The Analysis of Improving Student Learning Outcomes Using The Value Clarification Technique Learning Model

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Abstract
In this investigation, scholars employed the approach of class action research (CAR). The aim of this investigation is to boost students' academic performance by utilizing the value clarification technique (VCT) as a learning model. The instruments employed in this research included observation checklists, field notes, and evaluations (pre-test and post-test). The results of this study demonstrate that incorporating the value clarification technique (VCT) as a learning model can enhance students' academic achievements, as evidenced in both the initial and subsequent stages. In the initial phase, the mean score of the pretest was more than 40, which subsequently increased to more than 60 in the posttest score. While in the subsequent phase, the mean score of the pretest was more than 50, which escalated to more than 80 in the posttest score. In the initial phase, some students scored below the KKM, but in the subsequent phase, the lowest score was 80, and no student scored below the KKM.

Keywords: Student, Learning Outcomes, Value Clarification Technique, Learning Model

INTRODUCTION
One of the most crucial components in efforts to raise the standard of human resources is educational institutions. Even now, many people still think that education is a tool that can raise the average quality of life. Education always involves gradual transformation (Fitriana et al., 2021). These changes are strongly influenced by various components and by various parties, especially those related to education. Education is needed by humans as a means for self-development because
education is one of the foundations that determine the resilience and progress of a nation. Education can also be obtained through formal and non-formal education (Adisusilo, 2012). Educational establishments, as structured learning centers, are obligated to facilitate a proficient and effective learning experience. As stated in the Indonesian legislation known as National Education System Act No. 20 of 2003, in Section 1, Article 1, it is clearly defined that "education is a purposeful and methodical effort to create a setting and procedure for acquiring knowledge, where pupils proactively develop their abilities to possess religious and ethical strength, self-control, uniqueness, intellect, and moral traits, as well as the skills necessary for their personal growth, their society, their nation, and their government."

Prospective educators are those who possess the capacity and competencies to generate optimal educational outcomes. Additionally, they have a discerning eye for interpreting current trends, possess intellectual acumen, and possess a forward-thinking mindset, always seeking to expand their knowledge (Mulyasa, 2003). Fundamentally, education involves the interplay between pupils and their environment, leading to beneficial modifications in conduct (Hidayat, 2023). During this interaction, several factors, both internal and external, impact the process. As educators, teachers are responsible for providing classroom instruction, organizing lessons to ensure that students comprehend all conveyed knowledge. Teachers act as managers of teaching and learning activities, which is a challenging task as they have a significant influence on the success of the teaching and learning process (Sudyana et al., 2023). As facilitators and motivators for students, educators need to have a range of abilities and skills in their respective fields, as well as extensive knowledge and insight (Kurniawati et al., 2023). Various issues may arise during the teaching experience, requiring educators to find solutions. Among these issues is the selection of appropriate learning models (Hamalik, 2005). Teachers must be innovative when selecting the appropriate learning model to activate students' learning activities and ensure that they understand every concept of the subject matter (Hidayat, 2023).

To establish an effective and directed teaching and learning process, it is necessary to have an engaging learning model that can spark students' interest in learning (Kurniawati et al., 2023). The Value Elucidation Technique (VET) educational model is an example of a model that can be employed (Trianto, 2007). The VCT learning model is an approach to value education that trains students to identify, choose, analyze, decide, and adopt their own values in life. Students are guided to clarify their life values through problem-solving activities, discussions, dialogues, and presentations (Djamarah & Zaid, 2006). In this approach, students develop emotional awareness of their values in a critical and rational manner by categorizing and testing their validity, morality, faith, and precision (Fanani, 2023). One of the key features of the VCT as a model for attitude learning strategies is that it reinforces pre-existing values in students, which then aligns them with the new values to be instilled.
METHOD

This investigation employed the Classroom Action Research (CAR) approach. The study comprised of 45 pupils who took part in the research. Both qualitative and quantitative data were gathered for this investigation. In order to assess students’ conceptual understanding, data collection methods included tests and non-tests in the form of pretests and posttests with objective questions, especially multiple choice. After the data has been collected, the researcher analyzes it. Analyzing is a technique used by researchers to explain the data they have collected in a way that both they and anyone else interested in the research's findings can understand it. The information was gathered in the form of field notes, observation sheets of student and teacher actions during the learning process, and student learning outcomes in the cognitive domain. If, after the cycle, the action is completed and the expected results have not reached the success criteria for improving student learning outcomes, Then, it will be followed up by taking further action as a learning improvement plan. But if, after the class action research is completed and the expected results are achieved, the research is terminated. In order to attain the anticipated learning objectives, researchers are hoping that readers and teachers would carry on this research and implement active learning approaches.

RESULT AND DISCUSSION

The utilization of the Value Clarification Technique (VCT) learning model facilitates a better comprehension of student activities during the learning process. The teacher's involvement in the learning process during Cycle II was commendable, as evidenced by the students' attentive participation. The VCT learning model has been more effectively implemented, with all students demonstrating a thorough understanding of its application. Furthermore, students have become more diligent in preparing for their studies at home, as they are expected to be actively engaged in both the learning process and the application of the VCT learning model during class. The results of the pre-test and post-test administered in Cycle II indicate that the Value Clarification Technique learning model, along with group discussion techniques, was employed by a total of 44 students in one class. Data on pre-test values, obtained from test results before students study the material and have not applied the VCT learning model using group discussion methods, and post-test scores obtained from student learning outcomes after applying the VCT learning model with group discussion techniques.

Pre-test learning outcomes: the largest value is 75, and the smallest value is 35, for a total of 2320 and an average of 52.72. In the post-test, the largest value is 95 and the smallest value is 80, for a total of 3690 and an average of 83.86. The post-test results above the KKM score of 75 attained in cycle II, which is 83.86, show that learning with the VCT learning model and this group discussion technique grows, demonstrating the completeness of student learning outcomes. The student's skill, as determined by the N-Gain, is 0.65 in the medium group. The post-test average value ranged from 66.13 to 83.86 initially. From a comparison of the learning results in each cycle, it can be inferred that
cycle II's learning process has improved and that all students now achieve scores above the KKM. In the first cycle, the average score for post-test learning outcomes was 66.13, and in the second cycle, it was 83.86. This demonstrates that the VCT learning approach has improved learning results.

Based on observations made during the second cycle of research, it was determined that learning had begun to be effective. Pupils are becoming accustomed to using the VCT learning model in conjunction with group discussion techniques. During the learning process, it appears that pupils are more interactive, creating a more efficient learning environment compared to cycle I. The average score of the preliminary examination during the second cycle was 52.72, which was an advancement when compared to the first cycle's preliminary examination that was merely 43.97. Upon conducting the post-examination at the end of the cycle, the data gathered revealed that the mean value of the post-examination outcomes in cycle II was 83.86, an escalation from cycle I by 66.13, with the top score of 95 and the bottom score of 80. No further pupils scored below KKM, which is 75. All pupils exceeded the KKM, or it can be concluded that success has been achieved by 100%. If calculated using the N-Gain formula, the pupils' ability has increased by 0.65 or is classified as medium. The results of cycle II have been attained 100%, indicating that the action can be ceased and there is no requirement to proceed to the next cycle.

Drawing on the contemplation findings of the second cycle, which encompassed the examination of pupil learning outcomes and favorable feedback regarding the VCT learning scheme employing group deliberation methods, it is evident that the students have achieved the desired comprehension level of the material. This is corroborated by the N-Gain rating, which escalated from 43.97 during the preliminary examination of the first cycle to 66.13 during the subsequent examination, and from 52.72 during the preliminary examination of the second cycle to 83.86 during the subsequent examination. With the lowest score in the first cycle being 35 (below the KKM) and the highest being 80, while in the second cycle, the lowest score is 80 (above the KKM) and the highest is 95. Or it can be said that in cycle II, the scores achieved by students have exceeded the KKM by 75. Therefore, there is no need to proceed to the next cycle of learning actions. Prior to the implementation of the VCT learning model, the teaching process was largely teacher-led, resulting in minimal student engagement. Furthermore, inadequate utilization of diverse teaching models by teachers has contributed to poor academic performance among students. However, the adoption of the VCT learning model has been shown to enhance academic achievement, with a total of 2910 students recording an average score of 66.13. Notably, the N-Gain value of 0.39 falls within the medium category.

To overcome the deficiencies that occurred in cycle I, the teacher made improvements carried out in cycle II, such as: monitoring students so that they become focused; directing or guiding students so they can understand a problem; being creative and slowly conveying a problem; giving rewards to groups that present them well; interacting more with students and explaining all material that is not yet clear to students; and trying to manage the available time so that it is effective during
the learning process. Following the completion of the second phase of learning, assessments were conducted to evaluate the progress of student learning outcomes. Results comprised of pre and post-tests from cycle II, with a total of 2320 pre-tests exhibiting an average of 52.72, and a surge in post-tests to 3690 with an average of 83.86. The N-Gain value of 0.65 is categorized as moderate. Both Cycle I and II demonstrated improvement compared to the pre-implementation of the VCT learning methodology. The VCT learning model facilitates student solidarity and responsibility by encouraging group discussions, where students feel accountable for solving LKS questions. Such discussions enable members to help each other comprehend the material and create an open learning environment.

With value clarification, students are not expected to memorize predetermined values; instead, they are guided to discover, analyze, account for, develop, choose, adopt attitudes and practice the values that align with their lives.

Out of all the techniques for value-based education, VCT is significantly more efficient and has numerous benefits compared to other methods. This method aligns with the principles of democracy, which empowers each student to choose, determine, process, and cultivate their own values. VCT is an approach where educators assist students in discovering the values that underlie their attitudes, behaviors, actions, and critical decisions. Problem-based learning was created to promote thinking skills, problem-solving skills, and intellectual skills. The problem-based learning system is based on various problems that require genuine investigation, specifically investigations that demand real solutions to actual problems. As per the previously stated clarification, the adoption of the VCT approach enhances the significance of learning when put into practice. It is apparent that the VCT methodology presents possibilities for pupils to participate directly, be dynamic, imaginative, and exercise critical thinking during the learning journey. In addition, the VCT approach can also lead to positive modifications in students’ mindsets, which, undoubtedly, influences their engagement in the learning experience.

CONCLUSION

The application of the VCT educational strategy may improve academic achievement. This is evidenced by the findings garnered from research conducted through observation sheets and academic achievement exams. As a result of the implemented strategies, there was an improvement in student academic outcomes during both the first and second cycles. In the initial cycle, the average pre-test score of 43.97 students increased to 66.13 in the post-test score, however not all students achieved the KKM score. On the contrary, the academic achievements of students in the second phase exceeded those of the first phase, as the mean score of students' pre-tests increased from 52.72 to 83.86 in the post-tests. Additionally, all students attained the KKM score. The VCT educational approach can be effectively employed in teaching the topic of population issues. Thus, student learning outcomes can be improved by using the VCT learning model. Teachers are expected to make learning more interesting and fun so that they can arouse students’ interest in learning and use other learning
methods besides the lecture method. It is anticipated that this study will serve as a guide for educators in selecting an appropriate instructional approach that can enhance students' comprehension.

REFERENCES


