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APPLICATION OF SCIENTIFIC APPROACH IN CITIZENSHIP EDUCATION LEARNING PROCESS FOR ELEMENTARY SCHOOL STUDENTS

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Abstract

This study aims to analyze the effect of the application of a scientific approach on the development of students' critical thinking skills in civics learning. Creating a conducive learning environment is very important in implementing the scientific approach in Pancasila and Citizenship Education (PPKn) in elementary schools. This is important to motivate students to gain knowledge from various sources through observation, discussion, and experimentation. The scientific approach is also called the scientific approach which means the basic concept that inspires or underlies the formulation of teaching methods by applying scientific characteristics. The scientific approach is part of the pedagogical approach to the implementation of classroom learning that underlies the application of scientific methods. The subjects of the study were elementary school students. The data collection for this study used a literature study method (*library research*) whose literature review aims to strengthen the analysis of various sources used. The data collection for this study was carried out by tracing articles found in reputable online journals using Google Scholar and documentation in the library. The results of the study showed that a scientific approach can stimulate students to actively observe, ask questions, gather information, analyze, and conclude. Students' critical thinking skills also experienced a significant increase, such as the ability to solve problems, make decisions, and evaluate information.

Keywords : Scientific approach, citizenship education, critical thinking skills

Introduction

One of the principles that need to be considered in responding to meaningful education is organizing education as a process of acculturation and empowerment of students that lasts throughout life, where in this process there must be educators who provide role models and are able to build the will, as well as develop the potential and creativity of students. The implication of this principle is a paradigm shift in the education process, namely from the teaching paradigm to the learning paradigm. The subject of Citizenship Education (PKn) is part of the Social Studies Education Program (PIPS), namely a subject intended to shape students into humans who have a sense of nationality and love for their country (Law on the National Education System Number 20 of 2003). Sapriya et al. (2009) "Citizenship Education is a special social studies education program or subject that has the main objective of educating students to become good, democratic and responsible citizens". It turns out that achieving the goals and expectations mentioned is not easy. There are several obstacles in learning PKn. The reality in the field shows that PKn learning in several Elementary Schools (SD) in an effort to shape students' personalities and morals is considered less than optimal. Civic education seeks to equip the young generation of Indonesia with democratic qualities, knowledge, and responsibility, encouraging their active and careful involvement in social, national, and government affairs, including the eradication of corruption. Involving students in participatory learning strategies will make it easier for them to understand the principles of democracy, thus facilitating the assimilation of material on democracy. One of them is through the existence of PKn learning as nation building and character building that

is prepared as early as possible to meet the demands of the next generation of the nation with superior human capabilities. PKN learning or citizenship education in elementary schools for six years is intended to help students to be able to learn well.

The moral degradation shows the failure of the school's role in achieving national education goals and as one of the institutions of social control. Educational practices that occur in classes are nothing more than scholastic exercises, such as recognizing, comparing, training, and memorizing, namely very simple cognitive abilities, at the lowest level (Surachmad, et al., 2003). The low creativity of teachers in managing the learning process and the dense curriculum content are also thought to be contributing factors. Ineffective management of the learning process will result in less meaningful concepts being taught. In addition, so far PKN is still considered a lesson that emphasizes memorization alone, not for creative, critical, and analytical thinking. Creating a conducive learning environment is very important in implementing the scientific approach in Pancasila and Citizenship Education (PPKn) in elementary schools. This is important to motivate students to gain knowledge from various sources through observation, discussion, and experimentation. The application of the scientific approach requires the use of process skills such as observation, classification, measurement, prediction, explanation, and critical thinking. Learning problems are not only limited to the lack of interactive learning media, an "approach" is needed that is expected to improve understanding, concepts, and also the formation of scientific thinking skills to acquire knowledge, attitudes, and skills. Therefore, it is necessary to develop interactive learning media that is combined with the application of a scientific approach, so that students can gain knowledge through the activities of observing, asking, trying, reasoning and communicating the results so that students actively participate in the learning process so that they not only understand the concept, but also understand the reality or facts in society. Through this strategy, students not only have good grades in school but also have good behavior according to applicable rules and laws. Musfiqon and Nurdyansyah (2015:37) Learning approach can be interpreted as a collection of methods and ways used by educators in conducting learning. In strategy there are a number of approaches, in approach there are a number of methods, in method there are a number of techniques, in technique there are a number of learning tactics. Then the researcher wants to examine one of the learning approaches to be applied in PPKn subjects, namely the scientific approach.

The scientific approach is also called the scientific approach which means the basic concept that inspires or underlies the formulation of teaching methods by applying scientific characteristics. The scientific approach is part of the pedagogical approach to the implementation of classroom learning that underlies the application of scientific methods. The scientific approach is intended to provide students with an understanding of recognizing and understanding various materials using a scientific approach, that information can come from anywhere, at any time, not depending on one-way information from the teacher. Therefore, the learning conditions that are expected to be created are directed to encourage students to find out from various sources of observation, not to be told (Kemendikbud, 2013). The scientific approach, in addition to making students more active in constructing their knowledge and skills, can also encourage students to conduct investigations to find facts from a phenomenon or event. This means that in the learning process, students are taught and accustomed to finding scientific truth, not invited to have an opinion in seeing a phenomenon. They are trained to be able to think logically, sequentially and systematically, by using high-level thinking capacity (High Order Thinking/ HOT). In reality, in Indonesia, civics learning that emphasizes mastery of citizenship competencies still has disparities, both in the curriculum structure and in classroom learning. The findings of several research results in civics learning show this. Thus, innovation is needed in learning Pancasila and Citizenship Education to change from minimalist Citizenship Education to maximum Citizenship Education. In addition, the formulation of PPKn subjects is expected to develop citizenship competencies, which are not only focused on the knowledge aspect, but also on the skills and attitudes aspect. This requires active involvement of students in community activities, enhancing their potential for intellectual and moral development. The goal is for students not only to achieve their educational goals through effective strategies but also to apply the knowledge gained in everyday life.

Research Methodology

This study uses a literature study method (*library research*) whose literature review aims to strengthen the analysis of various sources used. The definition of literature study in this writing is as a basis for forming an initial writing plan and as a source of writing data. Literature study is research conducted based on written works, such as research results that have been published or not. The data collection for this research was conducted by searching for articles in reputable online journals using Google Scholar and library documentation. The keywords used by

researchers in searching for articles were “Scientific Approach”. The results obtained from the writing will be studied again and analyzed using content analysis, then summarized and presented in a research report.

Result & Discussion

The results of the research data on this literature study were analyzed and summarized based on the main topics related to the application of the scientific approach. The results of the scientific article data are summarized in Table 1.

Table 1. Application of Scientific Approach

Researcher	Title	Research result
Asnawi, et al.	Analysis of the Application of the Scientific Approach to Civics Learning to Improve Elementary School Students' Civic Skills	Judging from the results of observations of civic skills of grade V students of SD Negeri 5 Langsa, developments have been seen. In accordance with its purpose, education has a mission to improve the quality of implementation and results of education in schools.
Febby Ontryna Limbong, et al.	Evaluation of Pancasila and Citizenship Education Learning Through a Scientific Approach	The implementation of the scientific approach requires teacher support. However, this assistance tends to decrease with age and grade level. Furthermore, scientific learning does not only emphasize the peak of learning outcomes, but also prioritizes the learning process, with a strong emphasis on process skills.
Ida Ayu Km Mirah Wartini, et al.	The Influence of the Implementation of the Scientific Approach on Social Attitudes and Civics Learning Outcomes in Grade 6 of Jembatan Budaya Elementary School, Kuta	The results of the analysis above show that the Social Attitude of Class VI of Jembatan Budaya Elementary School who follow learning with the Scientific Approach and students who follow learning with the conventional learning Model. The results of this study are supported by research conducted by Rakasiwi (2014) which states that through a scientific approach, it can highlight the principle of positive cooperation, this can be seen during group discussions where students give the impression of seriousness, are able to provide responses, appreciate differences, and have high spirits, this has a great impact on positive social attitudes.
Diah Ayu Maradillah and Margi Wahono	Implementation of Scientific Learning Approach in Civics	In the learning of PPKn for class X at SMA Negeri 1 Kradenan which

	Learning in Class X	has used a scientific approach, there have been efforts from teachers to maximize the implementation of the scientific approach. Based on the results of the study, this can be seen from the readiness of Dra. Ari Susilowati as a PPKn teacher for class X at SMA Negeri 1 Kradenan to implement PPKn learning by applying a scientific approach starting from planning activities, implementing 6M activities (Observing, Asking, Trying, Associating, Communicating, and Creating) to assessment.
Desviana Zakiya Agistiani, et al.	Implementation of Scientific Approach in Improving Civics Learning Outcomes in Elementary Schools	The scientific approach is intended to provide students with an understanding of various materials using a scientific approach model, which is the purpose of using a scientific approach where information can be obtained anytime and anywhere. As stated by Irwan & Hasnawi (2021), student learning outcomes and their understanding are highly dependent on a teacher, because an educator has a fairly strong influence on the teaching and learning process in the classroom, so that student understanding and student learning outcomes are highly dependent on a teacher .

Based on the results of the data analysis in the table above, and reinforced by journals and several theories, it can be concluded that the application of a scientific approach in the process of learning citizenship education for elementary school students is effective to implement.

Conclusion

The application of a scientific approach in civics learning in elementary schools has great potential to improve the quality of learning and student learning outcomes. By actively involving students in the learning process through observing, asking, gathering information, associating, and communicating, learning becomes more meaningful for students. The implementation of this approach has a positive impact on student learning outcomes, especially in aspects of critical thinking skills and communication skills. Students who learn with a scientific approach show better results compared to conventional learning methods.

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