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# PKN LEARNING USING SANTIFIK APPROACH AT SD NEGERI 107396 PERCUT SEI TUAN

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**Abstract**

This study aims to determine the learning of PKN using a scientific approach and its application in SD Negeri 107396 Percut Sei Tuan. This research method uses qualitative methods. In this study, researchers examined the source of research data from 36 (thirty-six) people consisting of 35 students and 1 teacher. Data collection in this study used observation, interview and documentation techniques. Data collection in this study used observation, interview and documentation techniques. Data analysis uses deductive descriptive so that it can produce conclusions from the data obtained. Data validity is achieved by triangulation of data, namely by comparing the data obtained with other data. Based on the results of research on the learning process of PKN using a scientific approach in class IV shows a good understanding. The learning process applies scientific approach steps, namely observing, questioning, collecting information, associating, and communicating but not all of them are related to the substance of Civics subject matter. The application of a scientific approach to Civics learning has shown a fairly positive impact on several aspects of student citizenship skills, especially in aspects of answering, questioning, discussing, and actively participating skills. The scientific approach is a scientific approach that is suitable for use in PPKn learning in an effort to improve the learning process because this scientific approach requires active involvement of students in learning and developing student character.

**Keywords :** Citizenship PKN Learning, Scientific approach

## Introduction

In the present time the government has launched various policies related to the world of education. The curriculum in the education unit is no exception. In the world of Indonesian education, the curriculum that has been widely applied in the world of education, one of which is the 2013 curriculum which is actually an improvement from the previous curriculum. Which was originally only applied to piloting schools, and now almost all schools implement it. Inrelation to curriculum changes, Soetopo and Soemanto (1991: 38) stated that a curriculum is called a change if there is a difference in one or more curriculum components between two certain periods, caused by deliberate effort. Meanwhile, according to Nasution (2009: 252), curriculum changes regarding goals and tools or ways to achieve these goals. Changing the curriculum often means changing people, namely teachers, educational coaches, and those who take care of education. That's because curriculum change is considered social change, a social change. Curriculum change is also called curriculum renewal or innovation. The 2013 curriculum includes competence in attitudes, knowledge and skills (Mulyasa, 2010; 23). According to Achmad Kosasih Djahiri in a book entitled The Essence of Moral Value Education and Civics in the Era of Globalization (2006), Civics is a learning that seeks to humanize and civilize and empower humans to become good citizens based on the constitution of the state. One of the theoretical definitions of Civics is that proposed by Noor Ms Bakry in a book entitled Pancasila Education (2010). According to him, citizenship education is theoretically to educate students to be good and responsible citizens and be able to actively participate in a democratic society. PKN is one of the subjects that must be followed and studied by students. PKN in elementary schools should pay special attention to

the development of morals, character, ethics that form the character of the nation's children. However, its existence is less desirable by students because Civics subjects are identical to memorization so they are boring. This is an obstacle and challenge for prospective teachers or teachers in the future to always innovate and be creative to create learning that students are interested in and not boring. One way is to conduct interesting learning using a scientific approach. The Ministry of Education and Culture (2013) explained that scientific learning methods are part of the methodology in fact-based learning, this approach is free from misconceptions so that students are able to understand, solve problems, apply learning materials, develop rational and objective mindsets. Karar and Yenice (2012) explain that the scientific approach method is a learning and learning process that is designed in such a way that learners actively construct concepts, laws through the existence of quarters in various stages of observing (to identify or find problems), formulate problems, formulate hypotheses, collect data with various techniques, analyze data, draw conclusions, and communicate concepts, laws or principles found. Meanwhile, according to Daryanto (2014: 51) learning with a scientific approach is a learning process designed in such a way that students actively construct concepts, laws or principles through the stages of observing (to identify or find problems), formulate problems, ask questions or ask hypotheses, collect data with various techniques, analyze data, draw conclusions and communicate concepts, laws or principles that Found. The scientific approach is a scientific approach that is suitable for use in PPKn learning in an effort to improve the learning process because this scientific approach requires active involvement of students in learning and developing student character. The scientific approach is a learning process to provide understanding to students in knowing, understanding, various materials using a scientific approach and information that comes from anywhere, anytime does not depend on information from the teacher (Umar Hamalik, 2012; 108). From some of the statements above, researchers want to know how PKN learning using a scientific approach at SD Negeri 107396 Percut Sei Tuan.

## Research Methodology

This research was conducted at SD Negeri 107396 Percut Sei Tuan. The method used in this study uses qualitative methods, namely the results will be obtained from this research in the form of descriptive sentences from the data obtained from the results of the research conducted. Qualitative method as a research procedure that produces descriptive data in the form of written or spoken words of people and observable behavior. This research method is designed in analyzing the scientific approach used in Civics learning at SD Negeri 107396 Percut Sei Tuan by conducting interviews. In this study, researchers examined the source of research data from 36 (thirty-six) people consisting of 35 students and 1 teacher. In this study, the data collection process will use several methods, including: Observation, which is a method or way of analyzing or making systematic records of behavior by looking at individuals or groups directly in the field so that researchers get a broader picture of the problem under study (Basrowi and Suwandi, 2008: 127). Interview, is a form of direct communication between researchers and respondents. Before going directly to the research site, the researcher first compiles several questions that the researcher will ask directly to the source. This is done with the aim that researchers do not easily forget and the interview results can be maximized and can be coherent. Documentation, from the origin of the word document which means written goods. In carrying out documentation methods, researchers investigate written objects such as books, magazines, documents, regulations, meeting minutes, diaries and so on. (Arikunto, 2014: 201). Data analysis according to Sugiyono (2018: 482) is the process of systematically searching and compiling data obtained from interviews, field notes and documentation, by organizing data into categories, describing it into units, synthesizing, arranging into patterns, choosing which ones are important and what will be learned, and making conclusions so that they are easily understood by oneself and others. Meanwhile, according to Moleong (2017: 280-281) data analysis is the process of organizing and sequencing data into in patterns, categories, and units of basic description so that themes can be found and working hypotheses can be formulated as suggested by the data. Data analysis in qualitative research is carried out before entering the field, during the field, and after completion in the field. The technique of checking the validity of data is used data triangulation. Data triangulation function to meet the level of confidence in the study. Data triangulation is checking data from various sources in various ways, and various times (Sugiyono, 2009: 172).

## Result & Discussion

Scientific learning is learning that is carried out scientifically. Therefore, the 2013 curriculum mandates the essence of a scientific approach to learning. The scientific approach is believed to be the golden bridge of development and development of students' attitudes (affective domain), skills (psychomotor domain), and knowledge (cognitive domain). Through this approach, students are expected to be able to answer their curiosity through a systematic process as well as scientific steps. In this series of scientific learning processes, students will find the meaning of learning that can help them to optimize cognition, affection and psychomotor. If this practice is

applied in schools, it will form a continuous scientific habituation. Learning is an activity that focuses on the conditions and interests of the learner. Learning is defined as teaching material carried out by a teacher. Learning is a two-way communication process, teaching is done by the teacher as an educator, while learning is done by students or students. Learning as a learning process built by teachers to develop thinking creativity that can improve the ability to construct new knowledge as an effort to increase good mastery of learning material. Learning at SD Negeri 107396 Percut Sei Tuan emphasizes learning that seeks to integrate students with real things with the environment. Before carrying out learning activities, each teacher is obliged to compile a complete and systematic learning plan so that the learning to be carried out can be done in a fun manner and able to motivate students in learning. Judging from the results of civic skills conservation, grade IV students of SD Negeri 107396 Percut Sei Tuan have seen progress. In accordance with its purpose, education has a mission to improve the quality of education implementation and outcomes in schools. The impact of the scientific approach in Civics learning on students' civic skills can also be seen from the results of interviews with a teacher and also from the results of researchers' direct observations of 35 students and teachers at SD Negeri 107396 Percut Sei Tuan teachers turned out to be in line with the researchers' direct observations of student activities in learning whose conclusions can be described as follows: First, it was revealed that there was a change in students' civic intelligence after applying this scientific approach. Although all teachers also stated that the impact was not too drastic to be seen. The most significant changes seen according to teachers are in the skills of answering, asking, and discussing. Meanwhile, to think critically, rationally, act intelligently, and seek new consensus is seen in only a few students. Second, after observation of student activities in the learning process, almost the same findings were found, namely for the skills to ask, answer, discuss, and answer, most of them were already in the category of Starting to Develop (MB), some even had Cultured (MY) in some students. Meanwhile, for critical thinking and creative thinking, most of them are only in the category of Starting to Be Seen (MT) in students. Furthermore, for students' civic skills in terms of responsibility, 10 students are already at the Start to Develop (MB) stage, 17 students have even Cultured (MY), but 5 students are only at the Visible Start stage (MT), and there are 3 students who have not shown signs of responsibility (Not yet seen). Furthermore, for students' civic skills in terms of acting intelligently, 12 students are already at the Start to Develop (MB) stage, 10 students have even Cultured (MY), but 8 students are only at the Visible Start stage (MT), and there are 5 students who have not shown signs of acting smart (Not yet seen).

## Conclusion

Learning at SD Negeri 107396 Percut Sei Tuan emphasizes learning that seeks to integrate students with real things with the environment. Scientific learning is learning that is carried out scientifically. Therefore, the 2013 curriculum mandates the essence of a scientific approach to learning. The scientific approach is believed to be the golden bridge of development and development of attitudes (affective domain), skills (psychomotor domain), and knowledge (cognitive domain). The application of a scientific approach to Civics learning has shown an impact that shows a fairly positive trend in several aspects of student citizenship skills, especially in aspects of answering, questioning, discussing, and active participation skills, which are characterized by students looking more critical, more enthusiastic, in asking, using more thinking intelligence during the learning process.

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