

Honest Character Education Through Civic Learning With Value Clarification Tehnique (VCT) Model

Anggita Diah Safitri

Pancasila and Citizenship Education Study Program

Sebelas Maret University

anggita.d.safitri@student.uns.ac.id

ABSTRACT

The purpose of this study was to determine the process of implementing honest character education in Civics learning with the VCT learning model. The benefit of this research is to improve the process of planting honest character in Civics learning in students. The research was conducted at SMP Negeri 1 Jenawi, Jenawi District, Karanganyar Regency, Central Java. This type of research is qualitative with data collection techniques with interview methods to determine honest character education in the Civics learning process. The results showed that the implementation of honest character education in Civics learning using the VCT model at SMP Negeri 1 Jenawi has been going well, it's just that what needs to be done to build honest character in students is by doing habituation so that students get used to it so that it becomes a habit for students. to bring up a positive honest character so that the next generation of the nation has a good character.

Keyword: *Honesty Character Education, PPKn, VCT*

INTRODUCTION

Character education is a plan of a human endeavor that has the aim of educating and empowering every potential in students in building character in each student that is beneficial for himself and the surrounding environment. Forming one's character can be through character education which can be seen by real actions of a person with good

behavior such as honesty, justice, compassion, responsibility, respecting the rights of others, and so on. According to Thomas Lickona, character education contains three main elements, namely knowing goodness, loving kindness, and doing good (Nurul Fitria, 2017).

There are many characters that students must have, one of which is an honest character. Honest character is an attitude that does not lie and commit acts of fraud.

According to Mustari, honesty is behavior based on efforts to be trustworthy in behavior/actions, words, and work (Mustari & Rahman, 2011). Based on this statement, it can be concluded that honest character is a person's behavior/action by not lying by saying what is according to reality and not cheating so that he can be trusted in acting and acting.

Today, the Indonesian people have concerns about the collapse of character values, especially the honest character among students. This is because the cultivation of character values through Civics learning is not effective and in general Civics learning only teaches the cognitive realm. The learning method used is also a driving factor for the success of character education through PPKn learning. If the method used is correct, then the results of planting character education are also appropriate.

Observations that the authors made at SMP Negeri 1 Jenawi, the authors found that the lecture and discussion methods in Civics learning were not appropriate for inculcating honest character in students because there were still many phenomena encountered in the Civics learning process such as, there were still students who cheated when given an assignment by the teacher, do not want to admit their mistakes, do not dare to tell the truth, and do not want to tell the truth of others. Therefore, the author wants to examine the

learning model with the VCT (Value Clafiation Technique) model in Civics learning at SMP 1 Jenawi. VCT is a learning model that aims to instill values in various ways so that students can obtain clarity of values.

It is hoped that in this study the VCT learning model can be properly applied to honest character education in Civics learning. According to Haris and Gunansyah, learning the VCT model asks students to choose and analyze a problem then students are asked to decide on an independent attitude about the values they want to fight for (Haris & Gunansyah, 2013). The cultivation of honest characters through the VCT model is considered more effective when compared to direct planting of honest characters and modeling. This is because the VCT model instills specific values and is freely chosen by students (Ariyani & Wahyudi, 2021).

The formulation of the problem in this study is how is the process of honest character education in Civics learning with the VCT learning model. The purpose of this research is to know the process of honest character education in Civics learning with the VCT learning model. The benefit of this research is to improve the process of inculcating honest character in Civics learning in students.

LITERATURE REVIEW

Honest Character

Honesty is when someone conveys everything in accordance with the truth or according to the actual situation. In being honest, it can be through words, writing, signs, and actions. Honesty is an important thing in family and community life because honesty is the key in building trust. If you have lied once, there is an opportunity to lie again. According to Nurul Zuriah, honesty is an attitude and behavior that does not like to lie or cheat, someone who says what it is and dares to admit mistakes (Zuriah, 2008). It can be concluded that honest character is an attitude and behavior that is in accordance with the situation between information and phenomena that occur without any engineering, so that someone who has an honest character is priceless. According to Mustari, there are several indicators that can be used as a reference in being honest, namely (Mustari & Rahman, 2011):

- a. When conveying something according to the actual situation
- b. Not lying
- c. Not manipulating information
- d. Dare to admit mistakes

Therefore, building honest character in students is very important and one of them can be through PPKn learning.

Civic Learning

Based on the national seminar on teaching and civic education in Tawangmangu. Citizenship Education as an educational program whose main goal is to develop better

citizens according to the needs, criteria, and norms contained in the Preamble to the 1945 Constitution, in accordance with the expected future situation of citizens (Cholisin, 2000).

Civics is an aspect of political education whose material focus is on the role of citizens in the life of the state, all of which are processed in order to foster that role in accordance with the provisions of Pancasila and the 1945 Constitution in order to become citizens who can be relied on by the nation and state. Civics is more than just a field of study because Civics takes part in the positive influences of family, school, and society. What has been learned about Civics materials at school, is expected to be well applied in the family, school and community environment.

The vision and mission of Civics is to humanize the Indonesian people by making it a means of fostering national character and empowering citizens to become good citizens.

The function of Civics serves as a means of training citizens who are wise, skilled, and with character who are loyal to the Indonesian state and state by reflecting on the habit of thinking and acting in accordance with the obligations of Pancasila and the 1945 Constitution (Sunarso et al, 2006).

The purpose of Civics learning is to teach students to think critically, rationally and creatively in responding to citizenship issues, teach

students to participate in a quality and responsible manner, and act intelligently in community, national and state activities, teach students to develop positively and democratically to shape themselves based on the character of the Indonesian people so that they can live together with other nations and teach students to be able to interact with other nations in the world arena directly or indirectly by utilizing information and communication technology.

Application of the Value Clarification Technique (VCT) Learning Model

According to Wina Sanjaya, Value Clarification Technique (VCT) is a learning model to help students find and determine a value that is considered good in dealing with problems through the process of analyzing the values that already exist and are embedded in students (Sanjaya, 2006). VCT emphasizes students' efforts to examine their feelings and actions to increase awareness of their own values. (Sutarjo Adisusilo, 2017). Values are determined by himself based on his background experience and are not determined by external factors such as society, culture, religion, and so on (Zaim Elmubarok, 2009). The steps taken in the VCT learning model according to Jhon Dewey in Sutarjo Adisusilo are (Sutarjo Adisusilo, 2017):

a. Find problems

b. Limiting problems

c. Looking for possible answers

d. Choose the best answer (as a hypothesis)

e. Test the best answer in the experiment

f. Conduct an evaluation

The VCT learning model aims to recognize and identify values in themselves and others, help students communicate openly and honestly, and help students think rationally and emotionally consciously to understand their own feelings, values, and behavior patterns. (Fitri, 2012). If students are able to accept new values that are considered good in solving problems, then students will not hesitate to consider these values and will behave according to these good values without any doubt (Hakim et al., 2018). It can be concluded that the VCT learning model wants to instill positive values in students so that students will behave according to the values they believe in.

METHOD

The research location is in SMP Negeri 1 Jenawi, Jenawi District, Karanganyar Regency, Central Java. This type of research is data collection techniques with interview methods to determine honest character education in the Civics learning process. According to Sugiyono, qualitative research methods are research methods used when examining the natural condition of the subject and the researcher as the

key instrument (Sugiyono, 2013). Data collection in this qualitative study was carried out in natural conditions (natural settings) and

RESULTS

The honesty of students at SMP Negeri 1 Jenawi varies, as well as students' actions reflecting the words spoken tend to vary. Acts of dishonesty by students such as cheating, saying not according to facts, and not admitting mistakes. In several cases that tested the honesty of SMP Negeri 1 Jenawi students, for example, finding money in the school environment and then reporting it to the teacher, the student was already good in terms of honesty. It is different with students who find money but do not report it to the teacher, this needs to be given a solution so that these students can behave honestly by providing religious learning, counseling guidance, and the role of PPKn teachers in character education by using the right learning model. PPKn teachers at SMP Negeri 1 Jenawi also tested their students by leaving their cellphones in class to find out the students' honesty.

The method used by PPKn teachers at SMP Negeri 1 Jenawi to attract students' attention so as not to get bored in participating in learning is by teaching and learning activities (KBM) which are sometimes carried out outside the classroom according

primary data sources. In this study, the method of data analysis was to summarize and describe the results of the interviews.

to the material presented and choosing different learning methods or models according to student characteristics. so that learning is in accordance with the characteristics of students, teachers must recognize their students and their potential in order to apply appropriate methods. each class has a different method in teaching and learning activities (KBM) depending on the suitability of students and student character. Teachers as moderators and facilitators must be able to move students into goals.

When PPKn teachers at SMP Negeri 1 Jenawi apply the VCT learning model, this model excels in effective learning, one of which is the cultivation of honest characters because in conveying the content of the material message the teacher is able to classify and reveal the content of the material message, provide learning experiences from various lives, develop affective potential that exist in students by being involved and fostered (A. Khosasih Djahiri, 1985).

Students are role models in everyday life, Civics teachers at SMP Negeri 1 Jenawi direct their students to be role models in everyday life in their environment, one of which is being honest. This is in line with the

function of the VCT learning model, namely, instilling values that are carried out to students in a radiological way and students accept it as their personal property which is then applied as a citizen (Sari, 2016).

The supporting method used by PPKn teachers at SMP Negeri 1 Jenawi to implement the VCT learning model is the discussion method. The purpose of the discussion method is to exchange ideas, information, thoughts, and experiences of students so that conclusions or main ideas are reached which are then written as a result of the discussion.

The application of the method in class VII with group discussion. The students of SMP Negeri 1 Jenawi have been able to work in groups without forcing their will and respecting the opinions of others. In group activities the teacher usually combines active and passive students in one group so that later active students can help passive students so that teamwork and group work can come to life.

DISCUSSION

According to (Abdusshomad, 2018) the importance of being honest because honesty is the foundation of all good character. Being honest can be happy in life, so that students can get used to being honest, it is necessary to teach about the

application of an honest attitude in the life of society and the nation.

Efforts that can be made are, with honest character education through Civics learning which is applied with the VCT (Value Clafiation Technique) learning model. By using this VCT learning model, the teacher can determine the level of students' honesty. Fostering honest character towards improvement if it is felt that students are lacking in the application of honest character. Train students' honest character by assessing, accepting, and making decisions on an issue related to everyday life in society (Dewi et al, 2020).

This is in accordance with the VCT learning model applied by PPKn teachers at SMP Negeri 1 Jenawi. The efforts of teachers in the VCT learning model process include, (1) the process of understanding honesty itself by understanding the influence of honesty on how to foster students' honest attitudes in everyday life. (2) the teacher provides a means to stimulate students' honest attitude with assistive devices, based on the results of interviews with the teacher stimulating students' honest attitudes by intentionally leaving their cellphones in class after learning is complete, if the student returns it to the teacher, it means that the student has been honest and vice versa. (3) teachers as role models for students. (4) the teacher does not overreact if there are students who lie. Based on

this, the application of the VCT learning model must be accompanied by the role of the teacher in the process.

Based on the results of interviews with PPKn teachers at SMP Negeri 1 Jenawi, teachers act as facilitators and support facilities to stimulate the growth of honest attitudes in students and provide examples in honest character education. The teacher's role in building the character and moral values of students is one of honesty, which later students will be directly involved in social life (Langgar, 2019).

The VCT learning model applied at SMP Negeri 1 Jenawi is designed in the form of group discussions, so that it also trains students to cooperate with teams. The application of the VCT model can help students to find the concepts of character and values learned without depending on the teacher, can solve problems related to these concepts, and be able to work in teams and be honest by expressing their opinions (Ekayani et al., 2019).

The VCT learning model stimulates students in the ability to choose, sort, understand, and explore various characters and moral values, one of which is honest character. It is hoped that students will be able to apply it in everyday life (Ofianto & Ningsih, 2021). Based on the description in accordance with the results of the study, this model is

appropriate to use in an effort to develop student character education because it is not only a transfer of knowledge, but also solves problems with the existing value analysis process, especially honesty embedded in students.

CONCLUSION

The results of this study were conducted qualitatively. Based on the data obtained from interviews about the character education process at SMP Negeri 1 Jenawi, it can be concluded that honest character education has been going well, it just needs some habituation carried out by the school, namely the teacher as an educator and teaching in the classroom.

From the results obtained, it is clear that the VCT learning model can be used as an alternative to develop students' honest character. In addition, seeing Civics learning which is still mostly monotonous, this model can be used as a way to increase student motivation in learning. So that Civics learning can take place better to achieve its goals.

SUGGESTION

Based on the results of the study, the following are suggestions from researchers for the future in instilling honest character education through the VCT model.

1. Avoid sending messages through giving advice, namely moral messages, especially honesty that is considered good by the teacher.
2. Don't force students to give specific answers/responses when they don't want to.
3. Try to open up a dialogue so that you can be honest and open and candid about his feelings.
4. Dialogue aimed at individuals, not groups in the classroom.
5. Avoid students responding until they feel cornered and cause students to become defensive.
6. Do not push students into certain positions.
7. Do not dig deeper into the student's reasons.

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