

**EFFECTIVITY OF VCT METHOD IN TEACHING SOCIAL SCIENCES TO IMPROVE
THE MENTAL ATTITUDE OF MANNERS.
(Class Action Research in the VII E Classroom SMPN 4 Bandung)**

by
Puti Laras Febrianti (1006763)
Department of Social Studies, Indonesia University of Education

ABSTRACT

The background of this research of several problems in social sciences studies which tends to strengthen to cognitive aspect, on the other hand the role of teachers is dominantly implemented in the process of studying social sciences, this event tends to be given by delivering speech and discussion without considering the manners of the students. This purpose of the research is to search the Values Clarification Technique Methods and to accomplish the problem of moral and ethics undergone by the students especially the student's manners during learning the social sciences subject at schools. This research is expected to recognize the effectivity of Values Clarification Technique (VCT) method implementation in improving, selecting and judging the consistent behavior. This class action is released in seventh grade E of SMPN 4 Bandung which has been begun by arranging the Values Clarification Technique (VCT) action plan, and continued by cycle I, cycle II and cycle III. Methode used in this action is called classroom action research (PTK) based on subject of the teacher research on thirty four students. The source is derived from observation, interview, field notes and document. Data analysis is started from collection of data, the interpretation data and the validity of data. The result of research shows that the study of social sciences through VCT method is able to improve the mental attitude of manners during studying in the classroom. In spite of the difficulties about time, conception and the comprehension of the student on VCT method can be inferred that they tend to perform proper manners of the students. By improving good manner, the active process of study which interpreted by stating, questioning and responds, all will indicate the good attitude and active roles showed by the students in behaving. According to the conclusion above, the VCT method is certainly needed and it should be supported by various materials, models, media, source of studies, and evaluation system. To improve the good manners of the students in studying social sciences, it is exactly necessary to grow moral value and ethics. Teachers are expected to conduct the class research in order to understand, analyze and overcome the problems related to daily tasks at school.

Keywords: Effectivity, Values Clarification Technique, Social Sciences Learning, attitude of manners

PRELIMINARY

Motivated by the results of the pre-study conducted by researcher at class VII-E SMPN 4 Bandung, researchers discover there are problems for social sciences lesson in the class. It is obvious that the behavior patterns of students who often mock or make fun of his friends, they

are lack of well mannered attitude in greetings, introductions, permission or excuse, body language, facial expression, hand gestures and demeanor in appearance. This is not in accordance with the Curriculum Center of Permendikbud publication No. 23 (2006) that stated, the character education development serves (1) to develop and improve the potential of the base in order to be good, think good and well-behaved; (2) strengthen and develop the nation's multicultural behavior; (3) improve competitive civilization in the world association. This is why the education-character-based with all of its dimensions and its variations become important and essential. The character we want to build not only just politeness, but at the same time we are building a character that can grow as the embitterment of intellectual capital to build creativity and innovation. In this issue, it can be seen that students are disrespectful.

From formal education point of view, it can be traced to the root of the problem by looking at the role of schools in fostering moral values of students. Actually, in the school there are some subjects that can help students to develop moral values such as social sciences. Learning Social sciences or social science aims to make students able to develop the knowledge, attitudes, and social skills, which are useful for their progress as individuals and as members of society (Saidihardjo, 2005, p. 109). There are character values that can change the attitude and behavior of students in learning Social sciences. However, all this time Social sciences emphasizes on the knowledge, memorizing and understanding only. Social sciences has not been worked yet to change attitudes, behavior, and it does not apply the values and norms or the character from the learning. Students just follow the lesson without applying the value of the Social sciences on their behavior. The role of the teacher is more dominant in providing information knowledge, less interactive learning process, not contextual, and from student perceptions Social sciences is boring. It does not even need to be studied seriously.

Sondra P. Siagian (2001, p. 24) in Juwandi Ronni (2008, p. 8) provides the definition of "effectiveness is the utilization of resources, facilities and infrastructure in a certain amount that is consciously set to produce some goods on the exercise of service activities. Effectiveness indicates the success of the achievement whether the targets is reached or not. If the result of the activities is getting closer to the target, the effectiveness is getting higher."

This is a result of the learning process in schools IPS which has been more dominated by the lecture method that is less encouragement and cause the students feel bored. This can be seen by the behavior patterns of students who often mock or make fun of his/her friends. And it is very unfavorable views of etiquette students in community with others. Students do tend to be impolite in greetings, introductions, permission, body language, facial expression, hand gestures and demeanor in appearance. Politeness according to Brown and Lavinson (1978) in Amir (2007, p. 2) explains that "Politeness revolves around the notion of face expression. Face expression refers to the self-image or self-esteem (the rational). Everyone has self-image and try to maintain it. A person's face is composed of two sides. One side is the positive face, and the other one os negative face. Positive face refers to the self-image of each person (that is rational) who is

desirous to what they want to do, they want to have, or which they believe is recognized by others as a good thing and commendable by let them free to act without being restricted.

One of the method that can be used in implementing the values for students characteristics is *Values Clarification Technique* (VCT), VCT according to Wina in Adri (2012, p. 15) in Wiriadmadja (2013, p. 22) is a teaching techniques to help students achieve and determine a good value in facing the issue through the process of analyzing the existing value that has been embedded in students characteristics. Where in the application of learning materials in the classroom, It is served with a variety of learning models such as “Pelelangan Nilai (Auction Value)”, Environment Pie models, and "Mau dan Harus" model in which has social values around the students. When using the VCT method, students will think critically to understand the prevailing social values around them. Through this process students will undergo maturation, and students will embrace the values that they perceive. Parents, teachers, close friends, idols and the environment around them give considerable influence in decision-making in determining the attitude of students.

Based on the observations of researcher during the process of learning in social sciences or pre-study time of observation in SMP Negeri 4 Bandung, by using the VCT, it is expected to increase the politeness of students through the auction value game, time pie game and “mau dan harus” game. By providing those games in the learning process, the atmosphere in the class is more alive and the students are happy to follow the activities of social sciences. The researcher finds it can obtain the maximum results in learning process. Because this method is very interesting in learning, researcher want to find out why students are more active and they can respect while join the social sciences class. Therefore researcher is interested in further analyzing why the implementation of VCT method can increase the values of politeness in social sciences learning. On this occasion the researcher intends to analyze in a thesis title "The effectiveness of implementation of VCT Method in Learning Social sciences for Improving Attitudes (Class Action Research in Class VII E SMPN 4 Bandung)".

Based on the problems that has been described above, the problem in this research is "How the effectiveness of implementation of VCT method in Learning Social sciences to Improve Attitude Courtesy". The formulation of the problem in this study as follows: (1) Is the effectiveness of implementation of VCT in Learning Social sciences method can improve the students' politeness toward their environment; (2) What kind of obstacles will be faced by the teachers and students in the effectiveness of implementation of VCT in Learning Social sciences method to improve politeness; (3) What is the solution to face those obstacles when applying the method of VCT in teaching social sciences to improve politeness.

METHOD

This research is conducted at SMPN 4 Bandung. The research subject is VII-E class with 34 students consisting of 18 male students and 16 female students. This study uses a Class Action Research (PTK). Class Action Research (PTK) is a study that combines the research of the procedures with the substantive action, an action that is taken in a disciplinary inquiry or an effort of a person to understand what is happening, while engaged in a process of improvement and change Hopkins (1993, p. 44) in Wiriaatmadja (2012, p. 11).

This classroom action research design refers to the spiral model Kemmis and Mc Taggart through several cycles of action and consists of four components, namely planning, action, observation, and reflection. The four components are seen as one cycle. Therefore, the understanding of the cycle on this occasion is a round of activities consisting of planning, action, observation, and reflection.

Data collection techniques are used through observation, interviews, questionnaires documentation, and field notes. Further data analysis is mostly done in conjunction with the data collection. The research data will be analyzed qualitatively. The data is obtained by the researchers directly from the field in the form of raw data. After getting the raw data of the performance in the classroom, the results of raw data needs to be processed in order to portray the actual events that happened.

RESULTS AND DISCUSSION

Based on preliminary research and observations that is conducted by researchers, researchers conclude that students of VII-E class lacks of politeness. Based on preliminary findings, the researchers, the teacher and second supervisor conduct a discussion to seek a proper solution to handle the problems that is found in VII-E class. We decide is to apply the VCT auction values, environment pie / history pie and "mau" and "harus" method.

The implementation of VCT method in Social sciences to improve politeness of the students has been done well. This is shown by indicators that show the enhancement in students from less to be good enough.

At the auction value method, the first cycle of the implementation of VCT models shows a little improvement process of politeness and learning results are very satisfactory. While doing the learning process we face some obstacles in the implementation of VCT methods to improve students' politeness. The scenario that is made is not going well, and students less focused on learning so that can be left on another friend. But it appears the courage of the students to ask questions, express opinions, making choice and by asking question is an indicator of progress in the process of learning social sciences using the auction value method. As we know when the learning process is accelerating, the result of learning is progressing well.

In the second cycle, at the beginning of learning the researchers is trying to create a pleasant atmosphere and explains the learning objectives and learning model that will be implemented, however, some of the students is not fully pay attention to what is described by the teacher. At the time of implementation of the model of learning, the feedback from the students are quite good, some students express their opinion with a variety of explanation that contains the values and behavior of human life in accordance with the theme of discussion as well as the obstacles that occur during the implementation of the first cycle is quite good. Interaction between the students have started quite well, many students are interested to the problems that they discuss. However, during the discussion the atmosphere is still disorganized, sometimes the students, is still lack of concentration. Some of the students focus on their own activity. Although the students are able to carry out the discussion, but the direction and guidance of the teachers are still needed. Student learning outcomes based on the essay and multiple-choice tests show an improvement compared with the actions of first cycle.

In the third cycle, in the beginning of learning process, the teachers have had the ability and try to create conducive learning atmosphere. Most students are very attentive to what is being said by the teacher about the learning objectives and the material to be covered. All of the students seem to feel happy when teachers convey the information that they are going to use various models of discussion. As the auction value all of the students respond positively. Through these models, the learning atmosphere becomes interactive. The teacher give the students opportunities to be active, appreciate the students who are able to answer by providing award-star, trying to develop politeness and respect, trying to develop the spirit of the students to keep the atmosphere of the class to be interesting and fun. Through the display makes the students to get involved with the variety of the games during the learning time. Almost all of the students have the courage to express their opinion. During the process of learning social sciences students have high motivation, they act more polite with friends, respect each other, and interest for learning social sciences.

In the model environment pie or history pie, in the first cycle, the implementation of VCT model has not shown improvement learning process and the results were very satisfactory. In social sciences learning there are some obstacles, such as the allocation of time, students are not familiar with the environment pie or history pie model. Although in the learning process has shown better progress. With the courage of the students to ask questions, express their opinions, and make choices, we can conclude those points as an indicator of the progress in that process. As we know when the learning process is accelerating, the result of learning also will improve.

In the second cycle, based on observation and direct observation in class, the researchers in beginning of learning has already created a nice atmosphere and explains the learning objectives and learning model that will be implemented, however, a few students is not optimal on giving their attention to what is described by the teacher. There are also some obstacles of the first cycle has been resolved. At the implementation of the learning models, the activity of the students is quite good, some of the students have the courage to ask and express their opinion

with a variety of reasons that contains the values and behavior of human life in accordance with the theme of discussion. Interaction between the students have started very well many students are attracted to the problems discussed. However, during the discussion the atmosphere is still disorganized, sometimes the students, is still lack of concentration. Some of the students focus on their own activity. Although the students are able to carry out the discussion, but the direction and guidance of the teachers are still needed. Student learning outcomes based on the essay and multiple-choice tests show an improvement compared with the actions of first cycle.

In the third cycle, in the beginning of learning process, the teachers have had the ability and try to create conducive learning atmosphere. Most students are very attentive to what is being said by the teacher about the learning objectives and the material to be covered. All of the students seem to feel happy when teachers convey the information that they are going to use various models of discussion. As the auction value all of the students respond positively. Through these models, the learning atmosphere becomes interactive. The teacher give the students opportunities to be active, appreciate the students who are able to answer by providing award-star, trying to develop politeness and respect, trying to develop the spirit of the students to keep the atmosphere of the class to be interesting and fun. Through the display makes the students to get involved with the variety of the games during the learning time. Almost all of the students have the courage to express their opinion. During the process of learning social sciences students have high motivation, they act more polite with friends, respect each other, and interest for learning social sciences.

Model "MAU and Harus", based on the results of the evaluation of the first cycle of implementation model "MAU and Harus", it has not shown some improvement in learning process and the results are quite satisfactory. Although, in the learning process have shown improvement of politeness of the students during Social sciences. The courage of the students to ask questions, express opinions, and make decision is an indicator of the improvement of this process. As we know when the learning process is showing some improvement, the result of learning will be also progressing well. But there is a weakness from this method, that is the lack of understanding of the model "MAU and Harus".

Based on observation and direct observation in the classroom of the second cycle, the researchers at the beginning of learning process is trying to create a pleasant atmosphere and explains the learning purposes and learning model that will be implemented, however, a few students is not optimal on giving their attention to what is described by the teacher. At the implementation of "MAU and Harus", the activity of the students is quite good. Some of the students show the improvement of their politeness. However, during the discussion the atmosphere is still disorganized, sometimes the students, is still lack of concentration and the students focus on their own activity on the other hand some students express their opinion with a variety of explanation that contains the values and behavior of human life in accordance with the theme of discussion

Based on observation and direct observation in the classroom of the third cycle, the researcher at the beginning of learning process the atmosphere is quite good and explains the learning objectives and learning model that will be implemented, however, a few students is not optimal on giving their attention to what is described by the teacher. The obstacles using this model can be handled; so that during the implementation of the learning models, the activity of the students is quite good, some of the students have the courage to ask and express their opinion with a variety of reasons that contains the values and behavior of human life in accordance with the theme of discussion. The improvement of the students in the learning process is very nice and has reached what is expected.

CONCLUSION

The implementation of Learning Social sciences (IPS) method using *Value Clarification Engineering (VCT)* Model Auction Value, environment pie or history pie Model and "MAU dan "Harus" to improve the attitude of the students in Learning Social sciences (IPS) in Class VII E SMP Negeri 4 Bandung can be summed up as follows:

The implementation of learning Social sciences through VCT method which the position of students as subjects and learning activity center succeed to improve student performance both on process and learning outcomes. Implementation of VCT learning materials can encourage the students to make efforts in exploring values, attitudes, and morals. In principle VCT method teach students to find and explore the learning process. VCT method in social sciences, develops teacher roles, namely as eksploratos, facilitators and mediators in creating a pleasant learning atmosphere. The changes are positioning the teacher to be more familiar and open in the learning process, thus providing meaningful learning experiences.

The use of VCT methods in the learning process can improve students' politeness in behavior. This can be seen when analyzing the problems of being polite by using the steps VCT activities, students are able to appreciate and respect the opinion of their friends. Students is no longer selfish and arrogant on expressing their opinion and they are not mocking others friends opinion. Such behavior appears because VCT which is applied requires students to improve politeness, respect each other, and improve their team work to unify opinion, in order to find solutions to solve a problem or case.

The implementation of VCT method is a process of helping students through stages of thinking in resolving the confusion value in the form of cognitive, affective, and psychomotor. The learning process of Social sciences (IPS) by using VCT method is not as easy as imagined. To develop politeness in the classroom, there are several obstacles faced by teachers and students such as:

1. The Obstacles for the Teachers:

- 1.1. The teachers try to run the scenario for studying which has been made but there are still some steps were missed.
- 1.2. Lack of time in using the VCT.
- 1.3. Teachers also have not been used instructional media optimally. Preferably to make the chart for a description of the steps VCT to facilitate student understanding.
- 1.4. The difficulty of changing the attitudes of the students to be better
- 1.5. The lack of teacher's knowledge about the methods of VCT.
- 1.6. Teachers are not capable enough at managing the class by using the method of VCT.
2. The Obstacles for Students
 - 2.1. The lack of understanding of students about VCT explanation from the teacher.
 - 2.2. Students unfamiliar with VCT method. The method which has been used by teachers are lectures, discussions, PBL, and debate. As a result, the learning outcomes related to the assessment results have not shown the expected progress.
 - 2.3. Students are lack of concentration on learning process.
 - 2.4. Confusion in the implementation of VCT method.
 - 2.5. Lack of preparation of students in implementing VCT method.

Because of those obstacles, writer tries to find a solution to the effectiveness implementation of VCT method in learning Social sciences to improve students' politeness. As for some solutions to face obstacles faced by teachers and students in learning social sciences using VCT as follows:

To overcome of VCT Method in learning process there are some solution of VCT implementation as follows:

1. Utilization of time, making the learning does not fit the scenario is not a problem, the lack of time we can be overcome with the matter that is described in the classroom, while for the method of environment pie or history pie or "MAU dan Harus" can be redeployed at home.
2. Use VCT as a routine.
3. Make media as attractive as possible both in the manufacture of currency for the auction value of multicolored game, so that students are interested and want to try the game of VCT.
4. Students, who is still unfamiliar with VCT methods is getting used to VCT methods.
5. Teachers give a clearer explanation with words that can be understood by the students and provide an example to help students' understanding about VCT methods properly.
6. Students is still lack of concentration because our students cannot control the class and media are less attractive, with our master classes, making the media more attractive and remember the names of all the students can help students focus on the subject.
7. Doing some approaching with students (look for the cause of students' bad behavior).

REFERENCE

- Amir, Amril. (2004). Jurnal Bahasa dan Seni. *Pembelajaran Kesantunan Berbahasa*. V (1), hlm. 1-5.
- Juwandi Ronni. (2012). *Efektivitas Badan Pelayanan Perizinan Terpadu Kota Bandung Dalam Rangka Reformasi Birokrasi. (Studi Kasus untuk meningkatkan kualitas pelayanan publik sebagai upaya mewujudkan Good Governance)*. Skripsi FPIPS UPI Bandung: Tidak diterbitkan.
- Kemmis and Taggart. 1990. *The action Research Planner*. Victoria. Deakin. Univ Press. [Online]. Tersedia di : <http://www.m-edukasi.web.id/2012/04/desain-ptk-model-kemmis-mctaggart.html> [Diakses 20 November 2013].
- Krizi. (2011). Penelitian Tindakan Kelas [Online]. Tersedia: <http://krizi.wordpress.com/2011/09/12/ptk-penelitian-tindakan-kelas-model-kemmis-dan-mc-taggrat/> [20 November 2013].
- Noor, Juliansyah. (2011). *Metodologi Penelitian*. Jakarta: Kencana
- Puskur. (2006). Kurikulum KTSP. Jakarta: Depdiknas.
- Saidihardjo. (2005). *Konsep Dasar Ilmu Pengetahuan Sosial*. Yogyakarta: Depdiknas.
- Wiriadmadja, Agung. (2013). *Penerapan Value Clarivication Technique (VCT) Model Role Playing untuk menekan Prilaku Bullying Siswa Di SMP 4 Bandung. (Penelitian Tindakan Kelas Di Kleas VIII-E SMPN 4 Bandung)*. Skripsi FPIPS UPI Bandung: Tidak diterbitkan.