The Diversity of the National Culture of Elementary School Students Using the Value Clarification Technique Learning Model

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Abstract

This study aims to improve the understanding of elementary school students about the security of national culture by using the Value Clarification Technique learning model. The method used in this study is a qualitative method with classroom action research techniques. The results of this study showed that there was a significant increase in the material of the national cultural diversity of students using the Value Clarification Technique learning model. This is because the Value Clarification Technique learning model could be an alternative in improving students' national cultural diversity material because this method focuses on student behavior in acting like giving students a broader scope to bring out their abilities, making students more active, and making students more confident.

Keywords: Value Clarification Technique Learning Model; Cultural Diversity; Elementary School

Introduction

Indonesia is a country with various ethnic groups that has an existence with its culture (Buchari, 2018). The diversity of diverse cultural and ethnic behaviors makes Indonesian national culture unique to be interesting to learn especially learned in the curriculum in schools (Rohman & Ningsih, 2018). This is because education in Indonesia is inseparable from cultural differences because, Indonesia is a country consisting of various ethnic groups, cultures, tribes and religions so that Indonesia can simply be called a multicultural society (Meliono,2011; Sirozi, 2004). However, on the other hand, the multicultural reality is faced with an urgent need to reconstruct Indonesia's national culture which can become an integrating force that binds all ethnic and cultural diversity.

Cultural diversity is a fact about the existence of so many different cultures that are different from each other, which can be distinguished based on ethnographic observations (Unesco, 2011). Cultural diversity or inevitability that exists on earth Indonesia as a country that has many islands (Saud & Johnston, 2006). Diversity or what is often referred to as multiculturalism is a term used to describe one's views on the variety of life in the world, or cultural policies that emphasize acceptance of diversity, and various (multicultural) cultures that exist in people's lives concerning values, systems , the culture, habits, and politics they hold (Amirin, 2012). The diversity of the Indonesian people is motivated by a large number of Indonesian ethnic groups, where each ethnic group has its own characteristics or characteristics, both in social and cultural aspects (Al Arifin, 2012). A motto that has long been known and attached to the identity of the Indonesian nation is "Unity in Diversity". The motto is carved firmly in

the grip of the Garuda Bird which is the symbol of the nation of the Unitary Republic of Indonesia. Bhineka Tunggal Ika shows that the nation of Indonesia is a heterogeneous nation, namely a nation that has diversity, both in terms of ethnicity, culture, race and religion.

The reality in the field, based on observations in Grade IV Pulogebang State Elementary School 08 in the morning, why students did not see the implementation of cultural diversity material because the teacher still used a monotonous or one-way teaching style without interaction, only using discussion methods, and there were still many obstacles are caused by the mastery of limited learning methods. Then due to the multiplicity of culture in class IV Pulogebang State Elementary School, 08 impacted Students tend to be egocentric, because the strong cultural character brought by parents makes students prefer friends who are fellow tribes because they have more feelings, stories, feelings, language, and habits. same with each other. This has a negative impact on friendship among students because it will create unhealthy friendships, this is not in accordance with the diverse principles of singular like which is different but still one. This is reinforced by the results of interviews conducted on March 6, 2017, that some students still choose friends who are of the same ethnic origin, still using regional language as a communication language, some students from Jakarta tend to dominate other ethnic groups from the region. (Results of an interview with Andhica Putra Wibowo, a fourth-grade student at Pulogebang 08 Elementary School on the morning of March 6, 2018).

One of the obstacles faced by probable researchers is that if learning uses group discussion methods, students tend to choose friends who are friends or have cultural closeness, therefore researchers on this occasion apply the Value Clarification Technique learning model which is a group-based learning model (Fariyatul & Bandono, 2017; Suryani, 2013). According to Suryani (2010), Value Clarification Technique is one of the learning techniques that can fulfill the goal of achieving educational values. Furthermore, according to Tyas, & Mawardi, (2016) stated that Value Clarification Technique, is a way to instill and explore or express certain values of students. Therefore, in the process Value Clarification Technique functions to: a) measure or know the level of awareness of students about a value; b) fostering students' awareness of the values they have both positive and negative to be fostered towards improvement or correction; c) instill a value to students through rational and accepted methods by students as their personal property.

Subjects that focus more on affective domains such as civic education are very appropriate to use the learning model (Banks, 2017). Citizenship education and similar subjects are in the realm of attitude, namely a vehicle for planting values, morals and standard norms such as a sense of social nationalism, even a belief system (Maftuh & Supriya, 2005). Citizenship education should be able to explore the area within a person (internal side), and one of the results of an internal side is an attitude. Attitude is someone's position or someone's decision before acting, so that attitude is a person's threshold between before doing something or behaving certain. change this attitude so that one can use learning one of them is Value Clarification Technique.

Values clarification technique (Value Clarification Technique) or often abbreviated as VCT is a learning technique to assist students in achieving and determining a value that is considered good in dealing with a problem through the process of analyzing existing and embedded values in students (Taniredja et al, 2013). The characteristics of the Value Clarification Technique as a model in attitude learning strategies are the process of planting values through a process (Khairunisa, 2017). The hope is that in the future teachers can use more varied, innovative, and fun learning methods to make students become more enthusiastic in carrying out the learning process so that material like anything can be delivered to students well, and students have a sense of togetherness that is single, even though different tribes, cultures, religions, etc. all remain Indonesian.

In Learning at the Elementary School level, the material of national cultural diversity is very important because Indonesia consists of various kinds of ethnic groups, this cultural diversity will potentially create strong unity, but the recognition of this plurality (Bhinneka) of national culture is more

guaranteeing national unity. This unity and unity should be started to be understood from elementary school because elementary school is the beginning of the formation of the character of students' cultural diversity.

From the above phenomena, it is not wrong if researchers consider the material diversity of national culture needs to be improved by using the right learning method, because it can make students become personal in accordance with the values of the Pancasila. Based on the background in advance, the writer will conduct a classroom action research to "improve the material of national cultural diversity of the fourth-grade students of Pulogebang 08 Pagi State Elementary School, East Jakarta through the Value Clarification Technique learning model".

Method

This study aims to improve the understanding of elementary school students about the security of national culture by using the Value Clarification Technique learning model. The method used in this study is a qualitative method with classroom action research techniques. In classroom action research, the teacher can examine itself on the practice of learning that he does in class, through actions that are planned, implemented and evaluated. This is in accordance with the characteristics of classroom action research, namely the existence of certain actions to improve the teaching and learning process in the classroom. This is in line with the opinion of Hopkins (2012) classroom action research is one type of practical action research because this research concerns the activities practiced by teachers every day. In summary, it can be concluded that classroom action research is practical research conducted in the classroom and aims to improve existing learning practices. Class action research is also described as a dynamic process in which the four aspects, namely planning, action, observation, and reflection must be understood not as steps that resolve themselves, but rather are spiral moments involving planning, action, observation, and reflection. Kemiss & McTaggart (2013).

The subject of this study was the fourth-grade students of Public Elementary School 08 in East Jakarta Indonesia. Respondents' characteristics in this study were Pulogebang 08 Elementary School Students in East Jakarta Morning consisting of students from different tribes and customs. The research data consists of qualitative data and quantitative data. Quantitative data is obtained from the assessment in the form of a checklist on the implementation of cycle actions that can be analyzed descriptively, for example by looking for an average value, the percentage of success of learning from the evaluation of learning through the role-playing performed. While qualitative data is obtained from data that describes the learning process obtained through observation sheets which are outlined in sentence-shaped information that gives an overview of student activities following the learning process and the teacher's skills in managing learning activities.

Results

The results of this study are that there is an increase in the understanding of elementary school students about the security of national culture by using the Value Clarification Technique learning model. This research was conducted in four cycles carried out with the aim of improvement in the learning process. In the use of learning models, data is observed qualitatively. Data on learning outcomes include activeness and character values of the pre-test and post-test. The steps or procedures are as follows: (1). Planning includes preparing syllabus, Learning Implementation Plans, teaching materials. (2). Preparation of observation sheets for each learning session. (3). Prepare in each cycle by giving a test question. (4). Preparation of attitude and activity assessment sheets. (5). Actions at this stage of the educator carry out learning as usual but by using the Value Clarification Technique learning model that has been prepared in accordance with the guidelines in the Learning Implementation Plan that has been made. In the first cycle, the subject used is about the importance of unity and unity in ethnic groups and cultures. The observation

phase is carried out by observing the learning process that takes place collaboratively with the observer on the activities carried out by students and educators, and also using the observation sheet and the pre-prepared assessment sheet. At the reflection stage, the researcher evaluates the results of the data related to performance. Reflection is done by collecting data from the last observation negotiated between the observer and the educator and then formulating the plan for the next cycle 2, 3 and cycle 4.

From the four cycles that have been implemented, it can be concluded that there is an increase in the national cultural diversity of students included in the character of self-confidence, respect for others, and responsibility, through the method of role-playing which is low to high, can be seen visually on the Comparison Cycle diagram and IV knowledge of national cultural diversity can be seen in the picture below:
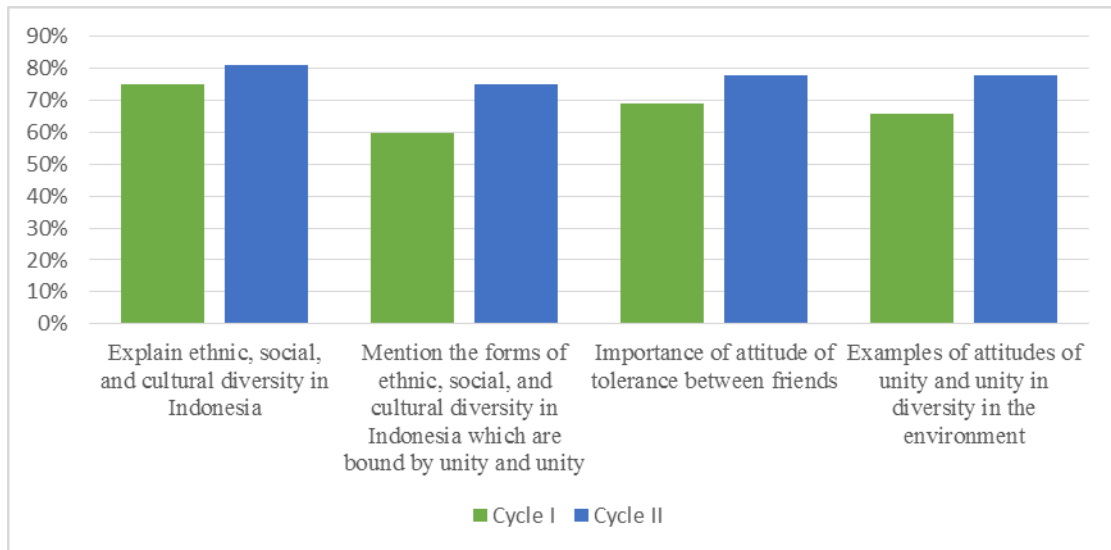

Figure 1. Comparison of knowledge of Students' national cultural diversity in Learning PPKn Cycles I and IV

In addition to the above, the authors analyzed data obtained from questions in cycles I and IV. The comparison of the results of data analysis on the number of scores about national cultural diversity in Civic Education learning cycles I and IV is presented in the following digram picture:
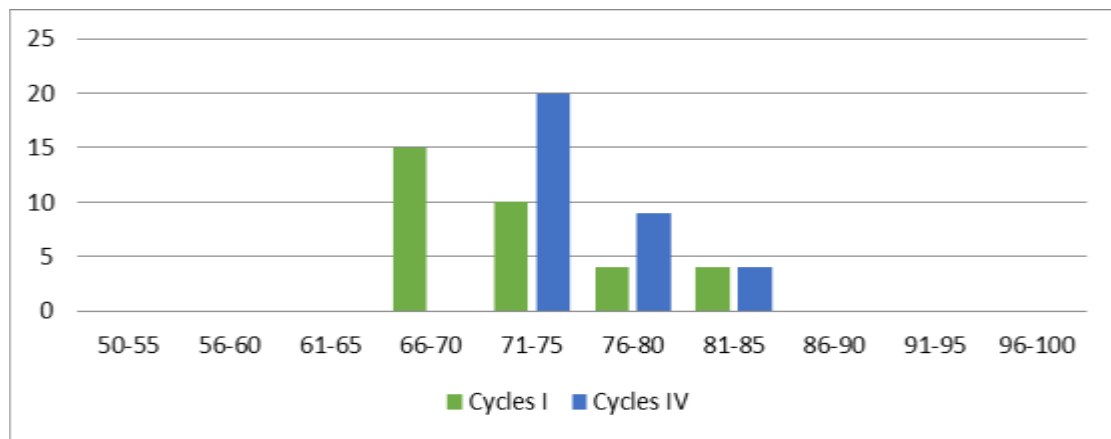

Figure 2. Comparison of the value of knowledge of the national cultural diversity of students in Civic Education Learning Cycles I and IV

In the picture above the question of national cultural diversity in learning cycle, I students who scored under the Minimum Completion Criteria was 15 students 45.4%, who had reached the Minimum Completion Criteria as many as 18 students 54.5%. In the fourth cycle, there was an increase which obtained a score under the Minimum Completion Criteria that was no longer there. Can be seen a very significant increase in the first cycle there are still 10 students who scored below the Minimum Completion Criteria, but in cycle IV all students meet the Minimum Completion Criteria. Comparison of Cycle II and IV attitudes of national cultural diversity can be seen in the picture below:
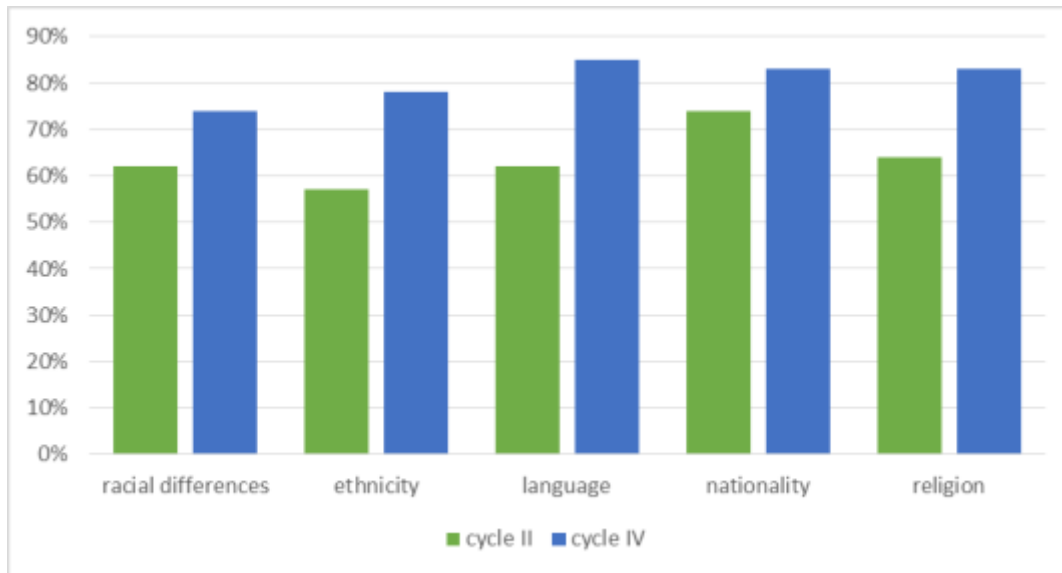

**Figure 3. Comparison of Attitudes of the National Cultural Diversity of Students
in Civic Education Learning Cycle II and IV**

In addition to the above, the authors analyzed data obtained from questionnaires in cycles II and IV. The comparison of the results of the data analysis of the score scores of national cultural diversity attitude questionnaire in civic education learning cycles II and IV is presented in the following digram picture:
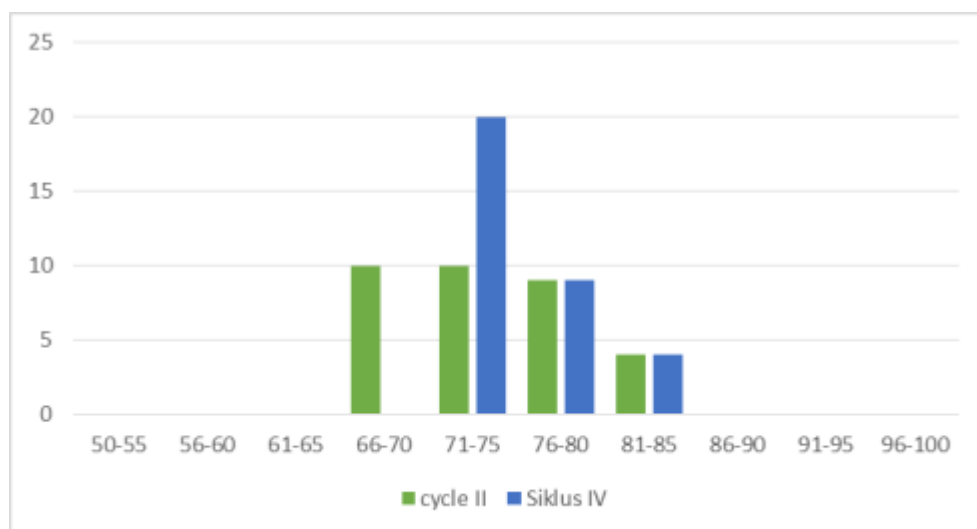

**Figure 4. Comparison of Questionnaire Values Attitudes of National Cultural Diversity Students in Civic Education
Learning Cycle II and IV**

In the picture above, the value of the national cultural diversity attitude questionnaire in learning cycle II students who scored under the Minimum Completion Criteria were 10 students 30.3%, who had reached the Minimum Completion Criteria as many as 23 students 69.6%. In the fourth cycle, there was an increase which obtained a score under the Minimum Completion Criteria that was no longer there. It can be seen that a very significant increase in the second cycle still has 10 students who scored below the Minimum Completion Criteria, but in cycle IV all students meet the Minimum Completion Criteria.

Next, the author analyzes the data obtained from observations in cycles I and II. Researchers emphasize that changes in school behavior are observed and outlined in field notes and other documentation. Furthermore, the comparison of the results of data analysis of Civic Education learning activities using the role-playing method can be seen in the results of observations of cycles I, II, III, and IV presented in the graph below:
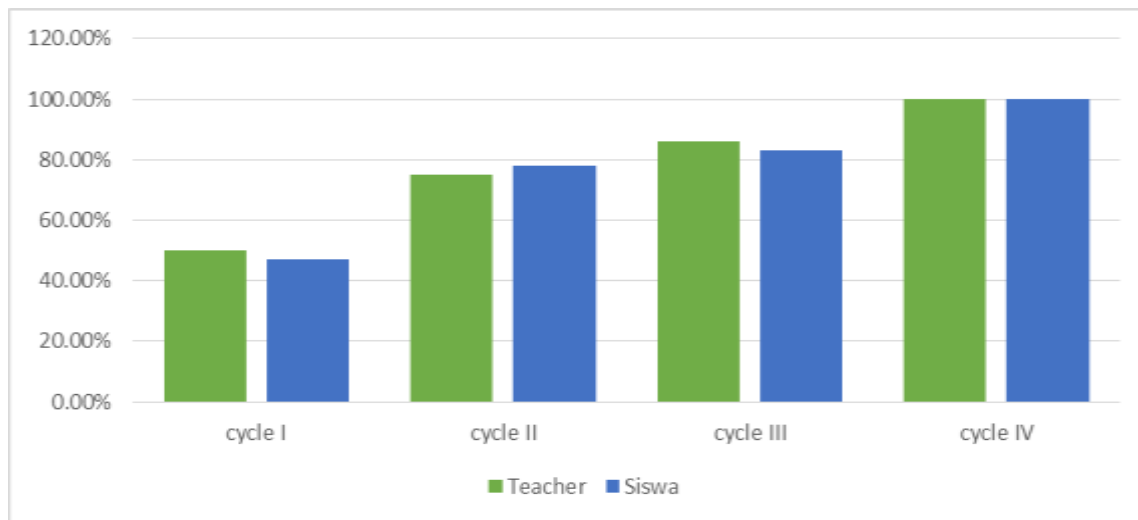

Figure 5. Comparison of Observation Results of Teacher and Student Activities through Cycle I, II, III, and IV Role Playing Methods

In the diagram in the first cycle the presentation of the success of new teachers reached 50% and students 47.2%, in the second cycle the presentation of teacher results in 75%, students 78%, in the third cycle teacher 86%, students 83%, in the fourth cycle presentation of teacher and student results in 100%. Based on field data, and documentation, from the learning process and based on the theories examined in this article introducing cultural diversity to elementary school students is very important. Not only the culture of the nation and the country, the culture that must be introduced to children also includes the culture of other nations. Students do not have social prejudice and sometimes adults forget about it. It's important to take a stand now to influence the next generation and make sure they are open-minded, compassionate and care about around. When students get to know the culture of their nation, they are expected to be able to face the clash of social conflicts as early as possible. Introducing this nation's culture encourages children not to be easily influenced by everything that can divide their nation. Students who have known cultural differences well, they will appreciate all the differences around them. Children will also respect and feel sympathy and empathy for others around them.

Discussion

Based on the results of research that have been obtained, the learning process and based on the theory studied by researchers, it can be explained that there has been an increase in civic education learning about the material of the national cultural diversity of students through the Value Clarification Technique learning model. the religion of others, this is due to the process of role-playing which provides

many opportunities for students to be able to respect diversity as a beautiful thing. Students have also been able to respect others because role-playing teaches students to appreciate the differences of other students who are of different cultural and religious ethnicities, such as the number of different opinions on each occasion to evaluate their friends after playing the role is complete. Students are also taught how to be able to tolerate different people, such as accepting students appointed by the teacher to do role playing, and students must carry out the roles given by the teacher. Finally, students are taught how to behave and behave that reflects the beauty of differences, such as not mocking their friends who use regional language, dark skin, and dressing like no other students, because this difference makes Indonesia rich and united according to the various principles of singular ika, which is different -different but still one. The findings of this study are in line with Fariyatul & Bandono, (2017) who argued that by applying the learning model Value Clarification Technique is a way to instill and explore certain values of students. This model can help students in finding and determining a value that is considered good in dealing with a problem through the process of analyzing the values that already exist and embedded in students. In other words, the Value Clarification Technique learning model is intended to train and nurture students on how to assess, make decisions about a common value to be implemented in daily life (Rischa & Abdul, 2019). If viewed in terms of the process, the Value Clarification Technique learning model serves to (1) measure or know the level of student awareness about a value, (2) foster student awareness of values that are both positive and negative to be fostered towards improvement or correction. and (3) instill value to students through rational ways and can be accepted by students as personal values (Sari & Suwandi, 2018; Fahmy Bachtiar, Rahim & Malik, 2015).

Conclusion

This research can be concluded that on civic education learning about material of national cultural diversity makes students more aware of the importance of respecting different religious cultural tribes, students are able to behave and behave that reflects the beautiful diversity of the national culture of students, such as tolerance for friends of different cultural and religious tribes and can work with everyone. There was a significant increase in the material of the national cultural diversity of students using the Value Clarification Technique learning model in the first cycle. 15 students had not reached the Minimum Completion Criteria or 45.4%. The second cycle had 10 people who had not reached the Minimum Completion Criteria while the third cycle had observed behavior changes. where students who had previously mocked their friends from different cultures after completing learning, these students were no longer mocking because they already knew the meaning of cultural diversity as a result of role playing learning. While the IV cycle 100% of students have reached the Minimum Completion Criteria where the Minimum Completion Criteria specified is 70.

Acknowledgements

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