



## APPLICATION OF A SCIENTIFIC APPROACH IN CITIZENSHIP EDUCATION TO UNDERSTAND HUMAN RIGHTS IN ELEMENTARY SCHOOL

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### Abstract

This study aims to explore the application of a scientific approach in learning Citizenship Education in elementary schools to improve students' understanding of Human Rights (HAM). The scientific approach, which consists of observing, asking, trying, reasoning, and communicating, is believed to be effective in creating an in-depth learning experience and encouraging students to be actively involved in understanding human rights concepts. The research method used is qualitative with data collection through literature studies and analysis of various references. The results of the study indicate that the scientific approach not only improves students' understanding of human rights, but also supports character development such as tolerance, responsibility, and empathy which are very important in shaping their awareness as citizens. This finding is relevant to the implementation of the 2013 Curriculum which prioritizes strengthening students' attitudes, knowledge, and skills.

**Keywords :** Scientific Approach, Citizenship Education, Human Rights, Elementary School, 2013 Curriculum

### Introduction

Civics Education at the Elementary School level is the initial foundation for students to understand the basic concepts of rights and obligations as citizens. One of the important materials in this education is an understanding of Human Rights (HAM). Human rights are basic rights that every individual has since birth, regardless of social, economic, cultural, or religious background. Therefore, instilling an understanding of human rights from an early age has an important role in shaping the character of students who respect individual rights and have an attitude of tolerance towards diversity. The scientific approach in Citizenship Education offers a relevant method to instill a deep understanding of human rights. The scientific approach, which involves steps such as observing, asking, trying, reasoning, and communicating, helps students to understand the concept of human rights more actively and participatively. By using this approach, students are encouraged to think critically, analyze real situations related to human rights, and understand the values underlying these human rights. Scientific approaches can also create more meaningful learning experiences. In the context of human rights, for example, students can be invited to observe cases of minor human rights violations in their environment, discuss the consequences, and understand the importance of respecting individual rights. These activities not only make students better understand the concept of human rights, but also encourage them to apply attitudes of tolerance, responsibility, and empathy in everyday life. The implementation of this scientific approach is relevant to the 2013 Curriculum, which emphasizes the importance of building student competencies that include attitudes, knowledge, and skills. Thus, the implementation of the scientific approach in human rights learning in Elementary Schools is expected to support the achievement of holistic educational goals, namely forming a young generation that is aware of their rights and obligations as citizens.

## Research Methodology

The preferred research method is qualitative. The following is a research method entitled "Implementation of Scientific Approach in Civic Education to Understand Human Rights in Elementary Schools" For the scientific approach in civic education for human rights in elementary schools. The qualitative approach uses keywords such as Scientific Approach, Human Rights Education, civic education in elementary schools Qualitative approaches can be used to create a learning environment that supports Understanding human rights Data is obtained through quantitative and qualitative data collection, for example from data sources such as newspapers, books, and scientific works. Data will be collected and analyzed through data collection, data processing, and information exchange. The research findings indicate an urgent need for efforts to understand the scientific approach in civic education and understanding human rights in elementary schools.

## Result & Discussion

Based on the results of document searches that began with data analysis and qualitative methods that have been published in journals, the conclusions obtained can be seen in table 1 as follows.

**Table 1. Review Documents**

Writer	Title	Research Methods	Findings
Agistiani, DZ, et al.,(2021)	Implementation of a scientific approach to improving civics learning outcomes in elementary schools	Descriptive	The influence of implementing a scientific approach in other words is the achievement of educational outcomes. Citizenship in learning has an impact. Learning in the process with using a scientific approach makes students participate more immediately in finding solutions. Information or make observations with their respective groups. So that the maintenance of attitudes social in the process of activities through a scientific approach is very effective
Susilo, DP, et al. (2024)	Implementation of Human Rights Education Through Civic Education Learning in Elementary Schools. Journal of Elementary School Teacher Education	literature study	Civic education learning about human rights has several main objectives, including: Increasing understanding of the concepts and principles of human rights, Developing attitudes and behavior that respect human rights, Providing skills to strive for the protection and enforcement of human rights, Promoting tolerance, non-discrimination, and equality, Building a culture of peace and peaceful conflict resolution.
Nugraha, E., et al. (2020).	Implementation of the Scientific Approach in Citizenship Education Learning in Elementary Schools.	Data analysis	The scientific approach is a learning method that emphasizes the process of discovery through observation, questioning, experimentation, data collection, and conclusions. In civics learning, this approach aims to develop students' critical, creative, and analytical thinking skills regarding citizenship concepts.
Laoli, CMS (2024)	Implementation of human rights education in accordance with	Qualitative	Human rights are basic rights that humans have since they were born. Human rights can be formulated as inherent rights with

	Pancasila and the 1945 Constitution for elementary school students		our nature as human beings Without these rights, it would be impossible for us to live as human beings
Susilo, DP, et al(2024)	Implementation of Human Rights Education Through Civic Education Learning in Elementary Schools	Literature study	Learning Strategies and Methods for Human Rights Education in Civics To implement human rights education in civics learning in elementary schools effectively, learning strategies and methods are needed that are appropriate to the characteristics of students.
Hidayatullah, T., et al. (2020)	Analysis of the implementation of the 2013 curriculum for civic education, human rights material	21st Century Citizenship Education Learning Framework, 58.	Ontologically , human rights are rights that are inherent in every human being since birth and are valid for life and cannot be violated by anyone.

**Source: Document Review By Author**

The word saint which means science is the original word found in the scientific approach. So what is meant by a scientific approach is a logical and systematic scientific approach. Rusman (2015) said how according to his opinion where this scientific approach is one of the learning process approaches that prioritizes student activities in learning through various activities such as studying, asking, discussing, testing and then networking in learning activities at school. So that students have many opportunities to explore, exercise, and show their skills. Rusman's opinion is in line with the statement of the 2013 Permendikbud Edition 81A Attachment IV (Pendidikan et al., 2013) that it consists of five scientific learning processes based on the main learning experience, namely studying, asking, gathering information; connecting and communicating. In line with Rusman's opinion (2015), Sudarwan (2013) in Putri (2020) also describes how the 2013 Curriculum emphasizes step by step in using a scientific approach in the learning process which includes observation, asking, and testing, but here Sudarwan adds that the application of the curriculum approach also covers all subjects in the activities of abstracting, expressing, completing, and then creating. In its application, the scientific approach has its own characteristics. Kosasih (2014) provides his view that the characteristics of the scientific approach consist of:

1. The level of maturity of students who adjust to their standard logic so that learning materials can be understood. In a non-diagnostic way they accept it; but they can also criticize, know the process of its use, and even its weaknesses.
2. The learning relationship runs with exposure and subjective. Students get the moment as wide as possible as a way to convey their attitudes, thoughts, feelings, and experiences. But still, students must pay attention to their scientific responsibilities and behavior
3. Encourage students to continue to think analytically and perceptively; Suitable for knowing, recognizing and finding a way out of a problem and applying learning materials. In the 2013 curriculum, Kosasih (2014) also stated that the learning process is carried out by combining inductive and deductive thinking.

The scientific approach in civic education to understand human rights (HAM) in elementary schools can be applied through learning steps that encourage students to think critically, explore information, and practice human rights values. Here are the steps that can be taken:

1. Observe
  - a) Invite students to observe pictures, videos, or simple stories about examples of human rights cases, such as equal rights in play or mutual respect at school
  - b) Teachers can bring up light issues that are close to children's daily lives, for example how to respect friends who are different or how to help friends in need.
2. Asking
  - a) Encourage students to ask questions about the things they observe , such as why someone should be treated fairly or why there are rights that should be respected.
  - b) Questions can be directed to encourage students to think critically, such as "Why should we respect differences? ", or "What happens if someone does not get their rights?"

3. Collecting Information
  - a) Teachers can provide simple sources of information such as story books, pictures, or short articles that explain basic human rights, such as the right to have an opinion, the right to be respected, and the right to education.
  - b) Students can also be invited to seek information from their surroundings or discuss with their parents about how human rights are implemented at home and in their surroundings.
4. Reasoning
  - a) Guide students to analyze the information they receive. For example, ask them to think about the consequences of not having certain rights or the impact of not respecting the rights of others.
  - b) Students can discuss with their friends to compare opinions, so they can understand the importance of respecting the rights of others.
5. Communicate
  - a) Invite students to present their observations and thoughts in front of the class. They can create posters or simple writings that describe human rights and how to respect others.
  - b) In addition, students can also be invited to play roles to practice the application of human rights in everyday life, such as how to act if a friend is insulted or discriminated against.
6. Evaluate and Reflect
  - a) At the end of the lesson, teachers can invite students to reflect on what they have learned and feel how understanding human rights can change their perspectives and behavior.
  - b) Teachers can give small assignments such as making a personal commitment to always respect the rights of friends and others.

Integration of human rights education in civics learning in elementary schools civics education (PKn) in elementary schools is the right medium to integrate human rights education into the education curriculum. As stated by Gollob and Krapf (2018), PKn has an important role in forming active, responsible citizens who respect the values of democracy and human rights. This subject discusses the concepts of citizenship, democracy, the rights and obligations of citizens, which are closely related to respect for human rights. However, its implementation in the field still faces various challenges and obstacles, as stated by Wahyudin (2021). These challenges include limited teacher knowledge and competence, lack of specific resources and teaching materials, and ineffective learning methods. The implementation of human rights education in the world of elementary school education is a difficult effort to provide human rights education from an early age. Awareness of the dominance of punishment strategies is important to ensure access to liberation and compassion. In human rights education in the world of elementary school education, it can also ensure students' access to knowledge about human rights. Inequality of class, age, and so on resulting from the contemporary global world has created a structural imbalance. This is where the position of human rights education in the world of elementary school education helps organize a community life that is free from human rights violations. The adoption of core international human rights agreements by ASEAN member countries presents an ambiguous picture, which reveals significant variations between countries (Dewantaraetal., 2021)

## Conclusion

The conclusion of this journal is that the scientific approach in Civic Education in Elementary Schools is very effective in improving students' understanding of Human Rights (HAM). With a scientific approach that involves steps such as observing, asking, trying, reasoning, and communicating, students can understand the concept of HAM more actively and critically. This approach helps students develop attitudes of tolerance, responsibility, and empathy through meaningful learning experiences. In the 2013 curriculum, the scientific approach is recognized as a method capable of building student competence not only in terms of knowledge but also in attitudes and skills. Human rights education at the elementary level is important to shape students' character to respect individual rights and have an awareness of the rights and obligations as citizens. However, its implementation still faces challenges such as limited teacher knowledge, lack of resources, and ineffective learning methods.

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