum policy, particularly the Merdeka Curriculum, which explicitly emphasizes student-centered learning, the strengthening of the Pancasila Student Profile, and the use of authentic assessment. Normatively, this policy provides substantial opportunities for teachers to integrate cognitive, affective, and psychomotor domains through project-based learning. Nevertheless, the literature reveals a gap between policy and practice. Many teachers have not received sufficient guidance or professional support in conducting affective and psychomotor assessments, resulting in the continued dominance of cognitively oriented evaluation practices.

The implications of these findings are significant for the development of Social Studies learning. First, without appropriate affective and psychomotor assessment, Social Studies instruction risks losing its essential role as a medium for character formation, value internalization, and civic skill development. Students may demonstrate strong conceptual understanding without corresponding changes in attitudes or social behavior. Second, this imbalance in assessment practices may hinder the achievement of national educational goals that emphasize the development of well-rounded individuals rather than purely academic achievement.

Therefore, this review highlights the need for sustained teacher capacity building, particularly in the design and implementation of authentic assessment aligned with the characteristics of Project-Based Learning. Teacher professional development should not focus solely on innovative instructional models, but also on the ability to develop valid, reliable, and practical instruments for assessing affective and psychomotor learning outcomes. In addition, schools and policymakers should provide supportive systems, such as assessment guidelines, exemplars of best practices, and assessment policies that reduce administrative burdens on teachers (Nurhayati et al., 2023).

In conclusion, Project-Based Learning in Social Studies should be understood not merely as an engaging and conceptually effective instructional strategy, but as an approach that demands a comprehensive transformation in how teachers conceptualize both teaching and assessment. When alignment among instructional models, constructivist learning theory, and national curriculum policy is achieved consistently, Social Studies education holds strong potential to cultivate students who are knowledgeable, socially responsible, and equipped with competencies relevant to the demands of the twenty-first century.

CONCLUSIONS AND SUGGESTIONS

Based on the conducted literature review, it can be concluded that Social Studies (IPS) learning that integrates the cognitive, affective, and psychomotor domains is essential in shaping students' competencies in a holistic manner. Although IPS learning has so far placed more emphasis on the cognitive aspect, the Project-Based Learning (PjBL) approach has proven effective in developing all three domains simultaneously. Through PjBL, students not only acquire knowledge but also develop positive attitudes and practical skills relevant to real-life situations. However, the main challenges in implementing this integrated learning approach lie in the assessment system and teachers' capacity to design holistic learning experiences. The development of assessment instruments capable of measuring cognitive, affective, and psychomotor aspects comprehensively is crucial. In addition, continuous training for Social Studies teachers is needed to enhance their ability to implement PjBL and integrate the three domains effectively. Support from policymakers through curriculum strengthening and the provision of adequate resources is also essential to ensure that IPS learning can be carried out effectively and meaningfully. Further research that examines affective and psychomotor assessment strategies and their impact on student achievement and character development is highly recommended. Finally, improving facilities and access to learning resources that support project-based learning will further enhance the quality of IPS instruction. With these steps, IPS learning is expected not only to improve students' knowledge but also to foster attitudes and skills that support their success in the future.

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