

# APPLICATION OF CIVIC EDUCATION LEARNING TECHNIQUES CLARIFICATION APPROACH THROUGH VALUE (VALUE CLARIFICATION TECHNIQUE) IN STUDENTS PGSD FKIP UNSRI

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**APPLICATION OF CIVIC EDUCATION LEARNING TECHNIQUES CLARIFICATION APPROACH  
THROUGH VALUE (VALUE CLARIFICATION TECHNIQUE)  
IN STUDENTS PGSD FKIP UNSRI**

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**Abstract**

This research aims to determine the quality of teaching at the elementary school student Civics FKIP PGSD Unsri. The research was conducted on PGSD students numbered 45 people following one-half of elementary Civics courses on campus PGSD FKIP Unsri km 5.5 Palembang. This form of research, teaching research the application of the learning process in the classroom. Data analysis using quantitative and qualitative analysis data. Data was carried out after the action, and when the data has been edited collect all. Simultaneously the data collection analysis of data Obtained by using a data analysis models as follows, a) the data collection phase, b) the data presentation stage c) the stage of conclusion / verification. The results showed an increase in the quality of teaching at the elementary school student Civics FKIP PGSD Unsri once implemented VCT approach (values clarification technique).

**Keywords:** elementary school, elementary school Civics, values clarification approach technique

**A. INTRODUCTION**

One of the messages of the Constitution of the Republic of Indonesia Year 1945 further regulated in Law Number 20 Year 2003 on National Education System, which has a vision of the establishment of the education system as a social institutions are strong and authoritative to empower all citizens of Indonesia develop into a human quality so capable and proactive answer the challenges of the times which is always a human berubah. Kualitas needed by Indonesia in the future are able to face the tight competition with the nation another world. (MONE, 2006; 40)

Educational value by PP minister No. 22 of 2006, describes the important role of civic education in preparing students to face globalization, values have a purpose so that learners have the following capabilities, a) critical thinking, rational and creative in responding to the issue of citizenship. b) participate actively, responsibly and intelligently in the activities of society, nation and state as well as anti-corruption, c) developing positively and democratically to shape itself based on the characters of Indonesian society in order to live together with other nations. d) interacts with other nations in the international arena directly or indirectly by utilizing information and communication technology.

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The essence of education value (character or moral) aims to establish a private child to become an intelligent human being spiritually, emotionally intelligent and socially intelligent, intellectual, intelligent kinesthetic, good and moral. To be citizens and residents of the community are good and responsible responsibility. Values education in Indonesia can not be separated from the noble values rooted in Indonesian culture as summarized in the Pancasila and the 1945 Constitution

of Indonesia highly values education needs to be taught, because a lot happens in most cases / issues which are carried by children, adolescents and adults, such as juvenile delinquents: scrappy, mocking friend, like truant, steal, juvenile delinquency and adult among others, fighting between the school, fighting between the citizens, speeding motorcycle, having sex before marriage, adultery, hit run, theft, rape and murder and so forth are very disturbing society.

By looking at the case in advance, it is essential to be taught the value of education. Educational value is done repeatedly and continuously to achieve the objectives in civic education, in this case the teachers did not master a setrategi civic education to achieve these objectives, with a recent study entitled **Application of Learning Citizenship Education Elementary Approach Techniques Clarification Value (*Value Clarification Technique*) On Student PGSD FKIP Unsri**. PGSD students are expected, as a candidate for primary school teachers, have the form of a strategic approach to teach civic Education in SD properly in achieving the learning objectives.

## B. DISCUSSION

### TEACHING CIVIC EDUCATION IN ELEMENTARY

Education is a major factor in building the nation and the State, so that in this case the State of Indonesia give serious attention to the way of education, by allocating funds for the state budget by 20% for education. Attention of all parties demanding world of education needs to be improved in order to produce quality human boast.

Education is an activity to control the "learning" in order to achieve the planned objectives effectively and efficiently. In the process of this activity is the role of "teaching" is very important because it is an activity undertaken by the teacher to transfer knowledge, skills and values to students / student, so that what is transferred has meaning for ourselves and be useful to themselves and society. Teaching is good and right can only be done by someone who has gone through specific education that is designed to prepare a teacher, in other words, teaching is a profession. (Zamroni, 2000; 12)

Education citizenship intended that learners have the following capabilities: 1) think critically, rationally, and creative in responding to the issue of citizenship, 2) participate actively and responsibly and act intelligently in social activities, nation and state as well as anti-corruption, 3) developing positively and democratically to shape itself based on the characters of Indonesian society in order to live together with other nations, 4) interacts with other nations in the international arena directly or indirectly by utilizing information and communication technology.

A group of subjects civic education is intended to increase awareness and knowledge learners will be the status of the rights and obligations in society, nation and state as well as improving the quality of itself as manusia. Kesadaran and insights including national vision, spirit and patriotism, to defend the state, respect for the right -hak human rights, pluralism, environmental sustainability,

gender equality, democracy, social responsibility, obedience to law, obedience to pay taxes and the attitude and behavior of anti-corruption, collusion and nepotism.

Civics education is closely related to the value of education-moral. Tujuan moral education today, it would be appropriate if the condition is associated with the era of globalization sweeping the world that gave birth to more komplik culture, values, moral and social system of humanity and ultimately lead to value -the value of universal humanity.

Kohlberg in Adisusilo, (2012; 129) states that the basic objective moral values education in schools is to help students improve the level of moral development, thinking and moral reasoning. The level of one's thought and consideration can be improved through education moral values by using approaches and appropriate learning methods, such as discussion of moral dilemmas and values clarification techniques.

VCT approach (*Mechanical Clarification Value*) is an educational approach in which the value of learners are trained to find, select, analyze, decide, take a stand alone values of life who want diperjngkannya. Peserta students helped clear up, clear or clarify the values of his life, passing values problem solving, discussion, dialogue and presentation. For example learners assisted to realize the value of life which should be prioritized and implemented, through the discussion of cases of conflict-ridden life value or moral. VCT emphasis on efforts to help students in assessing their own feelings and actions, to increase their awareness of the values themselves.

Some education experts such value Harmin, et al (Cheeppy, 1988: 201; Sjakawi, 2006: 71-72) said that of the method of learning the value of the VCT is much more effective, has many advantages compared to methods or other approaches. This approach is also in accordance with the nature of democracy, which allows each learner to select, specify, cultivate and develop their own values, with the assistance of an educator.

For according Harmin (1976: 32, in Sinurat, 19 987 and 2004: 128)

*"Students do not need any more values imposed upon them. They do need to learn the skills that will help them develop Reviews their own values. For this reason it is more effective to teach a process of valuing than it is to teach one set of values.*

4  
"Hall(1973: 11) defines engineering values clarification (VCT)

*as: "By value clarification we mean a methodology or process by the which we help a person to discover values through behavior, feelings, ideas, and through important choices he has made and is continually, in fact, acting upon in through his life.*

"the engineering approach val clarification we can improve the ability of learners to 1 ) choose, decide, communicate, express ideas, beliefs, values and feelings; 2) empathize (to understand the feelings of others; see the other person's perspective); 3) solve the problem; 4) expressed the attitude: agree, disagree, reject or accept the opinions of others. 5) decision; 6) has a particular establishment, internalize and act in accordance with the values that have been and believed.

### C. METHODS

8  
Form of research, teaching research the application of the learning process in the classroom. The subjects of this study is the first semester students Prodi Elementary School Teacher (PGSD)



FKIP Unsri campus Palembang B class numbering 45 people, consisting of eight men and 37 perempuan. Lokasi Prodi study was conducted in primary school teaching (PGSD) FKIP Unsri Jalan Srijaya km 5.5 Sukarame District of Palembang.

Sources of data in this study Prodi students of Primary School Teacher Education (PGSD) FKIP Unsri Road Srijaya km 5.5 Sukarame District of Palembang who attend classes in the semester tuition satumata SD citizenship education. The main data sources are the actions of students in lectures with the application of learning approach values clarification techniques.

Techniques of collecting data in this study is the observation group discussions, the results of independent tasks, the results of the task group (portfolio) / CD, the results of the self-assessment competence social attitudes, peer ratings of social competence and attitude attitude towards subjects and achievement test.

The collected data will be analyzed using qualitative and quantitative techniques. Data analysis was carried out after the action, and when the data has been collected it all. Simultaneously data collection data analysis obtained by using data analysis model as follows, a) stages of data reduction, b) the stage of data presentation c) the stage of conclusion / verification (Sujono, 2001; 12) The

instrument of collecting data in this study are: a) The task of the individual (standalone) deep dilemma, answered questions, select a value and reason, compiling values, select the priority value, (such as paper). b) The task group, thinking and decisive dilemma, decisive action and the reasons, excuses sort, organize and sort the values and take a stand, draw up a report in the form of group discussion papers. c) The task of the individual control of assessment of 1) the results of the self-assessment competence social attitudes, 2) The results of competence assessment of social attitudes between friends, 3) Results competency assessment attitudes toward the subjects, 4) Observations plenary discussion and achievement test in the form of an essay test study case, 5) the final assessment in the form of case assessment.

#### **D.RESULTS & FINDINGS**

The results obtained in this study includes the results of the group discussions, the results of individual papers and filling a questionnaire about the competence of the social attitudes of students, student attitudes toward civic education courses SD and social attitudes among students.

##### **1. Assessment group discussion**

During the discussion, the students were divided into 8 groups, the results of the discussion groups are presented in classroom discussions and student work presented the results of their group discussions, are presented in classroom discussions and guided by lecturers caregivers. Aspects observed in group discussions are: 1) communication 2) systematic delivery 3) knowledge 4) courage 5) enthusiastic. Results of the assessment of these aspects direratakan 5 to generate the value of each group. Each group in the class discussions analyzing and presenting the same case.

At the first meeting to discuss the case of the “Spirit of Life Blind Girl Named Jelita”, group I obtained a mean value of 94, the second group gained a mean value of 89, a group III obtained a mean value of 83, the group IV obtained the average number 96, group V gained an average value of 96, the group VI obtain the mean value of 93, the group gained a mean value of 99 VII, VIII group gained a mean value of 91.

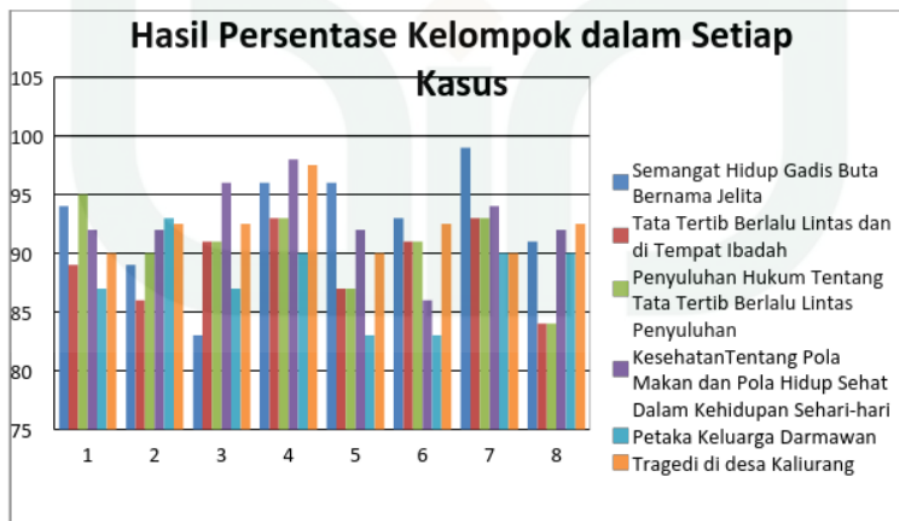
at the second meeting to discuss the case of “Rules of Conduct Passes Cross and Places of Worship”, group I obtained a mean value of 89, the second group gained a mean value of 86, group III obtained a mean value of 91, the group gained a mean value of 93 IV, V group gained a mean value of 87, the group gained a mean value of 91 VI, VII group gained a mean value of 93, the group VIII obtained a mean value of 84.

At the third meeting to discuss the case of “Legal Education About Code Passes Cross “, group I obtained a mean value of 95, the second group obtained a mean score of 90, a group III obtained a mean value of 91, the group IV obtained the average number 93, group V gained an average value of 87, the group VI obtain the mean value of 91, the group VII obtain the mean value of 93, the group VIII obtained a mean value of 84.

At the fourth meeting to discuss the case of “Extension Kesehatan Tentang Diet and Healthy Lifestyle In Everyday Life”, group I obtained a mean value of 92, the second group gained a mean value of 92, group III obtaining a mean value of 96, the group gained a mean value of 98 IV, V group gained a mean value of 92, the group gained a mean value of 86 VI, VII group gained a mean value of 94, the group VIII obtained a mean score of 92.

At the fourth meeting to discuss the case of “Family Disaster Darmawan” , group I obtained a mean value of 87, the second group gained a mean value of 93, a group III obtained a mean value of 87, the group IV obtained a mean score of 90, the group V gained an average value of 83, the group VI obtain a mean value of 83, the group VII obtained a mean score of 90, VIII group gained a mean value of 90.

at the fourth meeting to discuss the case of “The tragedy in Kaliurang village”, the group I gained a mean score of 90, the second group gained a mean value of 92.5, group III obtained a mean value of 92.5, the mean value of the group IV obtained 97 , 5, V group obtained a mean score of 90, the group gained a mean value of 92.5 VI, VII group obtained a mean score of 90, the group VIII obtained a mean value of 92.5.



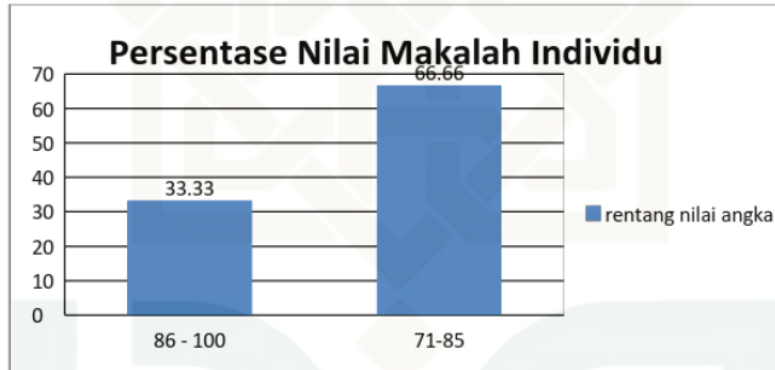
Graph the percentage of the group results in each case the

## 2. Paper Results Individual

Assessment is individual papers is the value obtained by the students in making makalah. Mahasiswa individually assigned to write a paper about the values of Pancasila. Aspects assessed in the manufacture of individual papers are: 1) the preparation 2) materials 3) writing 4) language, typing. Values obtained student summed and written their mean. The results obtained are as follows:

The final value			F%	category
numbers	letters			
86- 100	A	14	33.33	Excellent
71-85	B	28	66.66	good
number of		100	42	

From the table above it can be seen there are 14 students who got an A with excellent category (33.33%) and 28 students who got a B in both categories (66.66%). For more details can be seen from the graph the percentage of the value of paper inividu follows:

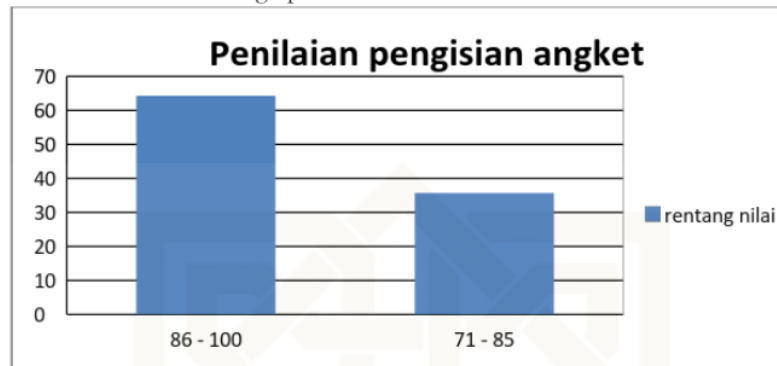


## 3. Charging Questionnaire

Assessment filling the questionnaire is an assessment that is given to each student individually which aims to determine the values and attitudes of students in daily activities both on campus and in the neighborhood stay mereka. Nilai obtained student summed and written their mean. The results obtained are as follows:

The final value			F%	category
numbers	letters			
86- 100	A	27	64.28	Excellent
71-85	B	15	35.71	good
number of		100	42	

From the table above it can be seen there are 27 students who scored highly good to excellent category (64.28%) and 15 students who got good grades in both categories (35.71%). For more details can be seen from the graph beikut:



From the results of the study in advance the learning civics SD approach values clarification techniques (*value clarification technique*) can be accomplished if the faculty and students collaborate with baik. Hasil obtained in this study includes the results of the group discussions, the results of papers individual and filling a questionnaire about the competence of social attitudes of students, student attitudes toward civic education courses SD and social attitudes among students. About discussion, students were divided into 8 groups, the results of the discussion groups are presented in classroom discussions and student work presented the results of their group discussions, presented in classroom discussions and guided by lecturers caregivers. Aspects observed in group discussions are: 1) communication 2) systematic delivery 3) knowledge 4) courage 5) enthusiastic. Assessment results of individual papers is the value obtained by the students in making makalah. Mahasiswa individually assigned to write a paper about the values of Pancasila. Aspects assessed in the manufacture of individual papers are: 1) the preparation 2) materials 3) writing 4) language, typing.

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## E. CONCLUSION

Approach that values clarification techniques applied in teaching civics SD can provide comprehensive wawassan on SD Civics and very helpful to understand the events that occur in



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