

# Implementation of Process Skills Approach to Civic Education Subject in Improving The Learning Results of Class IV Katolik Elementary School Students in Parepare City

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**Abstract**—The objectives of this research is to determine the level of student learning outcomes through a process skill approach in Catholic Elementary School in Parepare City. This type of research is classroom action research which is descriptive collaborative because it involves a teacher. The stages of implementation include planning, implementing actions, observing and reflecting directly which are then arranged in a cycle of activities. This study focused on the process skills approach as a learning method that is expected to improve student learning activities which are characterized by several things. They are increased students' understanding of the material, increased students' attention and motivation, and increased students' response to the subject matter. The focus of the results of this study is to analyze learning outcomes after the application of the process skills approach. The number of students involved in this study was 15 people consisting of 7 men and 8 women. Data collection techniques performed in this study are tests, observations, documentation of data, processed with descriptive qualitative analysis. Thus, the implementation of the process skills approach to the learning of civic education in the fourth-grade students of SD Catholic Kota Parepare showed an increase in learning outcomes.

**Keywords**—*process skill approach, learning outcomes, method, civic education*

## I. INTRODUCTION

National education system article 37 in RI Law No.20 of 2003 concerning formulating that citizenship subjects are contained in the curriculum, with an explanation, namely: "Civic education is intended to shape students into human beings who have a sense of nationality and love of the homeland" [1].

This document also states that the purpose of citizenship education subjects is to form competencies as follows: (1) Think critically, rationally and creatively in responding to the contents of citizenship. (2) Participate in a responsible manner and act intelligently in the activities of society, nation, and state. (3) Develop positively and democratically to form themselves based on the characteristics of the Indonesian people in order to live together with other nations. (4) Interact with other nations in world regulations directly or indirectly by utilizing information and communication technology. Thus, it can be concluded that civic education subjects become one of the strategic subjects

to open the way towards the preparation of intelligent, rational, creative and moral citizens. Therefore, the role of learning civic education for students, in this case, elementary school students is very important.

The learning process is an activity of implementing the curriculum of an educational institution in order to influence students to achieve the educational goals that have been set. The purpose of education basically leads students towards changes in the behavior of both intellectual, moral and social beings in order to live independently as individuals and social beings. In achieving these goals, students should interact with the learning environment that is regulated by the teacher through the learning process. The teaching and learning process is the core of the overall educational process with the teacher as the main role holder. The events of teaching and learning are rooted in various views and concepts. Therefore, the realization of the teaching and learning process can occur in various models [2].

The implementation of the Education Unit Level Curriculum that has been running for several years requires teachers to develop their abilities and manage learning that is in accordance with students' competencies. This requires the teacher's professionalism. One of the skills that teachers must possess, as one of the educator elements, in order to be able to carry out their professional duties is how to organize learning processes that are able to develop the ability to shape students' character and understand how students learn [3]. To be able to understand the processes that occur in students, teachers need to master the nature and basic concepts of learning. By mastering the nature and concept of learning, the teacher is expected to be able to apply it to learning activities, because the main function of learning is to facilitate the growth and development of learning in students.

As an effort to realize these educational goals, it is hoped that every educational institution tries to direct and streamline the learning strategy and carry out its functions fully. The quality of education needs to be adjusted to the progress of science and technology, as well as the demands of development. Schools are educational institutions that are seen as a whole and unified society that has its own personality, a place to instill knowledge, values, skills, and insight. In other words, the school as a learning community

plays a role in educating the life of the nation in the sense of growing, motivating, and developing cultural values that include ethics, logic, aesthetics, and practice so as to create a whole Indonesian people rooted in national culture. Besides that, school as an educational environment requires understanding and collaboration between teachers (the school side) and parents (community) to carry out educational tasks [4].

The efforts that have been made to improve the quality of education, such as through various regulations, training, and improvement of teacher qualifications and competencies, procurement of books and teaching aids. These efforts also include the addition and improvement of facilities and infrastructure and the improvement of the quality of school progress [5]. To improve the quality of learning in particular, it is necessary to change the mindset that is used as the basis for implementing the curriculum.

The right teaching approach is one of the efforts in improving the quality of teaching because it can help students improve their learning outcomes. Each teacher needs to apply a teaching approach that matches the characteristics of the subject matter. This is in line with the development of ways to deliver subject matter from teacher to student. Good teaching approach is the key and requirement for students to learn well. However, it can be understood that to design teaching and learning activities that can spur more effective and efficient learning achievement for each subject matter, the teacher needs a strategy in choosing a teaching approach. Learning in the scope of teaching means a business or activity of students to process teaching materials, so as to obtain new knowledge, new attitudes or perfect the knowledge, skills, and attitudes that have been previously owned. This can be called an attitude change (change in behavior). In teaching the teacher must try to activate students, because of that today the learning term appears. The center of the teaching and learning process lies in the teaching method used because the teaching method describes how the teacher or student interacts in the process of learning material.

Feldman et al. [6] stated that to conceptualize Civic Education with its new paradigm, the concept of the state can be approached from a system perspective. The approach in Civics organizations remains integrated. Moral and ethical values education gets a special place in the subject matter that is directly related to citizens. An important component in Civic Education is community skills. The expected intellectual skill is the formation of citizens who have broad, effective, and responsible insight, including critical thinking skills, which include the skills to identify and describe, explain, analyze, evaluate, determine and maintain attitudes and opinions regarding the problems that occur.

Civics provides various learning experiences to understand social concepts and processes. This process skill includes observing skills, submitting hypotheses, asking questions, classifying and interpreting data, and communicating findings either orally or in writing, exploring and sorting relevant factual information to test ideas or solve everyday problems [6]. Fourth-grade students of an elementary Catholic school in Kota Parepare should be involved in a study to see the problems of education that can be overcome by applying appropriate aspects / pillars of education. In Civic education learning, not all activities mentioned above can be carried out because it teaches the

emphasis on attitude. The teacher can start by telling stories like the examples of process approach in learning, taking into account the steps from the beginning to the final conclusion. The teacher just gave data and the fact of the rebellions. Students are asked to analyze why the rebellion happened and why the rebellion can always be stopped. From that question, students are expected to conclude themselves. If students have difficulty, the teacher can guide him. So, the knowledge gained by students is not solely from the teacher but has to be found by the students themselves.

Rahayu et al. [7] suggest that the process skills approach is a learning approach that is appropriate to the characteristics of students where students are taught to be scientific and cooperate in learning a subject matter.

Process skills focus on students' ability to follow and be able to gain knowledge and skills from the learning process. For this reason, the teacher needs to have a clear concept of class conditions which he believes to be a condition for effective learning. Concretely the desired class conditions can be formulated in the form of student behavior that is expected to occur during the learning process. According to Fraser [8] the behaviors include: 1) Students display task-oriented behavior, 2) Students understand the teacher's expectations and behave according to the expectations, 3) Students display productive learning behavior, 4) Students follow established rules.

Brophy [9], formulate the role of these students in two main roles, namely: (1) mastery of basic skills, (2) development of interest in the material. In this approach, the teacher creates varied learning activities so that students are actively involved in various experiences. With the guidance of the teacher, students are asked to plan, implement, and self-assess an activity. According to Akiba & Liang [10], in this process approach that can be done by students include: observing the symptoms that arise, classifying, measuring the magnitude, looking for the relationship of existing concepts, recognizing problems, formulating problems, formulating hypotheses, conducting experiments, analyzing data and concluding. The process skills approach, in this case, suggests that the steps of process skills activities are: 1). Observe, 2). Classify, 3). Interpret, 4). Planning research, 5). Arrange temporary conclusions, and 6). Communicate.

Learning outcomes are the basis for determining the level of success of students in understanding the subject matter. Learning outcomes can be known through measurements where the measurement results show the extent to which the teaching materials provided by the teacher can be mastered by students. Learning outcomes are something that is acquired, mastered, or possessed by students after the learning process takes place. In other words, a student can be said to have achieved learning outcomes if there has been a certain change in him through the learning process undertaken. Effective learning processes will make learning outcomes more meaningful.

Mayer [11] states that learning outcomes are abilities possessed after a person has a learning experience. In connection with the acquired abilities, learning outcomes can be classified into several classifications. Bloom's Taxonomy [12] divides learning outcomes into three domains, namely: (1) knowledge / cognitive domains, (2) affective domains, and (3) skills / psychomotor domains. While Gagne [13] states that learning outcomes are divided into five categories,

namely: 1) verbal information (verbal information), 2) verbal skills (verbal skills), 3) cognitive strategies, 4) attitude (attitude), and 5) motor skills (motor skills).

Warren [14] states that learning outcomes are usually expressed by a score obtained from a test held after completing a learning program. While Proitz [13] states that learning outcomes are when someone has learned there will be a change in behavior in that person, for example from not knowing to know, from not understanding to understanding. Based on the above opinion, it can be concluded that the learning outcomes are the abilities a person has after receiving the lessons. Both expressed by scores and behavioral changes. Learning outcomes are used by teachers to be used as a measure or criteria in achieving an educational goal. This can be achieved if students have understood learning accompanied by better behavioral changes.

## II. RESEARCH METHODS

The approach used is a qualitative approach that is research conducted on students' ability to measure the increase in learning activities and student learning outcomes in learning. This type of research is Classroom Action Research which is descriptive collaborative type because it involves a teacher that is a grade IV teacher. The aim is to improve the learning outcomes of fourth-grade students of Catholic Elementary School in Kota Parepare.

This research is focused on the process, and learning outcomes on the process skills approach in Civics learning to improve student activity and learning outcomes. The data collection techniques carried out in this study are as follows: 1). Observation is a data announcement activity which includes focusing on the object of research using all senses; 2). Learning outcomes test is a data collection activity that will be collected, carried out by giving a number of questions to students; 3). Documentation is in the form of photographs during the learning process.

Data obtained through the learning process with observation sheets during the teaching and learning process. Data on student learning outcomes in the form of tests, analyzed using a score based on the Reference Assessment which is calculated based on the maximum score that may be achieved by students.

## III. RESEARCH RESULT

### A. Cycle I

Learning skills approach processes started with an observation stage. In this step, it was found that there are still some students not working together during the learning process so that students' mastery of the subject matter have not run smoothly. At the stage of classifying, students can classify village government and sub-district government material appropriately through students' working sheet and media. Then, in this stage, students are expected to have better ability in classifying variables related to the subject matter. The next step is to phase out the data about the subject matter and explain the composition of the village government institutions and the sub-district government accompanied by an example. Then, the teacher gives the opportunity for students to ask questions for items that they did not understand. After that, it is continued in the planning

stage about the material that is useful for students. The teacher then gives the media related to the composition of the village government institutions and the sub-district government which will be discussed among students. After everything is finished, alternately each student presents the results of the discussion, and the other group responds to the results obtained. The teacher becomes the mediator in the process of interaction between students.

When the process is complete, the teacher assigns students to conclude the results obtained. After all, actions were taken in cycle I, the teacher collects the work of students. All students complete the task according to the specified time. The final step is the stage of communicating the results of the test on the subject matter that has been learned. All students complete the task according to the specified time.

Based on the results of the evaluation of learning in the first cycle, the average student achievement was 60.26% and was still below the 70% of learning completeness standard which was determined as the indicator of the success of this study. In line with observations and reflections on the implementation of the cycle I above, the researcher continues the action to the next cycle, namely cycle II.

### B. Cycle II

In the implementation of learning cycle II begins at the stage of conducting observations about the authority of the institutions of the Village and District Government that will be studied so that students will have a better understanding about the subject. Next, the teacher explained the authority of the village and sub-district government institutions and continued on the stage of classifying variables similar to the ones in the first cycle. The next steps which were conducted by the teacher were the same as those in cycle I. However, in this cycle, teacher carried out additional process which was planning research theme that would be distributed to each student group. Then students discuss in their groups and proceed to the stage of preparing a temporary conclusion about the research. The final step in the stage is to communicate with students about the results of the research by reading them. All students complete the task according to the specified time.

Because all the activities carried out by the teacher in applying the process approach to the material of authority of the Village and District Government institutions, it shows improvement in the students' outcomes. The learning outcomes obtained at the end of the second cycle meeting reach 68.25%. From the results of observation and reflection on the implementation of the cycle II action, students' mastery experienced a significant increase, but it has not yet reached the indicators of the specified results so that it continues in the third cycle.

### C. Cycle III

The third cycle learning process studied the organizational structure of the Village and District Government. In the observation stage, the observer focused on the media to be used in the learning process. Then, the teacher asks students about their knowledge of the organizational structure of the village and sub-district governments. In the next step, students classify the structure of village organizations and sub-district governments. In this activity, students study in groups according to the media and

students' working sheet provided by the teacher. In the next stage, students interpret how to arrange the structure of village government organizations and governance and try to apply it in everyday life, namely in the community. After completing the interpretation in the form of the group, students continue to plan the research in this case of the organizational structure of the village government and the sub-district government. It turned out that in this activity students managed to plan and structure the two organizations. Based on the plan done in the group, each student draws conclusions to be presented. Through the group presentation, the teacher acted as a mediator by communicating or giving reinforcement when each group conveyed their group work. Student learning outcomes, based on written tests class average score of 75 were 78% so that the research is considered valuable because the average student is in a very good category.

#### IV. RESEARCH DISCUSSION

This study was carried out in three cycles. Namely, the first cycle action was not fully implemented, as well as in the second cycle of the implementation. There were still deficiencies in the process so that it continued in the third cycle. In the third cycle, the study stopped because the process and outcome indicators were well achieved. For more details, each cycle is discussed as follows.

##### A. Cycle I

In the first cycle, the application of the skills approach conducted to the material about the process of the organizational structure of the Village and District Government by using several steps of learning which are: 1) Observation the composition of institutions of village government institutions and sub-district governments, 2) classifying, 3) interpreting data, 4) research planning, 5) compiling a temporary conclusion, 6) communicating the results. Of the six stages of learning that are applied, there are still shortcomings that must be corrected. This can be seen from the results of observations made by researchers and teachers which show that some of the stages are still not fully implemented, namely observation, a compilation of a temporary conclusion and communication of the results. Furthermore, to find out students' understanding of the subject matter, individual evaluation tests were held at the next meeting. The acquisition value of learning outcomes achieved by students in the cycle I evaluation test is the average score of 61.75% class, whereas the average before the action is 48.15%. It means that the learning cycle I have an increase but is still insufficient qualification. Seeing the results achieved by students are still low, learning process by using the approach in cycle II still needs to be continued

##### B. Cycle II

Cycle II planning focuses on the steps of the learning cycle I which experience constraints namely observation, a compilation of a temporary conclusion, and communication of the results. From the implementation of cycle II, action shows that the application of the process skills approach is better than before. The teacher continuously strives to improve the implementation of the skills approach to learning and processes of deficiencies that occur in the first cycle which need to be improved.

Furthermore, to find out the mastery of students at the end of the learning, individual evaluations were held, based on written tests class average score of 74.25. learning outcomes are in good qualification. Although it has not achieved the targeted level of success, the results achieved in the implementation of the second cycle have increased compared to the first cycle. This can be seen from the average grade in the first cycle, from 61.75 to 74.25%. Seeing the results achieved by students that have not reached the target of success, then the learning process is still continued in the third cycle.

##### C. Cycle III

Planning in the third cycle, the teacher has made improvements at each stage of the learning process skills approach so that the results obtained show better improvements. These include all stages of learning which have been achieved.

To find out the students' mastery of the subject matter, the student learning outcomes test was conducted. In the written test, the grade average score is 83.78. Learning outcomes are in very good qualifications. Because the indicators of the process and results have been achieved, the study was stopped in the third cycle.

To see the comparison of the results obtained from each cycle are as follows:

- Implementation of the first cycle achieved 61.75% grade average.
- Implementation of cycle II achievement of class average results in 74.25%
- Implementation of cycle III achievement of 83.78% grade average results

When compared the first to the last meeting, the achievement of student learning outcomes scores greatly increased. So it can be concluded that in general an increase in student learning outcomes through the application of process skills can be used.

#### V. CONCLUSIONS

Based on the formulation of the problem through the implementation of the action, the conclusion of the study is the application of the process skills approach to learning civic education can improve the activity and learning outcomes of the fourth-grade students of Catholic Elementary School in Parepare City "which can be seen in each cycle. The results of the analysis and discussion above show that the application of the process approach to Civics Education subjects can improve the learning outcomes of Grade IV students of the Catholic SD in Parepare City.

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