

Enhancing PPKn Learning Outcomes on Unity in Diversity Using the VCT Method

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Abstract

The purpose of this research is to improve learning outcomes in PPKn (Civics Education) on the topic of unity in diversity through the VCT (Value Clarification Technique) method in the 5th-grade, second semester of the 2023/2024 academic year. This research uses Classroom Action Research (CAR) as its methodology. It consists of 3 cycles, each including 4 stages: planning, action, observation, and reflection. The research was 16 students as subjects. The results indicate an improvement in PPKn learning outcomes in the 5th grade. This is evidenced by the average test scores increasing with each cycle: in Cycle I, 6 out of 16 students (37%) achieved an average score of 58.75; in Cycle II, 9 out of 16 students (56%) achieved an average score of 65.94; and in Cycle III, 13 out of 16 students (82%) achieved an average score of 76.88. The improvement observed in this research concludes that PPKn learning outcomes can be enhanced using the VCT method.

Keywords: Learning Outcomes, PPKn Subject, VCT Method

1 INTRODUCTION

Learning is not only limited to reading, listening, writing, doing assignments and tests, but there are changes in behavior as a result of learning process activities, where in the learning process there is active interaction with the environment and these changes are permanent (Setiawati, 2018). In the learning process students can experience learning difficulties. learning difficulties are a condition in learning marked by certain obstacles to achieve learning outcomes (Cahyono, 2019). Essentially, when students are learning, they often encounter difficulties. These learning difficulties are typically caused, among other things, by inappropriate learning media or the fact that teachers have not yet fully utilized learning media in the teaching process. As a result, students' understanding of what they are learning decreases, which impacts their learning outcomes.

Learning outcomes is that learning outcomes will be evident in every aspect, such as: knowledge, understanding, habits, skills, appreciation, emotional, social relationships, physical, ethical or moral, and attitudes (Samino, 2012, Nikmah, 2018) learning outcomes essentially refer to a change in behavior as evidence of learning, covering the cognitive, affective, and psychomotor domains (Beddu, 2019). The learning process involves students in problem-solving, expressing opinions (cognitive), engaging in decision-making (affective), and participating in the use of tools in learning (psychomotor). learning outcomes are results achieved in the form of numbers or scores after a learning outcome test is given at the end of each learning session.

One of the subjects in elementary school is Civics. PPKn (Civics Education) is considered a form of education that covers citizenship and is inherently related to values and morals in accordance with the foundational principles of the state. Students, both as individuals and as members of society or citizens, will be able to comprehensively understand the

values embedded in Pancasila through Citizenship Education. In elementary schools, PPKn is a mandatory subject designed to prepare students to be responsible individuals who can advance and preserve national unity in the future amidst global competition with other countries.

Citizenship education is democratic education which aims to prepare people to think critically and act by instilling awareness that democracy is a form of life that guarantees people's rights (Magdalena, Haq, & Ramdhan, 2020, Kurniati, et al,2021). Citizenship education (civic education) is characterized by activities that have been programmed by the school. This activity includes learning activities that can foster good behavior (Kistiningrum & Hasan, 2022)

However, in practice, as observed at SDIT Yaditama Ar-Rahman, there are still issues in PPKn instruction. One such issue is the topic of unity in diversity. Among students, particularly in 5th grade, there is still a noticeable lack of understanding of the material related to unity in diversity. Based on the findings from the observation conducted on May 7, 2024, in Class V at SDIT Yaditama Ar-Rahman Bekasi, it was shown that among the 16 students, the learning outcomes in PPKn (Civics Education) regarding the topic of unity in diversity were still low compared to the Minimum Completeness Criteria (KKM) standard of 70. Only 25% (4 students) achieved the KKM, while 75% (12 students) did not.

When delivering lessons, teachers should not solely rely on conventional teaching methods that can make students feel bored. Additionally, conventional teaching leads to students being heavily dependent on the teacher, resulting in an ineffective learning process that impacts learning outcomes. To address these challenges, teachers can utilize innovative and creative teaching methods to integrate learning material effectively, encouraging more active participation from students and helping them understand the material better, thus achieving satisfactory learning results.

Improving student learning outcomes in schools can be implemented through use appropriate learning methods. One such method that can be employed is the Value Clarification Technique (VCT). In this method, students are trained to discover, choose, analyze, and help each other in deciding on attitudes related to the values of unity and integrity as outlined in Pancasila. The VCT method can assist students in exploring and determining the material presented. Thus, the application of the VCT teaching method can be used to improve learning outcomes in PPKn on the topic of unity in diversity at SDIT Yaditama Ar-Rahman Bekasi.

Value Clarification Technique (VCT) comes from the English language, which can be translated as the 'Technique of Value Clarification.' Through value clarification, students are not directed to memorize or 'fed' with pre-selected values by others; instead, they are responsible for developing, selecting, adopting attitudes, and practicing their own life values. The Value Clarification Technique is a value education approach where students are trained to find, choose, analyze, decide, and adopt their own stance on the life values they want to uphold.

From the explanation above, it can be concluded that the learning outcome in Pancasila and Civic Education (PPKn) on the topic of unity in diversity is a change in behavior as evidence of learning, covering cognitive, affective, and psychomotor domains. The VCT method is an educational strategy aimed at helping students search, discover, analyze, justify, develop their choices, adopt attitudes, and determine values that are considered good or optimal when faced with issues through the activity of analyzing values that are already available and present in each student's character, which they can apply in their lives.

2 RESEARCH METHOD

The research method used by the researcher is Classroom Action Research (CAR), also known as Penelitian Tindakan Kelas (PTK). The definition of PTK consists of three words: research, action, and class. First, research is defined as the activity of observing an object

using specific methods and methodologies to find accurate data on aspects that can improve the quality of the observed object (Atmazaki et.al., 2023; Ardhi et.al., 2024; Hikmah, 2023). Second, action refers to a deliberate and planned movement with a specific purpose. Third, class is a place where a group of students simultaneously receives lessons from the same teacher. From these three elements, it can be concluded that PTK refers to the observation in the form of actions on learning activities that are deliberately conducted and occur in a classroom setting simultaneously (Alsaudi, Evayenny, Larasati 2019). The cycle in action research begins with action planning (Planning), implementing the action (Action), observing, evaluating the process and outcomes of the action (Observation and Evaluation), reflecting, and continuing until the expected improvement or success criteria are achieved

This research was conducted at SDIT Yaditama Ar-Rahman in a fifth-grade class located in Bekasi, West Java. The study was carried out during the first semester of the 2023/2024 academic year. The first, second, and third cycles were implemented in four stages: (1) Planning: at this stage, the researcher developed a research plan to be conducted in the classroom, starting from the beginning to the end of the research activity. Preparations included drafting lesson plans, learning media, assessment instruments, and formative tests for cycles 1, 2, and 3. (2) Implementation: in this stage, the researcher acted as the teacher and conducted the learning process using the VCT method. (3) Observation: during this phase, the activities were observed, focusing on the learning process as per the previously established plan. Here, a collaborator or classroom teacher observed the activities carried out by the researcher acting as the teacher, while also monitoring the students' learning activities and participation. (4) Reflection: the results obtained from the observation phase were collected and analyzed, resulting in a reflection of the activities carried out. Reflection is a crucial part to understand and provide meaning to the process and outcomes of learning.

This research was conducted over three cycles, and if learning success was achieved by the third cycle, the cycle would be stopped. The differences between the cycles lie in the improvements made to the learning process after identifying difficulties faced by students through reflection results.

3 Results of the Research and Discussion

The results of this study have gone through the pre-cycle, cycle I, cycle II, and cycle III stages, which were conducted from May to July 2024.

3.1 Result

Based on the results of the research conducted from the pre-cycle to cycle III, with two meetings per cycle, the results for cycle I showed that 6 out of 16 students (37%) achieved a passing grade, with an average score of 58.75. In cycle II, 9 out of 16 students (56%) passed, with an average score of 65.94. In cycle III, 13 out of 16 students (82%) passed, with an average score of 76.88.

3.1.1 Pre-cycle Result

The results of the pre-cycle test scores, before the implementation of the VCT method, showed that 4 students had reached the Minimum Mastery Criteria (KKM), while 12 students had not yet achieved it. In terms of class-wide mastery, the PPKn lesson on the topic of unity in diversity was not deemed complete, as it had not reached the minimum criterion of 80%. The class average score was 56.88, while the KKM was set at 70. The overall mastery of the class was only 25%, far below the required 80%. Therefore, research involving several cycles needs to be conducted.

3.1.2 Results of Cycle I

The researcher has implemented a learning media using picture story media. In cycle 1, it was found that the average student learning outcome score was only 58.75 out of a maximum score of 100. The percentage of students who achieved mastery was 37%, while

63% did not. Thus, it can be said that the learning in cycle 1 did not meet the success criteria, as 80% of students were required to achieve the KKM score of 70.

3.1.3 Results of Cycle II

After the researcher conducted a reflection on cycle I, they proceeded to cycle II, where the average student learning outcome score was only 65.94 out of a maximum score of 100. The percentage of students who achieved mastery was 56%, while 44% did not. Thus, it can also be said that the learning in cycle II did not meet the success criteria, as 80% of students were required to achieve the KKM score of 70.

3.1.4 Results of Cycle III

Since the learning outcomes had not yet met the success criteria, the researcher conducted another reflection and evaluation, then continued to cycle III. The results showed that the average student learning outcome score was 76.88 out of a maximum score of 100. The percentage of students who achieved mastery was 81%, while 19% did not. Thus, it can be concluded that the learning in cycle III had met the success criteria, with 80% of students achieving the KKM score of 70. Therefore, the cycle was concluded.

3.2 Discussion

Based on the results of the Classroom Action Research conducted at SDIT Yaditama Ar-Rahman, the learning outcomes in the PPKn subject on the topic of unity in diversity, using the VCT method, were carried out in four stages: the pre-cycle, cycle I, cycle II, and cycle III. As a comparison of the improvement in learning outcomes obtained, the following table can be seen Table 1.

Table 1. Recapitulation of Learning Outcomes

Stage	Number of Completed Students	Incomplete Number of Students	Average Value	Classical Completion Percentage
Precycle	4	12	56,88	25%
Cycle I	6	10	58,75	37%
Cycle II	9	7	65,94	56%
Cycle III	13	3	76,88	82%

To clarify the improvement in learning outcomes obtained from the pre-cycle to cycle III, the following graph can be seen Figure 1.

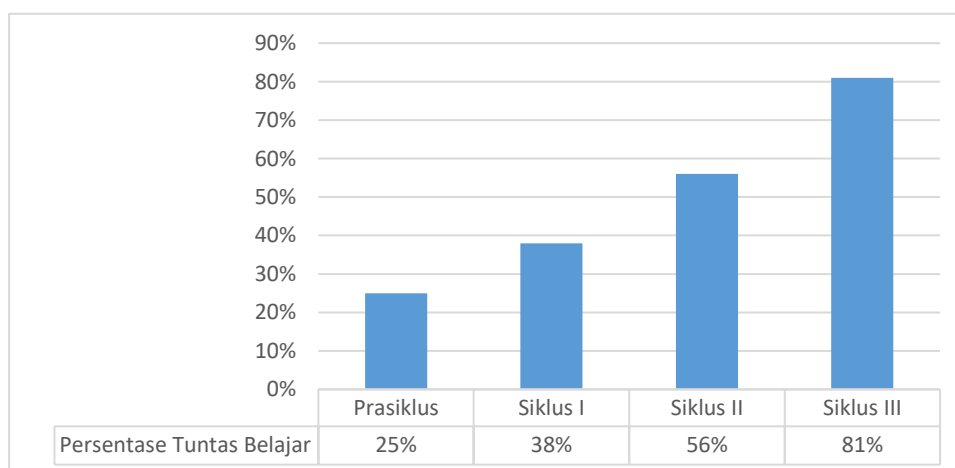


Figure 1. Percentage of Learning Completeness

In the pre-cycle stage, the researcher had not yet applied the VCT media in the learning process, and the learning activities were still conducted using conventional methods, such as lectures. The researcher administered a test to the students, yielding an average score of 58.75, indicating that 25% achieved mastery while 75% did not. After reflecting on the pre-cycle.

Thus, cycle I was conducted with improvements made from the pre-cycle. In cycle I, the researcher began to implement the VCT learning assistance method, resulting in a slight improvement in learning outcomes, with an average score of 58.75 and a percentage of students achieving mastery at 37%, while 63% did not. Then, cycle II was carried out, following a reflection on the improvements from cycle I, where learning outcomes showed an increase with an average score of 65.94 and a percentage of students achieving mastery at 56%, while 44% did not. It can be seen that after cycle II, the success criteria were still not met. Therefore, the researcher continued to make improvements in cycle III. In this cycle III, there was a significant increase in learning outcomes, with an average score of 76.88 and a percentage of students achieving mastery at 81%, while 19% did not. It can be concluded that there was an improvement at each stage.

The improvement occurred because the VCT media was applied in the PPKn learning on the topic of unity in diversity. This demonstrates that the implementation of picture story media resulted in improved learning outcomes, accompanied by enhanced student behavior during the lessons. The improvement was due to the application of picture story media as learning assistance in the Indonesian language content, focusing on information gathering related to energy and its changes.

Therefore, it can be concluded that there was a significant improvement in the research data regarding student learning outcomes, indicating that the use of the VCT method in PPKn lessons on the topic of unity in diversity in the fifth grade at SDIT Yaditama Ar-Rahman Bekasi was effective.

This demonstrates that the application of the VCT method resulted in an improvement in learning outcomes, accompanied by an enhancement and development of student behavior during the lessons. The improvement occurred due to the implementation of the VCT method in PPKn learning on the topic of unity in diversity.

4 CONCLUSION

Based on the data obtained from the research and the results of the discussion outlined previously, it can be concluded that the VCT method can enhance PPKn learning on the topic of unity in diversity in the fifth grade at SDIT Yaditama Ar-Rahman Bekasi.

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