

The Effectiveness of the Value Clarification Technique in Learning History for High School Students in Bekasi

Budi Purnomo¹, Sigit Widiyanto ²

¹ Universitas Negeri Jambi, Jambi, Indonesia; budipurnomo@unja.ac.id

² Universitas Indraprasta PGRI, Jakarta, Indonesia; sigit.widiyanto372@gmail.com

ARTICLE INFO

Keywords:

Effectiveness;
Value clarification technique;
Leraning history

Article history:

Received 2023-02-09

Revised 2023-03-06

Accepted 2023-12-22

ABSTRACT

Learning history is beyond the material delivery. It needs to convey the value contained in the past event that can be internalized in the characters of high school students. That value can be developed into a complete and undivided understanding. This research has an experimental scheme. Experimental study were carried out to test the Value Clarification Technique (hereafter, VCT) method in History lessons on the history of youth oaths, figures, and the meaning behind them. The study aimed to find out the history learning process using the VCT method for class XI students and whether the VCT method could improve learning outcomes in history material on the history of youth oaths, figures and the meaning behind it for students of class XI. Data collection techniques were conducted by interviews, documentation, and tests where the instrument tests were carried out before and after treatment in the same class. This study explained that the learning process was able to explore and clarify alternative values. VCT effectively increased and facilitated the inculcation of values in the material. Teachers are advised to diversify VCT learning aids so that students can explore more of all other media.



Corresponding Author:

Sigit Widiyanto

Universitas Indraprasta PGRI, Jakarta, Indonesia; sigit.widiyanto372@gmail.com

1. INTRODUCTION

Indonesia is a culturally diverse country with a significant historical heritage (Agustin & Suprianto, 2020). Nevertheless, our nation continues to grapple with several issues, including the waning enthusiasm of the younger generation towards history. History is a discipline that focuses on the study of past events and is widely regarded as a form of knowledge. It is occasionally regarded as antiquated and tedious. Currently, in tandem with the progressive advancement of society, there is a growing tendency to neglect the study and remembrance of history. Millennials have a greater inclination towards the advancement of information technology, while displaying a reluctance to reflect upon the valuable lessons embedded in history, which hold significant relevance for the younger generation. Formal education in history necessitates the reinforcement of accurate methodologies and comprehension for students (Rispan & Sudrajat, 2019). Considering this reality, education serves as a crucial tool that empowers students with the responsibility to foster benevolence.

It is very important for the journey of a nation. If the Indonesian nation does not have history, then the Indonesian nation does not have strong bonds and grip for the development of the nation's history

in the future. It is not only has a message of a value but there are morals and characters that always follow it. From good character, this nation can learn wrong and right things, and mistakes made will not be repeated.

The younger generation is the successor of history that will be acted on later. High school students are one of the generations who are provided with history lessons, both national and international history. History lessons that are still monotonous and boring make students uninterested in history lessons. One method that can explore historical values is VCT. This technique is a method that helps students find a value on an issue through the analysis of a value embedded in students. This approach is expected to help students in looking for value in depth. Furthermore, () provided several VCT functions, namely, firstly measuring and knowing awareness of a value, secondly fostering students' awareness of positive values and understanding negative values, Thirdly, instilling a value in students rationally.

VCT research on history learning was conducted. It was explained that VCT was effective in increasing multiculturalism among high school students. VCT also provides a democratic teaching pattern, and they could understand te values contained in historical events and their past. In another study, it was explained that VCT can also increase student independence in making a choice so that they have a basis in choosing a value (Rohmah et al., 2021). Other research shows that VCT can increase the values, both theoretically and practically in the application of everyday values (Ula et al., 2021). VCT has also been used in Civics learning to increase students' democratic values, research results show that VCT is able to increase students' democratic values (Rodiyana, 2018). In addition, the learning process in class is more interesting and students are motivated to choose good grades according to them. Local wisdom-based VCT also increases student motivation and learning outcomes (Akhwani & Nurizka, 2021). Previous research stated that VCT can give students the choice of a value in various subjects, such as PKN, language and history and social studies (Sari et al., 2020). High school students tend to have a principle and instill a good value if the teacher can direct it. This research is important and can complement previous research, especially the VCT method in learning the history of the youth oath material, the figures, and the meaning behind it.

Several high schools are situated near the capital city of Jakarta, and one of them is located in Bekasi. This educational institution implements strict discipline and fosters a strong sense of responsibility. Acquiring knowledge in history necessitates the implementation of discipline and a conscientious attitude. Promoting character qualities is also a top concern for the institution. According to the findings from early interviews conducted with teachers and school principals, the focus of development will be on character values and values associated with each subject taught in school. During History lectures, the mathematical teacher not only presents historical facts and explanations, but also endeavours to identify the underlying values inherent in each lesson. Material can be produced not only in paper format, but also in electronic and visual media formats (Umami et al., 2021; Sulfemi & Mayasari, 2019)

Based on the explanations provided, the researcher poses a research question. The question seeks to understand how class XI students in the city learn history using the VCT method, and if this method improves their learning outcomes in terms of the youth oath's history, characters, and meaning. Class XI students at SMA Kanzul Mubarak in Bekasi city were the subjects of this study, which aimed to examine their understanding of the youth oath's background, figures, and significance through the lens of the VCT method of teaching history.

2. METHODS

This research has an experimental scheme. Experimental activities were conducted to test the VCT method in History lessons on the history of youth oaths, figures and their meaning in class XI IPS students at SMA Kanzul Mubarak Bekasi. The research was conducted from October to December 2022. There were 41 students as respondents. Making test instruments is used to determine students' abilities

in clarifying historical material using the VTC method. Data collection was carried out by interviews and documentation as well as tests before and after treatment.

The utilised experimental design is the pretest-posttest experimental paradigm. Data gathering is conducted through the means of interviews, documentation, and tests. The instrument tests were conducted in the same class both before and after treatment. The examination is conducted using both multiple choice assessments and oral examinations. Regarding the One Group Pretest-posttest Design, as stated by Sugiyono (2013).

Table 1. One Group Pretest-posttest Design

Pretest	Treatment	Posttest
O1	X	O2

Description

O1 = Pretest score before treatment

X = VTC Treatment

O2 = Posttest score after treatment

The incoming data were processed for normality and homogeneity tests, with the help of SPSS 19. A t-test was also carried out to compare data before and after treatment. The research activity was assisted by a History teacher at Kanzul Mubarak High School, Bekasi, West Java.

3. FINDINGS AND DISCUSSION

At the beginning of teaching material on the history of the youth oath, the figures and the meaning behind it, the researcher did not use VCT learning. After an interval of 2 days the researcher begins teaching by making a Lesson Plan. The material used is the history of the youth oath, the figures and the meaning behind it. The two researchers chose the values of youth unity and heroism. The third step is the researcher compiling learning scenarios so that the learning stages run well. The fifth step is the researcher preparing student worksheets to carry out the value clarification technique.

In the application or application in the classroom, the teacher starts the class by giving a stimulus to students. The stimulus was in the form of showing the youth oath video on the link <https://www.youtube.com/watch?v=fAB777VQxME> while asking if there had not been a youth oath on October 28, 1928, what would happen now? This is done so that students think and want to analyze this material comprehensively. Subsequently, the instructor endeavours to provide students with the chance to respond and articulate their reactions and viewpoints. The teacher initiates the topic, so engaging pupils in a discourse that encourages critical thinking. Dialogue extends beyond student groups and encompasses the act of conveying the significance of a value of 1 from one group of students to another. The teacher supervises opinions and dialogue to ensure that the VCT learning process aligns with the lesson plan. The image depicts kids elucidating a value during a youth oath event.



Figure 1. Discussion and Presentation

After that the teacher determines the arguments and clarification of values from the material that has been discussed together. Before closing the lesson, the teacher gives planting target concepts and values contained in the material as well as general conclusions. Discussion and dialogue can give students creativity to find a value. The role of the teacher in the classroom is as a role model or motivator, so that students have skills through the process of assessing or clarifying values.



Figure 3. Sumpah Pemuda

The teachers and the headmaster at SMA Kanzul Mbarok explained that the VCT process in History lessons has several processes. The researcher summarizes the basic framework for VCT learning in Figure 4 below:

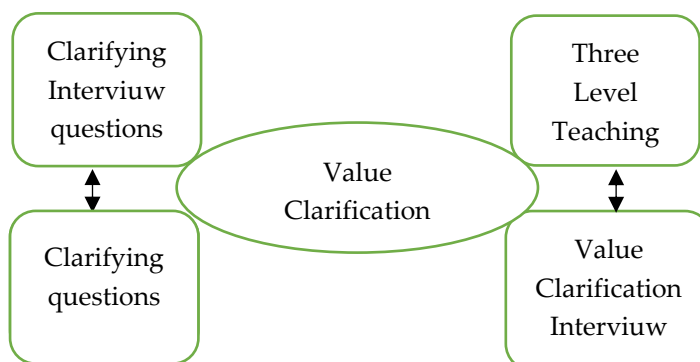


Figure 4. Basic Frame VCT

Source: Suryani, N. (2010)

In Figure 4, the basic VCT framework explains important points in VCT learning. Clarifying the questions posed to students is a process for finding the value of a learning material. In addition, the material will invite to a lesson and values that must be found by students themselves. At 3 levels of teaching students number 1 are free to choose and have the chances, to choose which one is considered

good, number 2 choosing several alternatives and number 3 to choose to consider the various consequences of each alternative.

After taking the data, the researcher processed the data. The data consisted of the results of the pretest, before the VCT treatment was used, and the posttest after the VCT learning practice was used.

Table 2. One-sample Kolmogorov-Smirnov Test

	Pretest	Posttest
N	41	41
Test Ststistic	.147	.153
Asymp.Sig.(2-tailed	.210	.210

The normality test to be used whether the data was normally distributed or not. The data is said to be normal if the Sig. greater than 0.05. The table above shows the sig value. of $0.210 > 0.05$. The data above indicates that the data is normally distributed. This needs to be done so that the data is valid and accurate. It appears that N is 41 and the statistical test value is 0.147 in the pretest and 0.153 in the posttest.

Table 3. Test of Homogeneity of Variance

Levene Statistic	df1	df2	Sig.
3.051	6	10	.137

The data homogeneity test is used to test whether the data comes from the same variant or not. The data is said to be homogeneous if the Sig. greater than 0.05. The table above shows the sig value. of $0.137 > 0.05$. It can be concluded that the data is homogeneous. The Levene statistic value is 3,051 with frequency levels of 6 and 10. In table 3, it can be stated that the data is homogeneous, there is no data that is the same.

Table 4. t-test

Pretest	Posttest	t	df	Sig.(2-tailed)
7.41	5.73	-1.68	65	.000

In the t-test, the pretest and posttest scores increased by 1.68. meanwhile the value of sig. 000 which indicated the difference score that posttest is more than pretest scores. Based on the results of the data normality test, homogeneity and t test it can be said that VTC learning is effective in learning the history of the youth oath material, the figures and the meaning behind it.

This research strengthens previous research, which stated that VCT was not able to introduce students to a value, but it could improve student learning outcomes (Ermawati et al., 2021). Learning also needs to emphasize a value that will make them to be the character human. The basic characteristics of goodness will still be upheld (Muslim, 2020). VCT as a method of extracting a value, both in an event and in a material, can provide an important value meaning for students, including the character of discipline for elementary students (Maulana, 2020). VCT is a technique for learning the attitude of instilling value. They embedded in previous students and adjusting to the new values that will be integrated (Isk & Munastiwi, 2022).

The results of the effectiveness of VCT in learning the history of youth oath material in high school students are strengthened by research from (Yudiana, 2020), which states that VCT can increase the democratic, nationalism and multicultural values of high school students. The values of

democracy and nationalism as well as multiculturalism are of course very important for students, because Indonesia has the philosophy of Pancasila which encompasses all culture and the nature of nationalism which will bring students to love the nation and state of Indonesia.

In the results of the research process, it can be explained students in VCT learning material on the youth oath of figures and the meaning behind it. Figure 3 shows the values of nationalism, unity, love for the motherland and togetherness. What emerges from the material and students understand the value through the VCT process that has been carried out by researchers.

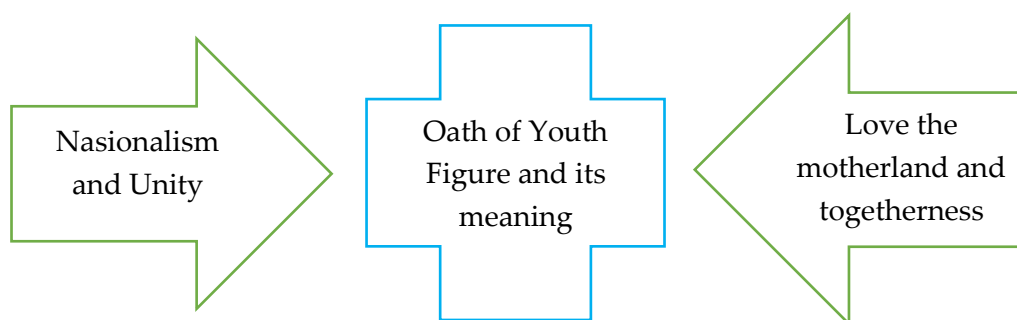


Figure 5. The Value of Material of History
Source : Proceed data

In figure 5, the values of nationalism, unity and love for the motherland and togetherness can be seen. The value of nationalism is important for the Indonesian nation. This value will unite all differences in religion, ethnicity and class. This value will foster other values related to character values, where each student must do good to the group and socialize well without conflict (Ekayani et al., 2019; Dinata & Reinita, 2020; Suryani, 2010). In addition, the values of community and togetherness bring students awareness of society based on prevailing local wisdom (Syaputra et al., 2018; Widiyanto et al., 2023; Widiyanto et al., 2020). VCT learning that focuses on developing values can explore and uncover wisdom from the material presented, so that teachers can convey meaning and values easily (Theofilus, 2019).

4. CONCLUSION

The VTC is a technique used to assess the value of a subject matter or event relative to its cost. Students should possess the capacity to identify a value that can serve as the foundation for their future existence. The VCT learning approach focuses on the historical aspects of the youth oath content, including the significant personalities involved and the underlying significance of the event. While studying the youth oath and its significance, students can draw conclusions and develop cognitive and emotive understanding. They can represent young values through presentations and school activities. The learning process commences with a stimulus, followed by a collaborative analysis, a selection of values, and a subsequent clarification and determination of a chosen value. The effectiveness of VCT learning was demonstrated by a significant rise of 1.68 in value. Scientists conducted a thorough investigation. Some of the weaknesses of this method include the requirement for a lengthy process and meticulous preparation. There is an expectation that the VCT approach can be enhanced by incorporating additional resources, such as information technology, and creating VCT programs specifically designed for high school pupils. Researchers suggest diversifying research methodologies to prevent student boredom and foster more engagement in history classes.

REFERENCES

- Agustin, I. N. N., & Suprianto, A. (2020). Permasalahan Pendidikan Di Indonesia. *Seminar Nasional Arah Manajemen Sekolah Pada Masa Dan Pasca Pandemi Covid-19*. Malang: Universitas Negeri Malang. Retrieved from <http://conference.um.ac.id/index.php/apfip/article/view/396>
- Akhwani, A., & Nurizka, R. (2021). Meta-Analisis Quasi Eksperimental Model Pembelajaran Value Clarification Technique (VCT) Terhadap Prestasi Belajar Siswa Sekolah Dasar. *Jurnal Basicedu*, 5(2), 446–454. <https://doi.org/10.31004/basicedu.v5i2.706>
- Dinata, T. P., & Reinita, R. (2020). Pendekatan Value Clarification Technique sebagai Upaya Penanaman Nilai Karakter dan Peningkatan Proses Pembelajaran Tematik Terpadu di SD. *Jurnal Pendidikan Tambusai*, 4(2), 1189–1202. <https://doi.org/10.31004/jptam.v4i2.584>
- Djahiri, A. K. (1985). *Strategi pengajaran Afektif nilai-moral VCT dan games dalam VCT*. Bandung: Penerbit Ganesha. Retrieved from <https://www.semanticscholar.org/paper/Strategi-pengajaran-afektif-nilai-%0A%09moral-VCT-dan-VCT-Djahiri/538cad74f3d9961478994de6b8deee7432030dbc>
- Ekayani, N. W., Antara, P. A., & Suranata, K. (2019). Pengaruh Model Pembelajaran Value Clarification Technique (VCT) Terhadap Karakter. *Mimbar PGSD Undiksha*, 7(3), 163–172. <https://doi.org/10.23887/jjpsd.v7i3.19386>
- Ermawati, E., Sofiarini, A., & Valen, A. (2021). Penerapan Model Value Clarifications Technique (VCT) pada Pembelajaran PKn di Sekolah Dasar. *Jurnal Basicedu*, 5(5), 3541–3550. <https://doi.org/10.31004/basicedu.v5i5.1372>
- Isk, W. S., & Munastiwi, E. (2022). Implementasi Metode Value Clarification Technique pada Pembelajaran Ilmu Pengetahuan Sosial di Sekolah Dasar. *Journal of Education, Humaniora and Social Sciences (JEHSS)*, 4(3), 1071–1714. <https://doi.org/10.34007/jehss.v4i3.938>
- Maulana, S. A. (2020). Peningkatan Nilai Karakter Disiplin Peserta Didik Kelas V Sekolah Dasar melalui Penerapan Model Value Clarification Technique. *Didaktika Dwija Indria*, 8(2). <https://doi.org/10.20961/ddi.v8i03.39839>
- Muslim, A. (2020). Telaah Filsafat Pendidikan Esensialisme dalam Pendidikan Karakter. *Jurnal Visionary: Penelitian Dan Pengembangan Dibidang Administrasi Pendidikan*, 5(2). <https://doi.org/10.33394/vis.v5i2.3359>
- Rispan, R., & Sudrajat, A. (2019). Integrasi Nilai-Nilai Kearifan Lokal Kalosara dalam Pembelajaran Sejarah di SMA sebagai Penguatan Karakter Siswa. *Jurnal Pendidikan Sejarah*, 8(2), 148–169. <https://doi.org/10.21009/JPS.082.04>
- Rodiyana, R. (2018). Penerapan Metode Pembelajaran Vct (Value Clarification Technique) untuk Meningkatkan Sikap Demokratis Siswa Dalam Pembelajaran Pkn di Sekolah Dasar. *Jurnal Cakrawala Pendas*, 5(1). <https://doi.org/10.31949/jcp.v5i1.1140>
- Rohmah, M., Zainuddin, M., & Untari, S. (2021). Pengaruh Model Pembelajaran Value Clarification Technique terhadap Nilai Kemandirian Siswa Kelas IV. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(10), 1473. <https://doi.org/10.17977/jptpp.v5i10.14132>
- Sadono, M. Y., & Masruri, M. S. (2014). Keefektifan VCT dalam Pembelajaran Sejarah untuk Meningkatkan Nilai Nasionalisme, Demokrasi, dan Multikultural. *Harmoni Sosial: Jurnal Pendidikan IPS*, 1(1). <https://doi.org/10.21831/hsjpi.v1i1.2429>
- Sari, D. A. R. P., Tegeh, I. M., & Pudjawan, K. (2020). Model Pembelajaran Value Clarification Technique Berbantuan Media Microsoft Powerpoint untuk Meningkatkan Hasil Belajar PKn. *Jurnal Edutech Undiksha*, 8(2), 183–195. <https://doi.org/10.23887/jeu.v8i2.29071>
- Sugiyono. (2013). *Metode Penelitian Pendidikan (Kuantitatif,kualitatif dan R&D)*. Bandung: Alfabeta.
- Sulfemi, W. B., & Mayasari, N. (2019). Peranan Model Pembelajaran Value Clarification Technique Berbantuan Media Audio Visual untuk Meningkatkan Hasil Belajar IPS. *Jurnal Pendidikan*, 20(1), 53–68. Retrieved from <https://jurnal.ut.ac.id/index.php/jp/article/view/235>
- Suryani, N. (2010). Implementasi Model Pembelajaran Kolaboratif untuk Meningkatkan Ketrampilan Sosial Siswa. *Majalah Ilmiah Pembelajaran*, 8(2). Retrieved from

- <https://journal.uny.ac.id/index.php/mip/article/view/3654>
- Syaputra, E., Sariyatun, S., & Sunardi, S. (2018). The Strategy of Enhancing Student's Social Awareness through History Learning Based on Selimbur Caye Oral Tradition Values. *International Journal of Multicultural and Multireligious Understanding*, 5(4), 22–29. <https://doi.org/10.18415/ijmmu.v5i4.161>
- Theofilus, P. (2019). Model pembelajaran value clarification technique (VCT). *Riksa Bahasa: Jurnal Bahasa, Sastra, Dan Pembelajarannya*, 5(2), 215–220. <https://doi.org/10.17509/rb.v5i2.21759>
- Ula, R. Y., Sarikadi, S., & Badrujaman, A. (2021). The Effectiveness of Value Clarification Technique Learning Model on Students' Learning Outcomes. *Jurnal Pendidikan Dan Pengajaran*, 54(1), 38–45. <https://doi.org/10.23887/jpp.v54i1>
- Umami, R., Umamah, N., Sumardi, & Surya, R. A. (2021). Development of Historical Learning E-Module Based Value Clarification Technique (VCT). *Jurnal Historica*, 5(1), 19–36. Retrieved from https://repository.unej.ac.id/xmlui/bitstream/handle/123456789/111802/FKIP_JURNAL_Development%28VCT%29.pdf?sequence=1&isAllowed=y
- Widiyanto, S., Mubasyira, M., Tiwinyanti, L., Sartono, L.N., Alifah, S & Pamungkas, A.D. (2020). Penguatan Pendidikan Karakter dan Budi Pekerti melalui Metode Story Telling Bagi Guru Pondok Darunnadwah Cikarang - Bekasi. *Jurnal Pengabdian UntukMu NegeRI*, 4(2), 222–227. <https://doi.org/10.37859/jpumri.v4i2.2137>
- Widiyanto, S., Sunendar, D., Sumiyadi, & Permadi, T. (2023). Pengenalan Sastra untuk Siswa Taman Kanak-kanak (Studi Kasus pada Tradisi Gawai Dayak). *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(1), 467–478.
- Yudiana, I. K. (2020). Effectiveness of Value Clarification Technique (VCT) in Learning History to Increase the Value Nationalism, Democracy, and Multiculturalism. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 3(1), 552–563. <https://doi.org/10.33258/birle.v3i1.851>