THE INFLUENCE MODEL VALUE CLARIFICATION TECHNIQUE TYPE VALUE ANALYSIS ON MOTIVATION AND LEARNING RESULT OF PRIMARY SCHOOL STUDENTS

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Abstract

Research with the title The Influence Model Value Clarification Technique Type Value Analysis On Motivation and Learning Result of Primary School Students, aims to know, analyze, and review learning planning to improve motivation and student learning results in IPS learning using VCT method. Design of research using quasi experiment research model. This experimental group was taken from a class V that had been tested previously to obtain the same class as the control group. The control group is attempted as a group having the same type as the experimental group. The results showed that the application of VCT model can improve the motivation and learning results of students in IPS learning. That's because the Clarification Tecnique Value model of student attention can be focused on things that are considered important by the teacher so that the important things can be observed fully. Student's attention is more easily focused on the learning process and not addressed other things Thus the conclusion in the study is that learning by using the Clarification Tecnique model in IPS learning can improve students' motivation and learning result.

Keywords: Value Analysis, Results_location, Motivation, Enhancement, Value_Clariification_Technique

INTRODUCTION

In implementing the principle of the implementation of education must be in accordance with the objectives of national education that is, develop the ability and form the character and civilization of dignified nation in order to educate the nation's life, aiming for the development of potential students to become human beings who believe and piety to God the Almighty, Healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

Less goal-oriented learning should be achieved, so that the target of competence and knowledge has not materialized at the end of each learning, and leads to low learning results of students. Other factors that indirectly affect the quality of IPS learning results and become common causes of low learning results of IPS are: (1) IPS learning is theoretically separate from real life (Suharkat, 2011: 1) students are only introduced with abstract concepts that are not directly related to experience 2) passive students in learning are not given the opportunity to find their own concepts, critical thinking, discovery and solving problems.

Sapriya, (2008) explains that learning, applies innovative methods is being implemented in various schools including primary schools. One of application that needs to be done is on Social Science learning (IPS). Because the weaknesses and problems that often arise and often occur and felt by the teacher that IPS is still considered a lesson that is monotonous, boring, demands a little rote. IPS learning is often considered (1) "second class" after IPA, (2) IPS does not require high ability and tend to be more relaxed in learning; (3) IPS is often considered a department that can not guarantee the future and it is difficult to get a more
students' learning and the control model and the experimental treatment, the randomization was done by quasi-experimental design, and the researchers conducted pretest before administering treatments to both experimental and control groups. In this study the researchers took one experimental group and one control group, so the total number of groups there are two groups. Here is the design model of this research (Sugiyono, 2013: 116)

Participants in this research are the students of grade A and V B in SD Negri Babakan Tiga located in District Ciwidey Bandung regency. The researcher selects a sample of two groups of class V, groups one and two are randomly selected in the determination of the control class and the experimental class. In the two groups are given pretest and postes with the same problem. The reason chosen by grade V students is assuming that grade V students are able to adapt to the Value Clarification Technique model, and do not disrupt the school program to face the final school exams.

RESULTS

The average data of students 'learning motivation score between those who got VCT and those who received conventional learning can be read in Table 1. Especially for student's learning motivation, the mean difference of students' motivation score getting PBL and conventionally received learning is done by testing test -t. To prove whether there is a difference in students' learning motivation between students who received VCT method and students who only received conventionally based learning on IPS initial ability tested with
Anova and Kolmogorov-Smirnov Test. A summary of test results is presented in the Table on this page.

Table 1
Results of Student Motivation Study Evaluation

<table>
<thead>
<tr>
<th>Group</th>
<th>Pretest</th>
<th>Postests</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Score</td>
<td>Score</td>
</tr>
<tr>
<td></td>
<td>Min</td>
<td>Max</td>
</tr>
<tr>
<td>Control</td>
<td>57</td>
<td>72</td>
</tr>
<tr>
<td>Experiment</td>
<td>60</td>
<td>75</td>
</tr>
</tbody>
</table>

Based on the table above, it can be seen that the average of pretest calculation result of control group learning motivation is 64 and experimental group is 66. This shows that students' IPS motivation in control and experimental class has a selisiah of 2 numbers, and both Have a learning motivation that is categorized as being. Then after the treatment in the form of the use of VCT method for the experimental class, increased to 83 with strong category, while the control class experienced an increase of 79 with strong category. Both experienced a significant increase, indicating that both the control class and the experimental class experienced equally significant increases.

The average data of the students' learning results between those who received VCT and those that received conventional learning can be read in Table 2. Specifically for the students' learning outcomes, the difference in mean score of student learning outcomes using the PBL method with students who received conventional learning, Done by t-test. To prove whether there were differences in student learning results between students who received PBL methods and students who received conventional learning, based on initial skills tested by Kolmogorov-Smirnov Test. The summary of test results is presented in the Table below.

Table 2
Results of Student Learning Results

<table>
<thead>
<tr>
<th>Group</th>
<th>Pretest</th>
<th>Postests</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Score</td>
<td>Score</td>
</tr>
<tr>
<td></td>
<td>Min</td>
<td>Max</td>
</tr>
<tr>
<td>Control</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>Experiment</td>
<td>8</td>
<td>22</td>
</tr>
</tbody>
</table>

Based on the table above, it appears that the minimum pretest score of the control class is 7 and the experimental class 8, both are in the low category, for the maximum pretest score is the control class is 15 and the second experiment is in the medium category. Then the average result of pretest result of learning result of control group is 12 and experiment group is value 13. That the result of IPS learning of students in control and experiment class has selisiah equal to 1 point, and both have the same learning result which is categorized being. Then after the treatment was done using VCT method for the experimental class, the minimum score in the experimental class increased to 11 with the medium category and the
control class was 10 is in medium category, the table above shows that the maximum score obtained by each group for the experimental class has Score 24 and the control class had a score of 17. Then the average posttest result of the control group's learning outcomes was 13 and the experimental group was worth 19.5. This shows that the students' IPS learning outcomes in the control and experimental classes have a 6.5-point selectivity, and both have a moderately categorized learning outcome. This means that both have improved, for the experimental class is much more significant than the increase in the control class.

DISCUSSION
Agustina Tri Wijayanti (2013) with the title Implementation of Values Clarivication Technique (VCT) Approach in Primary School IPS Learning. Result of Penelitian: Implementation of Values Clarification Technique (VCT) in IPS learning can raises positive behavior of students such as aspect of devotion values of worship, tolerance toward others, concern for friends who have difficulty, and responsibility.

Kasiono (2015) entitled Developing Character Internalization Model In Islamic Education Through Value Clarification Technique. Research results: In accordance with the results of research and discussion, it can be concluded that the first values of students in SMAN 6 Palembang have been cultivated in almost every subject especially in Islamic education to make them use positive values in their daily lives.

From the above research results it can be concluded that learning by using Value Clarification Technique learning model can improve student ability, ability to understand concept, high motivation and it is obtained if there is good collaboration between teacher and student during the learning take place.

CONCLUSION
Student learning motivation that follows IPS learning using VCT method is better compared with students who study conventionally although in the level of improvement not yet significantly. Student learning motivation using VCT method is in moderate category, whereas students who study conventionally have motivation that are in the middle category also. This gives an indication that although IPS learning is done conventionally, if done seriously, it will still provide positive results to improve student learning motivation. IPS learning with VCT method significantly improves the ability of motivation evenly for each sub group of students that is control group and experiment group. From the results of statistical calculations obtained conclusion that there is no significant difference in student learning motivation between classes using the VCT method with a class without using the VCT method. In other words, the VCT method has the same effectiveness in improving students' learning motivation in any subgroup.

BIBLIOGRAPHY


