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## RESEARCH ARTICLE

### THE EFFECTIVENESS OF CONTEXTUAL VALUE CLARIFICATION TECHNIQUE (CVCT) MODEL TO IMPROVE THE INTERNALIZATION OF PANCASILA VALUES

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#### ABSTRACT

This research aimed: (1) to find out the implementation of Pancasila and Civic Education (PPKn) learning occurring currently; (2) to measure the success of CVCT model in PPKn learning; (3) to analyze the effectiveness of CVCT model in improving the internalization of Pancasila values. This research was taken place in Vocational Middle Schools throughout Solo Raya Indonesia, with teachers and students being the subject of research. The data was collected using test, observation, interview, documentation, and questionnaire techniques. Data validation was carried out using triangulation technique, including method and source triangulations. Meanwhile, data analysis was carried out using interactive, descriptive, critical and comparative techniques and t-test. From the result of research, it can be concluded that: (1) In Pancasila and Civic Education (PPKn) Learning in Vocational Middle School, the teachers had not used an innovative learning model in delivering the learning material. Learning process was still teacher-oriented and material delivery had not been balanced between cognitive, affective and psychomotor aspects, however it still emphasized more on cognitive aspect. (2) The use of CVCT model in Pancasila and Civic Education (PPKn learning) could improve the internalization of Pancasila values in Vocational Middle Schools throughout Solo Raya. The internalization of Pancasila values improved because CVCT is an innovative learning model, the learning process was student-centered and emphasized on the balance between cognitive, affective and psychomotor aspects, so that it would be attractive and generated motivation for the students.

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#### INTRODUCTION

Pancasila as the state's foundation and the nation's ideology contains consequence that every aspect of state governance and all Indonesian attitude and behavior in living within society, nation and state should be based on Pancasila values. If Pancasila is not understood, conceived and implemented consequently, it would affect negatively the living within society, nation, and state. The reality showed that Pancasila as the state's foundation and the nation's ideology had not been understood, conceived, and implemented in the living within society, nation and state. The general indication can be seen from the emergence of corruption, collusion and nepotism cases. On the other hand, criminality, drug abuse, free sex, violence and misbehavior occur within society (Mawardi, 2009). Supriyoko (2003: 3) stated that many young generations fail to feature noble character, modesty, friendliness, tolerance, humility, beneficence, social solidarity,

constituting the nation's self-identity as if have disappeared and are no longer inherent strongly to themselves. It is confirmed by Samani and Haryanto (2012: 2) and Muhajir (2011: 34) stating that juvenile mischief usually occurring, such as extortion between friends, violence between friends, drug abuse, quarrel between students are demoralization among the students. Recognized or not, this shows the tendency that the student behavior is getting freer and deviating from Pancasila values now, requiring serious and appropriate attention and handling. If it is not managed seriously and appropriately, the deviating behavior phenomenon among the students will expand more and be more worrying. It suggests that the internalization of Pancasila values has not been implemented as expected. To deal with this, there should be an attempt of internalizing Pancasila Values into the Pancasila and Civic Education learning process at school. Critique against education in Indonesia not only concerns the students' morality still far below expectation, but also it arises in the learning process in which the learning in Indonesia tends to emphasize on cognitive aspect only while ignoring affective and psychomotor aspects (Suyanto, 2003).

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It means that in delivering material, teacher has not been aimed yet at delivering the material comprehensively. It occurs in Pancasila and Civic Education (PPKn) learning as well. Meanwhile, PPKn subject is the subject that should emphasize on affective or moral aspect in its learning process. The attempt of improving process quality and learning outcome is affected by many factors. One of them is teacher factor. Teacher should implement his/her learning process creatively and innovatively. Learning process requires active participation by all students. The learning activity is student-centered rather than teacher-oriented. For that reason, the class circumstance should be designed and built with a variety of appropriate learning model so that the students get an opportunity of interacting well with other friends so that finally they acquire knowledge, attitude, and skill (cognitive, affective, and psychomotor domains) completely.

In learning process, teacher plays a strategic role in the attempt of creating the nation character through developing intended personality and values. It is because equipping the teacher with the knowledge related to the material taught alone is not enough, but other aspects should be taken into account to support the realization of students' potency development. In this case, the role of teacher cannot be replaced by other party (Supriyadi, 1998). For that reason, during teaching, teacher should provide not only knowledge but also values, so that the learning occurring can result in an intact message in the term of knowledge, attitude and skill. Finally, the students can grow and develop into human beings with good personality (Sardiman, 2002). In the attempt of realizing learning process that can support the development and the achievement of student potency comprehensively, the teacher should have comprehensive insight and thinking ability regarding learning. The successful learning process is highly dependent on the teacher's ability in mastering innovative learning models oriented to student activity. The development of learning model expected is the one enabling the students to learn actively and joyfully thereby obtaining the good quality of outcome.

## METHODS

This study was an R & D research (Sugiyono, 2007). This research was conducted in Vocational Middle Schools. The data collected was that of Pancasila value internalization and CVCT model implementation in PPKn learning. The data source of research consisted of PPKn teachers, Subject Teacher Discussion (MGMP) of PPKn, and students. The data was collected using observation, interview, documentation, test, and questionnaire. Observation, interview and documentation techniques were used to collect data about the implementation of CVCT model in PPKn learning. Test technique was used to collect the data about student cognitive ability. Questionnaire test was used to collect the data of Pancasila value internalization. Data validation was carried out using triangulation, including source and method triangulations. Techniques of analyzing data used were interactive, descriptive critical comparative and t-test techniques.

## RESULTS

- The PPKn learning process occurring should build the civic intelligence. Civic intelligence should be reflected

on civic knowledge, civic skill, and civic disposition. The reality in school shows that it has not been realized yet. In the attempt of realizing the civic intelligence, PPKn teacher's commitment is needed in his/her learning process. The fact in school shows that the students tend to have negative attitude. They consider PPKn as an unimportant subject. It is because PPKn subject teaches theories only. The teachers teach using unvarying model and method, so that it is unattractive. The teachers have not used innovative learning model yet, but they still used conventional learning model, varying lecture. The learning model used is less attractive and the learning process emphasizes on knowledge (cognitive) domain only.

- The result of data analysis on the implementation of CVCT model in PPKn learning shows that CVCT model can be implemented well by PPKn teachers. The implementation of CVCT model in PPKn learning process in school affect the students positively. Generally, the students attend the PPKn learning pleasantly. They can be active and concentrate on the PPKn lesson.
- The result of data analysis on the effectiveness of CVCT model in PPKn learning shows that CVCT model is effective to improve the students' cognitive ability and the internalization of Pancasila values. The product effectiveness test was conducted using quasi experiment method processed using t-test. The hypotheses proposed are as follows:

$H_0: \mu_1 \leq \mu_2$  = Experiment group is not better than control group.

$H_1: \mu_1 \geq \mu_2$  = Experiment group is better than control group.

This t-test uses significance level of  $\alpha = 0.05$

The data collected was analyzed using t-test technique with SPSS version 16 program help, obtaining  $t_{\text{statistic}}$  of 5.144, while  $t_{\text{tab}}$  with df 127 is 1.660 and  $p = 0.000 < 0.05$ . In other words,  $t_{\text{statistic}} 5.144 > t_{\text{table}} 1.660$  and  $p = 0.000 < 0.05$ . It means that  $H_0$  stating that experiment group is not better than control group is not supported. Meanwhile,  $H_1$  stating that experiment group is better than control group is supported. The result of t-test shows that the mean score of experiment group is 80.15, while that of control group is 73.80. It means that experiment group using CVCT model is better than control group not using it.

Considering the result of analysis on likert scale questionnaire about the internalization of Pancasila values in experiment and control group, it can be obtained the mean score of 153.2 for experiment group, and 130.2 for control group, or  $153.2 > 130.2$ . It means that level of Pancasila value internalization in experiment group using CVCT model is better than the control group not using it. For that reason, there is an improvement in the students' internalization of Pancasila values in PPKn learning using CVCT model.

## DISCUSSION

Civic intelligence development including civic knowledge, civic skill, and civic disposition should be actually realized.

It is in line with Wahab (2007: 62) stating that the citizenship developed should contain knowledge, skill, values, and disposition ideally owned by citizen. Therefore, PPKn as the subject playing a strategic role should strengthen its position as the powerful learning area characterized by contextual learning experience in curricular manner. That is, it is characterized with meaningful, integrated, value-based, challenging, and activating characteristics. PPKn teacher as the first line guard to realize the civic intelligence should understand a variety of models, approaches, strategies and methods, and be able to implement them in learning process. In other words, PPKn teacher should be professional. Professional teacher should have four competencies: professional, pedagogic, moral, and social. The professional PPKn teachers in the 21<sup>st</sup> century should be able to educate the students in school to be the citizens who are smart, skillful, and have character. The students should have skills to deal with the changes occurring in 21<sup>st</sup> century. Triling & Fadel (2009: 45-84) stated that there are at least three primary skills the students should prepare in school: 1) innovating and critical thinking skill, 2) digital literacy skill, and 3) life and career skill.

The implementation of CVCT model in PPKn learning can run well and the students attend the learning process with CVCT model joyfully. It is because CVCT model is the one collaborating contextual model and value clarification technique approach. Contextual model process encompasses the components of building concept, finding, questioning, studying in group, demonstrating, and real assessment. Meanwhile the component of VCT approach includes: selecting value freely, selecting value from various alternatives, determining the value choice after making consideration, appreciating, and feeling to love the value chosen, willing to recognize the value chosen before the public, acting corresponding to its value choice, repeating its action corresponding to their choices. In addition, CVCT model is attractive to the students, because the learning material is related to student environment contextually and the students are given opportunity of choosing and determining the values consistent with themselves to be implemented in living within society, nation and state.

CVCT model is effective to improve the internalization of Pancasila values. It means that the quality of process and result/product in PPKn learning improves. It is indicated with the students' interestedness in attending the PPKn learning and the improvement in cognitive, affective and psychomotor competencies of students. It is in line with Sutoyo (2015) stating that for the PPKn learning to be attractive, the teacher should use an innovative learning model. There are some innovative learning models, one of which is CVCT model. The effectiveness of CVCT model in PPKn learning is affected by some factors. They are: a) the procedure of CVCT model has been understood by teacher and the teacher can implement it well; b) learning process conducted by teacher always is always associated with the students' environment and the examples given is associated with the implementation of Pancasila values; and c) the students attend the learning joyfully and with high motivation. In relation to the result of t-test, it can be explained that the problem of Pancasila value internalization concerns not only the cognitive ability of Pancasila but also the implementation of Pancasila values in daily life.

For that reasons, it should not only emphasize on knowledge level but also touch the attitude implementation, and be manifested in the form of action. It is in line with Hill (1991) stating that value as life reference has three stages: a) values thinking, the value at knowledge level; b) values affective, the ones becoming an individual's belief or intention to do something; c) values action, the one becoming the belief or intention manifested in the form of real or concrete action. Meanwhile, Lickona (2004) stated that the process of internalizing values is conducted through moral knowing, moral feeling, and moral action.

Changing an individual's behavior is not easy, as it takes a long time and appropriate way. An individual who has known moral values sometimes implements poorly or even does not implement it at all in real or concrete action. Buchori (2002) stated that moral knowing toward moral action needs a procedure. This procedure includes: cognition (knowledge), affection (feeling), volition (desire), connotation (wish), motivation (incentive), and action (implementation). On the other hand, many factors affect the implementation of values an individual has had and understood in the real action. It is in line with Sanjaya (2012) stating that an individual's behavioral change is very difficult to control, because it is affected by many factors and behavioral change sometimes cannot be directly.

## Conclusion and Recommendation

### Conclusion

From the result of research, the following conclusions could be drawn. (1) In the implementation of Pancasila and Civic Education (PPKn) Learning in Vocational Middle School throughout Solo Raya, the teachers had not delivered the learning material in balanced way between cognitive, affective and psychomotor aspects, but it still emphasizes more on cognitive aspect; teachers of Pancasila and Civic Education have not mastered yet the innovative learning models, so that in the learning process, they still use conventional learning model. The students argued that the Pancasila and Civic Education (PPKn) subject gave the students inadequate skill to be ready for working after graduation. Even the students consider that Pancasila and Civic Education (PPKn) subject is not a primary but secondary subject. (2) The implementation of CVCT model in Pancasila and Civic Education (PPKn) learning has been implemented well by teachers. The students like and are interested in attending the learning with CVCT model. (3) CVCT model is effective to improve the internalization of Pancasila values.

### Recommendation

- Teachers of PPKn are recommended to use CVCT model in the learning process. It is because CVCT model proves to be the learning model attractive to the students. In addition, PPKn teachers are recommended to deliver material comprehensively in the learning process, including cognitive, affective, and psychomotor aspects.
- In PPKn learning process, the internalization of Pancasila values is always implicit, so that the students

can understand, inspire and implement Pancasila values in living within society, nation, and state.

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