THE EFFECTIVENESS OF VALUE CLARIFICATION TECHNIQUE LEARNING MODEL IN IMPROVING THE CHARACTER OF ELEMENTARY SCHOOL STUDENTS POST PANDEMIC

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Abstract

This study aims to analyze the effectiveness of the Value Clarification Technique learning model in improving the character of post-pandemic elementary school students. This research was conducted at PAB 16 Klambir V Private Elementary School, Hamparan Perak District with a total sample of 40 fifth grade students. This type of research is a quasi-experimental method by comparing the Value Clarification Technique learning model with conventional learning models. Collecting data in this study through a questionnaire of student character development. Hypothesis testing is done by testing the independent sample t-test. Based on the results of the study, it was found that the character development of students who were taught with the Value Clarification Technique learning model was higher than the conventional learning model. In other words, the Value Clarification Technique learning model is very effectively used to improve the character of elementary school students, especially in post-pandemic learning.

Keywords: *Value clarification technique, Character, Post-Pandemic Learning*

A. Introduction

Character education has long been echoed in Indonesia, given the importance of it, the founders of the nation through Ir. Soekarno put this idea into the 1995 Constitution in the second paragraph. However, until now there has been no significant change in character education in Indonesia (Widisuseno & Sudarsih, 2019; Yusrizal, 2017). Various policies have been issued by the government to improve the character of the younger generation, but these have not been sufficient to overcome the existing problems (Cahyo, 2017; Fatmawati & Yusrizal, 2020).

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The return of students from learning during the pandemic where distance learning was applied poses a new threat to the development of students' character today. The intensity of interaction between students and gadgets which tends to be high for almost two years has made them inseparable from technology, so this certainly has an impact on demoralization and character degradation (Prihatmojo & Badawi, 2020). Addiction to gadgets that are now attached to students is one thing that needs to be a common concern. Teachers are currently faced with the situation of students' habits that are always in contact with gadgets, this of course has a huge impact on character development (Baloran, 2020).

Moral and character degradation that occurs in elementary school age students is currently very concerning (Soenarko & Mujiwati, 2017). As many as 68% of elementary school age students are able to actively access pornographic content (Prihatmojo & Badawi, 2020). Other cases committed by elementary school-aged students are acts of theft, persecution, and the most severe case is murder (Fahrani & Novianto, 2019). If this is allowed to continue, it will certainly have a negative impact on the character of the nation in the future. Therefore, changes in learning in an effort to shape student character are needed, one of which is by formulating learning based on moral ethical values, especially in the pandemic era so that the learning process can continue to take place holistically (Taja et al., 2021). One of the learning models that can increase students' character values is the Value Clarification Technique learning model (Yunita et al., 2021).

The Value Clarification Technique (VCT) learning model is a learning model that trains students to select, find, analyze and assist students in making their own decisions about their chosen attitude (Ekayani et al., 2019). In another opinion, the same thing is said that the VCT learning model is a learning model with an approach to fostering attitude values that have been embedded in students by analyzing the values of goodness (Reinita, 2020).

B. Method

This research is quasi-experimental research. This research was conducted in SD PAB 16 Klambir V Hamparan Perak District with a sample size of 40 students. The research instrument used a character development questionnaire given to students before and after the implementation of the treatment. The research data analysis technique used descriptive and inferential statistical techniques. Hypothesis testing is done by testing

the independent sample t-test. Before testing the hypothesis, the analysis requirements test was carried out, namely the normality test and homogeneity test. The normality test was carried out by the Shapiro-Wilk test, while the homogeneity test of the data was carried out by the Levene test with a significant level of 0.05.

C. Finding and Discussion

1. Finding

a. Experiment Class Data Description

Before carrying out treatment and control in the class that has been determined as the research sample, a pre-test is first given with the aim of comparing whether the two classes have the same level of character development or not. Therefore, the following data is presented on the results of the pre-test test in the experimental class.

Based on statistical calculations of the pre-test data in the experimental class, it was found that the lowest student character value in the experimental class was 55 and the highest student character value was 90 with an average of 63, Mode 60, Median 60, Standard Deviation 7.69, Variant 59.21. Furthermore, based on statistical calculations of the post-test data in the experimental class, it was found that the lowest student character value in the experimental class was 57 and the highest student character value was 93 with an average of 75, Mode 70, Median 77, Standard Deviation 10.68, Variant 114.04. To distinguish the distribution of pre-test data and post-test data can be seen in the image below:
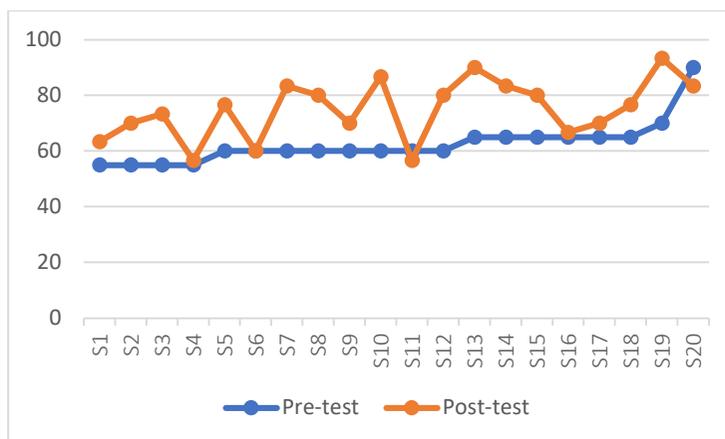

Figure 1 Comparison of Pre-test and Post-test Data in the Experimental Class

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   b.   Control Class Data Description

Based on the calculation of statistical data on pre-test data in the control class, it was found that the lowest student character value in the control class was 50 and the highest student character value was 85 with an average of 62, Mode 65, Median 63, Standard Deviation 8.63, Variant 74.41. Furthermore, based on statistical calculations of post-test data in the control class, it was found that the lowest student character value in the control class was 47 and the highest student character value was 80 with an average of 65.17, mode 77, median 67, standard deviation 10 .40, variant 108.16. To distinguish the distribution of pre-test data and post-test data as follows:
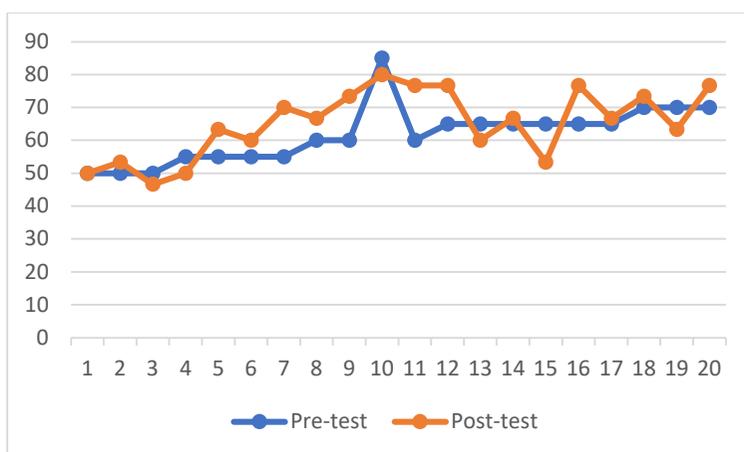

Figure 2 Comparison of Pre-test and Post-test Data in the Control Class

   c.   Prerequisite Test

Prerequisite tests carried out include normality test and homogeneity test. The results of the normality test can be seen in the table below:

Table 1. SPSS Output Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experiment Class	.132	20	.200[*]	.959	20	.534
Control Class	.128	20	.200[*]	.928	20	.139

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table, it can be seen that the data normality test with the Shapiro-Wilk test obtained a significant value for the experimental class of 0.534 > 0.05 and for the control class of 0.139 > 0.05. Thus, it can be concluded that the data in both class groups are normally distributed.

After conducting the normality test, this study also conducted a homogeneity test. The homogeneity test aims to determine whether the research sample is homogeneous or not. A summary of the homogeneity test calculation can be seen in the following table:

Table 2. SPSS Output Normality Test

Test of Homogeneity of Variances

Character

Levene Statistic	df1	df2	Sig.
.000	1	38	.991

Based on the table shows that the data homogeneity test obtained a significant value of 0.991 > 0.05, thus it can be concluded that the research data group is relatively the same or homogeneous.

d.   Hypothesis testing

Testing the research hypothesis using the Independent Sample t test. Hypothesis testing data can be seen in the following table:

Table 3. SPSS Output Test Independent Samples t-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Character	Equal variances assumed	.000	.991	2.943	38	.006	9.800	3.330	3.059	16.541

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				2.943	37.996	.006	9.800	3.330	3.059	16.541
Equal variances not assumed				2.943	37.996	.006	9.800	3.330	3.059	16.541

Based on the SPSS output in the table, it is obtained that the significant (2-tailed) value is 0.006 < 0.05. Thus, it can be said that there is a significant difference between the character development of students who are taught with the Value Clarification Technique learning model compared to the character development of students who are taught using conventional learning models. The differences can be seen in the following table:

Table 4. Comparison of Characters of Experiment Class and Control Class Students

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Character	Eksperimen	20	75.00	10.583	2.366
	Kontrol	20	65.20	10.476	2.343

Based on Table 4, it is known that the average character development of the experimental class students is 75.00 while the character development of the control class students is 65.20. So that the hypothesis testing rejects Ho and accepts Ha. With the conclusion that the character development of students who are taught with the Value Clarification Technique learning model is higher than the conventional learning model. In other words, the Value Clarification Technique learning model is very effectively used to improve the character of elementary school students in post-pandemic learning.

2. Discussion

Character issues will always be an interesting topic to research. However, until now these problems have not given any indication of change in a positive direction. Therefore, the results of this study are at least a contribution to thinking about improvements related to the problem of moral and character degradation in elementary school students.

The results showed that the use of the Value Clarification Technique learning model was very effective in improving the character of elementary school students in post-pandemic learning. This is also supported by the results of Ekayani's research which states that the use of the Value Clarification Technique learning model can have a

positive effect on the character development of students in elementary schools (Ekayani et al., 2019). In another study, it was stated that the use of the Value Clarification Technique learning model could improve the disciplined character of elementary school students (Maulana et al., 2020). The same thing was also conveyed in research using the Values Clarification Technique learning model in learning that can lead to positive student behavior such as aspects of religious values and obedience to worship, tolerance for others, discipline, concern for friends, deliberation and responsibility in completing assignments on time, both individually and collectively. group (Wijayanti, 2015).

Based on some of the research results above, it further strengthens that the use of the Value Clarification Technique learning model can improve students' character. Because with the Value Clarification Technique model students can choose, decide, communicate, express beliefs, solve problems and have a stand in making decisions, so they are able to internalize and behave in accordance with the values that have been chosen and believed (Suryani, 2013).

D. Conclusion

Based on the results of research and discussion, it can be concluded that the character development of students who are taught using the Value Clarification Technique learning model is higher than the conventional learning model. In other words, the Value Clarification Technique learning model is very effectively used to improve the character of elementary school students in post-pandemic learning.

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