

Analysis of The Application of The Scientific Approach in Learning Civics in UPT SDN Klampok Kota Blitar

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Keywords

Scientific Approach
Civic Education
Elementary School Learning

Abstract

This study aims to analyze the application of the scientific approach in Civics Education learning at UPT SDN Klampok, Blitar City. A descriptive qualitative method was employed, with data collected through teacher interviews, classroom observations, and document analysis. The research findings indicate that teachers have implemented the five stages of the scientific approach—observing, questioning, experimenting, reasoning, and communicating. However, the effectiveness of each stage varies among teachers. To support learning, teachers used various media and strategies such as videos, role-playing, group discussions, and mind maps. Students demonstrated increased engagement and critical thinking. Nevertheless, challenges were identified, including limited instructional time, insufficient innovative media, and the need for stronger teacher scaffolding. Overall, the scientific approach enhances Civics learning by promoting interactive, reflective, and student-centered learning experiences.

Penelitian ini bertujuan untuk menganalisis penerapan pendekatan saintifik dalam pembelajaran Pendidikan Kewarganegaraan di UPT SDN Klampok, Kota Blitar. Metode yang digunakan adalah deskriptif kualitatif, dengan pengumpulan data melalui wawancara guru, observasi kelas, dan analisis dokumen. Hasil penelitian menunjukkan bahwa guru telah menerapkan lima tahapan pendekatan saintifik—mengamati, menanya, mencoba, menalar, dan mengomunikasikan. Namun, efektivitas setiap tahapan bervariasi antar guru. Untuk mendukung pembelajaran, guru menggunakan berbagai media dan strategi seperti video, permainan peran, diskusi kelompok, dan peta pikiran. Siswa menunjukkan peningkatan keterlibatan dan kemampuan berpikir kritis. Meskipun demikian, penelitian ini menemukan beberapa tantangan, termasuk keterbatasan waktu pembelajaran, kurangnya media inovatif, dan perlunya bimbingan guru yang lebih intensif. Secara keseluruhan, pendekatan saintifik mampu meningkatkan pembelajaran PKn dengan menciptakan pengalaman belajar yang interaktif, reflektif, dan berpusat pada siswa.

1. Introduction

Civics Education plays a key role in shaping students' character and national identity, equipping them with knowledge, attitudes, and skills essential for life as responsible and democratic citizens (Julfian et al., 2023; Istiqomah et al., 2023; Fazira et al., 2024). The subject introduces students to core values such as Pancasila, the 1945 Constitution, diversity, human rights, and moral responsibilities, which collectively foster positive character development (Anugrah & Rahmat, 2024).

To strengthen learning outcomes, the current curriculum promotes the scientific approach as a key instructional strategy (Musnaeni, 2022). This approach consists of five stages—observing, questioning, experimenting or gathering information, reasoning, and communicating—which encourage critical, systematic, and student-centered learning (Rangkuti et al., 2025; Izzuddin, 2021). Beyond enhancing cognitive understanding, it also supports affective and psychomotor skills through active engagement and inquiry (Fadil et al., 2024).

Empirical studies show that the scientific approach improves Civics learning effectiveness. Yupenesia and Asiah (2024) reported significant gains in learning achievement using this method compared to conventional lectures. Similar findings by Limbong et al. (2024) indicate that teacher proficiency and student performance increased with minimal implementation obstacles. Moreover, scientific worksheets based on HOTS models were shown to enhance student participation and critical thinking in Civics classes (Maysiska Ruci et al., 2023).

Despite its benefits, challenges remain. Some teachers still face difficulties in optimally guiding students through all stages, particularly when integrating the scientific approach with normative Civics content (Astuti et al., 2023). Therefore, this study analyzes the application of the scientific approach in Civics learning at UPT SDN Klampok, Blitar City, to evaluate its implementation and classroom impact. The findings are expected to provide practical recommendations to enhance student-centered and

meaningful Civics learning in elementary schools.

2. Method

This study employed a descriptive qualitative approach with research subjects consisting of Civics Education (PKn) teachers at UPT SDN Klampok, Blitar City. The focus was to analyze the implementation of the scientific approach in Civics learning.

Data collection involved three main techniques:

1. **Interviews** – Structured interviews with teachers to explore their understanding and experiences in applying the scientific approach, including the use of learning media and assessment methods.
2. **Classroom observations** – Direct observations during Civics lessons to identify how teachers implemented the five stages of the scientific approach in teaching and learning activities.
3. **Document analysis** – Review of teaching modules, and learning media to support and validate the interview and observation data.

All data were analyzed qualitatively to obtain a comprehensive understanding of the implementation and classroom impact of the scientific approach in Civics Education at the elementary school level

3. Results and Discussion

Data triangulation from interviews, classroom observations, and document analysis shows that teachers at UPT SDN Klampok have implemented the five stages of the scientific approach— observing, questioning, experimenting/information gathering, reasoning/associating, and communicating. However, the depth of implementation varies among teachers. The following summarizes the application at each stage:

Observing Stage

Teachers initiated lessons by facilitating student observations using visual media, such as civic-themed videos or pictures depicting inter-religious harmony and mutual cooperation. Some teachers also utilized the school environment, inviting students to observe collaborative behaviors in the community.

However, teacher guidance for structured, in-depth observation needs improvement. Students often only noticed phenomena without critically identifying problems or underlying civic values.

Questioning Stage

Interactive question-and-answer sessions were commonly used to encourage students to ask questions related to their observations. Teachers often applied prompting techniques, for example: *“Why is it important to keep the environment clean?”* or *“What happens if we ignore religious differences?”*

Findings indicate that students still struggle to formulate higher-order, problem-based questions independently. Additional scaffolding is needed to develop inquiry skills, as emphasized by Muhadi & Supriatna (2025).

Experimenting / Information Gathering Stage

Teachers provided diverse learning resources such as textbooks, worksheets, online news, and educational comics. Some even involved simple interviews with school staff as part of the learning process.

Group collaboration was dominant, allowing students to actively seek, share, and process information. Simulations and role-play further strengthened experiential learning and student engagement.

Reasoning / Associating Stage

At this stage, students analyzed collected information and linked it to Civics concepts. Group discussions were the main platform for reasoning, where students drew conclusions, identified patterns, and summarized key points. Teachers also used mind maps and diagrams to help students visualize relationships between concepts, supporting deeper comprehension.

Communicating Stage

Students presented their findings through oral presentations, posters, or short written reports.

Teachers provided constructive feedback to refine understanding and correct misconceptions. Repeated practice increased students' confidence in articulating ideas clearly and persuasively.

Table 1. Implementation of the Scientific Approach in Civics Learning and Identified Challenges

Scientific Approach Stage	Implementation Example	Identified Challenges
Observing	Students observe civic phenomena via videos, images, or the school environment	Observations are often superficial; need structured guidance
Questioning	Teachers encourage Q&A and prompt students to ask inquiry-based questions	Students struggle to formulate higher-order questions
Experimenting / Information Gathering	Students collect data via textbooks, online news, comics, or simple interviews	Limited use of digital resources; group work dominates
Reasoning / Associating	Students analyze data and create mind maps to connect findings with Civics concepts	Critical analysis is still developing; teacher facilitation varies
Communicating	Students present findings via oral presentations, posters, or short reports	Time constraints reduce opportunities for all students to present

3.1. Discussion

The implementation of the scientific approach at UPT SDN Klampok demonstrates that student-centered learning can enhance engagement and critical thinking in Civics Education. Compared to conventional lecture-based methods, this approach encourages active inquiry and reflection, aligning with findings by Yupenesia & Asiah (2024), who reported improved student achievement in elementary Civics classes using the same method.

Despite these benefits, several challenges were identified:

1. Time management – Teachers often struggle to complete all five stages within limited class periods, consistent with Astuti et al. (2023).
2. Learning media limitations – Some classes rely heavily on conventional media, while the potential of digital resources to enrich learning is underutilized.
3. Teacher facilitation skills – While teachers understand the scientific approach conceptually, deep mastery is required to optimally guide critical discussions, as also observed by Limbong et al. (2024).

To strengthen the critical perspective, this study highlights how local findings align and diverge from prior research. This research differs from the findings of Limbong et al. (2024), who reported that the primary obstacle in implementing the scientific approach was teacher readiness. In contrast, at UPT SDN Klampok, the dominant challenges are time limitations and limited innovative media, despite teachers demonstrating adequate conceptual understanding of the approach. This comparison emphasizes that while teacher training remains important, contextual factors such as institutional support and resource availability play a crucial role in successful implementation.

This study confirms that the scientific approach effectively enhances active and meaningful Civics learning but requires institutional support in the form of professional training, adequate media, and technology integration. Comparatively, studies in other contexts show similar barriers: in West Kutai (Yupenesia & Asiah, 2024), limited student inquiry skills were the primary challenge, while in other elementary schools studied by Maysiska Ruci et al. (2023), the key obstacle was student passivity during traditional lectures.

These findings highlight the urgent need for systemic efforts to optimize the implementation of the scientific approach in Civics Education. First, continuous teacher professional development is essential to enhance inquiry-based facilitation skills. Teachers must be equipped not only with pedagogical competence but also with the ability to guide students in formulating questions, analyzing civic phenomena, and engaging in reflective discussions. Second, the integration of digital media and interactive resources can significantly enrich the observing and experimenting stages, allowing students

to experience more authentic and engaging learning activities beyond conventional classroom methods. For example, the use of videos, virtual simulations, and online collaborative tools can increase student participation and critical thinking. Finally, strong policy support is required to ensure that adequate time is allocated for the full cycle of the scientific approach. Without sufficient instructional time, teachers may struggle to conduct each stage— observing, questioning, experimenting, reasoning, and communicating—effectively. Together, these strategies provide a foundation for creating a more interactive, student-centered, and sustainable



Figure 1. Figure Title Interview with a teacher at UPT SDN Klampok Blitar City

3.2. Conclusion

The application of the scientific approach in Civics learning at UPT SDN Klampok, Blitar City has successfully increased student engagement and fostered more meaningful, student-centered learning. Despite these benefits, challenges remain in time management and the limited availability of innovative learning media. To optimize implementation, teachers require ongoing professional development to strengthen inquiry-based facilitation skills, along with adequate learning resources and institutional support to ensure that all stages of the scientific approach can be carried out effectively.

Author Contributions

The writing of the scientific article titled "Analysis of the Implementation of the Scientific Approach in Civic Education Learning at UPT SDN Klampok, Blitar City" is the result of a collaborative effort by five authors. Risa Yuliana Dewi played a primary role in conceptualization, data curation, and writing – original draft. She was responsible for drafting the abstract, discussion, and conclusion sections, conducting plagiarism checks, and coordinating task distribution to ensure the writing process proceeded systematically. She also contributed to the initial development of the theoretical framework, research approach, and final manuscript editing. Virnanda Surya Rahma Putri contributed to the Formal Analysis and was involved in drafting the background section of the article. She also served as one of the main recorders during the observation process, ensuring that all data were well-documented and properly archived.

Nuke Yunita Saputri played a significant role in assisting Risa Yuliana Dewi in drafting the discussion section, managing Resources, and organizing scheduling, especially in setting the observation date and ensuring the smooth implementation of field activities. She was also actively involved in conducting observations and collecting supporting documents. Novelya Donanita contributed to the Methodology section and served as a co-recorder during the observation. Both Novelya and Virnanda documented the interviews and field activities in detail, providing rich material for analysis. The entire team conducted the observations and data collection collaboratively to ensure the validity and reliability of the research findings.

Funding

This research was conducted independently by the authors without receiving any financial support or funding from any institution, including government bodies, private sectors, or non-profit organizations. All research activities, including the planning, data collection, analysis, and writing of the article, were carried out entirely on the initiative and at the personal expense of the authors.

Declaration of Conflicting Interests

The authors declare no potential conflicts of interest with respect to the research, authorship, and/or publication of this article. Declarations of interest: none.

Acknowledgement (Optional)

The authors would like to express their sincere appreciation to the teachers and administrative staff of UPT SDN Klampok Kota Blitar for their cooperation and support during the data collection process. Special thanks are also extended to academic mentors at the Universitas Negeri Malang for their constructive feedback throughout the research process. The authors are also grateful to all individuals who contributed indirectly to the smooth implementation of this study, including those who assisted in organizing field observations and managing documentation.

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