

The Improvement Application Value of Cultural Character Nation to Students in Civil Learning with Value Clarification Technique Approach List Model in Class IV B SDN 16 Tarok Dipo Bukittinggi

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Abstract

The purpose of this study is to increase the application of the Value Clarification Technique approach in fourth grade. Elementary school fourth grade teacher in elementary school number 16 Tarok Dipo Bukittinggi city still find it difficult to carry out the process of Civic learning in elementary school. The teacher are less successful to teach PKn as a whole include cognitive aspect, affective, psychomotor. Research subject is students in grade four elementary school number 16 Tarok Dipo Bukittinggi. The approaches of this study are qualitative and quantitative approach. The observation RPP aspect from 85,57% (B) increase to 100% (SB), the observation of the teacher aspect increase 85,94% (B) to 96,87% (SB), the observation of the student increase 85,94% (B) to 96,87% (SB). Cognitive assessment from 79,68% (B) increase to 87,14% (SB), the affective aspect from 76,91% (B) increase to 95% (SB). The outcomes from the students in PKn learning by VCT list model for fourth grade student SDN 16 Tarok Dipo Bukittinggi city increase 100% from meeting

Keywords: Improvement, national character, VCT List Model, Learning PKn

1 INTRODUCTION

At the elementary level of Civics learning includes one of the compulsory subjects in the elementary curriculum that must be taught to elementary students. Civics learning is a dominant learning that teaches about values / affective in order to shape the character of the Indonesian nation in accordance with the noble values of Pancasila. Civics learning is more emphasized on the cultivation of values, norms, socio-cultural morals of the Indonesian nation without putting aside the learning of moral concepts / knowledge to students, in the hope that the noble values can characterize students and be able to apply them in daily life in the family, schools, communities, nations and countries. This is in accordance with the Ministry of National Education (2003: 20) which states: "Civics learning is learning that leads to the planting of noble values of culture as a nation character, knowledge and moral actions that are expected to be realized in the daily life of students as individuals, family members, society, nation and state".

Furthermore, the Ministry of National Education (2006: 271) states that "Learning is a subject that focuses on the formation of citizens who can understand and be able to exercise their rights and obligations to become smart, skilled, characterized citizens mandated by Pancasila and the 1945 Constitution". Pragmatically, Civics learning is designed as a learning subject that emphasizes content-embedding values and learning experience in

the form of behaviors that need to be manifested in everyday life Budimansyah (in Sara 2006: 104)

Learning Civics is one of the main subjects that must be taught in elementary school by the teacher. Therefore, elementary school teachers are expected to be able, successful in achieving the goal of learning Civics in elementary. As explained in MoNE (2006: 271) that the objectives of Civics in elementary school are:

In order for students to: 1) think critically, creatively in responding to citizenship issues, 2) actively participate, take responsibility, act smartly in the activities of society, nation and state, 3) develop positively and democratically to establish themselves based on national character Indonesia in order to live together with other nations in the world arena directly and utilize information technology.

The application of noble cultural values based on the values of Pancasila as a nation character to elementary students is considered a very important. At the age of the primary education level is the right time by parents and teachers to foster and instill virtuous values based on Pancasila to their students. Through learning Civics in elementary school elementary school teachers can carry out the planting, coaching noble values of Indonesian culture as the character of the nation. With the success of teachers instilling and nurturing the noble values of culture as the character of the Indonesian nation, the elementary students can have a strong character /

identity that is addressed and applied in daily life, family, school, community, nation and state, which at once can distinguish the nation Indonesia with other nations in this world.

In relation to the importance of the objectives of the learning of Civics in elementary school so the elementary school teachers as the implementer of learning in elementary school need to be aware and responsible for the goal of learning Civics in elementary school can be achieved in full and maximum for every aspect of Civics learning. In order for every aspect of Civics learning to be achieved well, it is expected that teachers in the implementation of Civics Teacher learning in elementary school are able to choose approach / strategy, methods and learning model suitable to teach Civic in elementary school for every aspect of learning, able to design Lesson Planning Plan containing the three aspects of learning Civic using approach / strategy, learning model suitable for every aspect of learning Civics in elementary, able to carry out learning Civics refers to every aspect of learning to be achieved by understanding and skillfully using approach / strategy, learning model in accordance with aspect that dibelajarkan, choose and develop assessment instruments in accordance with the aspects of learning to be achieved, able to master the learning materials, able to choose to design the learning media in accordance with the approach, strategy/learning model selected for the purpose of learning Civics can be absorbed very well.

Based on the results of interviews and observations and documentary studies that researchers do with the principal and self-reflection teacher grade IV SD 16 Tarok Dipo Kota Bukittinggi on April 1 and 14 April 2016, it is known that teachers still find it difficult to implement the process of learning Civics in elementary school. Teachers are less successful in learning full Civics covering cognitive, affective, and psychomotor aspects. In the affective aspect often the failure is felt. Teachers often fail in implementing attitude / affective attitude to the students, even often neglected in learning that cause guidance of attitude which reflect the noble value of culture as nation character is not done by teacher to student so that student unable to own and improve character of herself. Teachers find it difficult to develop indicators and learning objectives derived from basic competencies that lead to attitudes and skills. Teachers find it difficult to design an attitude assessment instrument, teachers rarely do attitude assessments, teachers find it difficult to cultivate learning outcomes that lead to attitude / affective.

Various problems perceived in the learning of Civics have an effect on the students, students get less guidance of values / attitudes, students do not understand the clarity of values / attitudes that must be applied, students are difficult in internalizing and socialize noble values / attitudes on him, students are

less able to apply The values of attitude in life, lack of experience in the application of attitudes in life which in principle problems perceived teachers and students have an effect on the low learning outcomes of students at SDN 16 Tarok Dipo Kota Bukittinggi on affective aspects, where students are less able Applying the noble values of culture according to the target value that is fostered related to the concept that has been studied in everyday life, with the average value of Civics in the second half of this 2015/2016 school year is 72, 6. The low achievement of students' learning outcomes on affective aspects is also evident from the recap of affective values before being given action with suitable model, that is obtained average of 49.35 with less qualification (Purwanto, 2012: 102-103).

To improve the application of noble values and character of students to learning Civics at SDN 16 Tarok Dipo, classroom teachers can choose and use approach / strategy, method and learning model of VCT, because approach / learning strategy VCT value is one of affective learning approach / value perceived Powerful and appropriately used for coaching and application of noble values to teach Civics in elementary school. One of the models is the VCT Model List (Matrix). Ahmad (1985: 45) states that:

Value Clarification is an approach used as an affective learning label with VCT abbreviations. In this VCT approach students are fostered by their emotional awareness of value through a critical, rationale, by classifying and testing the truth, goodness, fairness, accuracy, helping to clarify the noble values that students should study and apply, increasing the level of active thinking and teaching Humane, passionate and fun teachers, enhancing the cognitive, affective, and psychomotor process of cognitive learning, increasing the integration between the world of schooling and the real world of students.

Through the use of the VCT approach of List / Matrix models, teachers elementary school will be able to design, implement and assess Civics learning thoroughly covering cognitive, affective, and psychomotor aspects. Teachers will be able to provide understanding of knowledge, attitude building, practice of attitude / action through giving example of attitude and behavior from teacher, and direct experience of student. Students are able to understand concepts, foster attitudes, understand the clarity of noble values of the culture that will be applied, allowing students to interpret the value and personalization of moral values. This is in accordance with the opinion of Ahmad (1985: 65) mentions:

VCT List Model (Matrix) that seeks to foster, express, apply values / attitudes through an attitude matrix that contains a number of

values / attitudes statements as a stimulus medium. The statement of values / attitudes used should be able to invite the feelings and psychology of students and touch the conscience of students who can ultimately give birth to the argument and classification of student stance.

Based on the problems experienced by teachers and students in the process of learning Civics in SDN 16 Tarok Dipo Kota Bukittinggi, the researchers feel the need to solve problems or solutions by doing action research by collaborating with classroom teachers and students by raising the title: **"The Improvement Application Value - National Lives Cultural Character Nations to Students in Civic Learning with Value Clarification Technique Approach List Model in Class IV B SDN 16 Tarok Dipo Bukittinggi"**.

2 METHODS

The research is conducted by using qualitative approach and quantitative approach. The qualitative approach of speech or written behavior of a person is observed as revealed by Bogdan (in Basrowi, 2008: 1) that "Qualitative approach is one of the research procedures that produce descriptive data in the form of speech or writing and the behavior of the observed people". In contrast to qualitative approach quantitative approach is more of measuring the end result of a research, using experimental methods, then presented in the form of numbers. As stated by Emzir (2011: 28) stating that:

The quantitative approach is a research approach that primarily uses postpositivist paradigms in developing science (such as thinking about causality, reduction to variables, hypotheses, and specific questions using measurement and observation, and theory testing), using experimental research and survey Require statistical data.

This approach is done to improve and improve the application of the noble values of the nation character culture of students in grade IV B SDN 16 Tarok Dipo Bukittinggi by using VCT Model List.

The type of research is classroom action research that is part of the action research done in the classroom. According Kemmis and Taggart (1992: 5): "Action research is a reflective form of research by performing certain actions in order to improve or improve the learning process and performance as a teacher". The research is collaborative, because the researchers collaborate with the IV B teacher in SDN 16 Tarok Dipo Bukittinggi and with two students of PGSD. This research is divided into two cycles, cycle 1 is held 2 x meetings and cycle 2 is held 1 x meeting. During the course of the research, researchers collaborated with grade IV B teachers

and PGSD students who assisted in conducting the research.

The data of this research are observation result, unstructured interview, field note, test result from every corrective action on learning Civics that teaches noble character of culture character of elementary school student using VCT model in class IV B SDN 16 Tarok Dipo Bukittinggi. The data is about matters relating to the planning, implementation, assessment of learning.

The data obtained from the research subjects, namely teachers and students of grade IV B SDN 16 Tarok Dipo Bukittinggi in the application of noble cultural values of the nation on learning Civics with the use of VCT model list approach. The technique used in the collection and research is observation. Observation done by observer during the learning takes place on every cycle.

The data obtained in the study were analyzed using qualitative data analysis models such as those offered by Miles and Huberman (1992: 18-20) ie, data analysis begins by reviewing data since data collection until all data collected. The data is reduced based on the problem under study, followed by the presentation of data, and the last conclusion or verification. Such a stage of analysis is repeated once the data is collected at each stage of data collection in each action.

The data analysis is done separately. The quantitative data analysis in this research is done to the data that has been reduced, both the data of learning plan of Civics, the implementation of PKN and also the Civic learning appraisal data with the formula $p = F / N \times 100\%$

3 RESEARCH FINDING

3.1 The First Cycle Learning Plan Meeting 1

The lesson plans are arranged in collaboration with grade IV B teachers and PGSD students who assisted in conducting the research. Standards of Competencies and basic of competencies selected are: 2. Understanding the system of district, city, and province government, and basic of competencies 2.1 Knowing the institutions in the composition of district, city and province government.

The indicator formulated is 2.1.1) Explains the meaning of the district / city 2.2.2) mentions the institutions of the district / city government 2.2 3) shows the attitude of leadership in the district / city government 2.2.4) Creates the chart of institutions in the district government structure /city.

3.2 Implementation of Learning Cycle I Meeting 1

Implementation of learning action in class, research member ie student acting as teacher (practitioner) while lecturer as observer. The learning steps of each action is adjusted with step VCT Model List (a) Preparation Phase (teacher make stimulus media list) : The teacher prepares the instrument / tool in the form of a list model to be used following items that will be in VCT in the form of things / daily activities which is the application of the subject matter items / target values to be taught, (b) Phase Process The lesson (beginning with the explanation as necessary) is followed by: 1) The teacher sends the list of attitudes to the students, 2) The teacher asks the students to fill in the points that are related to the topic of learning, 3) Filling out the answers individually and then followed by the group 4) The teacher asks students deliver work and teacher recording or writing on the board, 5) Seeking clarification, argumentation of good answer individual or group, 6) Collective conclusions and briefings by the teacher return items to the material or concept (c) Follow-up: 1). Remedial / repair for the less or enrichment for the already good. 2). Strengthening exercises.

Implementation of the learning process using VCT approach cycle I meeting 1 took place on Wednesday, September 28, 2016. The number of students in attendance is 28 people. Based on observations made by the observer on the activity of the researcher in the learning activity of the first cycle of meeting 1, it can be seen that the lesson planning still has deficiencies with not yet the appearance of some descriptors on some characteristics, namely: (1) The selection of teaching materials not yet in accordance with the environment, (2) The organizing of teaching materials does not yet have an update (in accordance with the latest developments in the field), (3) The selection of learning resources is not appropriate. (4) Completeness of the question instrument has not been accompanied by complete answer key and the matter has not been accompanied by complete scoring guidance. Implementation of VCT Model the list in cycle I of meeting 1 has its drawbacks with not yet the emergence of some descriptors on some characteristics: (1) Teachers have not asked students to pray before starting lessons and teachers have not taken absenteeism. (2) Teachers have not asked questions in accordance with the material that has been studied, the teacher has not given the opportunity to the students to be able to reveal the knowledge he has gained, and the teacher has not guided the students in concluding the lessons coherently.

3.3 Learning Outcomes Cycle I Meeting 1

Students' learning outcomes in the first cycle of meeting 1 have been recorded shows that: based on the results of cognitive assessment obtained the lowest score of 40 and 12 students are still under the completion of learning set. The affective aspect obtained a low score of 57.5 and an average score of 68.75 is still included in the sufficient category. Psychomotor aspect obtained the lowest value 25 with the average value obtained is 70.71 with enough category. Of the 28 students, 11 students have not reached the established standard of completeness. So it can be concluded that the results of student learning on learning civic with VCT Model List in class IV SDN 16 Tarok Dipo Bukittinggi City in the first cycle I meeting is still not maximal because students do not understand Learning materials as a whole. Students tend to less appreciate the values instilled by the teacher, and have not been able to implement the values of noble character of the nation's culture in everyday life. So, should proceed to cycle I meeting 2

3.4 The First Cycle Learning Plan Meeting 2

Learning materials are taken based on KTSP 2006 Civics subjects class IV. Guide book used is the textbook Civics for Primary School class IV published BSE and Puskurbuk Depdiknas.

Learning materials implemented in the first cycle of meeting 2 based on basic competencies 4.1 Provide a simple example of the influence of globalization in the environment, with indicators that are: Explain the notion of globalization in the environment (cognitive), Identify the influence of globalization in the environment (cognitive), and Discuss the positive and negative effects Globalization in the environment (affective).

3.5 Implementation of Learning Cycle I Meeting 2

The implementation of the learning process of cycle I meeting 2 took place on Wednesday, 5 October 2016. The number of students in attendance was 28 people. For more details. Based on observations made by the observer in the first cycle of meeting 2 it can be seen that the lesson planning still has shortcomings with not yet the emergence of some descriptors on some characteristics, namely: 1) Selection of teaching materials not in accordance with the environment. 2) The organizing of teaching materials does not have an update yet (in accordance with the latest developments in the field 3) Problems have not yet completed complete scoring guidelines. Implementation of the VCT Model The list in cycle I of meeting 2 has its drawbacks with not yet the

emergence of some descriptors on some characteristics: first in terms of teachers. 1) The teacher has not taken attendance. The reason is that teachers rush to continue the material and are too focused to prepare media and learning resources. 2) Teachers have not asked questions in accordance with the material that has been studied, 3) The teacher has not given the opportunity to the students to be able to express the knowledge he has gained, 4) the teacher has not guided the students in concluding the lessons coherently.

3.6 Learning Outcomes Cycle I Meeting 2

Student learning outcomes obtained from 3 aspects of both cognitive and affective assessment obtained an average score of 82.12 with good qualifications. Of the 28 students, 27 students have achieved the completeness. So it can be concluded that the students' learning outcomes on learning civic with VCT Model List in class IV SDN 16 Tarok Dipo Kota Bukittinggi on cycle I meeting 2 has increased from previous meetings, only 1 student only those who have not reached the established standard of completeness, so it should be continued to cycle II of meeting 1.

3.7 The Second Cycle Learning Plan Meeting 1

In the second cycle of the meetings I RPP is designed with learning materials that are carried out in the second cycle of meeting I based on basic competence: 4.1 Provide simple examples of the influence of globalization in their environment, with indicators that are: (1) Mentioning the notion of globalization, (2) Classify the effect of globalization by field, And (3) Discover the impact of globalization on the life of the Indonesian nation.

3.8 Implementation of Learning Cycle II Meeting 1

Implementation of the learning process cycle II meeting I held on Wednesday, October 12, 2016. The number of students in attendance was 28 people. Based on observations made by observer on student activity in learning activity cycle II meeting 1, total score obtained 31 from maximum score 32. Thus, the percentage score on aspect of student is 96,87%. This indicates that the success criteria of the students' aspect are included in the excellent category.

3.9 Learning Outcomes Cycle II Meeting 1

Students' learning outcomes in cycle 1 of the recapitulated 1 have shown that: based on the

cognitive assessment results the lowest score of 60 and 2 students are still below the established learning completion. This is because the students are less careful in implementing the evaluation of learning. The affective aspect obtained the lowest score of 87.5. Psychomotor aspects do not appear in learning because this material can not be forced to perform psychomotor. Student learning outcomes on learning civic with VCT Model List in class IV SDN 16 Tarok Dipo Bukittinggi City on cycle II meeting 1 has increased 100% from previous meetings using VCT Model List. So it does not proceed to cycle II of meeting 2.

4 DISCUSSION

Planning is absolutely necessary so that learning does not deviate from the goal to be achieved. Planning in question is in the form of RPP (Learning Implementation Plan). According to Masnur (2008: 53) "RPP is the design of lesson learning per unit that will be applied to teachers in learning in the classroom". Meanwhile, MoNE (2007: 239) states that "RPP is essentially a short-term preparation to predict what will be done in learning". Thus RPP is an attempt to estimate the actions to be performed in the learning activities, as a reference for teachers to carry out learning activities to be more focused and run effectively and efficiently.

The learning planning which is arranged in this research consists of several components, namely: (1) standard of competence, basic competence, and achievement indicator of learning result, (2) learning objectives, (3) lesson material, (4) approach and method of learning, (5)) Steps of learning activities, (6) learning tools and resources, (7) evaluation of learning. The basic competence and competency standards are derived from the education unit level curriculum (KTSP) of the fourth grade CIVIC grade school.

Based on the observer observation note on the RPP assessment in cycle I there are some deficiencies found among them: (1) Selection of teaching materials not yet in accordance with the environment. (2) The organizing of teaching materials has not yet been updated (in accordance with the latest developments in the field). (3) Problem not yet accompanied by complete answer key and problem not yet accompanied by complete scoring guidance.

Based on data analysis on RPP observation sheets in cycle I meeting I showed that the score was 23 of total score 28 with percentage 82,14% with good criterion. Furthermore, data analysis on RPP observation sheets in cycle I of meeting II shows that the score is 25 with 89% percentage with very good criteria.

Based on the exposure of the data presented above, then the planned improvements that will be

made in cycle II namely: (1) The selection of teaching materials tailored to the student environment. (2) The organization of teaching materials shall have an update in accordance with the latest developments in the field. (3) Problem solved with complete answer key and accompanied by complete scoring guidance.

Based on the discussion of the researcher with the fourth grade teacher B SDN 16 Tarok Dipo and research member, during the implementation of Civics learning with VCT Model List found the following things:

- 1) In the beginning activity, the teacher forget to instruct the students to pray and check the attendance of the students.
- 2) In the final activity, the teacher does not ask questions to the students according to the material that has been studied, has not given opportunity to the students to reveal the knowledge that has been obtained and the teacher has not guided the students in concluding the learning coherently.

Teachers should not forget giving questions and give students the opportunity to convey the knowledge they have gained. Whereas the VCT model has a usefulness to increase the level of active learning of students and teaching teachers in a more human, passionate and fun (Ahmad, 1991: 28).

Based on data analysis of observation aspects of teachers and students in the first cycle of meeting I obtained a score of 27 with the percentage of 84.37% with qualifications for both aspects of teachers and students. Furthermore, in the first cycle of the second meeting obtained score 28 with 87.5% percentage with excellent qualifications on aspects of teachers and aspects of students.

Based on the data analysis above, the researcher plans to improve the aspects of teachers and students, namely: (1) In the initial activity the teacher must instruct the students to pray and check the attendance of the students. (2) In the final activity the teacher should ask questions to the students according to the material that has been studied, giving the students an opportunity to express the knowledge gained and the teacher guiding the students in concluding the learning coherently.

Learning outcomes obtained by students on the implementation of this learning not only refers to the improvement of ability on the results alone, but also on the process of acquiring knowledge. As described by Hamalik (2011: 155) "Learning outcomes are the occurrence of behavioral changes in students, which can be observed and measured in the form of changes in knowledge, attitudes, and skills".

Based on the notes on the observation sheet and the discussion of the researcher with the cause observer from the not reaching the maximal learning outcomes in cycle I are still many students who have not been active in learning, not serious, and still love

to play. This is in accordance with the opinion of Abdul (1997: 178) which mentions the characteristics of elementary students are more likely to play while learning (learn something through play).

Recapitulation of research cycle I, the result of cognitive aspect evaluation on cycle I obtained an average of 72,67 at first meeting and 79,28 at second meeting. Evaluation of the process can be seen from the affective aspect, on the affective aspects of cycle I meeting I obtained an average value of 68.75, and in cycle I meeting II the average value obtained is 85.07. Meanwhile, the evaluation seen from the psychomotor aspect of the first cycle of meeting I obtained an average score of 70,71.

Based on the exposure of observation data of the students' learning outcomes in cycle I, it is planned to make improvements in the next learning in cycle 2. Improved actions taken in cycle 2 of which seek to increase students' understanding (cognitive) of the material taught by extending the scope Materials and learning resources. In addition, in improving efforts in improving the results of affective learning is done by increasing the motivation and strengthening of students so that students apply more in everyday life after learning. The improvements in cycle I were implemented in cycle II to improve student learning outcomes.

In the second cycle of the results of observation and discussion with the fourth grade teachers the seriousness and mastery of students on learning materials have been very good. This is because, in the second cycle students are familiar with the VCT Model List as well as teachers have been guiding students to carry out learning activities as well as possible. Teachers provide more guidance to less serious students in carrying out learning activities

Learning planning in cycle II is not much different in cycle I. Implementation of learning in cycle II is presented in 1 x meeting held for 2 x 35 minutes. Based on data analysis conducted by observer on observation sheet of RPP cycle II obtained 100% percentage with very good criteria. Based on the exposure of data presented above, it can be concluded that the planning of Civics learning with VCT Model List in class IV B SDN 16 Tarok Dipo has been done with very good criteria in cycle II.

According to Mulyasa (2007: 153) "Planning is an important part that must be considered in the implementation of KTSP, which will determine the quality of learning as a whole and determine the quality of education and quality of human resources (HR), both in the present and in the future because planning is a guide of learning".

In the second cycle of RPP that has been designed and implemented well to achieve maximum learning outcomes. Meanwhile, Masnur (2011: 53) also explained that "Technically the lesson plans

include the following components: (1) competency standards, basic competencies, and indicators of achievement of learning outcomes, (2) learning objectives, (3) Subject matter (4) learning approaches and methods, (5) steps of learning activities, (6) learning tools and resources, (7) learning evaluation ". In this second cycle researchers have made the RPP in accordance with the complete components as described above.

Based on the discussion of the researcher with the IV B teacher SDN 16 Tarok Dipo, during the implementation of learning civic with VCT Model List found the following things: (1) In the initial activity the teacher has instructed the students to pray and have checked the attendance of the students. (2) In the final activity the teacher has asked questions to the students according to the material that has been studied and gives opportunity to the students to reveal the knowledge that has been obtained.

The research on this cycle II has been implemented in accordance with the steps of VCT Model List which was presented by Ahmad (1985: 66), namely:

(a) Preparation Phase (teacher create stimulus media list): The teacher prepares the instrument / tool in the form of a list model to be used following items that will be in the VCT in the form of things / daily activities which is the application of items of subject matter / target value to be taught, (b) Learning Process Phase (begins with explanation as necessary) followed by: 1) The teacher sends the list of attitudes to the students, 2) The teacher asks the students to fill in the points related to the learning topic, 3) By students individually and then followed by group 4) Teacher asks student to deliver work result and teacher record or write on board, 5) Seeking clarification, argument either individual answer or group, 6) Taking conclusion together and briefing by teacher returning points Into the material or concept (c) Follow-up: 1). Remedial / repair for the less or enrichment for the already good. 2). Strengthening exercises.

Implementation of cycle II has made the students on the learning process more meaningful, increase student's cohesiveness and self-confidence, oriented to liveliness and help increase student's interest and achievement. This is in accordance with the opinion of Ahmad (1991: 28) which mentions the usefulness of VCT is to:

Helping the clarification process (clarity) of moral values that must be studied and absorbed by students, public life, 2) Facilitate and improve the process of internalization of values and personalization of values, morals and norms submitted and expected, 3) Strengthen and expand learning outcomes of learners , 4) Increasing the

level of active and active learning of the students and teaching teachers, 5) Increasing the integration of cognitive learning process, with affective and psychomotor, 6) Improving the integration between the world of science and real life world perspectives. Results of data analysis of learning implementation with VCT Model List on cycle II, Observation on the aspect of teachers obtained with a percentage of 96.87% with very good criteria. While on the aspect of students is obtained with a percentage of 96.87% with very good criteria.

Based on the data explanation above, it is known that the implementation of Civics learning with VCT Model The list of aspects of teachers and student aspects has been done well and researchers have successfully applied VCT Model List. The implementation of learning has increased, both in terms of planning and learning outcomes, has been in accordance with the expected. As explained by Dimiyati (2009: 1) "Learning outcomes are things that can be viewed from two sides of the student and teacher side. From the student side, learning outcomes are a better level of mental development when compared to before learning".

Based on the notes on the observation sheet and the discussion of the researcher with the observer of the students' learning outcomes in the learning civic in cycle II has reached the value of learning completeness set. Value obtained on the cognitive aspects of cycle II obtained an average value of 87.14 with excellent qualifications. On the affective aspect obtained an average value of 95 with very good qualifications. Student learning outcomes in cycle II is 91.04 with excellent qualification.

Student learning outcomes have achieved the achieved targets that are on very good criteria and have achieved the ideal learning mastery. Based on the exposure of Civic learning data that has been described, learning outcomes that have been obtained by students on the action to improve student learning outcomes run much better than cycle I.

5 CONCLUSION AND SUGGESTION

5.1 Conclusion

1. Learning Planning Pkn In Class IV SDN 16 Tarok Dipo Bukittinggi City with VCT Model List poured in the form of RPP
2. Implementation of learning Pkn In Class IV SDN 16 Tarok Dipo Kota Bukittinggi with VCT Model List has been implemented in accordance with the steps VCT Model List. The implementation consists of two cycles. The first cycle consists of two meetings and the second cycle consists of one meeting. Implementation of learning in the first cycle has not been successful, for that learning continued in cycle II. Implementation of learning in cycle II is done well.

3. Students' learning outcomes with VCT Model Lists in Pkn lessons in Class IV SDN 16 Tarok Dipo Kota Bukittinggi increase, from various aspects, both cognitive and affective.

5.2 Suggestion

Based on the conclusion that have been obtained, in this study the researchers put forward some suggestions to be considered:

1. Before carrying out the learning the teacher should plan the implementation of learning in advance by adjusting the material taught with the model to be used.
2. To apply VCT Model List in learning Civics, teachers should first understand the steps are: a. Early Stage (Preparation): The teacher prepares the instrument / tool in the form of a list model to be used following items that will be in the VCT in the form of things / daily activities which is the application of the subject matter items / target values that will be taught, b. Learning Stage: Teacher shows the list of attitudes to the students, the teacher asks the students to fill in the items related to the topic of learning, Fill out the answers by the students individually and then followed by the group, the teacher asks the students to deliver the work and the teacher record or write on the blackboard clarification, argumentation either individual or group answers, Collective conclusions and briefings by the teacher return the items to the material or concept c. Final stage of activities: Remedial or repair for the less or enrichment for the already good and stabilization exercises.
3. Student learning outcomes in learning Civics with VCT Model List looks increasing. This shows that VCT Model List is suitable for learning Civics and can be applied to learning materials in elementary school.

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