

Application of Value Clarification Technique Learning Model to Students of Department of Education in Pancasila and Citizenship Faculty of Social Sciences Universitas Negeri Medan

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Abstract-This study aims to find out: (i) the student learning outcomes that was taught by Value Clarification Technique learning model in Civics Education courses, (ii) the student learning outcomes that was taught by Direct Instruction learning model in Civics Education courses, and (iii) the differences between student learning outcomes that were taught by Value Clarification Technique and that was taught by Direct Instruction. This research was carried out in the Civics Department, Faculty of Social Sciences, Universitas Negeri Medan. The study was conducted using a quasi-experimental method. The experimental design used was a pretest-posttest control group design. The study population was semester three students of Civics Study Program amounted to 102. The population spread in 4 (four) classes. The sample was taken by cluster random sampling technique. The results showed that: (i) There was an increase in student learning outcomes that were taught by Value Clarification Technique model of 76,22% and there were significant differences between pretest and posttest with sig.= 0, (ii) there was an increase in student learning outcomes that was taught by the Direct Instruction model of 73,91% and there were significant differences between pretest and posttest with the values of sig.= 0, and (iii) there is no significant difference between students learning outcomes that were taught by the Value Clarification Technique model and students that were taught by Direct Instruction model with sig. = 0.08.

Keywords-*Value Clarification Technique, Direct Learning, Learning Outcomes*

I. INTRODUCTION

The Citizenship Education, being an urgent need at this time, is due to several reasons including (i) increasing symptoms and tendencies of political illiteracy, and (ii) increasing political apathy. Also, various crises and immoral events in the community also continue to increase, and there are no clear and decisive solutions to overcome these problems. The law is deemed no longer able to protect the rights of the community so that when there are unlawful acts that often occur are the community began to take the law into their own hands.

The civic education must begin to be applied early, in the world of national education, so that Indonesian citizens are able to form quality participatory skills that are responsible for political and community life at local, national, regional and global levels that are capable

making Indonesian citizens a good citizen and able to maintain national unity and integrity in order to create a robust, prosperous and democratic Indonesia, and able to produce students who think comprehensively, analytically, critically and act democratically. However, in reality, Civic Education which has been included in the curriculum since 1962 is considered to have not succeeded in having a positive impact on shaping good behaviour as citizens. Civics lessons that have been going on so far have not succeeded in creating people who are moral and have morals by their mission and goals. The spread of practices of collusion, corruption and the culture of nepotism, the behaviour and political actions of state officials deviate significantly from what has always been said so far. It makes Civics an increasingly discredited subject.

According to Somantri there are several factors that cause students not to be motivated to learn Civics, namely: (i) the nature of social science that is different from mathematics and science, (ii) language in social sciences interpreted from various angles, (iii) books social science texts that do not relate theory to basic human activities, (iv) the number of controversial issues in social life, and (v) teaching methods oriented to the ground covering technique are very mastering everyday practice [1].

One effort that can be done to make Civics lessons more meaningful is to use the right learning model. The learning model that can be applied is the Value Clarification Technique (VCT) model. VCT is a useful learning model that emphasizes helping students to assess their feelings and actions to increase their awareness of their values. According to Sanjaya explained that value clarification techniques or often called clarification technique values can be interpreted as learning techniques to form students in finding and determining a value that is considered good in dealing with a problem through the process of analyzing existing values and embedded in learners [2].

Affective learning related to values is fundamentally difficult to measure because it relates to one's awareness of value. Through the application of VCT, it is expected

that educators can find out the level of awareness of students about these values. VCT learning model has several advantages, namely: (i) able to develop and personalize values and morals; (ii) able to clarify and disclose the content of the material delivered; (iii) able to clarify and assess the quality of students' moral values and moral values in real life; (iv) able to invite, involve, foster and develop the self-potential of students, especially their intellectual potential; (v) able to provide learning experiences in a variety of lives; (vi) able to counteract, negate intervening and subvert various naive moral values that exist in the value and moral system that exists in a person; and (vii) guiding and motivating for a decent and high moral life [3].

The specific objectives of this study were to find out: i) the student learning outcomes that were taught by Value Clarification Technique learning model in Civics Education courses; ii) the student learning outcomes that were taught by Direct Instruction learning model in Civics Education courses, and (iii) the differences between student learning outcomes that were taught by Value Clarification Technique and that was taught by Direct Instruction.

According to Morgan as quoted by Purwanto suggests that learning is any change that is relatively settled in behaviour that occurs as a result of practice and experience [4]. According to the psychological sense, learning is a process of change, namely changes in behaviour as a result of interaction with the environment in meeting their needs. Changes in behaviour will be evident in all aspects of behaviour. Holds that learning is a progressive process of adaptation. Skinner believes that the learning process will be optimal if given reinforcement. Skinner argues that the learning process arises due to the stimulus and response relationship. When someone learns, the response gets better. Conversely, if someone does not learn, the response decreases. If the nature of learning is a change in behaviour, then there are specific changes that are included in the characteristics of learning according to Bahri as a change: a) that occurs consciously, b) in learning is functional, c) in learning is positive and active, and) in learning is not temporary, e) covers all aspects of behavior [5].

Learning outcomes are the result of an interaction between learning and teaching actions [6]. The results of this interaction cause changes in behaviour that can be observed in the appearance of the person — an appearance which is proof of the learning process through various educational programs from the simple to the most complex. Changes that occur in the learning process are due to experiences or practices that are deliberately and consciously realized or in other words not by chance. Changes experienced at least occur in students such as additional knowledge, attitudes, and skills.

The learning outcomes classify in three domains, namely cognitive, affective and psychomotor domains [7]. The cognitive domain is divided into six levels, namely memory, understanding, application, analysis, evaluation

and creativity. Affective domains are divided into five levels, namely acceptance, response, appreciation, organization and self-care. Psychomotor domains are divided into four levels, namely imitation, manipulation, articulation and experience.

One of the effective learning models in Civics learning is the Value Clarification Technique (VCT) learning model. Djahiri in Al-lamri and Ichas stated that VCT is a way of instilling and expressing certain values of students [8]. The attitude clarification model that is in line with the demands of the development of civic learning today. The VCT aims to train and foster students about how to assess, make decisions on a common value and then implement it as a community citizen. VCT is defined as the process of assessing the influence of personal values in making decisions. This determines the outcome of an action. That is, a person's personality can be determined by seeing what he does.

As a told Ichas recommends several ways regarding value learning techniques, including: (i) self-evaluation techniques and group evaluations, (ii) lecturing techniques, (iii) interesting and piloting techniques, (iv) Indoctrination and habit standardization techniques, (v) question and answer techniques, (vi) techniques for assessing writing material, both from books and special writings made by educators, (vii) techniques for revealing values through games, and (viii) value inquiry techniques [8].

The VCT has the advantages of effective learning because of reason, namely: (a) able to foster and instill values and morals in the realm of internal side or the internal side of students, (b) being able to clarify and express the message content of the material conveyed, which will further facilitate the educator to convey the meaning or message of value, (c) able to clarify and assess the quality of students' moral values, see the values that exist in others, and understand the moral values in real life, (d) being able to invite, involve, foster, and develop the potential of learners, especially developing potential attitudes, (e) able to provide a number of learning experiences from sharing life (f) able to ward off, negate, intervene, and integrate various moral values in the value and moral system that exists in someone's position, and (g) give a picture of moral value that deserves and guides and motivates to live a decent and high moral life.

The term "Direct Instruction" has been used by several researchers to refer to a teaching model consisting of educator's explanation of new concepts or skills for students [9]. The Direct Instruction Model is a learning model that can help students learn basic skills and obtain information that can be taught step by step. According to Arends also said the same thing, namely: "A teaching model that is aimed at helping students learn basic skills and knowledge that can be taught in a step-by-step fashion. For our purposes here, the model is labeled the direct instruction model" [10]. Direct teaching model is specifically designed to support the learning process of

students relating to well-structured declarative, procedural and knowledge, which can be taught with a step-by-step, gradual activity pattern. Supporting theories of direct learning models are the theory of behaviourism and social learning theory. This flow emphasizes the formation of behaviours that appear to be learning outcomes. Behavioural Theory with its stimulus-response relationship model puts people who are learning as passive individuals.

The two main objectives of Direct Instruction are to maximize student learning time and develop independence in achieving and realizing educational goals. Behaviour that is closely related directly to direct instruction is designed to create an educational environment that is academically oriented and also structured and requires students to be actively involved when learning takes place.

There are ten principles applied when developing Direct Instruction learning, namely: 1) Starting the lesson by conveying the purpose of the lesson, 2) Starting the lesson by reviewing the lesson before, 3) Presenting new material in small steps of the training dissertation at each step, 4) Giving detailed and clear explanation, 5) Include active training for all students, 6) Give lots of questions, observe students' understanding, and give feedback to students, 7) Guide students to exercise, 8) Provide correction and feedback systematic, 9) Provide independent tasks and monitor students' independent tasks, 10) Continue training until students are proficient [11].

Direct learning models have several principles that must be considered, namely: 1) goal-oriented principles, 2) the principle of communication; 3) the principle of readiness; 4) sustainable principles. Learning activities are more focused on the mastery of students on learning objectives. Therefore the learning objectives must be formulated operationally that can be measured and then in the preparation of the test results of learning must be adjusted to the stated goals. High-level thinking goals are difficult to achieve by using this method such as the ability to analyze, synthesize and evaluate. This is because educators are the centre of learning activities while students become objects of learning that only receive material that has been made.

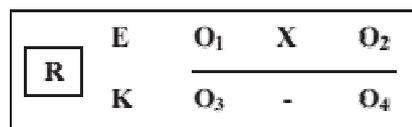
Direct Instruction learning will run effectively by observing some conditions as follows: (i) structured lessons, (ii) structured and clear presentations, (iii) pacing, (iv) modelling, (v) use of conceptual mapping, and (vi) interactive questions and answers. The Direct Instruction model consists of five stages of activity namely orientation, presentation, structured practice, guided practice, and independent practice [12].

II. RESEARCH METHODS

This research was carried out in the Department of Social Sciences, Faculty of Social Sciences, Universitas Negeri Medan. The target population is all students of Citizenship Education Study Program, amounting to 500

students in 2018. The affordable population of this research is the first-semester students Citizenship Education Study Program totalling 150 people. The population spread in 4 classes. Samples were taken by cluster random sampling technique.

The research was conducted using the quasi-experimental method. The independent variable is the learning model. The experimental design used was the pretest-posttest control group design. Cluster randomly selected two groups were then given a pretest to determine the differences in the initial state between the experimental group and the control group. The research design is as follows



E = Experiment Group
 K = Control Group
 R = Random
 O = Observation
 X = Treatment

Before carrying out the treatment first, learning tools such as syllabus, lesson plans, and lecture contracts are prepared which are integrated with the learning model that will be used, namely VCT and Direct Instruction. Next, prepare the sources, tools and materials needed for each treatment. Learning is designed by the principles and VCT and Direct Instruction learning techniques. Data collection techniques use test techniques. Learning outcome instruments are used to measure student learning outcomes of Civics which are arranged as many as 40 items with multiple choice answers. Learning outcomes test instruments have been tested for validity, reliability, power difference and level of difficulty.

Before the data was analyzed, the requirements for the use of parametric statistics were tested by conducting the normality and homogeneity of the data groups. The normality test is done by the Liliefors test, which is to find out whether the data used is obtained from data that is normally distributed. The data homogeneity test is done by the Bartlett test, which is to see whether the data comes from a homogeneous population. The statistical technique used is descriptive statistical techniques and inferential statistics. Descriptive statistics are used to describe data, including frequency distribution, histogram, the mean value (mean), median, mode, and standard deviation. With descriptive statistics, it is known the tendency of the data to be analyzed later with inferential statistics. The hypothesis test used inferential statistics. Data analysis techniques used were t-test (different test) with a significant level of 0.05

III. RESULTS AND DISCUSSION

The results of the pretest and posttest data presented in this study are scores of student cognitive learning outcomes. Description of the data presented informs the

average, mode, median, variance, standard deviation, maximum score, and a maximum score of each class.

TABLE I. DESCRIPTION OF PRETEST SCORE

Description Data	Control Group	Experiment Group
Mean	19,71	20,43
Median	20	21
Variance	24	19
Mode	4,68	5,03
Std. Deviation	21,91	25,26
Minimum	11	10
Maximum	27	28

TABLE II. DESCRIPTION OF POSTTEST SCORE

Description Data	Control Group	Experiment Group
Mean	34,29	36
Median	35,50	36
Variance	37	35 ^a
Mode	3,92	2,49
Std. Deviation	15,39	6,20
Minimum	26	30
Maximum	39	39

Based on the table above by comparing the average value of the pretest and posttest results, the following are obtained: i) there is an increase in student learning outcomes learned by the Value Clarification Technique model of 76,22%, ii) there is an increase in student learning outcomes that are taught by the Direct Learning model amounting to 73.91%. Based on these results it can be concluded that the percentage increase in student learning outcomes that were taught with the VCT model was more significant than the students who were taught with the DI model. Furthermore, based on the results of the calculation of the t-test using SPSS the following results are obtained:

TABLE III. THE RESULTS OF THE DIFFERENCE TEST OF PRETEST DAN POST TES

No	Pretest	Posttest	t _{count}	Sig.
1	VCT	VCT	-12.62	0
2	DI	DI	-12,72	0

Based on the table it can be seen that for each experimental class (VCT) and control (DI) has a sig value. <math><0.05</math> and

TABLE IV. THE RESULTS OF THE DIFFERENCE TEST OF CONTROL GROUP AND EXPERIMENT GROUP

No	VCT	DI	t _{count}	Sig.
1	Learning Output	Learning Output	-1.752	0.086

Based on the table it can be seen that for learning outcomes obtained $t_{\text{count}} (1.752) < t_{\text{table}} (2.02)$ and sig value. $(0.08) > 0.05$ so it can be concluded that there is no significant difference between student learning outcomes taught with VCT and DI

IV. CONCLUSION

The conclusion of these research is: (i) there is an increase in student learning outcomes learned by the Value Clarification Technique model of 78%, and there is a significant difference between pretest and posttest with $t_{\text{count}} = 20.9$ and sig. = 0; (ii) there is an increase in student learning outcomes that are taught by the Direct Learning model of 74.5% and there are significant differences between pretest and posttest with the values of $t_{\text{count}} = 43.7$ and sig. = 0, and (iii) there is no significant difference between the students' learning outcomes and the Value Clarification Techniquery model and students who are taught by the Direct Learning model with $t = 1.25$ and sig. = 0.21.

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