

**THE EFFECT OF VALUE CLARIFICATION TECHNIQUE LEARNING MODEL ON
CRITICAL THINKING ABILITY IN PKN SUBJECT IN V GRADE
SDN 047 INPRES BAURUNG, POLEWALI MANDAR**

1. Nurfaizah, Universitas Negeri Makassar
E-mail: Nurfaizah.ap@unm.ac.id
2. Nurhaedah (Universitas Negeri Makassar)
E-mail: edha20051973@gmail.com
3. Nurfitriani (Universitas Negeri Makassar)
E-mail: nurfitrianiplm587@gmail.com

Remark: If all authors are from the same university it is not necessary to use numbering/superscript for each author's name.

ARTICLE INFO

Original Article

Received: xx, xx.2019.

Revised: xx, xx.2019.

Accepted: xx, xx.2019.

doi:10.5937/IJESTxxx

UDK

xxx

Keywords:

should include 4-6 key words that summarize the contents of the paper /Times New Roman, Italic, 10/

ABSTRACT

This research is an experimental research. This research is motivated by the lack of application of the VCT model in Civics learning which is able to attract students' attention resulting in low critical thinking skills. Research Objectives To find out the application of Civics lessons using the VCT class V model at SDN 047 Inpres Baurung. The independent variable in this study is the use of the VCT learning model while the dependent variable is the ability to think critically. The research design was a Quasi Experimental Design using the Nonequivalent Control Group type. The data collection techniques used in this study were observation sheets of learning process activities, tests that were carried out twice, namely pretest and posttest tests and supporting learning tools for conducting research and research documentation. Research data analysis techniques using descriptive and inferential analysis. The results of the research that has been done can be concluded that: (1) the application of the VCT learning model to the critical thinking skills of Civics students of class V SDN 047 Inpres Baurung Kec. Campalagian District. Polewali Mandar. went well and effectively, this is evidenced by the results of observations of presentations in the very good category.

© 2019 IJEST(Author Name). All rights reserved.

INTRODUCTION

Education is an attempt to increase knowledge obtained both from formal and informal institutions to obtain quality human beings. In order for the expected quality to be achieved, it is necessary to determine the appropriate educational goals. this is regulated by Law Number 20 of 2003 concerning the goals of National Education as follows: "National education develops capabilities and character and civilization to educate the life of the nation. In essence it is aimed at improving the quality of human beings and Indonesian society as a whole, which is an advanced modern society based on Pancasila, which requires qualified educators.

Education is a long-term investment for the progress of a nation. This is because human development from birth to old age is largely determined by the learning process during his life. The efforts made by the government to improve education include updating the curriculum, improving the quality of learning, and providing education funds given to each school that can be used to improve the quality of education and to provide incomplete facilities and infrastructure so that the learning process can be completed. run more effectively

Improving the quality of education is of course closely related to various components including students, teachers, curriculum, and learning methods used. The success of education is very important for students, because education is a provision for the future of students. In general, we often find students who have difficulty understanding and understanding the lessons they are learning. This is a challenge for a teacher to develop methods in learning to make it easier for students to receive lessons so that learning objectives can be achieved optimally.

The use of the VCT learning model can be used as an alternative to improve student learning outcomes. The results of the study stated that VCT is a learning model that influences the cognitive and affective aspects of students. in learning activities, teachers can use the VCT method to achieve learning objectives in

class. VCT includes interactive learning that directs students to think critically. VCT learning is actually expected to have a significant influence on student achievement. Elementary school students need to be prepared to have the knowledge, skills and attitudes in accordance with the challenges of learning. Through VCT students will learn with real experience, think about solving problems, and think. In this way the potential that students have will develop. It is hoped that the growth and development pattern of elementary school age will develop according to the challenges.

The purpose of using VCT in Citizenship Education Learning, (1) Knowing and measuring the level of awareness of students about a value, so that it can be used as a basis for determining the target value to be achieved. (2) Instilling students' awareness of the values that are owned both at a positive level and as well as those that are subsequently instilled in actual improvement and achievement of target values. (3) Instill certain values in students in a rational (logical) way and are accepted by students so that in the end these values will belong to students as a process of moral awareness, not a moral obligation. (4) Train students in accepting their own values and the value positions of others, accepting and making decisions on an issue related to their relationships and everyday life

Civics learning, in addition to understanding concepts, also applies the importance of developing thinking skills and problem solving. One of the thinking skills that need to be developed is critical thinking skills. a common problem faced by Civics teachers at school is the lack of desire to bring students to actual environmental conditions, so that it does not provoke students' thought processes in solving a problem or achieving learning concept problems so through VCT it is hoped that students' critical thinking skills will be improved, VCT learning shows an average -the average critical thinking skills of the experimental class is 62.07 and the conventional class is 52.70 on a scale of 100, so there is a significant difference between students who receive VCT and students in conventional learning

The purpose of extracting this value is so that students are not only told to memorize and given material, but are taught to find, live, develop and practice it in everyday life. The way that can be done is to provide a stimulus that contains conflicting moral values that are confusing and train critical thinking in students' cognitive processes. In addition, students are also involved in investigating problems, discussing problems in small groups or classes by getting guidance patterns from the teacher. After that, students draw their own views on the problem they are studying.

Based on the results of observations of learning activities carried out in class V students at SDN 047 Inpres Baurung on January 10, 2022 in Civics subjects, which totaled 2 student classes, it was found that one of the obstacles was the lack of enthusiasm/enthusiasm of students in learning Civics because most of the learning models used are still conventional or traditional. in which the teacher plays a major role in conveying material to students, so that students' activeness in participating in learning is reduced and only depends on the teacher.

The low activity of students participating in learning both when conducting individual and group discussions and when giving subject matter, which results in low learning success. This is what happened to class V students at SDN 047 Baurung Presidential Instruction in Campalagian District. Based on preliminary observation data that was carried out on January 10 and 11 2022 at an elementary school in the Campalagian sub-district.

Judging from the problems above, it is necessary to make efforts to maximize the quality of student learning. The solution that can be done to overcome the problems above is to use innovative learning models in civics learning. One of the innovative learning models that can be used by teachers is the VCT learning model where the teacher will show students videos interactive where later the child will be more focused and enthusiastic in the teaching and learning process which will later make it easier for students to choose, find, decide, make their own decisions.

The VCT learning model, in which teachers must continue to practice using the VCT learning model, is a reference for improving this model. Then in the learning process the teacher should use an approach by giving examples of various things or events that occur in the student's environment. (1) There is a feeling of pleasure and pride with the value he chooses, so that the value will become integral to him. (2) Affirming the values that have become an integral part of himself in public, namely assuming that values are his choice so he must be brave with full awareness to show them in front of other people. (3) The level of doing, (a) the willingness and ability to try to implement it. (b) willing to repeat the behavior in accordance with the value of his choice, that is, the value he chooses must be reflected in everyday life.

Although many VCT learning models have been carried out, this research is still interesting for further research. The research being studied is Akhwani Rian Nurizka's research (2021) with the title "Quasi-

Experimental Meta-Analysis of VCT Learning Models on Learning Achievement of Elementary School Students .

METHOD

a. Type of Research

This study uses experimental research, which seeks the effect of a treatment on the object being researched and the control given. The model design used in this research is a quasi-experimental type with a non-equivalent control group design. namely using the experimental class and control class as a comparison. In this study, sampling using the technique of Non-Probability Sampling, namely saturated sampling. Saturated sample is all members of the population used as a sample.

B. Research Procedures

This study uses experimental research, research conducted with a scientific approach using two variables. The stages of experimental research include the preparation stage, the implementation stage and the final stage

C. Research Instruments

The research instrument is a tool that acts as a research measure. Of course, to measure, there must also be a good measuring instrument, this is what is called a research instrument. The instruments used in the implementation of this research are as follows:

D. Data Analysis Techniques

Quantitative data analysis techniques in this study used statistics with the help of the SPSS Version 26.0 program. Data obtained in the field will be analyzed using descriptive statistical analysis techniques and inferential statistical analysis.

1. Descriptive statistical analysis

Descriptive statistics are used to analyze information or describe collected information that is considered without leading to valid goals to make general valid speculations/conclusions. The value of student learning outcomes is presented in the form of the maximum value, minimum value, mean/average, revision standard, variation, and frequency. The data obtained is then grouped into very good, good, sufficient, less, and very less categories. The maximum value/score classification used is explained in the following table:

Table 3.2 Value Classification

Inter V	Score
85-100	Very good
75-84	Good
65-74	Enough
45-64	Not enough
0-44	Very less

2. Inferential statistical analysis

Inferential statistical analysis is a statistical technique used to analyze sample data and the results are applied to populations in inferential statistics, there are parametric and nonparametric statistics. In this study, parametric statistics were used because the data used was ratio data. The type of parametric statistics that will be used in this study is the independent sample t-test. independent sample t-test. Used to test whether there is a significant difference between the two variances/groups but previously, a normality test was performed first.

RESULTS AND DISCUSSION

1. Description of the Implementation of the VCT Model

The learning process used the VCT model in class V SDN 047. Inpres Baurung on Civics lesson content, the results of applying the model which was carried out 1 week for 3 meetings, in the experimental class went very well. The first meeting provided pretests for the control class and the experimental class, then the

second meeting, the treatment of the implementation of learning activities was carried out by researchers, as well as observers in the learning process activities in the control class and the experimental class. The learning process is carried out in accordance with the planned RPP. The core step in learning activities is group activities using the prepared worksheets. Students discuss assignments given and in accordance with the directions given by the researcher. In the final stage, they were asked to describe the results and then given responses by other friends. After that the researchers and students concluded together the results of the answers from the given LKS. Next is giving for the second time with the same learning steps but with different learning. The third meeting is the activity of giving a posttest to students in the experimental class and control class.

a.) Observation Results of Learning Implementation

The application of the VCT model in learning can be said to be maximal, this can be seen from the activeness of students participating in learning and enthusiasm in learning activities carried out during the learning process, students seem to focus on delivering material, with the help of worksheets so that it attracts students' attention and enthusiasm for participating in learning. The application of the VCT model can be seen through the table of observations that have been made by researchers during the process of learning activities taking place implementation carried out in meetings I and II based on observations in class V SDN 047 inpres baurung.

Table 4.1 Observation Results of the VCT Model

	Pertemuan I	Pertemuan II
Total	55	64
Presentase	80	94
Kategori	Baik	Sangat Baik

Discussion

The research was conducted at SDN 047 Baurung Presidential Instruction, Campalagian District, Polewali Mandar Regency. For approximately 1 week the research subjects used were VA class as an experimental class of 20 students and VB class as a control class of 22 students. the experimental class and the control class were first given a pretest as a tool to measure students' initial test abilities. then given treatment or treatment in the form of a VCT learning model. based on the results of the analysis that has been carried out, the data is obtained from the results of the research conducted for 3 meetings, namely 1 meeting of 2 experimental classes and 2 meeting classes in the control class which begins by giving an initial test (pretest). class V SDN 047 Baurung Presidential Instruction, Campalagian District, Polewali Mandar Regency.

1. The pretest conducted in class VA and VB as an initial test in research on the effect of the VCT learning model on Civics critical thinking skills in class V obtained an average result that was less in the experimental class and the average result in the control class was less and at the meeting then treatment was carried out using the VCT learning model to determine the critical thinking skills of Civics students who were carried out in his class, namely class VA and VB at different meetings.

2. The posttest was carried out by the researcher after carrying out the learning process by providing actions using the VCT learning model in the experimental class and not using the model in the control class. The posttest score in the experimental class was very good and in the control class was good, so it can be seen that the learning outcomes in Civics subjects after doing the treatment underwent changes which can be seen through the posttest results of the two classes.

An overview of the use of the VCT learning model in class V students at SDN 047 inpres Baurung, Campalagian District, Polewali Mandar Regency on Civics critical thinking skills can be seen through the results student learning between the experimental class and the control class. learning steps carried out by researchers in presenting material that begins with preparing learning tools such as lesson plans, LKS observation sheets and test items. After the learning tools have been prepared by the researcher, the learning process will be carried out in two classes at different meetings when the research lesson provides an explanation regarding the material on theme 1, health is important. During the VCT learning process at the first meeting, students looked enthusiastic to take part in learning by participating in all activities and were

seen to be active during the learning process, with the process of asking and answering so that it can be seen that the learning model applied can help students to improve critical thinking skills. The implementation of learning can be seen from the average learning outcomes in the experimental class, then for the observation sheet instrument items for the experimental class by calculating the score obtained multiplied by 100 and divided by the maximum score, the score resulting from observing learning activities in the experimental class is said to be very good.

Civics critical thinking skills of students using the VCT learning model in class V SDN 047 Baurung Presidential Instruction, Campalagian District, Polewali Mandar Regency. There was an increase, especially in the VA experimental class which was given the VCT learning model treatment. This is evidenced by the results of testing the descriptive statistical analysis of the pretest and posttest values in the experimental class and the control class. The average value of the pretest in the VA class as the experimental class not enough. The value is obtained from the overall test score of the VA class students who took the pretest then divided by the maximum score. The pretest value of class VB as the control class, the following values are obtained from the overall scores of class VB students who took the pretest then divided by the maximum score. If seen from the indicators of student learning outcomes, the control class pretest is in the unfavorable category. However, the two values were included in the less category, then the posttest results in the VA class as the experimental class which was given the VCT learning model treatment obtained very good scores and the VB class scores as the control class which were not treated with the VCT learning model were included in the sufficient category. Based on the data obtained, it can be concluded that the VCT learning model in the experimental class can improve Civics critical thinking skills. Based on the results of the tests conducted, the average value of the experimental class before being given treatment was in the less category and in the final test (posttest) the average value of the experimental class increased after being given treatment using the VCT learning model, it was included in the very good category, while the learning outcomes category the control class on the posttest final test is included in the less category.

Inferential statistical analysis was used to determine whether there was an influence of the VCT learning model on Civics critical thinking skills using a hypothesis test using the independent sample T-test method. The test results obtained were that the VCT model. this is proven from the test results with the help of the IBM SPSS version 26.0 application when testing the pretest value of both classes experimental and control classes in hypothesis testing have not had an effect or a probability value greater than the significant value according to the results of testing the IBM SPSS 26.0 application. this is because there is no influence in the form of the VCT learning model so that the test scores of class V students in Civics subjects are still low so that if tested hypothetically it will not give effect then after the influence treatment in the form of the VCT learning model obtained a probability value or smaller than the significant value this is in accordance with the conditions for testing the hypothesis, namely the research will be said to be successful if the results of testing the probability value are less than the significant value, then H_0 is rejected and H_a is accepted, so that it can be concluded that there is a difference in the pretest and posttest averages in the experimental class and the control class. This means that there is a significant influence in the use of the VCT learning model on the critical thinking skills of Civics students of class V SDN 047 Baurung Presidential Instruction, Campalagian District, Polewali Mandar Regency.

Based on these data, it is obtained that $T \text{ count} > T \text{ table}$ based on this, then H_0 is rejected and H_a is accepted which means that there is a significant influence between the VCT learning model on students' Civics critical thinking skills.

CONCLUSION

Based on the results of the research that has been done, several conclusions can be drawn, including:

1. the application of the VCT learning model to the critical thinking skills of Civics grade V students went well and effectively, this is evidenced by the results of observations of presentations in the very good category.
2. The ability to think critically shows an increase after giving the VCT learning model in learning activities. This is evidenced by the comparison of the average pretest scores for Civics learning outcomes in the experimental class as a whole and the posttest between the experimental class and the control class.
3. The use of the VCT learning model on students' Civics learning outcomes is said to have an effect, by proving based on the results of hypothesis testing, namely the probability value or the difference in test results obtained after learning using the VCT learning model.

ACKNOWLEDGEMENT

first of all I would like to thank Allah SWT for the reference that I use, namely the influence of the VCT learning model (value clarification technique) on student learning outcomes in PKN class V at min 12 Medan, the influence of the VCT learning model assisted by Microsoft PowerPoint media on learning achievement pkn class v elementary school group ii tegallalang sub-district, the influence of the value clarification technique (vct) learning model assisted by interactive video media on the learning outcomes of fifth grade students at sdn 2 way dadi bandar lampung etc.

REFERENCES

- Akhwani, A., & Nurizka, R. (2021). Quasi Experimental Meta-Analysis of VCT Learning Model (VCT) on Learning Achievement of Elementary School Students. *Basicedu Journal*, 5(2), 446–454.
<https://doi.org/10.31004/basicdu.V5i2.706>