Analysis of Value Clarification Technique Learning Model Through Pilot Methods in Learning to Improve Affective Intelligence

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Abstract—**This study discusses the VCT (Value Clarification Technique) learning model through the pilot method of Civics Education learning to improve the affective intelligence of elementary school students. The purpose of this study is to describe the results of a comprehensive analysis of the VCT (Value Clarification Technique) learning model through a pilot method in Civics Learning. This research used a descriptive qualitative analysis method. Data were collected through observation, interviews, rubrics of individual and group students, and field notes. The subjects of this study were grade three elementary school students and the teachers. The analysis shows that the VCT (Value Clarification Technique) learning model through the pilot method of Civics Education can improve elementary school students' affective intelligence. This study implies that teachers could avoid the element of coercion for all students and be proficient in asking questions concerning social issues related to student morals.**

Keywords: *affective intelligence, pilot methods, value clarification technique*

I. INTRODUCTION

Education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential, to have spiritual strength, self-control, personality, intelligence, noble character, and skills needed in society, nation, and country. Therefore, education is very influential and has an important role in human life because, with humans, education can be efficient and independent.

Citizenship Education (Civics) is an important subject in elementary schools. This is because Civics is an education that concerns the formal status of citizens. Civics is expected to prepare students to become citizens who have a strong and consistent commitment to defend the Unitary Republic of Indonesia.

Civics is an education that directs students to form good and responsible citizens based on the values and foundations of the Pancasila State. Thus it can be said that the characteristics and approaches of Civics are values and moral education.

Value education is a process of providing education in which the development that is more emphasized is the affective aspect, no longer cognitive and is manifested in the form of daily life behavior of students as individuals. Therefore, civics learning in elementary schools should be directed to instill the values and moral values of Pancasila into students. The target of learning is more on the affective aspect, so students are expected to not only be limited to understanding but also to be able to apply these values and norms into daily life (Tyas & Mawardi, 2016).

A strong and consistent commitment to the principles and spirit of nationalism in the life of society, nation and state based on the Pancasila and the 1945 Constitution, needs to be improved continuously to provide a deep understanding of the Unitary State of the Republic of Indonesia. The Constitution of the Unitary State of the Republic of Indonesia needs to be implanted in all components of the Indonesian nation early on, especially the younger generation as the nation's next generation.

Education cannot be separated from learning. Education and learning are like two sides of a coin that cannot be separated, so the key to improving education is to improve learning that takes place in it. The learning problem faced in primary schools is the ongoing learning that is less meaningful for the personal development and character of students, to eliminate student awareness of the intrinsic meaning of life. The low ability of students is caused by factors both from within students as students and from environmental factors.

In the process of student learning, there is no denying that Civics learning in primary schools is not as expected. Elementary school teachers have not yet found the right learning model in Civics learning especially to enhance affective abilities that include values and attitudes and how to have Civics learning conducted in a pleasant atmosphere. Various kinds of complaints in Civics learning in elementary schools such as difficulty working on problems, difficulty to understand the material, lazy learning, lack of enthusiasm, but the main thing is the low learning outcomes, and other

complaints from students are fundamental problems that must be addressed immediately.

The results of preliminary observations explain that the learning process in a conventional way in the Civics subjects has shown unsatisfactory results. Formative and non-formative test results are very far from the teacher's expectations. Especially related to the learning outcomes of affective abilities related to attitudes and values, the results so far are far from expectations.

To overcome the above problems, researchers will try to use the Value Clarification Technique (VCT) model. Because researchers argue that the use of various learning models will affect the success of both aspects of student learning success from cognitive aspects, affective aspects and aspects of success and psychomotor. Choosing and using an inaccurate learning model will fail to achieve learning objectives. For example, to develop discipline, it is not enough to only use pure learning methods, but need to be varied with methods that can express values, such as value analysis, simulation, games.

In addition, teaching is needed in the affective domain to facilitate the development of values, ethics, aesthetics, and feelings of social work for students (Allen, 2010). Previous research by Puspita (2014) illustrates that changes in social attitudes and social science learning achievements of students who learn through value clarification techniques (VCT) with contextual problem content and students who learn through conventional teaching. Teaching through VCT with contextual problem content has a comparative advantage in improving students 'social attitudes and students' social learning achievements, so it is recommended to elementary school social science teachers use teaching through VCT with contextual problem content to improve social attitudes and student achievement

VCT learning patterns according to Djahiri (1992), are considered superior to affective learning because: first, they can develop and personify values and morals; secondly, being able to clarify and express the message content of the material presented; the third can clarify and assess the quality of students' moral values and moral values in real life; fourth, able to invite, get involved, nurture and develop the potential of students, especially the potential of the intellectual; fifth, able to provide learning experiences in various lives; sixth, able to ward off, negate, intervene and various naive moral values that exist in the system and moral values that exist in a person; seventh, leading and motivating a decent and moral life.

VCT learning is an innovative approach that emphasizes social, cultural, personal, and community values / attitudes. Adisusilo (2012); Sari and Reinita (2018) stated that VCT is a value education approach where students are trained to find, choose, analyze, decide, and take their attitude to the values of life they want to strive for. Students are helped to clarify, clarify or clarify their life values through value problem solving, discussion, dialogue, and presentation. For example, students are helped to realize which life values should be prioritized and implemented.

Based on the findings of experts including Suryani (2013), Sutaryanto (2015); Sariani, Dantes, and Parmiti (2016);

Fahyuni and Bandono (2017); Khasanah and Suharno (2017); Khairunisa (2017); Saefudin and Syabaniah (2018) stated that VCT can develop and improve social attitudes, social studies learning outcomes, nationalism values, character values in history learning and can be used as an alternative medium for assessing education in primary schools.

The learning model is a guide for teachers and students in the implementation of the teaching-learning process (Rahman, 2017). In the learning model, VCT has several conditions that must be met. Educators or teachers must be fair to the choice of students where the teacher does not make an impression like patronizing as if more than students. The teacher must avoid the element of coercion whether students are willing to participate or not. In addition, teachers must also be proficient in asking questions relating to personal and social problems.

The steps of the VCT learning model through the pilot method are as follows:

1) Creating and looking for stimulus media in the form of instances/actions that contain contrast values by learning material about self-esteem. The aim is to stimulate, invite, and involve the potential of the intellectual that is affordable by the knowledge of students and contains several contrasting moral values.

2) The teacher launches the stimulus by reading stories or events and can also display images or photos that are varied with students.

3) Give students some time to have a dialogue on their own or with fellow friends in connection with the stimulus earlier.

4) Carry out guided dialogue through teacher questions, both individually, in groups, and classically.

5) The opinion determination phase determines the argument or clarification of the establishment.

6) The discussion or proving phase of the argument by simulating, discussing, and playing a role. In this phase, the target values and concepts begin to be embedded in the learning material.

7) The conclusion, evaluation, and feedback phase for the teacher himself and the students.

II. METHOD

The approach used in this research is qualitative. In qualitative research, researchers themselves or with the help of others are the main data collection tools. This was done because if using non-human tools and preparing themselves in advance as commonly used in classical research, it would be impossible to make adjustments to the realities in the field.

This research was conducted in Cipatat. The subjects in this study were grade three students at SDN Cipatat, namely 9 students with a sample of 8 students. Besides that to strengthen the results of the study, the subjects in this study were supplemented by grade 3 teachers at Cipatat Elementary School.

The techniques and data analysis carried out in this study are explained in the following Table I.

TABLE I. DATA COLLECTION TECHNIQUES AND DATA ANALYSIS

No	Data Collection Techniques and Data Analysis		
	Data	*Data Collection Techniques*	*Data Analysis*
1	Data analysis of the VCT (Value Clarification Technique) learning model through the Pilot Method on Civics Learning to improve students' affective intelligence.	Interview and observation	Qualitative Analysis
2	Negative and positive impact data from the VCT (Value Clarification Technique) learning model through the Pilot Method on Civics Learning to improve students' affective intelligence.	Student questioner	Qualitative Analysis
3	Data on the level of affective intelligence of students and class teachers according to the VCT (Value Clarification Technique) learning model through the Pilot Method on Civics Learning to improve students' affective intelligence.	Observation	Qualitative Analysis

Data regarding the objective conditions of the Model VCT through the pilot method were obtained through interviews, observations and filling in rubrics for class teachers and grade three students of SDN Cipatat. For interviews with teachers and students, the data were processed qualitatively. The steps in qualitative data processing are carried out as follows.

This interview took the form of a conversation conducted by two parties namely the observer as the interviewer and the respondent as the resource person. Data obtained by researchers through interviews provides answers to questions about the objective conditions of the Model VCT through a pilot method.

Researchers rely on observations and interviews in collecting data in the field. Then the researcher makes or compiles notes. This note is in the form of graffiti as needed which is very shortened. Data recorded according to the results of observations and observations in the field.

Triangulation is a data validity checking technique that utilizes something else. Outside the data is for checking purposes or as a comparison of the data. The most widely used triangulation technique is checking through other sources. Denzin (1978, as cited in Maleong, 2017) distinguishes four types of triangulation as an examination technique that utilizes the use of sources, methods, investigators, and theories.

The negative case analysis technique is done by collecting samples and cases that do not fit the pattern and tendency of the information that has been collected and used as a comparison. In a corporate leadership exercise, the participants have succeeded well and have held a good position. Participants who did not complete the program and left the exercise prematurely were taken as a case to examine the

shortcomings of the exercise program. Such a negative case is used as a negative case to explain alternative working hypotheses to improve the argument of discovery.

In this study, negative cases were taken from several examples listed in the two short stories which were used as material for learning activities during the observation. This technique is used by researchers to report the results of research so that the description is carried out as thoroughly and accurately as possible which illustrates the context in which the research is conducted. This report refers to the research focus. The description is specifically expressed with everything that is needed by the reader so that the findings during the study can be understood.

III. FINDINGS AND DISCUSSION

1. Findings

A. Description of Civics Learning and Affective Intelligence of Class 3 Students of Ciput Elementary School Before Learning Is Done Using the Value Clarification Technique VCT Model through the Pilot Method

At first, the teacher did not understand the VCT model. After the researchers conducted the research, finally the third-grade teacher at Cipatat Elementary School was able to use the VCT model in learning activities.

Researchers did observations and it appears that teachers cannot elaborate to improve students' affective abilities in Civics learning. The teacher also has not been able to choose contextual problems that are in accordance with the complete learning material. The teacher has not been able to direct students to improve affective intelligence completely and convincingly according to the Value Clarification model

Technique VCT through a pilot method with the help of short story text media with the theme "self-esteem". The learning model that is applied is still dominated by lectures and focuses on learning on the teacher. The conventional model learning step starts from giving information from the teacher, asking questions, giving assignments and carrying out the assignment by students until finally, the teacher feels that what has been taught can be understood by students. Conventional learning makes students only act as passive listeners, causing boredom in students to learn.

The passivity of students makes communication that exists only one-way communication that is communication between the teacher and students. Students are not allowed to explore a problem in their way of thinking. The difference in learning steps between the VCT learning model and the conventional learning model will certainly have a different impact on learning achievement in Civics. VCT learning models provide more opportunities for students to explore a problem with their thinkers. Thus, student achievement on Civics subjects taught with the VCT learning model.

The affective abilities of students still look weak, this is seen from the factors of attitude, responsibility, cooperation. There are still some students who are seen behaving decently when participating in learning, are still lacking in cooperation and less responsible when working on assignments.

B. Barriers to the Application of the VCT Model in Civics Learning through the Pilot Method

Obstacles encountered during the research can be divided into two namely obstacles that originate from within and from outside. Barriers that come from within the barriers that come from within students. Once observed, students tend to find it difficult to express their opinions verbally. Class teachers repeatedly try to lure students into wanting to express their opinions. In addition, some students were less active in learning in class, both in group discussion activities and other learning activities.

Less active students, sometimes like to disturb their friends so that often triggers a commotion in the classroom. Barriers that come from outside the student also occur during the study. First, facilities such as textbooks and supporting books for students are minimal. One package book is distributed to two students, so students cannot freely review the contents of the book. Second, teachers who teach do not understand the VCT model so learning is a little hampered. With these obstacles learning activities are somewhat disrupted. However, with the good cooperation of the schools, these obstacles can be overcome well.

C. Rubric Results

The rubric results used by researchers to examine the morale of students in class 3 at SDN Cipatat individually generated data as follows:

Alya has very high honesty. She is also a student who has very high integrity and a very high sense of justice. Anisa has very high honesty and integrity. In addition, Anisa has a very high sense of justice. Delima, Rahma, and Disty did not take part in the study when this research was conducted because there were sick. Dini has very high honesty, integrity, and a sense of justice. Fadli has very high honesty, integrity, and a sense of justice. Meanwhile, Fahmi has very high honesty. He is also a student who has very high integrity. Besides, Fahmi has a very high sense of justice.

Kiki has a very high honesty. He is also a student who has very high integrity. He also has a very high sense of justice. Meanwhile, Radea has very high honesty. He is also a student who has very high integrity and a very high sense of justice. Raisha has very high honesty. She is also a student who has very high integrity and a very high sense of justice.

From the explanation above, the researcher can conclude that each student can have the character of honesty, integrity, and fairness of each. Not all students often lie, not all students like cheating. It all depends on the people in their environment who shape their character.

2. Discussion

Citizenship learning using the VCT model was made for students in grade 3 at SDN Cipatat with 9 students after being considered successful. Because after listening to the story about "Determining Self-Esteem Not Always with Muscles" children listen well and after the completion of the story, the teacher asks questions related to the story and children can bring back what they heard at the same time can tell people which who behaves badly and well, who is a bad thing and

both. The learning steps are as follows: the teacher makes stimuli in the form of examples by way of telling stories. This story is adapted to the theme. This story must be able to stimulate, involve and develop students' intellectual potential. What is highlighted here is the teacher's ability to read stories so I am interested in students. Second, it provides an opportunity for students to engage in dialogue or prior stimulus, conducting guided dialogue that questions have been prepared posted by the teacher's stimulus with new media that are related beforehand, both individually and collectively. With learning patterns using VCT it is expected that students can apply the value of clarification in everyday life.

One of the features of the new paradigm in the teaching of Civics is that they no longer focus on teaching Civics, but are more oriented towards learning Civics or attempts to mobilize teacher Civics. Therefore, in teaching citizenship, students are fostered to familiarize themselves or dive into the material content of the Civic message. For the goals to work well as a Civics teacher must be an example in Civics by showing examples of behavior that are expected to be replicated and implemented by students in school life and daily life in the community.

In this study, the VCT learning model is used with the teaching method of a pilot technique to visualize abstract material through real examples in the form of images, photos or stories and examples in the form of actions/circumstances that contain contrast values related to the topic or theme of learning. In this study, a relevant story is used. This story is packed with contents that are loaded with content and moral values with examples of good and bad deeds. So children can clarify their values after the story is told. Theoretically aligned with Fahyuni and Bandono (2017) findings, that usage Image-based VCT story media as alternative media to appreciate the education in elementary schools have according to children's development aspect.

This learning provides meaningful experience by giving students the freedom to choose actions and analyzing actions through discussion so that they can build knowledge within themselves, understand each other's differences of opinion, make the best decisions and foster a high sense of social and togetherness. Through the VCT learning model it can foster students' social values, namely cooperation, tolerance, and responsibility (Sariani et al., 2016).

IV. CONCLUSION

The affective intelligence of grade 3 students at Cipatat Elementary School after applying the VCT (Value Clarification Technique) learning model through a pilot method based on the rubric assessment results and the observation results were stated to be better. This is indicated by students being able to behave more politely when before learning, during learning and after learning. Students are more responsible in terms of doing both individual and group assignments.

Obstacles encountered during the research can be divided into two namely obstacles that originate from within and from outside. Barriers that originate from within are obstacles that

originate from within the students. The obstacles from outside are related to facilities and infrastructure.

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