

VALUE CLARIFICATION TECHNIQUE BASED ON OPEN ENDED APPROACH TO INCREASE PRE-SERVICE TEACHERS' ART APPRECIATION

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Abstract

Nowadays, the process of learning art tends to make students to imitate form, style, and expression into artworks. For this reason, a change in the learning process is needed. The application of value clarification technique (VCT) based on an open-ended approach is a learning process that prioritizes student activity through a process of clarifying concepts and ending with conclusions. The research subjects were pre-service elementary teachers (PSTs) from Faculty of Teacher Training and Education, Riau University. The results showed that the implementation of open-ended VCT increased PSTs' artistic appreciation abilities from the average score of 39.72 in the pre-test to 76.61 in the posttest with an average increase of 0.66, medium categories. The open-ended VCT approach improves the learning process and has a strong influence on the ability of PSTs' artistic appreciation with a coefficient of 0.761 and a coefficient of determination of 52.7%, which can be interpreted as an open-ended VCT approach affecting PSTs' artistic appreciation.

Keywords: VCT Approach, Open Ended, Appreciation Ability

Introduction

Appreciating is understanding and full awareness so one can be able to use it to judge properly. In art, appreciation activities mean activities that interpret and be fully aware of the ins and outs of art and become sensitive to aesthetic and autistic symptoms. With appreciation activities, students are able to enjoy and judge artworks properly. The most prominent main motivation for an appreciator is to look for aesthetic experiences. SBDP (Art Culture and Craft) learning in schools, in general, are efforts to enhance creativity and develop national culture. SBDP learning in elementary schools is still ongoing at the level of understanding skills (psychomotor) in the artwork, the learning process is still presented through the lecture method. The implementation of the 2013 curriculum with a scientific learning approach should be easily achieved the goal of learning the art. But the change in curriculum does not reveal to the changes in the learning process. The scientific approach that is the core of the 2013 curriculum is not used as a reference in implementing learning. SBDP learning aims to lead the development of students' lives towards a culture-based maturation process through expression, creation, and appreciation. (Ministry of National Education: 2013). Observations conducted in Elementary School Teacher Training (PGSD), we obtain information that students have a lack of knowledge related to the concepts of learning an art. Only a few students are able to explain what is meant by art as a cultural work, what values are contained in the artwork, why it is necessary to study SBDP in elementary schools, what is the relationship between artistic expression and culture, how to distinguish children's artwork and artwork adults. We are very aware that learning art requires meaning or contemplation so that the values and meanings stored in artistic behavior are truly lived out. PGSD as an LPTK that will produce teachers for elementary school must be educated with teaching skills according to the material characteristics and character of the students. Students, within 6-12-year-old age, have distinctive characteristics. According to Piaget, children in the age of 7-12 years are at the stage of the concrete operating period. At that stage, a child is still thinking based on physical manipulation of the objects observed so that the learning is done must be able to provide holistic meaning to students (Ruminiati, (2007: 18). This can be interpreted that the key to the success of the learning process must be interpreted by students. The strategies and learning methods that encourage the process of meaning in learning will greatly help the learning process. The courses of art education, and craft education in general consist of the concepts of art, the concept of crafts and how to teach them. The learning process is formed by an understanding of the concept of art, types of works of art, work and appreciates. Specifically, the PGSD curriculum is required to facilitate to achieve vision and mission of Riau, and Riau University, namely to create education based on

Malay cultural values. Value Clarification Technique (VCT) strategy is a strategy that encourages children to interpret the values contained in human culture through searching individually for good or bad values. Adisusilo said the value is defined as something that is considered good, useful and most correct according to the beliefs of a person or group of people. (Adisusilo 2012: 56). The same definition is stated by Fraenkel (1977: 6) "A Value is an idea a concept about what someone thinks is important in life." (Value is an idea, the concept of thinking that is important in everyday life). Komalasari (2010: 99-102) says the value analysis strategy is a learning strategy that develops students ability to identify and analyze values contained in a coverage of events, writings, images, or imaginary stories. The research conducted by Haris aims to raise awareness of appreciating the services of heroes by elementary school students at Semabung Sidoarjo. The results of the study indicate that the application of VCT increases students' activities and their analytical skills both individually and in groups. Value understanding increasing in each cycle can raise students' awareness of the value of respecting the services of heroes. The research conducted by Mursetyadi Yuli Sadono, et al. About the Effectiveness of VCT in Historical Learning to Increase the Value of Nationalism, Democracy, and Multiculturalism ", also shows that VCT learning can improve the effective value of students compared to ordinary learning. The Open-Ended approach is open learning, namely the learning process in which the goals and desires of individuals or students are built and achieved openly (Miftahul Huda 2013; 278). Learning with open problems (problems) means learning that presents problems with various possible strategies (flexibility), and the solutions can also be diverse (multi-answer, fluency) (Suyatno 2009; 62). The open-ended learning approach can train and develop ideas, creative attitudes, high-level cognitive abilities, critical attitudes, open attitudes, and social analysis skills. Students describe the strategies, methods, or approaches used to find the answer. This means that the open-ended model is more concerned with the process than the results. The study conducted by Anista found that there is an effect of the open-ended approach within the role-playing method to students' high-level thinking skills in learning Biology at Public Junior High School 11 Jember. Looking at the research above, researchers hypothesized a potential to improve PGSD students' learning abilities through the application of VCT learning strategies with an open-ended approach. The process of applying the VCT strategy through freedom to choose values through several alternatives and to formulate them by considering the consequences that will arise is in line with the efforts applied to the open-ended approach that is to describe the strategies, methods, or approaches that end with formulating learning outcomes. Juxtaposing the VCT strategy and the Open-Ended approach allows the process of learning art and craft for PGSD students to be better than before. For this reason, this research was carried out with the title "the learning strategy of value clarification technique based on open-ended to improve art appreciation skills"

Appreciation of art, according to its lexicographic, comes from English appreciation, in Oxford dictionary means to judge the value of; understand or enjoy fully in the right way; whereas in the Western appreciation dictionary it is to estimate the quality of to estimate rightly to be sensitively aware of. Soedarso (1990: 77) appreciation is: "to understand and fully realize the intricacies of art and be sensitive to its aesthetic aspects so that one can enjoy and assess the work." In relation to learning art and craft appreciation means interpreting and fully aware of the ins and outs of art and being sensitive to aesthetic and artistic symptoms so that they are able to enjoy and judge the work properly.

Based on the explanation above, the research aims to answer the research problems as follows: 1) to find out whether there is an increase in the ability of students to appreciate art after using the VCT strategy with an open-ended approach in the subject of Arts and Crafts Education. 2) to find out the magnitude of the increase in students' art appreciation ability after using the VCT strategy with an open-ended approach.

Method

This research was conducted at PGSD, Faculty of Teacher Training and Education, University of Riau and carried out in even semester 2017/2018. The subjects were 42 first-year PSTs from one class. This research is Pre Experimental research. According to Sugiyono (2012: 74), the design of this study is not yet a real experiment, because there are still external variables which are dependent variables. The design of this study is One Group Pretest-Posttest Design, namely research designed with one group of subjects treated. The design of this study was carried out through the pretest-posttest to find out the art appreciation ability of the students. Researchers chose the design of this study to get more accurateresearch results because in the design of this study the researchers compared the ability of student art appreciation before and after being given treatment.

The technique of analyzing data is statistical analysis. The quantitative data will be processed through the following stages:

Art Appreciation Capability Data Processing

- a. Scoring the results of the appreciation ability test based on the answer keys provided by the formula:

$$S = \frac{R}{N} \times 100 \text{ (Ngalim Purwanto, 2014)}$$

Information:

S : Expected Value or sought

R : Raw scores obtained by students

N : Ideal maximum score of the test

- b. Tabulate test scores.

- c. Processing data using the following formulas:

- 1) Determine the average value (\bar{x}) of the pretest and posttest scores.

$$\bar{x} = \frac{\sum Xi}{n}, \text{ (Supardi, 2013: 58)}$$

Information :

\bar{x} : Average

$\bar{x} \sum Xi$: number of each data

N : total of data

- 2) Determining standard deviation (sd) of pretest and posttest scores:

$$s = \sqrt{\frac{\sum x_i^2 - \frac{(\sum x_i)^2}{n}}{n-1}}, \text{ (Supardi, 2013:79)}$$

- 3) Determine the Variance (s^2) of the pretest and posttest scores:

$$s^2 = \frac{\sum x_i^2 - \frac{(\sum x_i)^2}{n}}{n-1}, \text{ (Supardi, 2013:81)}$$

- 4) Normality Test

It is conducted to determine whether the data distribution is normal or not. If the data is normally distributed then parametric statistical tests are carried out, and if the data is not normal, non-parametric tests are carried out.

- 5) Homogeneity Test

The homogeneity test is done by the formula:

$$F = \frac{\text{varians terbesar}}{\text{varians terkecil}}, \text{ (Sundayana, 2014: 144)}$$

With the criteria for the test results as follows:

If $F_{hitung} \geq F_{tabel}$ inhomogeneous

If $F_{hitung} \leq F_{tabel}$ homogeneous

- 6) Test t

The t test is carried out to determine the difference in the average value of the results of the study using the formula:

$$t \text{ count} = \frac{\bar{x} - \mu_0}{s / \sqrt{n}} \text{ and } t \text{ table} = t_{\alpha} (dk = n - 1)$$

- 7) To find out the increase in students' art appreciation ability, we use the normalized gain formula developed by Hake, namely:

$$g = \frac{\text{skor posttest} - \text{skor pretest}}{\text{skor maximum} - \text{skor pretest}}, \text{ (Sundayana, 2014: 151)}$$

- 8) To test the hypothesis of the study, it is carried out by the coefficient of determination using the formula:

- a) Calculate the correlation coefficient with the formula:

$$r = \frac{n \cdot \sum XY - \sum X \cdot \sum Y}{\sqrt{[n \sum X^2 - (\sum X)^2] [n \sum Y^2 - (\sum Y)^2]}}, \text{ (Supardi, 2013:169)}$$

- b) Determination Coefficient = $r^2 \times 100\%$, (Supardi, 2013: 188)

Results and Discussion

After conducting the learning action by applying the Value Clarification Technique (VCT) strategy with the Open-Ended approach four times. Before conducting the experiment, the researchers did the pretest and then continued the learning action four times and ended with posttest. From the results of data analysis of the pretest and posttest scores, there are no significant differences in test results which can be seen in the following table:

Table 1. data analysis of pretest and posttest scores

	Number of students (n)	Average (\bar{x})	Standar Deviation (s)	Variance (s^2)	Minimal value	Maximal value
<i>Pretest</i>	38	37,162	12,572	159,131	13	57
<i>Posttest</i>	38	75,251	20,927	421,571	24	91

From the data above, a normality and homogeneity test is carried out before conducting a different test using the t-test, on the pretest and posttest scores. Based on the results of data analysis, the data obtained are as follows:

Table 2. data on normality test results

Class	Normality			Decision
	n	D_{maks}	D_{tabel}	
<i>Pretest</i>	38	0,098	0,2176	Normal
<i>Posttest</i>	38	0, 209	0,2176	Normal

From the results of the data, it is shown in table 2 that the data are normally distributed, parametric tests are then carried out with the following results.

Table 3. Test results for data homogeneity of Art Appreciation Ability

Class	Homogeneity			Decision
	Varians	F_{hitung}	F_{tabel}	
<i>Pretest</i>	159,131	2,679	1,84	Not Homogeneity
<i>Posttest</i>	421,571			

The results from table 3 show the data from pretest and posttest are not homogeneous, so it can be continued by carrying out the t-test. The results of a testing analysis can be seen in the following table:

Table 4. results of t test differences in pretest-posttest scores

	n	X	μ_0	s	t_{hitung}	t_{tabel}
<i>Pretest</i>	38	37,162	50	12,468	-6,3331	1,6991
<i>Posttest</i>	38	75,251	90	29,444	-4, 3311	

From the t-test, it is known that there is a difference between the pretest-posttest scores of students' art appreciation ability after participating in learning using the Value Clarification Technique strategy with an open-ended approach. Thus it can be said that the use of the Value Clarification Technique strategy with the Open-Ended approach enhances the art appreciation ability of the students. In accordance with the purpose of the next research, an analysis of the contribution or the influence of the use of the Value Clarification Technique strategy with an open-ended approach on student art appreciation ability was carried out. The results of the analysis show that 53.93% of students' art appreciation ability can be influenced by the Value Clarification Technique strategy with an open-ended approach with a correlation coefficient of 0.723, as shown in the following table:

Table 5. Effect of the Value Clarification Technique strategy with an open-ended approach on student art appreciation abilities

N	Pretest Avarage	Posttest Avarage	Average Gain	r	KD
38	37,162	75,251	0, 639	0,723	53,93 %

Discussion

Based on the results of the data analysis described above, it is known that the use of the Value Clarification Technique strategy with an open-ended approach has an effect about 53.93% on PSTs' art appreciation ability. The results showed that the posttest results of PSTs' art appreciation abilities were higher than the results of the pretest, after learning using the Value Clarification Technique strategy with an open-ended approach. This is evidenced by the research findings. Thus it can be concluded that the ability of student art appreciation can be improved by using the Value Clarification Technique strategy with an open-ended approach to learning activities.

The learning strategy of value clarification technique with an open-ended approach increases student activity in learning and encourages students to express their opinions about art as much as possible according to their perceptions. Through the process of analysis, students are able to distinguish values, elements of art and provide a conclusion to the results of their analysis. This is in accordance with what has stated by Susilo (2012; 150: 151) that learning with the Value Clarification Technique strategy emphasizes to the effort to help students to examine their feelings and actions themselves, increase their awareness of the values they have and encourage them to form their own value system and implement it in everyday life. In learning with the Value Clarification Technique strategy each student has self-readiness and is active in the learning process because learning with the VCT model requires students to be able to classify their observations according to the material being studied, the problems of appreciation, through analyzing the art thoroughly using their own arguments. It is similar to the open-ended approach. This learning approach requires students to be able to gain learning outcomes through observation, analysis, and problem solving with their own arguments. This is in accordance with the opinion of Shohaimin who states that open-ended learning presents problems with various possible strategies and solutions to provide some experiences to students to find something new in the learning process (Aris Shoimin 2014: 109). The open-ended approach, in other words, is an act of creative thinking to solve problems through observation and analysis individually according to students' abilities. An important feature of the open-ended problem is the freedom of students to use a number of methods and all possibilities that are considered most appropriate for solving problems. That is, open-ended questions are directed to lead to growing to understand the problems posed by the teacher. (Aris Shoimin 2013: 68). Presentation of the problem must be contextual, rich in meaning (use images, diagrams, tables), develop problems according to students' thinking abilities, associated with the next material, prepare a guidance plan (gradually released independently) (Suyatno 2009: 63).

The Value Clarification Technique strategy in appreciating works emphasizes efforts to increase students' participation to be actively involved in the learning process through increasing awareness of individual artistic values based on learned art principles. Furthermore, students are encouraged to formulate their own values which are expressed in the form of appreciative behaviors and practicing them in daily life. This can be seen in the learning process that has been carried out in the subjects of art and craft education. This behavior is in accordance with Susilo's (2012: 150-151) opinion. The learning process through the Value Clarification Technique strategy ends with free formulating actions by sharing the methods that are considered to be the most effective so that the solution to the desired action is obtained. Aris Shoimin (2013) argued that open-ended was directed to lead to the growth of understanding of the problems posed.

Based on the results of the research and discussion of the use of the Value Clarification Technique learning strategy with an open-ended approach, it affected the art appreciation ability of posts about 53.93%. This study proves that the creativity of educators in choosing strategies, methods, approaches or learning models that consider the material characteristics to be taught greatly helps students to improve their understanding. The use of the Value Clarification Technique learning strategy with an open-ended approach turned out to be quite effective in learning art and craft. Based on the actions taken and the findings of this study, education observers should be able to make the results of this study as a reference for conducting further research with a wider scope. The weakness of the results of this study can be used as a source of inspiration for observers of education to do better research.

Conclusion and Suggestion

Based on the research findings, the researcher suggested several things as follows: Educators can use the Value Clarification Technique learning strategy with an open-ended approach as an alternative in developing learning that demands students' involvement actively. Education observers should be able to complement the results of this study by developing existing findings and correcting the weaknesses of this study.

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