

# Analysis of the Implementation of the Scientific Approach in Civic Education Learning to Improve the Learning Outcomes of Third Grade Students at SDN 1 Sananwetan

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## Keywords

Civic Education, Contextual Learning, Elementary Student, Learning Outcomes, Scientific Approach

Pembelajaran Kontekstual, Pendekatan Saintifik, Pendidikan Kewarganegaraan, Hasil Belajar, Siswa Sekolah Dasar

## Abstract

This study aims to describe the achievement of scientific approach goals in Civic Education (PKn) learning for third-grade students at SDN 1 Sananwetan. This research employed a descriptive qualitative method with data collection techniques including observation, interviews, and documentation involving both teachers and students. The results show that the consistent application of the scientific approach effectively enhances students' cognitive, affective, and psychomotor aspects. Students not only understand theoretical concepts but also apply them in real-life situations, demonstrate positive attitudes, and develop practical skills through direct practice. Based on the findings, it can be concluded that the scientific approach is effective in improving the quality of Civic Education learning through an active, meaningful, and contextual learning process.

Penelitian ini bertujuan untuk mendeskripsikan pencapaian tujuan pendekatan saintifik dalam pembelajaran Pendidikan Kewarganegaraan (PKn) pada siswa kelas 3 di SDN 1 Sananwetan. Penelitian ini menggunakan metode kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi terhadap guru dan siswa. Hasil penelitian menunjukkan bahwa penerapan pendekatan saintifik secara konsisten mampu mengembangkan aspek kognitif, afektif, dan psikomotorik siswa. Siswa tidak hanya memahami konsep secara teoritis, tetapi juga mampu mengaplikasikannya dalam kehidupan nyata, menunjukkan sikap positif, serta mengembangkan keterampilan praktis melalui praktik langsung. Berdasarkan temuan tersebut, dapat disimpulkan bahwa pendekatan saintifik efektif dalam meningkatkan kualitas pembelajaran PKn melalui proses yang aktif, bermakna, dan kontekstual.

## 1. Introduction

The scientific approach plays a crucial role in learning because it encourages students to develop critical thinking skills. This approach involves five main stages, observing, questioning, associating, experimenting, and communicating which help students not only understand concepts but also foster curiosity and a positive scientific attitude (Widiyani & Pramudiani, 2021). In the context of Civic Education (Civics), which aims to build students' character and strengthen their understanding of national values, the scientific approach aligns closely with the Merdeka Curriculum's emphasis on critical, creative, and communicative skills (Zaini & Rusman, 2021). Despite these advantages, Civics instruction at the primary level is often dominated by teacher-centered and expository methods, leaving students passive, overly reliant on memorization, and less able to apply Pancasila values in daily life (Hidayat & Mulyani, 2020).

This study provides a unique perspective by examining the implementation of the scientific approach in grade 3 Civics learning at SDN 1 Sananwetan, Blitar, a school committed to the Merdeka Curriculum. Through classroom observation, the research explores not only how teachers apply this approach but also how it influences students' engagement and learning outcomes. By highlighting practical insights from a real classroom setting, this case study aims to contribute to the development of more effective, contextual, and student-centered Civics learning strategies that align with both the Merdeka Curriculum and the developmental characteristics of elementary school students.

## 2. Method

This study employed a descriptive qualitative method, which produces data in the form of written and verbal descriptions obtained through teacher interviews and observation of student behavior. This approach was chosen because the research focus could not be expressed in numerical data, and it allowed the researcher to capture classroom events in a more detailed and contextual manner. The study was conducted in the 3rd grade of SDN 1 Sananwetan, Blitar, involving 22 students and one classroom teacher, during a Civics lesson lasting two sessions (2 × 35 minutes) that applied a scientific approach.

Data were collected through structured observations and semi-structured interviews with the classroom teacher, supported by photographic documentation of the learning activities. The collected data were then transcribed, categorized, and analyzed thematically to identify patterns in teacher practices and student responses. The findings are presented as narrative descriptions using accessible language to illustrate the implementation of the scientific approach in primary Civics learning.

### 3. Results and Discussion

Based on interviews and classroom observations conducted at SDN 1 Sananwetan, Blitar, on Thursday, May 15, 2025, the 3rd-grade Civics learning process demonstrated a thorough application of the scientific approach. This approach unfolded in five main stages, observing, questioning, associating, experimenting, and communicating, creating an active, reflective, and student-centered learning environment.

#### 1. Observing

Based on the results of observations made in class 3 SDN 1 Sananwetan, it can be seen that the teacher applies the scientific approach in the observation stage through interesting and contextual activities. At the beginning of the lesson, the teacher shows a picture of a Garuda bird in the classroom, then the teacher directs students to observe the parts of the symbol on the Garuda bird, such as stars, rice and cotton, banyan trees and others. According to (Sari, D, P., & Wijayanti R. 2022) This learning activity is in accordance with the theory which states that observing is not only seeing but also involves listening activities in order to understand the real objects observed more deeply.



**Figure 1. The Teacher Shows the Picture of the Pancasila Symbol**

Civics learning in grade 3 at SDN 1 Sananwetan is proven to develop students' critical and analytical thinking skills. By observing the picture of the Garuda Bird and answering questions about the meaning of the symbol and the application of the precepts, students are not only memorizing but are challenged to reason and relate to everyday life. This activity encourages them to think logically and systematically, as explained by Munawaroh & Wahyudi (2020) that the scientific approach forms a critical mindset through the process of observing, questioning, and reasoning.



**Figure 2. Students Watch an Educational Video That Explains the Pancasila Symbols**

Students discuss with friends and watch an educational movie about the precepts of Pancasila, they learn to evaluate information and express opinions openly. The activity of drawing symbols and writing back the sounds of the precepts also strengthens understanding through reflection and visual representation. This is in accordance with the findings of Bohwan et al. (2022) that the scientific approach provides space for students to build knowledge through analysis and direct learning experiences, so that learning becomes more meaningful and trains deep thinking.

## 2. Questioning

Based on observations made at SDN 1 Sananwetan in class 3, the teacher gave students the opportunity to ask questions related to the meaning of the symbols on the Garuda bird symbol that they had previously observed. For example, students asked “why is the number of feathers on the wings of the garuda different?” and “what is the meaning of the garuda symbols”.

The curiosity built through the scientific approach is the basis of meaningful and deep learning, (Munawaroh & Wahyudi 2020). Such as questions that arise naturally as a form of student curiosity after they make observations. This shows that students are not just looking at pictures but also starting to think critically about the meaning behind the observed symbols. This situation reflects that the scientific approach has encouraged students to learn independently through an exploratory process that places them as the subject of learning. In the activity of observing the Garuda symbol and reasoning the meaning of each principle, students are given space to express their own opinions based on their observations and experiences. This process fosters self-confidence and responsibility for what they learn. As stated by Bohwan et al. (2022), the scientific approach gives students the freedom to build their own knowledge so that they grow independent attitudes and higher learning initiatives. In addition, the scientific approach, according to Bahayu & Solikhah (2021), is designed to stimulate the creative thinking process through independent exploration, observation, and interpretation of the material being studied.

After students ask questions, then the teacher asks questions to students such as “what is the application of the star symbol in Pancasila in the family environment”, “have you ever deliberated like a bull’s head symbol?”. Thus according to (Rahyu, 2023) learning activities in the questioning stage of the scientific approach aim to foster student curiosity, besides that students can think critically and have the ability to formulate problems.

## 3. Associating

Based on observation at SDN 1 Sananwetan in class 3, it can be seen that after obtaining various information from educational videos and class discussions, the teacher invites students to enter the next stage, namely reasoning or processing the information that students have observed. According to Bahayu & Solikhah (2021), scientific-based learning instills an objective and logical attitude from an early age as a basis for scientific thinking. Therefore, students are asked to relate the various information to their personal experiences in everyday life, such as when students are asked to express their opinions orally about how the symbols in the Pancasila symbol can be applied to the context of family, school, and the surrounding environment.

One concrete example that emerges in the learning process of this scientific approach this is when one student mentions the fourth precept accompanied by mentioning its application, namely when his parents conduct deliberations on family finances, from the answer of one of the students shows that the student not only memorizes the sound of Pancasila but is also able to interpret the meaning of Pancasila symbols critically and is able to apply it in real situations. This stage is an important part of scientific learning that can improve students' critical thinking skills (Handayani, 2022). According to Nugroho & Suryani (2021), the stage of associating or processing information aims to develop students' ability to process information, find relationships between information and be able to draw conclusions logically.

## 4. Experimenting

Based on the results of observations made at SDN 1 Sananwetan in class 3, it can be seen that after carrying out the questioning step, the teacher directs students to gather information through trying to practice directly to pronounce the sounds of the Pancasila precepts from the first to the fifth precepts, so that this can be useful for answering various questions and origin to deepen students' understanding of the material being taught, then the teacher provides educational videos about the Pancasila symbols and their meanings. This step shows that teachers facilitate students to access information from various

sources, especially from audio-visual media in accordance with the characteristics of grade 3 students. The use of audio-visual media has been proven to increase students' motivation and understanding of concepts better (Fitriani et al., 2021).

This scientific approach learning activity shows the stage of collecting information, namely by exploring or obtaining knowledge from relevant sources in order to answer questions that have been formulated previously. Bahayu & Solikhah (2021) emphasized that this approach is effective in shaping the character of cooperation and participation in the learning process. The information gathering stage in this scientific approach can be done through various ways, such as observing objects, listening, discussing, and using technology and learning media, according to Saputri. D. M., et al (2020). In addition, through this scientific approach, students do not only get information passively but actively learn to seek, filter, and understand information in order to form the basis for scientific thinking and strengthen a thorough understanding of concepts

#### 5. Communicating



**Figure 3. Teacher Distributes Sheets of Paper**



**Figure 4. Student Learning Outcomes**

Based on the results of observations made at SDN 1 Sananwetan grade 3, it can be seen that in the final stage of the scientific approach is communicating, this occurs when students convey the learning

outcomes they have obtained either orally, in writing, or other appropriate forms. This stage was created when the teacher asked students to draw the Pancasila symbols in the book then continued by writing the sound of each precept on the side according to the symbols that had been drawn, this stage was not only used as a form of evaluation of student understanding but also used as a means for students to express thoughts and knowledge in visual and written form creatively.

The scientific approach helps students build effective communication skills through the process of asking questions, reasoning, and communicating the results of thinking, (According to Bahayu & Solikhah 2021). The process of communicating is very important because it emphasizes that learning does not stop at internal understanding, but must also be explained for its purpose and purpose so that it can be used as a form of knowledge. As in drawing and writing activities so that this can help students to strengthen the relationship between symbols, values, and the meaning of Pancasila that they have learned in the previous stages.

The communicating stage in this scientific approach aims to train students to compile and convey information that has been learned, this communication can be done orally, in writing, visually and can use digital media, (Kurniasih and Sani 2020). Thus students' understanding of the material is not only measured by how much they know but by the extent to which they are able to convey it to others clearly and meaningfully.

They also share their opinions, listen to each other's views, and draw conclusions together. This activity trains them to speak coherently, use appropriate language, and have the courage to express their ideas openly. According to Bahayu & Solikhah (2021), the scientific approach helps students build effective communication skills through the process of asking questions, reasoning, and communicating the results of thinking.

### 3.1. Conclusion

In accordance with the results of research that has been conducted in class 3 of SDN 1 Sananwetan, the application of the scientific approach in learning Citizenship Education (Civics) has proven to have a positive impact on improving student learning outcomes. The scientific approach includes observation, questioning, trying, reasoning and communication. The teacher has implemented the stages of the scientific approach optimally, although there are some obstacles. However, in general, this approach has helped students be more active in learning and improved learning achievement, especially in the knowledge and attitude aspects.

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