



## APPLICATION OF VCT (VALUE CLARIFICATION TECHNOLOGY) LEARNING METHOD TO IMPROVE STUDENTS' DEMOCRATIC ATTITUDES IN PKN LEARNING IN ELEMENTARY SCHOOLS

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### Abstract

This research aims to examine the application of the Value Clarification Technique (VCT) learning method in improving students' democratic attitudes in Citizenship Education (PKN) learning in elementary schools. The VCT method, which focuses on clarifying values and making wise decisions, is expected to develop students' understanding and democratic attitudes. The specific objective is for students to be able to understand and carry out their rights and obligations politely, honestly and democratically and sincerely as educated and responsible Indonesian citizens. Civic education can be a means of realizing the formation of a democratic society through the instillation of attitudes, skills training and behavioral habits that begin in the school environment. This research uses the literature review method to evaluate the effects of implementing the Value Clarification Technique (VCT) learning method. The research results show that the application of the VCT method is effective in improving students' democratic attitudes, such as the ability to listen to other people's opinions, respect differences, and participate actively in group discussions. This research concludes that the VCT method can be a useful alternative in developing democratic character in elementary school students, especially in the context of Civics learning.

**Keywords :** Value Clarification Technique, democratic attitude, Civics learning, Elementary School, Citizenship Education

### Introduction

Civic education as one of the subjects is a provision to achieve the goal of forming good citizens who are able to carry out rights and obligations in community, national and state life. Civic education learning in schools follows three components of the new paradigm, namely it is expected to be able to bring students to achieve these goals. through the skills and characters that are owned, namely civic knowledge, civic skills and civic character. Based on Government Regulation Number 19 of 2005 concerning the National Standard of the Unitary Republic of Indonesia, and Bhinneka Tunggal Ika. One of the values that should be instilled and accustomed from an early age is the democratic value that continues on a democratic attitude. In a democratic view, civic education is an education that aims to educate the younger generation and students to be able to become democratic citizens. The specific objective is for students to be able to understand and carry out their rights and obligations politely, honestly and democratically and sincerely as educated and responsible Indonesian citizens. Civic education is one of the important educations and is needed by students to shape the character and behavior of humans as Indonesian citizens. Civic education can be a means of realizing the formation of a democratic society through the instillation of attitudes, skills training and behavioral habits that begin in the school environment. Attitude is a condition that exists in humans that influences the emergence of human behavior or actions. Attitude is influenced by several factors, namely the experience of a person, background and surrounding environment. The experiences of children

are certainly different from one another as well as the background of each student. Thus, there needs to be value education that is realized through the affective learning process in schools, especially at the Elementary School (SD) level because attitude is part of the character that should be arranged early on.

Civics subjects in elementary schools with all the visions and missions they carry are expected to be able to instill knowledge, skills and values that can then be practiced in everyday life. Winaro (2007: 115) explained that Civics has the task of preparing students to become democratic citizens to support the establishment of state democracy. So Civics learning is not only to gain knowledge but is accompanied by skills and character that reflect good citizens. Civic Education (PKn) learning has several objectives for students. The objectives of Civic Education learning based on the Content Standards for Elementary and Secondary Education Units (BSNP, 2006) are as follows:

- a) Able to think critically, rationally, and creatively in responding to life problems and citizenship issues in his country.
- b) Willing to participate in all areas of activity, actively and responsibly, so that you can act intelligently in all activities.
- c) Can develop positively and democratically, so that they are able to live together with other nations in the world and are able to interact, and are able to utilize information and communication technology well.

Rosyada, et al (2005: 248) explained that democracy is an entity that upholds the discourse of civil society, where in living the lives of citizens have full freedom to carry out their daily activities, including interacting with their environment. Indonesia adheres to a democratic government system that places the highest power in the hands of the people. People's participation in state activities is certainly important to carry out obligations as good citizens.

Students' democratic attitudes are still relatively low, this can be seen from students' lack of participation in learning, students have not been actively involved in the group discussion process held, students have not been able to convey opinions politely in accordance with applicable norms, and sometimes students are still not able to carrying out the results of joint decisions in an open-hearted manner, such as when carrying out class cleanliness pickets every day, if there are no orders from the teacher, students tend to throw picket tasks at each other, which ultimately leads to small conflicts in the class.

## Research Methodology

This study uses literature review research. Literature review research is a research approach used to collect, evaluate, and summarize the results of previous research on a particular topic or field of science. This process aims to understand the development of theories, concepts, and previous findings that are relevant to the topic being studied, as well as to identify research gaps that still need to be explored. This study aims to determine the Application of the VCT (Value Clarification Technique) Learning Method to Improve Students' Democratic Attitudes in Civics Learning in Elementary Schools.

## Result & Discussion

Democratic attitude is a person's personality that encourages them to act in accordance with the values contained in democracy, but there are still many students who do not understand democratic values which ultimately result in students not having a democratic attitude, many students do not want to participate in expressing opinions when discussing, lack respect for each other, lack tolerance and are less able to work together. Therefore, efforts are needed to form students' democratic attitudes in Civics subjects. One effective learning method as an alternative is the value clarification technique (VCT) learning method. One method that can be used to improve students' democratic attitudes is the Value Clarification Technique (VCT) method. This method is a method that brings students to gain clarity or courage in values through the analysis process. Then it is expected that students are able to instill democratic values so that democratic attitudes emerge in students. The application of the VCT learning method should be packaged interestingly through problem solving, discussions between students and presentations. Value Clarification Technique is a learning method where students are trained to find, choose, analyze, decide, and take their own stance on the values of life that they want to fight for. This method is in accordance with the nature of democracy, which allows each student to choose, determine, process, and develop their own values, with the guidance of an educator. A democratic attitude means a person's attitude is based on democratic values which include prioritizing common interests, tolerance, being able to express one's opinion, respecting the opinions of others even though they have different opinions, accepting joint decisions with an open

heart, openly, and honestly. VCT is suitable for use in PKn learning because it is in accordance with the objectives of PPKn learning at the Elementary School level.

Value Clarification Technique (VCT) can be implemented by presenting case stories that are close to students' lives, teachers can help stories that can cause problems within students from the story students can analyze and then make decisions on the attitudes they will take. Giving students the freedom to determine the values they consider good. Simon (in Adisusilo, 2013) said that the value clarification approach has various benefits for students when applied in the learning process, namely students can choose, decide, communicate, express ideas, beliefs, values and feelings; students can understand or recognize other people's feelings; students can provide solutions to a problem; students can express attitudes related to agreeing or disagreeing and rejecting or accepting other people's opinions; students can make decisions without pressure from other parties; and students can have certain positions, internalize and behave according to the values that have been chosen and believed in. The benefits of VCT are to train students in choosing and deciding on a value so that students have positions and behaviors related to the problems or problems faced. The VCT learning approach is a form of moral learning that has the aim of measuring the level of student awareness of a value, building student awareness of the values they have (positive or negative) towards improvement and repair, instilling values through rational and acceptable means so that these values become the property of students, and to train students how to assess, accept, and make decisions regarding a problem that is related to everyday life both in the family, school and community environments (Zakiyah, Qiqi Yulianti: Rusdiana, 2014). According to Wijayanti, R., & Wasitohadi, W. (2015), the advantages of the VCT method are;

- a) Support students in the process of understanding and recognizing personal values and the values of others.
- b) Helping students to communicate openly and honestly with others, regarding the values they hold.
- c) Encourage students to combine logical thinking skills and emotional awareness in understanding their feelings, values, attitudes, and behavioral patterns, until they are finally encouraged to internalize them.

According to Dewi, NR, Nisa, K., & Jiwandono, IS (2020), apart from having advantages, the Value Clarification Technique (VCT) learning model also has several weaknesses, including:

- a) Values are an abstract concept so they are difficult to express clearly and concretely
- b) Differences of opinion regarding values are often difficult to avoid, which sometimes causes confusion for students.

The use of the VCT method is suitable for instilling values. In accordance with the opinion that explains VCT is a values education technique where students are trained and directed to find, choose, analyze, help students in finding and deciding to take their own stance regarding the life values they choose and want to fight for (Haris 2013:2). Djahiri (1985:50) explains the steps taken in VCT learning, including:

1. Determining a dilemmatic situation
2. Presentation of situations (learning experiences) through reading or demonstrations involving students, by revealing the main problem, identifying facts, determining common understanding and determining the main problem to be solved.
3. Determining position/choice/opinion through determining individual choices, determining group and class choices, clarification of these choices.
4. Testing reasons by asking for arguments, strengthening arguments with analogies, examining the consequences and possibilities of reality.
5. Conclusion and direction
6. Follow up

From the explanation above, it can be concluded that the steps of implementing VCT include determining the situation, testing the situation, deepening the dilemma that is the choice (the stimulus that has been given), compiling values that are considered correct, analyzing values that are considered correct, concluding, and following up on the values that are the choice. The expected follow-up is the application of values that have been believed to be true so that changes arise in students, one of which is a change in attitude that is manifested in everyday life. The Value Clarification Technique learning model has the following learning syntax:

**Table 1. Clarification Technique Learning Model**

No	Teacher Activities	Vct Steps	Student activities
1.	The teacher prepares videos/images of stimulus media in the form of examples of conditions or actions that contain democratic values.	Determining the situation is a dilemma	Students choose stimuli according to their choice

2.	The teacher provides stimulus by reading a story or showing pictures according to the topic. The teacher asks probing questions The teacher explains the terms	Presentation of dilemma situations	Students explore dilemmas Students react freely according to the stimulus given Students ask questions about things they don't understand.
3.	The teacher divides the students in the class into small groups.	Determining group/individual position	Students carry out tasks through teacher questions, shared in groups or individually.
4.	The teacher asks group representatives to present their discussions.	Testing reasons and asking for arguments	Students determine arguments and clarify their positions (starting with questions from the teacher and individually or in groups).
5.	The teacher gives feedback The teacher provides reinforcement regarding the values given by the students.	Conclusion and direction	Students ask questions Students clarify grades

The Value Clarification Technique (VCT) learning syntax is an approach to learning that aims to help students identify, evaluate, and clarify their personal values. This technique aims to make students more aware of the values they hold and how those values influence their choices and actions. By using VCT, students are expected to be able to better understand their personal values, and become wiser in making decisions based on those values.

## Conclusion

The application of the Value Clarification Technique (VCT) method in learning Civic Education (PKN) in elementary schools can effectively improve students' democratic attitudes. The VCT method helps students to better understand, analyze, and formulate values that are relevant to democratic life, such as justice, freedom, responsibility, and respect for differences. Through group discussions, self-reflection, and activities involving joint decision-making, students can develop a deeper understanding of the importance of democratic attitudes in everyday life. Specifically, the implementation of VCT can:

1. Increase students' awareness and understanding of democratic values which include the rights and obligations of citizens
2. Facilitate the development of critical thinking skills by encouraging students to question and evaluate the values that exist in social and political life.
3. Encourage an attitude of mutual respect and tolerance through discussion-based learning, where every student's voice and opinion is valued without any one party dominating.
4. Increase student involvement in the learning process, making them more active in expressing opinions and working together to solve problems.

Thus, VCT is not only effective in building democratic attitudes among students, but also plays an important role in shaping their character as individuals who are able to participate actively and wisely in a democratic society. As a recommendation, teachers should implement VCT consistently in every PKN activity to ensure that democratic values can be instilled well from an early age.

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