



## Enhancing Democratic Attitudes in Elementary Students: The Effectiveness of the Value Clarification Technique

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### Abstrak

Penelitian ini bertujuan untuk mengkaji efektivitas penerapan *Value Clarification Technique* (VCT) terhadap sikap demokratis siswa kelas IV di SDN Kertajaya IV Surabaya. Metode yang digunakan dalam penelitian ini adalah *Quasi Experimental* dengan desain *Nonequivalent Control Group Design*. Penelitian ini melibatkan dua kelompok siswa yaitu kelompok eksperimen yang diberi perlakuan menggunakan VCT dan kelompok kontrol yang diberi perlakuan menggunakan pembelajaran konvensional. Instrumen penelitian yang digunakan berupa angket untuk mengukur sikap demokratis siswa sebelum dan sesudah perlakuan. Validitas instrumen diuji melalui *expert judgment* dan uji empiris, sementara analisis data dilakukan menggunakan uji t independen setelah uji normalitas dan homogenitas terpenuhi. Hasil penelitian menunjukkan bahwa terdapat perbedaan signifikan dalam sikap demokratis antara kelompok eksperimen dan kelompok kontrol. Kelompok eksperimen yang menggunakan VCT menunjukkan peningkatan yang lebih besar dalam sikap demokratis dibandingkan kelompok kontrol. Rata-rata skor pre-test kelompok eksperimen adalah 66,06, yang meningkat menjadi 73,72 pada post-test. Sedangkan pada kelompok kontrol rata-rata skor pre-test adalah 67,00 dan meningkat sedikit menjadi 68,25 pada post-test. Analisis data menggunakan uji t menunjukkan bahwa nilai t hitung sebesar 2,166 dengan signifikansi 0,035 ( $<0,05$ ), mengindikasikan bahwa penggunaan VCT secara signifikan lebih efektif dalam meningkatkan sikap demokratis siswa dibandingkan metode konvensional. Penelitian ini menyimpulkan bahwa penggunaan VCT dalam pembelajaran PKn efektif dalam meningkatkan sikap demokratis siswa sekolah dasar. Implementasi VCT dapat membantu siswa dalam memahami dan menginternalisasi nilai-nilai demokrasi dengan lebih baik dibandingkan pembelajaran konvensional. Rekomendasi penelitian mencakup penerapan VCT secara lebih luas dalam pendidikan Kewarganegaraan, pelatihan bagi guru, serta penelitian lebih lanjut untuk mengkaji efektivitas VCT dalam berbagai konteks pendidikan.

**Kata Kunci:** *Value Clarification Technique* (VCT), Sikap Demokratis, Pembelajaran PKn, Quasi Experimental, Sekolah Dasar

### Abstract

*This study aims to examine the effectiveness of the application of Value Clarification Technique (VCT) on the democratic attitudes of fourth grade students at SDN Kertajaya IV Surabaya. The method used in this research is Quasi Experimental with Nonequivalent Control Group Design. This study involved two groups of students, namely the experimental group treated using VCT and the control group treated using conventional learning. The research instrument used was a questionnaire to measure students' democratic attitudes before and after treatment. The validity of the instrument was tested through expert judgment and empirical tests, while data analysis was carried out using an independent t test after normality and homogeneity tests were met. The results showed that there was a significant difference in democratic attitudes between the experimental and control groups. The experimental group using VCT showed greater improvement in democratic attitudes than the control group. The average pre-test score of the experimental group was 66.06, which increased to 73.72 in the post-test. While in the control group the average pre-test score was 67.00 and increased slightly to 68.25.*

*in the post-test. Data analysis using the t test showed that the t value was 2.166 with a significance of 0.035 (<0.05), indicating that the use of VCT was significantly more effective in improving students' democratic attitudes than conventional methods. This study concludes that the use of VCT in Civics learning is effective in improving the democratic attitudes of elementary school students. The implementation of VCT can help students understand and internalize democratic values better than conventional learning. Research recommendations include wider application of VCT in Civics education, training for teachers, as well as further research to examine the effectiveness of VCT in various educational contexts.*

**Keywords:** Value Clarification Technique (VCT), Democratic Attitude, Civics Learning, Quasi Experimental, Elementary School

## Introduction

Education is one of the main pillars in shaping individual character and abilities. As stated in the National Education System Law No. 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Law No. 20 of 2003). Effective education must include the development of cognitive, affective, and psychomotor aspects in a balanced manner to create competent and characterized individuals (Suhaida & Syarifah, 2019).

Democratic attitudes are one of the important elements that must be instilled early on through education. This attitude includes values such as tolerance, respect for differences in opinion, freedom of speech, and openness in receiving criticism and suggestions (Tyas & Mawardi, 2016; Damayanti et al., 2023). Civic Education (Civics) has an important role in developing students' democratic attitudes. Therefore, the learning methods used in Civics Education must be able to encourage students to understand and internalize democratic values (Setiati, 2023; Rejeki, 2015).

Value Clarification Technique (VCT) is one of the learning models that can be used to improve democratic attitudes. VCT aims to help students clarify and explore their values, so that they can make better decisions in daily life (Haris & Gunansyah, 2013; Akbar et al., 2023). Some studies show that the use of VCT in learning can improve students' understanding of democratic values as well as their critical thinking skills (Damayanti et al., 2023; Tyas & Mawardi, 2016). This research also aims to identify the advantages and benefits of VCT as a learning method that can be applied in character education (Tyas &

Mawardi, 2016; Damayanti et al., 2023). Theoretically, this research is expected to add to the literature on the use of VCT in character education and the development of democratic attitudes (Haris & Gunansyah, 2013; Akbar et al., 2023). Practically, the results of this study are expected to be a reference for educators in choosing and applying effective learning methods to develop students' democratic attitudes in elementary schools (Suhaida & Syarifah, 2019; Rejeki, 2015).

This study aims to answer the following questions: (1) What are the advantages and benefits of using the VCT learning model in Civics learning? (2) How is the effectiveness of VCT in improving students' democratic attitudes in elementary schools? These questions are expected to provide deeper insights into the influence of VCT on students' democratic attitudes and how this learning model can be effectively applied in the context of basic education (Setiati, 2023; Rejeki, 2015).

## Method

### 1. Type of Research

This study used a Quasi Experimental method with a Nonequivalent Control Group Design. This method was chosen because it allows researchers to compare the effects of certain interventions on two different groups, namely the experimental group and the control group, without full randomization (Campbell & Stanley, 1963; Shadish, Cook, & Campbell, 2002).

### 2. Time and Place of Research

This study was conducted for six months, from January to June 2024, at SDN Kertajaya IV Surabaya. The selection of this school was based on the consideration of accessibility and cooperation that has been well established between the school and the researcher (Smith, 2010; Creswell, 2014).

### 3. Target

The target of this research is fourth grade students at SDN Kertajaya IV Surabaya. Students

at this level were chosen because they are in the developmental phase where the cultivation of democratic values is considered most effective (Piaget, 1952; Vygotsky, 1978).

4. Research Subjects

The research subjects consisted of two groups: an experimental group and a control group. The experimental group consisted of 30 students who received learning with the VCT method, while the control group consisted of 30 students who received learning with conventional methods (Gall, Gall, & Borg, 2007; Fraenkel, Wallen, & Hyun, 2011).

5. Research Procedure

This research procedure includes three main stages: preparation stage, implementation stage, and evaluation stage. In the preparation stage, the preparation of research instruments and preparation of teaching materials were carried out. The implementation stage included giving pretest to both groups, giving VCT treatment for the experimental group and conventional learning for the control group, and giving posttest to both groups. The evaluation stage involved data analysis to determine the effectiveness of the VCT method in improving students' democratic attitudes (Best & Kahn, 2006; McMillan & Schumacher, 2010).

6. Instruments

The instrument used in this study is a democratic attitude questionnaire that has been validated through expert judgment and empirical validity tests. This questionnaire consists of 22 statement items measured on a Likert scale (1-4) to measure various aspects of students' democratic attitudes (Johnson & Christensen, 2014; Nunnally & Bernstein, 1994).

7. Data Analysis Technique

Data analysis was conducted using an independent t-test to compare pretest and posttest scores between the experimental and control groups. Before the t test was conducted, the data were tested for normality and homogeneity to ensure that statistical assumptions were met (Field, 2009; Pallant, 2010).

8. Population and Sample

The population in this study were all fourth grade students at SDN Kertajaya IV Surabaya. The sampling technique used was purposive sampling, in which two parallel classes with similar characteristics were selected to serve as the experimental and control groups (Cohen, Manion, & Morrison, 2007; Teddlie & Yu, 2007).

9. Data Collection Technique

Data were collected through questionnaires given before and after the treatment. The questionnaires were filled in by the students independently under the supervision of the researcher to ensure the honesty and accuracy of the answers. The data collection process was carried out over two meeting sessions to ensure that all students could participate (Fraenkel et al., 2011; Creswell, 2014).

Result and Discussion

A. Results

This research was conducted at SDN Kertajaya IV Surabaya with the aim of knowing the effectiveness of Value Clarification Technique (VCT) on the democratic attitudes of fourth grade students. Data were collected through pre-test and post-test given to the experimental group and control group.

1. Description of Pre-test and Post-test Results

a. Experimental Group In the experimental group using the VCT method, the pre-test results showed varying democratic attitude scores. The highest score obtained was 85, while the lowest score was 49. The mean or average pre-test score was 66.06. After being given treatment using VCT, the post-test results showed an increase with the highest score of 88 and the lowest score of 59. The average post-test score was 73.72.

Table 1. Frequency Distribution of Initial and Final Democratic Attitudes of Experimental Group

Interval	Frequency	Percentage	Frequency	Percentage
	Pre-test	Pre-test	Post-test	Post-test
79 – 84	4	13.79%	5	17.24%
73 – 78	3	10.34%	6	20.69%
67 – 72	6	20.69%	5	17.24%
61 – 66	7	24.14%	5	17.24%
55 – 60	7	24.14%	3	10.34%
49 – 54	2	6.90%	5	17.24%
Total	29	100%	29	100%



Graph 1. Frequency Distribution of Democratic Attitudes - Experimental Group



Graph 2. Frequency Distribution of Democratic Attitudes - Control Group

Graph 1 shows the frequency distribution of democratic attitudes in the experimental group using the VCT learning method. This graph compares the frequency of students' democratic attitude scores at certain score intervals before (pre-test) and after (post-test) the intervention. This graph shows an increase in the number of students in higher score intervals after the intervention with the VCT method. This shows that the VCT method is effective in improving students' democratic attitudes. Significant improvements were seen in the intervals 73-78 and 79-84, where there was an increase in the number of students who achieved these scores after the post-test.

Graph 2 shows the frequency distribution of democratic attitudes in the control group that used conventional learning methods. This graph compares the frequency of students' democratic attitude scores at certain score intervals before (pre-test) and after (post-test) the intervention. This graph shows little change in the frequency distribution of students' democratic attitudes before and after the conventional method. There is no significant increase in the higher score intervals, and even a decrease in some intervals such as 66-71 and 72-77. This shows that the conventional method was less effective in improving students' democratic attitudes compared to the VCT method used in the experimental group.

- b. Control Group In the control group that used conventional methods, the pre-test results showed the highest score of 83 and the lowest score of 46 with an average pre-test score of 67.00. After being treated with conventional methods, the post-test results showed the highest score of 85 and the lowest score of 54. The average post-test score was 68.25.

Table 2. Frequency Distribution of Initial and Final Democratic Attitudes of Control Group

Interval	Pre-test		Post-test	
	Frequency	Percentage	Frequency	Percentage
78 – 83	4	14.28%	4	14.29%
72 – 77	5	17.86%	3	10.71%
66 – 71	8	28.57%	4	14.29%
60 – 65	4	14.29%	8	28.57%
54 – 59	5	17.86%	4	14.29%
48 – 53	2	7.14%	5	17.85%
Total	28	100%	28	100%

2. Analysis and Interpretation of Results

Data analysis was conducted using the t-test to compare the pre-test and post-test scores between the experimental and control groups. The t-test results showed that there was a significant difference between the pre-test and post-test scores in both groups. The calculated t value is 2.166 with a significance value of 0.035 (<0.05), indicating that there is a significant effect of using VCT on improving students' democratic attitudes (Field, 2009; Pallant, 2010).

B. Discussion

The results showed that the use of Value Clarification Technique (VCT) in Civics learning can improve the democratic attitudes of grade IV students at SDN Kertajaya IV Surabaya. This increase can be seen from the comparison of pre-test and post-test scores between the experimental group and the control group. In the experimental group, the increase in the average score from 66.06 to 73.72 shows that students are better able to understand and internalize democratic values through the VCT method compared to the conventional method used in the

control group (Tyas & Mawardi, 2016; Damayanti et al., 2023).

VCT allows students to be more active in the learning process, clarify the values they consider important, and apply them in everyday life. This method also encourages students to think critically and reflectively, which are important skills in developing democratic attitudes (Haris & Gunansyah, 2013; Akbar et al., 2023).

In the control group, although there was an increase in the average score from 67.00 to 68.25, this increase was not as large as the experimental group. This shows that conventional methods are less effective in developing students' democratic attitudes than VCT. Conventional methods tend to make students passive and less involved in the learning process, so democratic values are less well internalized (Setiati, 2023; Rejeki, 2015).

Thus the results of this study support the use of Value Clarification Technique (VCT) as an effective learning method in improving students' democratic attitudes. Further research can be conducted to explore the use of VCT at different educational levels and in different contexts to see the consistency of its effectiveness (Campbell & Stanley, 1963; Shadish, Cook, & Campbell, 2002).

## Conclusion

This study aims to examine the effectiveness of using VCT in improving the democratic attitudes of fourth grade students at SDN Kertajaya IV Surabaya. Based on the results of the study, it can be concluded that the VCT method has a significant effect in improving students' democratic attitudes compared to conventional methods. The pre-test and post-test results showed a significant increase in students' democratic attitudes in the experimental group using the VCT method. The average score of the pre-test in the experimental group was 66.06, which increased to 73.72 in the post-test. This shows that VCT is effective in helping students understand and internalize democratic values. In contrast, in the control group that used the conventional method, although there was an increase from 67.00 to 68.25, this increase was not significant. This shows that the conventional method is less effective in improving students' democratic attitudes. The frequency distribution of democratic attitudes in the experimental group showed an increase in the number of students

who achieved higher scores in the post-test compared to the pre-test. Significant increases occurred in the score intervals 73-78 and 79-84. In the control group, the frequency distribution did not show significant changes and there was even a decrease in some score intervals. The VCT method should be implemented more widely in Civics learning in elementary schools. The use of VCT can help students to better understand and internalize democratic values from an early age. Training and workshops are needed for teachers to master VCT techniques. Teachers who are skilled in applying VCT will be more effective in improving students' democratic attitudes. Further research is needed to examine the effectiveness of VCT in different contexts such as at higher education levels or in other subjects. This can strengthen the generalizability of the findings and ensure the consistency of the effectiveness of VCT. Development of teaching materials that support the application of VCT needs to be done. Relevant and interesting teaching materials will make it easier for teachers to implement VCT and increase student interest and involvement in learning. In addition to VCT, it is necessary to explore other alternative learning methods that can also improve students' democratic attitudes. The combination of various learning methods can provide variety and enrich students' learning experiences.

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