

Improving Students' Social Care Character in Through Value Clarification Technique (VCT) in Social Studies Learning

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Abstract. This study was initiated by the researcher's finding at VIII-B class SMP Negeri 3 Lembang where the students social care character has not been noticeable yet; the students are less capable to respect other people and to cooperate. The students still utter the harsh words to their friends. This study employed the classroom action research by Kemmis dan Taggart in three cycles. This study used Value Clarification Technique (VCT) method that encourage the students to comprehend and apply the in-effect rules and values in the society and develop the social care character. This study found that their caring character improves more obvious in every cycle. This study was stopped and finished when the students' bad character and habits shows some significant changes into a better way. The findings show that the method of Value Clarification Technique in Social Science learning improves the students' social care character at VIII-B class in SMP Negeri 3 Lembang.

Keywords: Social Care Character, Value Clarification Technique (VCT)

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A. INTRODUCTION

The pre-research observation at SMP Negeri 3 Lembang especially in VIII-B class discovered some indications of problems listed below:

- (1) the students tended to be inattentive toward the learning and the teacher's lecture or other students;
- (2) there were a habit of mocking each other;
- (3) some students were frequently irritate other students;
- (4) the students were less cooperative;
- (5) the students tended to interact with only their close friends; and
- (6) the teachers are sometimes indistinctive in taking action of the less-proper behaved students.

From those problem formula, the students are expected to develop their social care character. Therefore, this study employed value learning or widely assisted as the method of Value Clarification Technique (hereinafter abbreviated to VCT) with act learning approach.

Education shall be the most prioritized issue by a country especially

Indonesia. Meanwhile, character is a thing sticking to every individual. Dai Gulo, (Barnawi and Arifin, 2012, p. 20) explains that character is an identity observed from the starting point is ethic or moral, for example someone's truthfulness usually relates to his or her relative constant natures. One of the most important characters to be possessed by an individual is the social care character. That character can be indicated from the simple attitude and behavior in daily life such as like to help other people. The social care character projects an individual's awareness to have good relationship with other individual, because human is a social being that certainly need other people to fulfill his or her needs.

Those problem listed above must be solved immediately since the teenagers are the students that become the nation future hope support. According to the explanation above, this study is expected to improve the students' social care character using the method of Value Clarification Technique (VCT) in SMP Negeri 3 Lembang, entitled Improving the Students' Social Care Character In The Sub-Topic Of Nationalism Spirit Growth And Development Through The Method Of Value Clarification

Technique (VCT) In Social Science Learning.

According to Djahiri (Komalasari 2013, p. 99), VCT method is expected to be able to transform the students' attitude through their competence in Social Science learning. This method covers Analysis VCT, Listing VCT, and Game VCT thus the Social Science learning become more focus and aimed.

B. METHOD

This study is a classroom action research that is conducted to solve the in-class difficulties. Kunandar (2008, p. 45) states that classroom action research (CAR) is a study to reform the classroom learning quality. The focus of CAR is the students or the learning-teaching activity in the classroom. CAR also aims to improve the teachers' tangible action in their professional development.

According to Wiriaatmaja (2005, p. 13) concisely, CAR is about how a group of teachers organize the practical learning condition and study their own experiences. They may examine a refinement idea in their teaching practices and observe the actual impacts of that effort.

Wiriaatmaja (Kunandar, 2008 p. 46) adds that CAR is included into qualitative research although the data collected may be quantitative with descriptive explanation. In this kind of research, the primary instruments are the collection, the process, and the product of the data. The focus of this research is on the comprehension of a phenomenon or effects of an action. This is in line with Creswell (1994:147), who argues that qualitative approach more emphasize on the inductive process and purposes, which realized through the building of abstraction, concept, hypotheses, and theories where the researcher is the main instrument that physically related with the outsider, location setting to observe, or taking note on the natural setting behavior.

This study employed a model by Kemmis and Taggart (Uno, et. al. 2011: 87) states that the model by Kemmis and McTaggart consists of four sets of

equipment or series to one device in each cycle which are namely: planning proceeding, observation, and reflection as Figure 1 below shows.

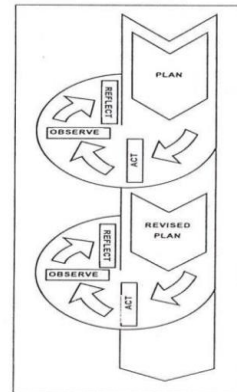


Figure 1. Four Components of CAR
(Source: docplayer.info)

C. RESULTS AND DISCUSSION

This study shows that the implementation of the learning model of Value Clarification Technique (VCT) in VIII-B class SMP Negeri 3 Lembang is proven can improve the students' social care character. Based on the field investigation, the improvement of the students' social care character is rather significant. Therefore, the VCT learning model is considered an effective application to improve the students' social care character. Table 1 below is the recapitulation result of the observed aspects.

Table 1. Improvements in Each Cycle

No	The Observed Aspects	Cycle 1	Cylce 2	Cycle 3
1	Listening to the lectures	55.5%	82.8%	87.7%
2	Listening to friends	37.9%	74.2%	85%
3	Accepting friends' opinion	51.8%	77.1%	82.4%
4	Able to cooperate	40.7%	72.3%	79.8%
5	Not irritating other students	45.3%	70.4%	80.7%
6	Not mocking other friends	45.3%	70.4%	80.7%
Average		46,1%	74.2%	82.7%
Categories		Ample	Good	Good

Table 1 shows the aspects observed to measure the students' social care character. Besides, it illustrates the improvements in every cycle starting from cycle 1 until cycle 3. The aspect of listening to the lectures gained score of 55.5% in cycle 1 and then increased become 87.7% in cycle 3. Afterwards, the aspect of listening to friends got score of 37.9% in cycle 1 and eventually grew in cycle 3 became 85%.

The improvement on the aspect of accepting friend's opinion also increased become 82.4% in cycle 3 from 51,8%, in cycle 1. Then, the improvement on cooperating aspect also increased become 79.8% in cycle 3 from 40.7% in cycle 1. On the aspect of not irritating other students, the score was 45.3% in cycle 1 and improved until cycle 3 became 80,7%. On the aspect of not mocking other friends, the score was 45.3% in cycle 1 and improved until cycle 3 became 82,7%.

1. The Planning of the Implementation of the model of Value Clarification Technique to Improve the Students' Care Character

Corresponding with the design of CAR, after pre-research and problem identification in class, the researcher decided to employ the model of Value Clarification Technique (VCT) in order to solve the problem and improve the students' care character. According to Zubaedi (2012, p. 110-111), character is developed through three phases of knowing, acting, habituating. VCT is believed can develop the students' care character since in VCT model the students are coached to know and apprehend the social care values, implement the comprehended values in daily life, and accustom to be caring frequently.

After deciding the learning model to conduct, the researcher formulated the planning for VCT model implementation. Sanjaya (2011, p. 40) clarifies that the planning processes of a research are field review activity, problems diagnosing, selecting the material and problem solving implementation time, recruiting an observer as the helper in applying the action and instruments planning supported the action process.

The research planning is referred to the pre-research observation result in VIII-B class SMPN 3 Lembang referring to Zakiyah dan Rusdinan (2014, p. 194) who explain the learning activity process of VCT model consists of:

1. Constructing the lesson plan according to the main topic.
2. Determining the materials to be served in the learning.
3. Composing the learning scenario with the several clear learning steps.
4. Preparing the stimulating media to conduct VCT model such as story, clipping, and newspaper.
5. Purveying the worksheet of detailed guidance for the students.

Quite similarly with the planning mentioned above, the researcher also set the plans in every cycle drawn in these outlines below.

- a. Constructing the lesson plan according to the main topic.
According to Komalasari's (2013, p. 194) statement, lesson plan is a set of learning signs covering final purpose, learning methods, learning steps, learning media, and the socring forms to fulfill.
- b. Determining the parts of the materials delivered through VCT
Sanjaya (2011, p. 283) staes that VCT can help the students to find and specify the good values in responding a problem through analysis process of the existed and embedded students' score.
- c. Composing the learning scenario with the several clear learning steps.
- d. Preparing the stimulating media to conduct VCT model such as story, clipping, and newspaper.

This is in line with Djahiri (1985, p. 63) who explains that the preparation conducted by the teachers is to restudy the desired target clarity.

2. The Implementation of the model of Value Clarification Technique to Improve the Students' Care Character

In the VCT learning model implementation, the students are free to determine and consider their convinced values. The VCT learning has several processes to go through with the exact learning implementation steps. Zakiyah dan Rusdinan (2014, p. 194) describe VCT learning steps are as follows.

- a. After the class is started, the students are informed to have a VCT learning.
- b. The stimulus is bring from the teacher or the students in such a way.
- c. The teacher examining the students' action and spontaneous reaction towards the stimulus.
- d. Conducting a directed dialogue through some questions from the teacher either individually or classically.
- e. Determining an argument and a standing clarification.
- f. Explaining or argument proving; started to invest the desire concept value target through the materials.
- g. Concluding the material abstraction.

The implementation of VCT learning model should be effective to coach the students to have an awareness or an apprehension towards a value. Taniredja (2011, p. 88) describes that one of the VCT's purposes is certain value investment towards the students through a rational, logic, and accepted ways thus the value itself can be owned by the students as a moral awareness process not a moral obligation. Based on that statement, the researcher applied the VCT model with some stimulus such as the problems surrounding them. Through that problems, the students are demanded to develop the social care character through the VCT learning method, by studying the concrete and logic problems thus the students are motivated to solve the problems in their own environment.

3. The Obstacles of the Teachers in Implementing the VCT Learning Model

According to Zakiyah dan Rusdinan (2014, p. 194) the evaluation can be done by the process and evaluation of learning

output. The evaluation process can be succeed by investigating the implementation of discussion, attitudes, and activity, or the learning process. In the evaluation step, the researcher conduct it during the learning process.

The researcher found some obstacles during and after after the implementation of VCT learning model in cycle 1, the researcher discussed with the partner-teacher to reflect the learning-teaching activity that had been done.

First, the media utilizing made the students were less motivated and rather in trouble in clarifying the value. Djahiri (Taniredja et. al., 2011, p. 91) mentioned that one of the superiorities of VCT model is that it can clarify and express the messages of the delivered material, that further facilitate the teacher to deliver the purpose and message value. Nonetheless, in cycle 1 the researcher found that the students were complicated if only analyzing from one material.

Secondly, the class was unconducive especially during a student is speaking I front of the class. Zubaedi (2012, p. 79) adds that caring is a competence to express tour understanding towards other people and treat them benignly and forgiving enthusiasm. During the learning process, the students who still could not applied the social care character mocked and irrigated the other friends; it showed that they are lack of respect to other people.

Third, the teachers were less leading the students to argue; the teachers were too dominating in concluding the learning.

Lastly, the students were still less cooperative so the group activities were only dominated by few persons only.

Darmiyati (Zubaedi. 2012, p 76) explains that social care is an attitude and an action that always fond to give helps to the needed society. Therefore, the students who were not capable to cooperate or help each other during the group task reflect the social care character of the students are still low.

In cycle 2, the researcher also found that there was students' less-capability in time management, so the implementation

was hurried; the students were not capable to cooperate; some students were perfunctory and not listening to their friends in front of the class; the students looked tired. Meanwhile, in cycle 3 almost all of the obstacles can be handled. Nevertheless, there was an obstacle: only some of the students who often expressed their arguments.

Samani and Hariyanto (2012, p. 43) character is defined as a basis value which build someone's personality, formed well because the effect of heredity or environment, and established in his or her attitude and behavior in the daily life. From that statements, character is an adhere thing to someone. Therefore, building the character is not an easy matter. To develop the social care character, the students must understand the basis values of social care.

4. The Students Social Care Character after the Implementation of the model of Value Clarification Technique

Through sharing research data collection efforts that have been done, it can be seen how the condition of class VIII-B after the implementation of classroom action research in an effort to improve the character of social care. Based on data obtained from student observations, class VIII-B experienced an increase in social care character after the study was carried out from cycle 1 to cycle 3. As has been described in the description of research and data processing, in cycle 1 the assessment of the results of observation of social care characters students get a percentage amounted to 46.1%. In cycle 1, students still seem to have difficulty in analyzing grades and exploring the values of social care that researchers are targeting. According to Sapriya (2011, p. 53), in essence, value is something that is valuable, value is a set of beliefs or principles of behavior that have a personality in a person or certain community groups when thinking or acting. Therefore, instilling values which is a principle that tends to be a person's character is difficult if taught only once.

In cycle 2, the percentage obtained from the assessment of student observations was 74.2%. These results indicate an increase in the social character of students compared to cycle 1. The constraints found in cycle 1 were quite able to be resolved even though there were still some obstacles that researchers experienced in cycle 2.

In cycle 3, the results of the observation assessment showed a significant increase of 82.7%. Some obstacles experienced by researchers in cycle 2 have begun to be overcome in cycle 3. Zubaedi (2012, p. 79) states caring (caring) is the ability to show understanding of others and treat them well, with compassion, being generous, and with the spirit of forgiveness. Based on this opinion, in cycle 3 students already have a concern by treating other students well. Almost all students are able to treat their friends and not mock or disturb other students while learning takes place.

Based on the development of the social care character, it was obtained from the results of the observations of students, shows that the social care character of students increases gradually in each cycle. Djahiri (Al-lamri and Ichas. 2006, p. 87) argues that VCT is a way to instill and express certain values of students. Because VCT can help students to determine the values of social care then implement these values in everyday life.

Lickona (2012, p. 75) states that caring for others (meaning "to sacrifice") helps us to not only know what is our responsibility, but also to feel it. In accordance with the theory of VCT learning, students have been able to carry out their responsibilities by working on problems both in groups and individually and are able to show a tolerance attitude towards differences by accepting the opinions of others and listening to teachers and friends.

According to Taniredja (2011, p. 88) one of the goals of VCT is to instill certain values in students in a regional (logical) way and be accepted by students, so that ultimately these values will belong to students as a process of moral awareness rather than moral obligation. In this case, the VCT learning model that the teacher applies helps students determine or analyze the

values of social care through a logical way of presenting social problems that exist in the environment around students so as to encourage students to implement these values in daily life including when learning in class. The Value Clarification Technique (VCT) learning model helps teachers instill the values of social care that are targeted by researchers in accordance with problems encountered in class.

CONCLUSION

Based on the data obtained from the results of research on Improving the Character of Social Care of Students in Sub Topics Growth and Development of the National Spirit through the Method of Value Clarification Technique (VCT) in Social Studies Learning through classroom action research in class VIII-B students in SMP Negeri 3 Lembang is as following:

1. Planning that has been well planned is a design of learning implementation. Researchers formulate a plan that is, (1) compile lesson plans in accordance with the subject matter, (2) determine the part of the material to be presented through learning, (3) compile a learning scenario so that the learning steps are clear. (4) preparing stimulus media for VCT, (5) preparing worksheets that contain detailed guidelines for students in VCT.
2. Implementation of activities to improve students' social care attitudes, VCT learning has several processes that must be undertaken with appropriate learning application steps. In cycles 1, 2 and 3 the problem discussed is about Indonesian history, then students are trained to have sensitivity to the problem by determining or clarifying the values of social care through these problems. Through existing problems students are asked to develop social care characters through the VCT learning method, students are instilled the value of social care by examining concrete and logical problems so that students will be encouraged to

solve problems that occur in their surroundings.

3. Barriers or obstacles in improving the social care character of students, namely:
 - a. The condition of the class is less conducive especially when there are other students talking in front of the class.
 - b. Students are less able to work together, so group activities are only dominated by a few people.
 - c. Some students are indifferent and don't listen when their friend is explaining in front of the class.
4. The barriers experienced by researchers have been almost completely overcome and the results of applying the value clarification technique (VCT) learning method to improve the social care character of students on each cycle increased, in the first cycle the average obtained by 46.1%, in the cycle second 74.2% and in the third cycle 82.7%.

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